

## Design Elements for Rigorous & Equitable Performance Assessments

*A design, feedback, reflection, and revision tool for teachers to collaboratively develop high quality performance assessments*

<i>Is it...?</i>	<i>Ready for use</i>	<i>Needs revision</i>
<p><b>Aligned</b></p> <p>"How aligned is the task to the PWR Essential Skills and Colorado Academic Standards?"</p>	<p>It is clear what targeted skills and knowledge students will demonstrate through the task</p> <p>Cognitive level of task matches the level in the identified PWR and CAS indicators</p> <p>Content knowledge and skills required in the task match those identified in the PWR and CAS indicators</p>	<p>Segments of the performance assessment partially address content or skills relevant to CAS or PWR indicators</p> <p>Scoring criteria focus on task-specific requirements or surface-level features of the work, with little relationship to CAS or PWR indicators</p>
<p><b>Accessible</b></p> <p>"Is it possible for ALL students to excel, coming from multiple entry points, skill levels, and experiences?"</p>	<p>The process and product reflect students' individual backgrounds, cultures, interests, and passions</p> <p>The process and product contain a variety of pathways to success for the main need-to-know and need-to-do components (differentiation)</p>	<p>The connection to students' experiences is limited or unclear</p> <p>A single process and product are expected from all students</p> <p>Students' prior knowledge and willingness to comply play the biggest role in their success</p>
<p><b>Authentic</b></p> <p>"Are students engaged in doing real things?"</p>	<p>The process and product reflect that of adults in the postsecondary and workforce world</p> <p>The process involves students in evaluating targeted skills as modeled and applied by experts</p> <p>Task requires students to apply knowledge and skills - demonstrate targeted skills that are observable, to be evaluated on transparent quality criteria</p>	<p>The process and product have superficial connections to what adults do in the postsecondary and workforce world</p> <p>Task requires students to demonstrate skills based entirely on second-hand information (e.g. written instructions)</p> <p>Evaluation relies entirely on a student explaining what they did or could do</p>

<p><b>Relevant</b></p> <p>“Are students actively involved in making meaning of the task?”</p>	<p>Task allows students to do one or more of the following:</p> <ul style="list-style-type: none"> <li>● Choose content</li> <li>● Express their own views</li> <li>● Build on their strengths</li> <li>● Design their process</li> <li>● Decide their product</li> </ul> <p>Task provides multiple opportunities for students to connect Colorado Academic Standards and Essential Skills for Postsecondary &amp; Workforce Readiness to ICAP</p>	<p>Task dictates the content, process, and product</p> <p>The main context and rationale for the task is dependent on students entering a specific postsecondary field of work or study</p>
<p><b>Transferable</b></p> <p>“Are the skills students are building and demonstrating actually essential?”</p>	<p>Task is complex (e.g. interdisciplinary, incorporates cross-curricular skills, requires different stages of activity and/or testing different solutions to a problem)</p> <p>Task requires the use of multiple sources and engages with different approaches or perspectives</p> <p>Task is an opportunity to demonstrate understanding of the importance and application of PWR essential skills</p>	<p>Task elicits subject-specific knowledge and/or skill standards</p> <p>Task reflects limited access to previous attempts at problem-solving, or different approaches / perspectives</p> <p>The importance of key skills is implied or implicit</p>
<p><b>Iterative</b></p> <p>“Is this an opportunity to grow?”</p> <p>“Is this an opportunity to make connections to previous learning and future goals?”</p>	<p>Process includes thoughtfully planned opportunities for students to gain feedback through self-, peer-, community, and/or teacher assessment.</p> <p>Process includes opportunities for students to revise and resubmit work, and reflect on their learning.</p> <p>Process includes multiple opportunities for students to reflect on their growth in and towards CAS, ICAP, and PWR skills.</p>	<p>Assessment on targeted knowledge and skills is only summative.</p> <p>Opportunities to receive feedback, reflect, and revise are spontaneous or rare.</p> <p>Connections between different levels of learning and future plans are only elicited once.</p>

**Key Acronyms Explained:**

- [PWR](#) - Essential Skills for Postsecondary and Workforce Readiness - Transferable Skills
- [CAS](#) - Colorado Academic Standards - Discipline- or Course-Specific Knowledge & Skills
- [ICAP](#) - Individual Career and Academic Plan - Students’ Self-Directed Future Goals