

Guidelines for Sufficiency Considerations

- How do we determine what constitutes a sufficient Body of Evidence for graduation- and course-based performance assessments?
- How do we ensure that our two “levels” of Guidelines mutually support and reinforce one another?

Breadth and Coverage	Graduation Guidelines	Course Level Guidelines
Over what period of time will evidence be collected?	•	•
How will evidence be collected and maintained (i.e., a physical or electronic portfolio)?	•	•
Will the student, the teacher, or both be responsible for adding to and maintaining the Body of Evidence?	•	•
What academic standards must students demonstrate?	• Are there categories/ power standards/ competency statements that we could leverage?	• Content standards are generally grouped into larger umbrella/ bucket groupings; courses have recommended number within each bucket ◦ Some could be marked as required, others as “choices”
What PWR skills must students demonstrate?	• How many, how many times, to what degree?	• How many, how many times, to what degree?

	Is “growth over time” important to capture or just the end result?	Is “growth over time” important to capture or just the end result?
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Depth and Quality	Graduation Guidelines	Course Level Guidelines
How many pieces of evidence do we need to see to know a student has mastered a particular academic standard or PWR skill?		
What “quality checks” are in place to ensure artifacts are worthy of inclusion in a Body of Evidence? Who decides?	- What <u>descriptors of the task</u> must be true for the evidence produced in response to the task to be eligible for inclusion? - Can we leverage Validations to ensure the “Ask” is correct? - What <u>descriptors of the evidence</u> must be true for the evidence produced to be eligible for inclusion? - Can we leverage intentional checkpoints spread out across the 4 years?	- What <u>descriptors of the task</u> must be true for the evidence produced in response to the task to be eligible for inclusion? - Can we leverage Validations to ensure the “Ask” is correct? - What <u>descriptors of the evidence</u> must be true for the evidence produced to be eligible for inclusion? - What classroom practices can we leverage to help check for quality?
Do students have sufficient opportunities to produce the required evidence?		
Do students have the opportunity to create a		

variety of products and performances as evidence?		
Are students required to share or defend their evidence publicly to an authentic audience of teachers, peers, community members, and/or experts?		

Consistency of Expectations	Graduation Guidelines	Course Level Guidelines
What processes do we have in place to calibrate expectations?	What should calibration look like (what are we calibrating, when and who is involved)?	What should calibration look like (what are we calibrating, when and who is involved)?
Will we accept formative evidence and observational evidence in addition to summative?		
How much evidence will we accept from collaborative projects?		
Will we accept evidence generated during		

extracurricular or out of school programming?		
What if a student is not initially successful in demonstrating a skill but improves significantly over time?	•	•
What opportunities exist for revision and resubmission?	•	•