

Priority Performance Indicator Quality Criteria

The purpose of this document is to provoke discussions regarding how to prioritize Performance Indicators (PI) in relation to the Quality Criteria below. A PI does not need to score a "clearly evident" in all categories in order to be considered high quality. However, that would be a collective, intentional decision made by educators and possibly students. The Quality Criteria can also be used to refine areas of weakness in PIs.

Performance indicators delineate the knowledge and skills that comprise the larger grain size Critical Proficiency. These must be measurable and allow students to demonstrate their proficiency over time and across contexts. Performance indicators come from content standards or content standard clusters. Many, if not most, Critical Proficiencies have multiple related performance indicators and formally assessing each one would be an arduous task to undertake. Therefore, it is essential that a district go through a process of identifying or developing **Priority Performance Indicators** that best align to the Critical Proficiency from all performance indicators in a content area available in each grade level or grade-band. Though some performance indicators will not be formally assessed, additional performance indicators have a place in student learning as they contribute to the depth and breadth of knowledge.

Performance indicators that are chosen to determine the proficiency of the larger grain size critical proficiency are referred to as **Priority Performance Indicators**. Student proficiency in Priority Performance Indicators will be formally assessed through the use of proficiency scales as part of an SU/SD's Local Comprehensive Assessment System. The overall proficiency of a student on a performance indicator is determined through multiple and varied assessments.

PBGR:

Critical Proficiency:

Contact Information:

If you have questions about this document or would like additional information, please contact:

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Priority Performance Indicator:	Not Evident	Somewhat Evident	Clearly Evident	Notes:
Relationship to the Critical Proficiency The performance indicator builds toward the related Critical Proficiency.				
Alignment to Standards The performance indicator is aligned with the standards approved by the State Board of Education .				
Knowledge and Skills The performance indicator describes what students should know, understand, and do.				
Transferable Skills The performance indicator incorporates transferable skills .				
Complexity The performance indicator is complex and sets high expectations for all students.				
Free of Bias The performance indicator is free of bias and does not advantage some students over others.				
Flexibility Evidence of learning can be demonstrated in multiple ways across a variety of contexts, including Flexible Pathways.				

Recommendation – Adopt, Adapt, Abandon: