Quality Criteria for Performance Assessments

This tool provides quality criteria for authentic performance assessments. It can be used in conjunction with the Agency of Education’s [Interdisciplinary Performance Assessment Template](https://education.vermont.gov/documents/edu-interdisciplinary-performance-assessment-template). As such, the criteria below are divided into two major categories: assessment plan criteria and design element criteria. Educators can use the criteria to support their understanding of the elements on the performance assessment template, reflect on the design and delivery of performance assessments they have written, or identify effective qualities of performance assessments written by others. Teachers are also encouraged to consider this tool for peer feedback or self-reflection, using the 1-3 scale and Teacher Reflections box to guide their thinking.

**1**: This is not evident; **2:** This is somewhat evident but needs refinement; **3:** This is evident and adds to the rigor of the assessment.

| **Design Elements Criteria** | **1-3** |
| --- | --- |
| **1. Integration** |  |
| The performance assessment integrates at least two content standards/proficiencies and transferable skills.  |  |
| **Teacher Reflections:** |  |
| **2. Type of Inquiry**  |  |
| Multiple paths of inquiry are offered to students such as data collection, field interviews, research, and experimenting with techniques, strategies, or production.  |  |
| The assessment provides opportunities for students to construct, investigate, understand, and apply knowledge, skills, and behaviors to a product and/or solution to a problem.  |  |
| **Teacher Reflections:** |  |
| **3. Degree of Authenticity**  |  |
| The overarching challenge is relevant and meaningful to students. |  |
| Content being assessed is related to real-world problems and contexts.  |  |
| **Teacher Reflections:** |  |
| **4. Student Voice and Choice**  |  |
| Opportunities for student ownership and student choice (e.g., topic, product, target audience, etc.) are evident.  |  |
| The assessment requires student-initiated planning, management of information/data, time management, and ideas.  |  |
| **Teacher Reflections:** |  |
| **5. Opportunities for Feedback, Revision, and Reflection** |  |
| Peer/teacher feedback and revision phases are included in the assessment.  |  |
| Formative assessments including documented student reflection (e.g., journal entries, videos, artwork, etc.) is evident during and after the assessment. |  |
| **Teacher Reflections:** |  |

| **Design Elements Criteria** | **1-3** |
| --- | --- |
| **6. Universal Design for Learning**  |  |
| Multiple forms (e.g., visual and digital) of materials are offered for delivering material.  |  |
| Students can express their knowledge and ideas through a variety of modes, including digital media and other tools.  |  |
| **Teacher Reflections:** |  |
| **7. Evaluation**  |  |
| Evaluation processes and criteria are clear and understood by students.  |  |
| Students have evaluators other than the teacher (e.g., field experts, classmates, self, etc.).  |  |
| **Teacher Reflections:** |  |

| **Assessment Plan Criteria** | **1-3** |
| --- | --- |
| **1. Task/Challenge/Driving Question**  |  |
| The assessment stems from a teacher- or student-developed task, challenge, or driving question.  |  |
| There is no single answer or solution to the task, challenge, or driving question; students must develop an original response.  |  |
| **Teacher Reflections:**  |  |
| **2. Assessment Tools** |  |
| Scoring criteria are related to the proficiencies and communicated effectively. |  |
| **Teacher Reflections:** |  |
| **3. Learning Targets**  |  |
| The standards/proficiencies and transferable skills that will be assessed are evident in the learning targets.  |  |
| The rigor of the targets is matched to the grade-level proficiencies that are being assessed.  |  |
| **Teacher Reflections:** |  |
| **4. Foundational Knowledge and Skills**  |  |
| The performance assessment extends prior learning.  |  |
| **Teacher Reflections:** |  |

| **Assessment Plan Criteria** | **1-3** |
| --- | --- |
| **5. Audience**  |  |
| Work is presented, displayed, or disseminated to a real or simulated audience other than the teacher.  |  |
| Students have opportunities to explain the reasoning behind choices they made, inquiry processes, and how/why they applied the content knowledge to their product.  |  |
| **Teacher Reflections:** |  |
| **6. Performance Mode**  |  |
| Independent and collaborative work phases are identified and communicated to students.  |  |
| Strategies for holding students accountable for their performance, progress, and process on independent and collaborative work are in place. |  |
| **Teacher Reflections:** |  |
| **7. Resources and Materials**  |  |
| Sources, topics, and content that are necessary to complete the task are accessible to all students.  |  |
| Planning processes, graphic organizers, and other materials are used to support all students in meeting the learning targets.  |  |
| **Teacher Reflections:** |  |

| **Assessment Plan Criteria** | **1-3** |
| --- | --- |
| **8. Timeline/Milestones** |  |
| The timeline/milestones for the assessment are established and include definitive due dates for tasks or phases of the assessment.  |  |
| Tasks or phases of the assessment are attainable for the readiness level of the students.  |  |
| **Teacher Reflections:** |  |

# Resources:

McTighe, J., Doubet, K. T., Carbaugh, E. M. (2020). *Designing Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment.* ASCD.

Taylor, C., Kokka, K., Darling-Hammond, L., Dieckman, J., Santana Pacheco, V., Sandler, S., & Bae, S. (2016). [Student Engagement: A Framework for On-demand Performance Assessment Tasks](https://edpolicy.stanford.edu/sites/default/files/publications/student-engagement-framework.pdf). Stanford, CA: Stanford Center for Opportunity Policy in Education.