**Performance Task Template[[1]](#footnote-1)**

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| **Section 1: Assessment Summary** |

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| **Demographics**:  Grade level(s) the assessment was designed for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Subject area(s) the assessment was designed for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Which statements best describes the scale of this performance task?** | | | |
| * The tasks require **a few hours** over the course of **one or two days** to complete. * The pre and post tasks are similar in length and complexity.   OR   * The post assessment task is more complex than the pre. | * The tasks require **a few hours** over the course of **a week** or month to complete. * The pre and post tasks are similar in length and complexity.   OR   * The post assessment task is more complex than the pre. | * The tasks require **multiple days** over the course of **a week or month** to complete. * The pre and post tasks are similar in length and complexity.   OR   * The post assessment task is more complex than the pre. | * The tasks require **several weeks** over the course of **a month or year** to complete. * The pre and post tasks are similar in length and complexity.   OR   * The post assessment task is more complex than the pre. |

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| **Relationship to the Curriculum** | |
| **Pre-Assessment** | **Post-Assessment** |
| When/where in the curriculum will the diagnostic/baseline assessment occur? | When/where in the curriculum will the summative/culminating assessment occur? |
| **If the assessment does not include a pre and post component, what is the rationale for excluding either the baseline/diagnostic or summative/culminating task?** | |
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| **Section 2: Attending to Validity, Reliability, and Fairness**  ***Why is this assessment measure designed in this way?*** |

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| **1. Why is this assessment worth administering?** |
| This assessment will:   1. measure students’ growth in understanding key learning in Subject/Grade 2. support teacher assessment of curriculum and instruction to develop specific student content , skills and dispositions/values 3. serve as a common, local assessment for the 4. provide evidence for students’ portfolio |
| **2. How is this assessment supported by the research on quality assessment design and aligned to the AERA, APA, NCME *2014 Testing Standards*?** |
| 1. This assessment is designed as a parallel pre/post assessment of selected standards/outcomes (the modality stays the same, while content changes). 2. The use of a baseline assessment:    * allows both the teacher and students to identify strengths and areas in need of improvement,    * supports goal setting for teacher and students and    * provides a basis for formative assessment throughout the year. 3. Task-specific rubrics make expectations clear and allow students to self-assess. 4. These same rubrics provide specific, descriptive feedback when used by the teacher during the learning process. 5. The assessment task and the rubric are explicitly aligned to targeted learning standards, therefore increasing the likelihood that valid conclusions can be drawn from the results. |

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| **Section 3: Standards/Outcomes Assessed by the Task(s)**  ***How will students demonstrate what they know, are able to do and value?*** |
| Designers should use the *Alignment Rubric* to review this section |

**A. Target Standards**

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| Which **content** outcomes, standards or understanding(s) is this assessment designed to **formally assess**? That is, students’ work will provide evidence of which **content** standards? | Which **Common Core Standard(s) for literacy** is this assessment designed to **formally assess**? That is, students’ work will provide evidence of which **literacy** standards? |
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| Which **dispositional outcomes** is this assessment designed to formally assess?  That is, students’ work will provide evidence of which **dispositions**? | |
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| **Section 4: Description of Assessment Task(s)**  ***How will students demonstrate understanding?*** | |
| Rubrics designers can use to review this section: | |
| *Diversified and Balanced: Type*  *Diversified and Balanced: Differentiated*  *Authenticity* | *Thinking Demands and Rigor*  *Feedback*  *Bias Review* |

**Task(s) Description & Teacher Documentation with Explicit Standards Alignment**

| **PRE-ASSESSMENT TASK** | |
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| **Before the assessment the teacher should:** | |
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| What will the **students** do or produce to demonstrate their understanding and abilities? What is the task? | What will the **teacher(s)** do to support student learning? (includes formative assessment) |
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| **POST-ASSESSMENT TASK** | |
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| **Before the assessment the teacher should:** | |
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| What will the **students** do or produce to demonstrate their understanding and abilities? What is the task? | What will the **teacher(s)** do to support student learning? (includes formative assessment) |
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**Criteria for Formative Feedback and Summative Evaluation with Explicit Standards Alignment**

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| **What are the criteria that will guide 1) self-assessment 2) feedback to students and 3) scoring of culminating work?** |
| Designers should use the *Rubric Checklist* to review this section |

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| **Date inter-rater reliability data collected:** |  |  | **Inter-rater reliability score:** |  |
| **Dimensions** | Beginner  (Level I) | Developing  (Level II) | Established  (Level III) | Advanced  (Level IV) |
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| **Section 5: Design, Piloting and Implementation Process**  Designers should use the *Reliability* and *Bias Rubrics* to review this section |

**Designers and Design Process**

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| 1. **Who designed this assessment? What expertise does the design group bring to the design (level of teaching, disciplines, degrees)?** |
| This assessment was designed by teachers from district(s) X. All teachers were certified in Y content and level area. The teachers in the program had a combined total of X years of teaching experience and the average length of the team’s teaching experience was X years. The design process was facilitated by district personnel and an external support organization, Learner-Centered Initiatives, Ltd. LCI, Ltd. has a 20-year history assisting teachers in the design and use of diversified assessment measures. The assessments were designed as a part of a professional developmentprogram that supported the teachers’ understanding of quality assessment design practices as well as the creation of this assessment. |

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| 1. **How was the assessment drafted and revised? Describe the process.** |
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| 1. **How did the designers attend to issues of measurement error and other threats to reliability during the design process?** |
| During the design process, we:   1. received feedback from different groups of stakeholders on the task design and components 2. sought out student feedback on the task during the pilot or field testing process 3. collected anchors and exemplars, as well as inter-rater reliability data, during field testing 4. participated in a “final eyes” review of the assessment task and components 5. if the task includes controversial topics, we sought out feedback from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. explicitly attended to differentiation and the needs of our diverse learners in the task design 7. considered Universal Designs for Learning attributes when creating documents for students |

1. The design of this template was informed by quality assessment practices including Chapter 4 (Test Design and Development) from the 2014 *Standards for Educational and Psychological Testing* (AERA, APA, NCME), *Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning* (Stanford University, SCOPE), and Chapter 4 (Assessment That Produces and Measures Learning) from *Changing the Way You Teach, Improving the Way Students Learn* (*Changing the Way You Teach, Improving the way Students Learn* (Martin-Kniep, G. O., & Picone-Zocchia, J. (2009). [↑](#footnote-ref-1)