

Performance Assessment Quality Rubric (May 2014 version)

1. CLEAR AND WORTHWHILE PERFORMANCE OUTCOMES			
Criteria	Work in Progress	Ready For Use	Exemplary
Alignment to Standards	<ul style="list-style-type: none"> Segments of the performance assessment partially address content or skills relevant to standards. Scoring criteria focus on task-specific requirements or surface level features of the work, with little relationship to standards. 	<ul style="list-style-type: none"> The performance assessment is aligned to content and skill standards. Most of the scoring criteria are aligned to and reflect grade level expectations of the content and skill standards, and represent an appropriate level of challenge. 	<ul style="list-style-type: none"> The performance assessment is designed to integrate the measurement of key content and skill standards in a coherent way. Scoring criteria are tightly aligned to grade level expectations of key content and skills standards, and represent appropriately high standards of performance.
Deeper Learning Outcomes	<ul style="list-style-type: none"> Completion of the performance assessment requires students to apply some higher order thinking skills OR a 21st century skill, but there may be limited evidence of it in the work product. 	<ul style="list-style-type: none"> Student product provides some evidence of higher order thinking skills and/or 21st century skills, such as critical thinking, problem solving, effective communication, collaboration, and meta-cognition. 	<ul style="list-style-type: none"> Student product provides clear evidence of higher order thinking skills and/or 21st century skills, such as critical thinking, problem solving, effective communication, collaboration, and meta-cognition
Big Ideas/Strategies with Transferability	<ul style="list-style-type: none"> Builds student understanding with unclear or questionable importance within the discipline(s) 	<ul style="list-style-type: none"> Builds student understanding of key facts, concepts, or strategies with limited transfer within and/or across the discipline(s). 	<ul style="list-style-type: none"> Deepens student understanding of key facts, concepts and strategies that have broad transferability within and/or across the discipline(s).



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2. PERFORMANCE ASSESSMENT FOCUS, CLARITY, & COHERENCE			
Criteria	Work in Progress	Ready For Use	Exemplary
Task Prompt Focus and Clarity	<ul style="list-style-type: none"> Task prompt for students is unclear or attempts to address too many or confusing goals or objectives. Expectations for quality are unclear, implied, or not communicated. 	<ul style="list-style-type: none"> Task prompt for students is clear and addresses a focused set of content objectives Expectations for quality or proficient performance are broadly stated. 	<ul style="list-style-type: none"> Task prompt for students is clear and addresses an explicitly defined and focused set of objectives that require application of content AND higher order thinking within the discipline. Expectations for quality or proficient performance are clear and specific.
Coherence of Performance Assessment Components with Purpose	<ul style="list-style-type: none"> Task prompt for students, resources (texts and materials, if provided), and student product are misaligned and provide limited support for the purpose of the performance assessment. 	<ul style="list-style-type: none"> Task prompt for students, resources (texts and materials, if provided), and student product are supportive of the purpose of the performance assessment. 	<ul style="list-style-type: none"> Task prompt for students, resources (texts and materials, if provided), and student product are tightly aligned to the purpose of the performance assessment.



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3. STUDENT ENGAGEMENT: RELEVANCE AND AUTHENTICITY			
Criteria	Work in Progress	Ready For Use	Exemplary
Relevance & Authentic Purpose and Audience	<ul style="list-style-type: none"> Has little connection to students' lived experience, interests, or prior knowledge. Context for completing the performance assessment is not provided. The audience is the teacher or not defined. 	<ul style="list-style-type: none"> Makes a connection to students' lived experience, interests, or prior knowledge. Simulates a real-world context for engaging in and completing the performance assessment, and makes connections to the work of adults in the real world. Audience for final product includes the teacher and other students in the class. 	<ul style="list-style-type: none"> Builds on students' lived experience, interests, and/or prior knowledge. Provides a real-world context that establishes a clear "need to know" purpose for engaging in learning and completing the performance assessment. Audience for final product includes individuals beyond the teacher and classroom.
Authenticity to the Discipline(s)	<ul style="list-style-type: none"> Topic/question has marginal relevance to the discipline(s); the performance assessment engages students in an activity/product with little connection to the discipline(s). 	<ul style="list-style-type: none"> Topic/question has a clear connection to the discipline(s); the performance assessment engages students in an activity/product that is clearly connected to work in the discipline(s). 	<ul style="list-style-type: none"> Topic/question is key to the discipline(s); the performance assessment engages students in an activity/product that is central to work in the discipline(s).



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4. STUDENT ENGAGEMENT: CHOICE AND DECISION-MAKING			
Criteria	Work in Progress	Ready For Use	Exemplary
Diverse Responses & Opportunities for Choice/ Decision-making	<ul style="list-style-type: none"> • Task prompt for students and resources bias students toward a particular response; or there is only one acceptable response. • Provides no decision points for students. 	<ul style="list-style-type: none"> • Task prompt for students allows for diverse ways of responding to the prompt, but resources predetermine or limit the ways in which students can respond. • Provides a limited set of decision points, like topic or resources. 	<ul style="list-style-type: none"> • Task prompt for students and resources allow for diverse ways of responding to the prompt. • Provides students explicit opportunities to make key content and strategic decisions for how to complete the task and to extend their own learning by introducing new resources or strategies.



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5. STUDENT ENGAGEMENT: ACCESSIBILITY			
Criteria	Work in Progress	Ready For Use	Exemplary
Developmentally Appropriate	<ul style="list-style-type: none"> Most elements of the performance assessment (task prompt, content, context, resources) are overly complex or demanding, OR oversimplified for the grade level of the students, OR inappropriate for the socio-emotional stage of students. 	<ul style="list-style-type: none"> Most elements of the performance assessment (task prompt, content, context, resources) are appropriately challenging for the grade level and appropriate for the socio-emotional stage of students. 	<ul style="list-style-type: none"> All elements of the performance assessment (task prompt, content, context, resources) are appropriately complex and challenging for the grade level of the students and appropriate for the socio-emotional stage of students.
Accessibility of Resources / Text Complexity (Apply only when present)	<ul style="list-style-type: none"> The preponderance of resources is inaccessible OR <ul style="list-style-type: none"> The preponderance of resources is too easy for most students Resources do not vary in format*, complexity, or challenge, and are unlikely to be engaging to students. 	<ul style="list-style-type: none"> Resources are generally appropriate, engaging, and accessible for most students; one or more sources may be inaccessible for the grade level. Resources are grade appropriate and vary in format*, complexity, or challenge, and may be engaging for some students. 	<ul style="list-style-type: none"> Resources are carefully selected, excerpted, or adapted to improve engagement and accessibility for all students, including those with reading challenges and learning disabilities. Resources are grade appropriate, vary in format*, complexity and/or challenge, and are likely to be engaging to most students.

***Vary in format:** Resources that vary in format provide multiple ways for students to engage with content, and thereby provide multiple entry points into the performance assessment (e.g. multiple sources representing different perspectives or writing purposes, audio, visual, hands-on experimentation, etc.).



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6. CURRICULUM CONNECTED

- Aligned to the taught curriculum: Performance assessment overview explains how the performance assessment fits within a unit of study.
- Aligned to the skills that have been developed over time: Mini-tasks or learning activities, as described by the performance assessment overview, have clear connections to the performance assessment

7. OPPORTUNITIES FOR SELF-ASSESSMENT, PEER AND TEACHER FEEDBACK

- Performance assessment indicates that there will be opportunities for students to gain feedback through self-, peer-, and/or teacher assessment.
- Performance assessment indicates that students will have opportunities to revise and resubmit work, and reflect on their learning.

