

## Performance Assessment Review Checklist

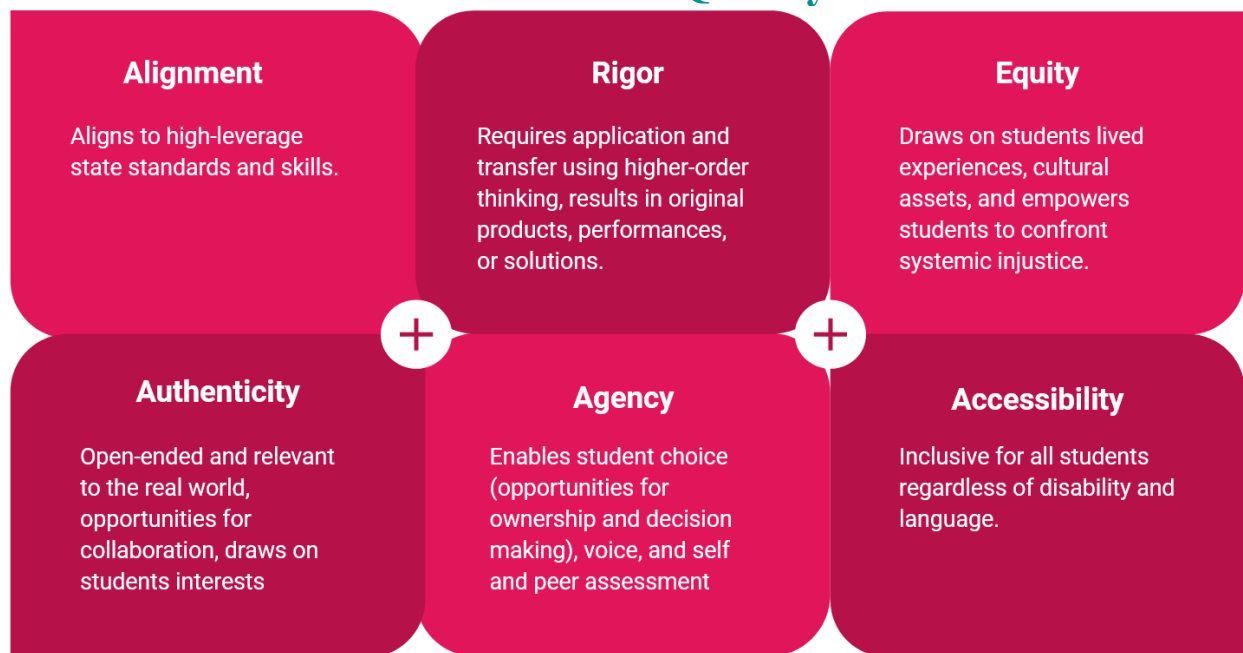
Use this review checklist to evaluate the degree to which a performance task meets the six elements of quality described below.

Assessment Name: \_\_\_\_\_

Course/subject/grade level: \_\_\_\_\_

Name of Reviewer(s): \_\_\_\_\_

### Elements of Quality



### 1. Alignment

#### Comments

<input type="checkbox"/>	The academic content standards assessed by this task are clearly defined in the task rubric. <i>If the task measures a portion of a standard, only the relevant portion of the standard is included in the rubric.</i>	
<input type="checkbox"/>	The corresponding parts of the task for each assessed standard are clearly identified in the rubric.	
<input type="checkbox"/>	The task elicits evidence that reflects the <b>true intent</b> of the assessed standards.	

## 2. Alignment (cont.)

<input type="checkbox"/>	If the task incorporates group work, individual demonstrations of knowledge can be scored.	
--------------------------	--	--

### *Optional Alignment Criteria Related to 21st Century Skills (e.g., creativity, collaboration)*

<input type="checkbox"/>	The skills (e.g., creativity, collaboration) assessed by this task are clearly defined in the task rubric.	
<input type="checkbox"/>	The task provides opportunities for students to demonstrate the 21 <sup>st</sup> century skills, as defined in the rubric.	

## 3. Rigor

### *Comments*

<input type="checkbox"/>	<p>The task reaches a Webb’s Depth of Knowledge Level 3 or 4, as described<sup>1</sup> below.</p> <ul style="list-style-type: none"> <li>– <u>Level 3: Strategic Thinking</u> Level 3 tasks require abstract thinking including devising a problem-solving strategy and gathering and using evidence. A task with multiple valid responses, where students must justify their choices, would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.</li> <li>– <u>Level 4: Extended Thinking</u> Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.</li> </ul>	
<input type="checkbox"/>	The task results in students creating original products, performances, or solutions.	

<sup>1</sup>Descriptions from: Aungst, G. (2014, September 4). *Using Webb’s Depth of Knowledge to Increase Rigor*. Edutopia. Retrieved from: <https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>

## 4. Equity

*One or more of the following elements should be present.*

*Comments*

<input type="checkbox"/>	The task draws on students' lived experiences and cultural assets that they bring from their homes and communities.	
<input type="checkbox"/>	The task positions students as knowers, doers, and knowledge builders within the academic discipline.	
<input type="checkbox"/>	The task actively counteracts negative racialized or deficit-oriented narratives associated with marginalized people and communities.	
<input type="checkbox"/>	The task engages students in identifying and examining one or more systemic inequities in our society.	
<input type="checkbox"/>	The task empowers students as agents of change to disrupt inequities and create a more just future.	

## 5. Authenticity

*One or more of the following elements should be present.*

*Comments*

<input type="checkbox"/>	The task engages students in analysis or problem solving around a current event or relevant phenomenon (e.g., upcoming referendum, opioid epidemic).	
<input type="checkbox"/>	The task requires that students take on genuine roles (e.g., interior designer, newspaper editor)	
<input type="checkbox"/>	The task supports collaboration between peers and/or outside community members or experts (e.g., interviewing small business owners).	
<input type="checkbox"/>	The task is specific to the local community or region (e.g., preparing the town for climate change).	
<input type="checkbox"/>	The task connects to student areas of interest (e.g., designing a skateboard park).	
<input type="checkbox"/>	The task incorporates an authentic audience (e.g., letter to the mayor, presentation to the school board).	

## 6. Agency

*One or more of the following elements should be present.*

*Comments*

<input type="checkbox"/>	<p><u>Student Voice</u>: The task provides opportunities for students to express their values, opinions, beliefs, and perspectives.</p>	
<input type="checkbox"/>	<p><u>Student Choice</u>: The task provides opportunities for students to make consequential decisions (e.g., topic of focus, format of demonstration, approach to problem-solving), taking into account their ideas, interests, passions, and ambitions.<sup>2</sup></p>	
<input type="checkbox"/>	<p><u>Self- or Peer Assessment</u>: The task provides opportunities for students to evaluate their own progress towards meeting the expectations and/or to evaluate the work of their peers for the purpose of offering constructive feedback.</p>	

## 7. Accessibility

*Comments*

<input type="checkbox"/>	<p>The student directions are clear and appropriate for the grade level.</p>	
<input type="checkbox"/>	<p>The task can be accommodated to support the valid assessment of all learners (e.g., students with disabilities, English learners).</p>	

<sup>2</sup> Be careful to ensure that the elements of student choice do not interfere with the ability to assess students on the identified standards.