

## Performance Assessment Quality Criteria

*These criteria aim to communicate design principles for the creation of quality performance assessments. Performance assessments ask students to think and to produce--to demonstrate learning through work authentic to the discipline and/or real world.*

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### Quality performance assessments have the following characteristics:

#### Clear and Worthwhile Performance Outcomes

- Require developmentally appropriate integration and demonstration of disciplinary understandings, language, and practices
- Are tightly aligned to content, language, and practice standards and other learning outcomes
- Make connections to the big ideas and/or enduring understandings of the course and discipline
- Are assessed using scoring criteria that address the targeted content and language learning outcomes
- Are clearly defined, measurable, and reasonable in quantity for the task duration and purpose

#### Task Focus, Clarity and Coherence

- Task prompt is focused and asks students to demonstrate mastery of disciplinary understandings, language, and practices
- Task prompt, directions, and criteria for scoring are clear, accessible, and unambiguous
- Task prompt, materials, and work products are coherent, aligned, and developmentally appropriate
- All elements of the task build toward accurate, deep understanding of content and are consistent with current disciplinary understandings and practices.

#### Elicit and Develop Rich Student Language

- Provide deliberate and appropriate opportunities to access, understand, and use the language of the task and discipline
- Provide opportunities for interactive communication, such as constructive conversation with peers
- Include scoring criteria that address the purposeful use of language

#### Student Engagement: Choice and Decision-Making

- Offer opportunities for student choice (e.g., selecting a research question or topic, selecting sources, deciding how to present findings)
- Provide for diverse ways of responding to the task
- Require student-initiated planning and management of information/data and ideas
- Provide opportunities for self-assessment, peer and teacher feedback, and revision



### **Student Engagement: Accessibility**

- Developmentally and linguistically appropriate and accessible content, context, and task prompt
- Use task materials that are carefully selected, excerpted, or adapted to improve participation and access for all students
- Use a variety of task materials and language supports to engage students and provide different entry points into the task (e.g., multiple sources representing different perspectives, audio, visual, hands-on experimentation, etc.)

### **Student Engagement: Purpose, Relevance, and Authenticity**

- Provide a clear purpose as to why students are being asked to engage in the task that makes a connection to disciplinary content
- Reflect a real-world task and/or scenario-based problem that is culturally sensitive and developmentally and linguistically appropriate for particular students
- Represent content in a way that is authentic, critical, and meaningful to students
- Has an authentic purpose and/or audience

### **Connected to Curriculum and Instruction**

- Aligned to the taught curriculum
- Aligned to the disciplinary understandings, language, and practices that have been developed over time
- Reflects the learning and language experiences students have had prior to the assessment

