

Guidelines for Sufficiency Considerations

How do we determine what constitutes a sufficient Body of Evidence for graduation- and course-based performance assessments?

Breadth and Coverage

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?

What [PWR skills](#) must students demonstrate?

Depth and Quality

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?	
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

What processes do we have in place to calibrate expectations?	
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?	