**Engaging Classroom Assessments: Designing   
and Developing Performance Assessments**

**Performance Assessment Planning Template #2**

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| **—FIRST DRAFT—** | | |
| **Directions:** Record your topic and “unwrapped” matching Priority and Supporting Standards below. | | |
| **Step 1: Select Assessment Topic** | **Steps 2 and 3: Identify and “Unwrap” Matching Priority and Supporting Standards** | |
| **Grade Level or Course:**  **Assessment Topic:**  **Assessment Title:**  **Approximate Time Allocated for Assessment:**  **Authors:**  **School/District:** | * Think of a “unit” of instruction and identify matching standards * List standards by number and include the full text below * “Unwrap” matching standards: * Underline the concepts (important nouns or noun phrases) * Circle or capitalize the skills (verbs) * **Bold** the Priority Standards | |
| **Number** | **Grade-Specific Standards** |
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| **Step 3** *(Continued)* |
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| **Directions:** Create a graphic organizer. **Bold** elements in concepts and skills that are from the Priority Standards. |
| **Graphic Organizer of “Unwrapped” Concepts and Skills** |
| **Concepts: Need to *KNOW* about** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

| **Step 3** *(Continued)* | |
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| **Directions:** Continue completing your graphic organizer. | |
| **Graphic Organizer** *(Continued)* | |
| **Skills: Be Able to *DO***   * Next to each skill, write number in parentheses indicating approximate level of Bloom’s Taxonomy of thinking skills. * Refer to Bloom’s Taxonomy resource (pp. 178–181). | |
| **Approximate Level of Bloom’s Taxonomy** | **Skill and Related Concept(s)** |
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| **Step 4: Determine Big Ideas from “Unwrapped” Standards** | **Step 5: Write Essential Questions Matched to Big Ideas** |
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| **Directions:** Write three to four Big Ideas based on the following guidelines:   * Ideas or enduring understandings students *realize on their own* during and/or after learning concepts and skills * What do I want my students to remember long after they leave my classroom? * Each Big Idea promotes integrated, conceptual understanding of the concepts/nouns * Nonjudgmental, succinct—a few words that demand a lot * Written in student-friendly format | **Directions:** Write three to five Essential Questions based on the following guidelines:   * Open-ended—based on “unwrapped” concepts and skills * Guide instruction and assessment for all tasks * The Big Ideas are the students’ responses to the Essential Questions * The Big Ideas are the answers to the Essential Questions * Written in student-friendly format |
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| **Step 6: Design Tasks—Synopses of Tasks (Road Map for Tasks’ Design)** | | | |
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| **Directions:** Create a brief synopsis of each task based on the following guidelines:   * “What are we going to do?” * Plan an *overview* of the performance assessment * Develop student understanding of the Big Ideas * Differentiate for varying abilities * Include nonfiction writing in at least one task * Scaffold to build understanding of concepts and skills | | | |
| **Task** | **Degree of Rigor—Level of Bloom’s Taxonomy** | **Product or Performance—What Will Students Do?** | **Am I Using a Variety of Knowledge-Deepening Activities?** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |

| **Step 7: Task Development—Plan the Performance Tasks (SQUARED)** | | | |
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| **Directions:** Complete SQUARED as a standards-based planning tool for the tasks based on the following guidelines:   * Directly align application to concepts and skills * Intentionally design application to deliver students to the Big Ideas * Expand on synopses from Step 6 in “A”,  *Application* | | | |
| **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| **S** Which *standard(s)* (Priority/Supporting) will this task address? | *Standard(s):* | *Standard(s):* | *Standard(s):* |
| **Q** What *Essential Question(s)* and corresponding Big Idea(s) will this task target? | *Essential Question(s):* | *Essential Question(s):* | *Essential Question(s):* |
| **U** Which specific *concepts and skills* will this task target? | *Unwrapped concepts/skills:* | *Unwrapped concepts/skills:* | *Unwrapped concepts/skills:* |
| **A** *Application*—How will the students *apply the concepts and skills*? What will they do and/or produce? | *Application:* | *Application:* | *Application:* |

| **Step 7: Task Development—Plan the Performance Tasks (SQUARED)** *(Continued)* | | | |
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| **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| **R** *Resources/instruction/ information* for students—What do students need in order to complete the task? | *Resources/instruction/ information:* | *Resources/instruction/ information:* | *Resources/instruction/ information:* |
| **E** *Evidence of learning*—How will I know all of my students have conceptually learned the concepts and skills—the standard(s)?   * Meet “Proficient” level or higher on Task 1 rubric * Students respond to Essential Question(s) with Big Idea(s) in written or oral format * Other evidence: | *Evidence:*   * Meet “Proficient” level or higher on Task 2 rubric * Students respond to Essential Question(s) with Big Idea(s) in written or oral format * Other evidence: | *Evidence:*   * Meet “Proficient” level or higher on Task 3 rubric * Students respond to Essential Question(s) with Big Idea(s) in written or oral format * Other evidence: | *Evidence:*   * Meet “Proficient” level or higher on Task 4 rubric * Students respond to Essential Question(s) with Big Idea(s) in written or oral format * Other evidence: |
| **D** *Differentiation* | *Differentiation* | *Differentiation* | *Differentiation* |

| **Step 7: Task Development** *(Continued)* | | | |
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| **Directions:** Complete student-friendly, full descriptions based on the following guidelines:   * An extension of “A” in SQUARED—the full details of what students will do in task * Format needs to be student-friendly because students receive a copy of full description and accompanying scoring guide to complete each task (if developmentally appropriate) * May use bulleted list, narrative, or a combination of both to convey directions to students * Detailed, full descriptions will ensure hand-to-glove alignment to task scoring guides (Step 10) | | | |
| **Full Descriptions** | | | |
| **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
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| **Step 8: Identify Interdisciplinary Standards** (completed after task development) | | | |
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| **Directions:** Review your planned performance tasks and find standards and indicators in *other* content areas that connect to those tasks and list them below. | | | |
| **Related Reading/Literature Standards** | **Related Writing/Speaking Standards** | **Related Math**  **Standards** | **Related Content Area**  **Standards** |
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| **Step 9: Create Engaging Scenario** |
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| **Directions:** Complete SCRAP as a planning tool for your Engaging Scenario. |
| **How Will You Engage Students in a Real-Life Challenge That Conveys the Relevancy  of the Targeted Content and Skills and Acknowledges an Audience?** |
| **S What is the situation?** |
| **C What is the challenge?** |
| **R What role(s) does the student assume?** |
| **A Who is the audience (preferably an external audience)?** |
| **P What is the product or performance the student will demonstrate and/or create?** |

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| **Step 9: Create Engaging Scenario** *(Continued)* |
| **Directions:** Write your full Engaging Scenario in the space below. |
| **Engaging Scenario** |
| **Materials/Resources Needed** |

| **Step 10: Scoring Guide (Rubric) Development** | | | |
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| **Directions:** Complete student-friendly scoring guides.   * Use specific, measurable, observable, and understandable criteria * Match to task directions | | | |
| **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| **Exemplary** (Second, determine these criteria.)  Meets all of the “Proficient” criteria *plus*: | **Exemplary** (Second, determine these criteria.)  Meets all of the “Proficient” criteria *plus*: | **Exemplary** (Second, determine these criteria.)  Meets all of the “Proficient” criteria *plus*: | **Exemplary** (Second, determine these criteria.)  Meets all of “Proficient” criteria *plus*: |
| **Proficient** (Begin here when identifying criteria; use as foundation for the remaining proficiency levels.) | **Proficient** (Begin here when identifying criteria; use as foundation for the remaining proficiency levels.) | **Proficient** (Begin here when identifying criteria; use as foundation for the remaining proficiency levels.) | **Proficient** (Begin here when identifying criteria; use as foundation for the remaining proficiency levels.) |

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| **Step 10: Scoring Guide (Rubric) Development** *(Continued)* | | | |
| **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| **Progressing**   * Meets \_\_\_\_\_\_\_\_ of the “Proficient” criteria | **Progressing**   * Meets \_\_\_\_\_\_\_\_ of the “Proficient” criteria | **Progressing**   * Meets \_\_\_\_\_ of the “Proficient” criteria | **Progressing**   * Meets \_\_\_\_\_ of the “Proficient” criteria |
| **Beginning**   * Meets fewer than \_\_\_\_ of the “Proficient” criteria * Needs help with Task 1 | **Beginning**   * Meets fewer than \_\_\_\_ of the “Proficient” criteria * Needs help with Task 2 | **Beginning**   * Meets fewer than \_\_\_\_ of the “Proficient” criteria * Needs help with Task 3 | **Beginning**   * Meets fewer than \_\_\_\_ of the “Proficient” criteria * Needs help with Task 4 |
| Teacher’s Evaluation: \_\_\_\_\_\_\_\_  Comments regarding student’s performance: | Teacher’s Evaluation: \_\_\_\_\_\_\_\_  Comments regarding student’s performance: | Teacher’s Evaluation: \_\_\_\_\_\_\_\_  Comments regarding student’s performance: | Teacher’s Evaluation: \_\_\_\_\_\_\_\_  Comments regarding student’s performance: |
| **Self-Check Your Work**   * Did I begin with proficiency criteria? * Do I have hand-to-glove alignment with task requirements? * Is any of my wording subjective? Can I be more specific? * Did I include behaviors and/or procedures on an academic rubric? * Did I make it student-friendly? “Paragraph has . . . ” versus “Student’s paragraph has . . . ”? * Are my expectations clear to my students? Did I read it from my students’ perspective? | | | |