

Performance Assessment Planner

A scaffolded tool to help educators design high quality performance assessments.

Grade Level:

Subject:

Course Title:

Author(s):

1. Design with the End in Mind

Brief Description of the Assessment

What is the purpose of the assessment (i.e., course-based or graduation-level)? What will students produce? How will you frame the performance assessment to students (i.e., what is the essential question or problem to be solved)?



Checkpoint

Is the performance assessment...

- Appropriately complex/rigorous?
- Authentic/real-world?
- Require students to apply key knowledge, skills, and dispositions?
- Incorporate opportunities for student voice and choice in what they produce and/or how they produce it?

Learning Outcomes

Essential Skills for Postsecondary & Workforce Readiness

Strategically select specific success criteria that align to this task.
(Think about 2-3 per task if course-based assessment.) Copy and paste them below.

- Choose at least one success criteria from the following competencies: **Inquiry and Problem-Solving, Communication, and/or Credible and Ethical Research**
- Choose one or more success criteria from the remaining competencies: **Adaptability and Reflective Practice, Career Development, Social Responsibility, Team Building, Self-Efficacy and Self Care, Time and Work Management**
- Cut & Paste PWR Domain/ Success Criteria Here
- Cut & Paste PWR Domain/ Success Criteria Here

Colorado Academic Standards

Choose one or more academic standard for students to master:

- Cut & Paste key CAS Here
- Cut & Paste key CAS Here



Checkpoint

Are the learning outcomes...

- Closely aligned to the culminating product(s) and performance?
- Comprehensive of knowledge, understanding, and success skills?
- Appropriately rigorous?
- Central to what students will learn and apply versus a laundry list?

Context for Assessment

Where does this Performance Assessment fit in the context of the school year and learning arc? What have students learned just before? What will they learn next?

Considerations for Accessibility

Is it possible for ALL students to excel, coming from multiple entry points, skill levels, and experiences? What intentional supports and formative checkpoints will you include to make sure students get the support, feedback, and coaching they need to be successful?

2. Scaffolding, Assessment Sequence, and Details

You'll notice that each phase includes a set of "Guiding Questions". Please do not feel like you need to address each question individually. Instead, reference the questions as general guidelines to help you consider the key aspects of your design.

Phase 1: Launching the Performance Assessment

Guiding Questions

- How do you plan to hook and engage students?
- What key dispositions do you want to frontload at the beginning?
- What opportunities will students have for initial exploration/research?
- If students will work in teams, how will you form project teams and set the teams up for success?
- Brainstorm a list of materials and supports you will need for this phase (this will include student-facing materials). No need to create them at this point.

Phase 2: Building Background Knowledge and Skills

Guiding Questions

- How will students acquire the knowledge and skills targeted in the learning outcomes?
- What kinds of learning experiences do students need to have in order to build their knowledge and skills (reading/writing workshops, math problems/situations/lessons, visits with experts, interactive experiences, etc.)?
- How will you formatively check for individual students' development of knowledge and skills?

- How will you continuously connect what students are learning during this phase to their final product(s) and performance?
- What opportunities for voice and choice will students have during this phase?
- Brainstorm a list of materials and supports you will need for this phase (this will include student-facing materials). No need to create them at this point.

Phase 3: Applying Knowledge and Skills

Guiding Questions

- How will students understand what a strong product looks like?
- What ongoing opportunities do students have to reflect on their work, their process, and their learning?
- What opportunities will students have for voice and choice in what they create and how they create it?
- What will students create collaboratively, and what will they create individually?
- How will you balance individual vs. team vs. whole-class learning during this phase?
- What supporting instruction/examples/scaffolding/time management tools/checklists do students need to maximize learning and use of time without too much handholding?
- How and when will students receive feedback and make revisions to their work?
- How and when will students receive feedback to support their essential skill development?
- Brainstorm a list of materials and supports you will need for this phase (this will include student-facing materials). No need to create them at this point.

[OPTIONAL] Phase 4: Synthesizing, Communicating, and Celebrating Learning

Guiding Questions

- How will you organize the culminating presentation so that each student has the opportunity to showcase their learning and practice their communication skills? At the same time, how will you organize the event so that it is engaging and time-bound?
- How will students understand what a successful presentation looks and sounds like?

- What opportunities will students have for rehearsal and feedback prior to the presentation?
- Who will the audience members be?
- What logistical details do you need to take care of in order to ensure a successful event?
- What opportunities will students have to reflect on their learning prior to and after the presentation?
- Brainstorm a list of materials and supports you will need for this phase (this will include student-facing materials). No need to create them at this point.