The CDE offices of Postsecondary and Workforce Readiness and Assessment are engaging Colorado practitioners and leaders from K-12 education, industry, and higher education to create a process, resources, and recommendations in support of the development of performance assessments that students can use to demonstrate their readiness to graduate from high school. Colorado educators have defined Collaboratively-developed, Standards-based Performance Assessments as *an authentic demonstration of student knowledge and skills through the creation of a complex product or presentation.* Performance assessment designed and implemented in this way is an equity-centered approach that can benefit and serve the needs of ALL students, including special education students, English language learners, students in credit recovery, and gifted and talented students.

Performance Assessment System Design

Performance assessments should be viewed as part of a system of assessment and needs to be supported by policies, practices, and culture to make that system effective. Colorado educators have developed a set of recommendations in the areas of School Structures and Systems, Leadership and Professional Learning, Pedagogies, and School Culture to help guide local decision-making.

Implementation Supports and Expectations

Educators involved in the development of the performance assessment option have created the resources below as a foundational framework meant to guide and support local education systems as they engage in developing performance assessment systems that best match their individual context.

These resources represent the components of the State-wide Scoring Criteria needed to ensure that all performance assessments are rigorous and equitable.

It is *expected* that schools and districts who take advantage of the performance assessment option should be using the performance assessment definition as a guide for their system design, resources, processes, and evidence collected from students. Performance assessments for classroom and graduation use should reflect the Design Elements which outline the attributes of a high-quality performance assessment, and demonstrate that performance assessments are collaboratively-developed and scored utilizing validation and calibration processes.

Performance Assessment is designed to:

❖ Validate student perspective and experiences

❖ Support transference of knowledge and skills into new situations by giving students the skills to articulate what they know and can do, as well as identify their areas of strengths and challenges

❖ Promote student agency through feedback (teacher/mentor/peer)

❖ Be an asset-based approach to assessment for learning

❖ Engage students in the co-creation of learning goals and success criteria

The performance assessment process is content-agnostic, student-centered, and values local context.

The resources in this framework include:

Performance Assessment Definition	An authentic demonstration of student knowledge and skills through the creation of a complex product or presentation. The product and process are relevant to the student and prepare them for success in the postsecondary and workforce world. Performance assessments are an iterative process where students apply their knowledge and improve their skills through feedback and revision in order to reflect on and demonstrate growth.
Design Elements	Design elements signal the attributes of a high-quality performance assessment: *Aligned, Accessible, Authentic, Relevant, Transferable, and Iterative*
Performance Outcomes	Performance outcomes are **observable behaviors** linked to Essential Skills by which students can demonstrate each competency: *Adaptability and Reflective Practice * Communication * Career Development * Credible and Ethical Research * Social Responsibility * Time and Work Management * Inquiry and Problem Solving *Self-Efficacy and Self-Care * Team Building*
Performance Assessment Development Tools	From 2019-2022. CDE partnered with 2Revolutions and educators from across the state to form a PLC focused on cultivating strong performance assessment practices. The PLC created and trialed various tools and templates to design and score performance tasks, culminating events, and graduation defenses. Tools currently available are: *Performance Assessment Planning Template *Validation Protocol *Calibration Protocol Free, comprehensive online learning modules will soon be available.
Performance Assessment System Recommendations	Recommendations by Colorado educators focus on aspects of district and school systems that set students up for success in performance assessment. *School Systems & Structures * Leadership & Professional Learning * Pedagogies * School Culture *
Online Collaborative Scoring Platform	Performance assessments must be collaboratively scored to be used as valid measures for graduation purposes. PLC participants used OSCAR Classroom by MZD, a collaborative performance assessment scoring online platform, to facilitate scoring collaboration of the teacher developed performance assessments. This resource is available for all Colorado educators.

A Focus on Essential Skills

Performance assessments are designed to measure not only a student's academic content knowledge, but also the Colorado Essential Skills reflected in Colorado's Postsecondary and Workforce Readiness description and the Colorado Academic Standards. Performance assessments are intended to be developed through the lens of the Essential Skills, using the content from the Colorado Academic Standards as the vehicle through which the Essential Skills are demonstrated. Thus, student evidence and artifacts should reflect *both* Essential Skills and the content of the Colorado Academic Standards. Performance assessments designed in this way can result in deeper content learning as students must demonstrate their knowledge by engaging with specific skills that elevate the content, e.g., various modes of communication, reflective practice, and/or time management.

Guidelines for Sufficiency

In order for CDE and stakeholders both inside and outside of schools and districts to have confidence in the performance assessment process being used to graduate students under this option, schools and districts will need to be transparent with their local communities about how they have determined what constitutes a sufficient body of evidence for graduation and course-based performance assessments. To help schools articulate the "how much" and "how many" performance assessments from both a graduation and classroom perspective, CDE recommends that schools who are interested in using the performance assessment option complete the Guidelines for Sufficiency. This document is meant to help schools describe how a student's body of evidence will be collected, how much evidence will be collected, what types of evidence will be collected, when evidence will be collected, and the process that will be utilized at the building-level to support both students and educators. *A school and/or district team that completes the guidelines for sufficiency process can confirm to their communities that this option legitimately and effectively represents their graduates' demonstration of postsecondary and workforce readiness and can serve as evidence that the implementation of their performance assessment work is high-quality, thoughtful, and intentional.*

Body of Evidence

How much is enough to know they are graduation ready?

How do I ensure the "ask" of the task will lead to quality evidence?

How many essential skills/content standards do I need to assess?

How does each course fit into a 4 year plan for collection of evidence?

While districts may use their own locally established process to support the development of their Guidelines for Sufficiency, high-quality performance assessments, and collaborative scoring processes, our hope is that the Guidelines for Sufficiency document will lay the groundwork for conversations around the efficacy of implementation between the district and the state, schools and their district, and collaboration between schools. Additionally, they will help CDE in future efforts to gather educators in statewide collaborative scoring that will be used to continually refine Colorado educators' common understanding of high-quality student evidence that have resulted from each school's sufficiency requirements.

Will districts and/or schools be required to return their Guidelines of Sufficiency document for CDE approval?

No, the completed Guidelines for Sufficiency document is not subject to CDE approval. The Guidelines for Sufficiency is a tool that serves to confirm the school / district process of pursuing the performance option to the extent to which it was intended and added to the Graduation Guidelines Menu of Options. Engagement in the Guidelines for Sufficiency process demonstrates necessary transparency of performance assessment expectations for district and school communities.

Who should complete the Guidelines for Sufficiency?

CDE recommends that local teams consisting of district leaders, building leaders, instructional coaches, teachers, and counselors participate in the development of the Guidelines for Sufficiency process. Depending on the size of the district and the number of participating schools, nuanced adaptations should be considered at the building level to maintain community representation and authenticity.

Support is available to schools and districts from CDE, by request. Please contact:

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