

This playlist presents a variety of curated resources aligned to the learning progression and designed to build your knowledge and skills.

Performance Assessment Playlist

Competency Statement #2: Teachers will demonstrate the ability to design, implement, respond to, and communicate the results of authentic assessment in order to gather compelling and sufficient evidence of learner mastery of relevant competencies.

These performance indicators define the core knowledge, skills, and dispositions required to build competency.

Performance Indicators

Teachers will understand and apply the criteria that define a high-quality performance assessment.

[Click Here](#)

Teachers will understand and apply the criteria that define a high quality rubric in order to assess student work that is open-ended.

[Click Here](#)

Teachers will engage in validation to enhance the design and alignment of performance assessments.

[Click Here](#)

Teachers will engage in calibration to enhance reliability of performance assessments.

[Click Here](#)

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These performance levels are mapped to where you self-assessed on the learning progression. Use the results of your self-assessment to pick resources that help you advance to the next performance level.

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The Case for Authentic Assessment

The Case for Authentic Assessment provides an excellent explanation of the What and Why of authentic assessment.
Source: Grant Wiggins

What Is Performance Based Assessment?

The Stanford School Redesign Network describes in this brief how performance assessment is an assessment system built around student demonstrations of learning and outlines the components of a credible, defensible performance assessment system.
Source: Stanford School Redesign Network

Five Keys to Comprehensive Assessment

In this video, Linda Darling-Hammond shares how using well-crafted formative and performance assessments can powerfully affect teaching and learning.
Source: Linda-Darling Hammond

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Authentic Assessment Toolbox

This website, by Jon Mueller, takes learners through the steps of creating an authentic assessment. At the bottom of the page, there are links that further unpack each step.
Source: Jon Mueller

Student Engagement Alignment Tool

This tool from the Center for Collaborative Education (CCE) is designed for the self-assessment of practitioner-developed performance assessments for maximizing student engagement.
Source: CCE

Tuning Protocol for Tasks

This protocol is used to get feedback about a performance task and how to strengthen it.
Source: CCE

Using Webb's Depth of Knowledge to Increase Rigor

This blog post explores how to strengthen the rigor of performance tasks in your classroom through Webb's Depth of Knowledge (DoK).
Source: Gerald Aungst

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Performance-Based Assessment: Making Math Relevant

This short Edutopia video illustrates how high school math teachers worked to make learning meaningful and sticky through a summative performance assessment.
Source: Edutopia

Introduction to Leaders of Their Own Learning: Why Student Engaged Assessment Matters

The most important assessments that take place in any school building are seen by no one. They take place inside the heads of students, all day long. Students assess what they do, say, and produce, and decide what is good enough. These internal assessments govern how much they care, how hard they work, and how much they learn. They govern how kind and polite they are and how respectful and responsible. They set the standard for what is "good enough" in class. In the end, these are the assessments that really matter. All other assessments are in service of this goal—to get inside students' heads and raise the bar for effort and quality.
Source: EL Education

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Please Note: The resources in the Leading level will help **start you on the path toward Innovating**, but the ability to innovate only comes with significant experience and practice.

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Level Up's Why We Need to Stop Grading Neatness & Title Pages: Rubrics 101

Level Up Learning's podcast explores Susan Brookhart's book *How to Create and Use Rubrics for Formative Assessment and Grading*, delving into the basic types of rubrics and practical dos and don'ts for constructing and using a rubric.

Source: Level Up podcast

Chapter 1. What Are Rubrics and Why Are They Important?

Susan M. Brookhart, rubric expert and author of the book, *How to Create and Use Rubrics for Formative Assessment and Grading*, explores the What and Why of rubrics in this first chapter.

Source: Susan M. Brookhart

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Creating Descriptive Rubrics for Educational Assessment

This presentation takes you through how to decide what type of rubric to use, how to break down standards or competencies into performance criteria, and how to determine performance levels.

Source: Central New Mexico Community College

Rubric Design

This presentation summarizes the components of a rubric and examines what makes for a high quality, highly effective rubric.

Source: CCE

Module J: Identifying Evaluative Criteria for Assessments

In their book, *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*, authors Grant Wiggins and Jay McTighe address evaluative criteria.

Source: Grant Wiggins & Jay McTighe

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Performance Assessment Resource Bank: Calibration

This collection of tools from SCALE and CCE help guide teachers through the process of scoring student work accurately to build their skills and increase their accuracy using anchor papers, rubrics, and scoring guidelines. Log-in with an email address to download the free resources.

Source: Stanford Center For Assessment, Learning, And Equity (SCALE)

Performance Assessment Quality Rubric

This tool developed by SCALE is an exemplar which teachers can use to frame their own rubrics and practice scoring student work against to improve the fairness and reliability of their scoring.

Source: Stanford Center For Assessment, Learning, And Equity (SCALE)

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Assessment Validation Protocol

This protocol offers a pathway to walk through the validation process and can be used with this Assessment Validation Checklist.

Source: CCE

Quality Performance Assessment Module Series: Task Validation Protocol

This presentation can be used to compliment the above protocol as teachers practice task validation.

Source: CCE

Quality Performance Assessment Module Series: Performance Assessment Task Validation Process

This presentation reviews the importance of validation and alignment in performance assessment.

Source: CCE

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Assessment Validation Checklist

This checklist is designed to ensure assessments have technical quality. It should be used with the Assessment Validation Protocol.

Source: CCE

Design and Validation of Technology-Based Performance Assessments

This academic paper describes the design and technical verification of performance assessments. The chapter begins with a brief definition of performance measurement and describes a set of validity criteria that should be in place to guide the design of performance assessments.

Source: UCLA/CRESST

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Strategies for Monitoring Progress

Vanessa Cramer, ninth-grade science teacher at the Springfield Renaissance School in Springfield, MA employs a variety of techniques to help students monitor their own progress—with support from the teacher—toward specific learning targets.

This video accompanies the book "Leaders of Their Own Learning: Transforming Schools through Student-Engaged Assessment."

Source: Edutopia

Exploring Performance Assessment Tasks from the Student Perspective

This article discusses how to use cognitive labs, focusing on directly observable behavior while students are working, to capture information about the reasons behind student performance.

Source: Karin Hess

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Calibration Protocol

This protocol is designed to calibrate the scoring of student work and explore the instructional implications of the prompt or task, student work, and rubric.

Source: CCE

Scorer Calibration Protocol

This protocol is alternative resource to support teachers new to scoring summative assessment tasks in calibrating their scoring with a school or district's task-neutral scoring criteria.

Source: Great Schools Partnership

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Calibration Protocol

This video demonstrates the calibration protocol in action, showing teachers collaboratively scoring student work.

Source: CCE

Calibration Protocol for Scoring Student Work

This calibration protocol resource walks you through the process of calibration with rationale for each part of the process, with attention to contextual examples.

Source: Rhode Island Department of Education & the National Center for the Improvement of Educational Assessment, Inc

Calibrating and Collaborative Scoring of Student Work

In this video tutorial, you will learn the the purpose of calibrating student work as a collaborative process and understand how to use a calibration protocol.

Source: Sophia

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Looking at Data

This Looking at Data protocol from SRI is used to guide groups of teachers discover what students understand and how they are thinking. The protocol uses student work analysis to to examine implications for instruction and assessment.

Source: School Reform Initiative (SRI)

Data Analysis Protocol

This is a tool used to guide teachers as they collect, prepare, and use performance assessment data to drive student achievement and quality instruction.

Source: CCE

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