ASSESSMENT LEADERSHIP:
Leveraging Performance-Based Assessments for Deeper Learning

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2014-15

House Bill 930 and Senate Bill 306

§ 22.1-253.13:3.C of the *Code of Virginia*

"Each school board shall annually certify that it has provided instruction and administered an **alternative assessment, consistent with Board guidelines,** to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year."

Required
Local Alternative Assessments

- Grade 3 History
- Grade 3 Science
- Grade 5 Writing
- US History to 1865
- US History from 1865 to Present

History & Social Science

"The Board is making changes to redefine high school graduation expectations and **transition to the use of locally-developed performance assessments with all history and social science courses.**"

--Supt's Memo #012-17
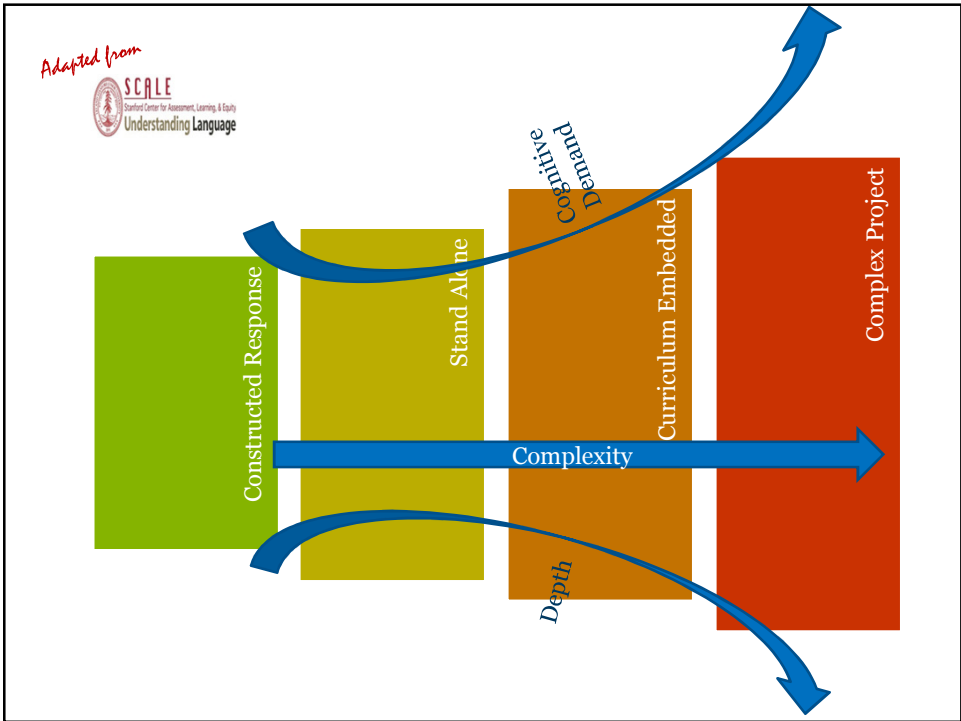(January 13, 2017)

Target: 2018-2019 school year

What is meant by **"locally developed alternative assessments"**?

**Authentic,
performance-based
assessments**

PERFORMANCE ASSESSMENT

Asks students to think and to produce--to demonstrate learning through work authentic to the discipline and/or real world.

Adapted from

Typical characteristics…	CONSTRUCTED RESPONSE	STAND ALONE	CURRICULUM EMBEDDED	COMPLEX PROJECT
Number of Intended Learning Outcomes	1 – 2 ILOs	Multiple, subject-specific ILOs	A cogent set of subject-specific ILOs	A complex, integrative set of ILOs & broad aims
Level of Instructional Support during Administration	Limited to clarification	Limited clarification & facilitation	Integrated instruction, facilitation, & feedback	Integrated instruction, facilitation, feedback, & guidance
Prescriptiveness of Student Response (Degree of Student Choice)	Fixed/ Convergent (typically little choice)	Convergent (limited choice)	Moderately Divergent (elements of choice in content and/or format of response)	Divergent (typically multiple opportunities for student choice)
Approximate Duration	A portion of a class period (≤ 60 minutes)	1 – 2 class periods (> 60 minutes)	Multiple class periods / days	Multiple weeks or a term

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Performance Assessment: "AT-RISK DRIVERS"

Your Task

The driving record of a Connecticut driver is selected at random from the sample. What is the probability that the driving record belongs to an "at risk" driver? **Based on the data, which age group has the highest probability of getting a traffic ticket?** Show your work or explain how you found your answer.

	Under 21	Over 75	Other Ages (21-75)
Traffic Ticket	24	11	218
No Traffic Ticket	29	84	634

SCALE
Stanford Center for Assessment, Learning, & Equity
Understanding Language

Performance Assessment: "DESIGNING A SCIENTIFIC INVESTIGATION"

The Agronomist's Proposal

You are an agronomist (that is, a food scientist) for a major food company called Greenco Foods. Your company has developed a new strain of wheat that is more nutritional and better tasting. The management of Greenco Foods would like to use the new wheat in its popular lines of breakfast cereals and sandwich bread.

As a first step toward bringing this seed line into production, you have been assigned to lead a team of agronomists to determine the type of soil that would grow wheat to maturity the fastest. The company uses farms that have two different soil types. Greenco Foods refers t these two different soils as Alpha 7 and Bio 11. A sample o the composition of each of the soils will be provided to yo

Your task is to design an experiment to determine which of the two soils is best for growing this strain wheat faster. Your experiment will need to be complete the company lab. You are to prepare a written propos your supervisor to review.

Use the attached Greenco Foods Experimental Template to write up your proposed experiment. Pe company policy, you need to write in clear, complete sentences. You should correctly use scientific terms appropriate for conveying your ideas. You should complete each section of the template.

Greenco Foods Experimental Design Template

Company Policy Reminders
☐ Write neatly.   ☐ Use accurate, scientific terms.
☐ Write in clear, complete sentences.   ☐ Complete all sections of the

What does our company need to know? (Question)

What do you think will happen? (Hypothesis)

What steps will you t
you may add more numbers, ar
2.

3.

What data will you collect? (Observations)
By using one or more of your five senses.
Describe what senses you will use, and how many times you will do this.

By measuring.
What unit will you use, and h times will you measure?

What do you think your observations will show, and why do you think this? (Prediction)

Performance Assessment: "THE LONE REACH OF HISTORICAL DECISIONS ESSAY"

The Long Reach of Historical Decisions Essay

Prompt

In the United States, the early 20th century was a period of significant change. As we have discussed in class, such changes occurred in the social, economic, and technological "fabric" of our country. Much of this change was thought to be good because it represented progress. Some of this change has turned out to have unintended consequences that have not been good.

First, identify one example of such a change, and explain why it would have been valued as a change at the time. (In class, we discussed the automobile as an example, so you may not choose that for your response.)

Then, from your vantage point as a 21st century citizen, identify one or two unintended consequences of this change in the present day. Be sure to identify any contributing factors to these consequences along the way. (As an example, we discussed the interstate highway system in class.)

Finally, make a case for whether this change has ultimately been beneficial or not for the United States.

Response Format

Your response will be in the form of a clearly written **essay**. Remember, your points should be supported by accurate historical facts. Also, remember that an essay has multiple paragraphs and should be written in a way that is clear to your reader. Use the prompt above to help organize your response. You will have three days of in-class time to complete this essay, from pre-writing through drafting, editing, and publishing.

Performance Assessment: "Amusement Park"

Your Task

1. Design your own ride.

   Option A: Giant Boat Swing
   Option B: Bungee Jump
   Option C: Ferris Wheel
   Option D: Ferris Wheel and Cart

2. Determine the trigonometric functions that model both the horizontal and vertical position of your ride.
3. Prepare a written report and PowerPoint presentation to a committee
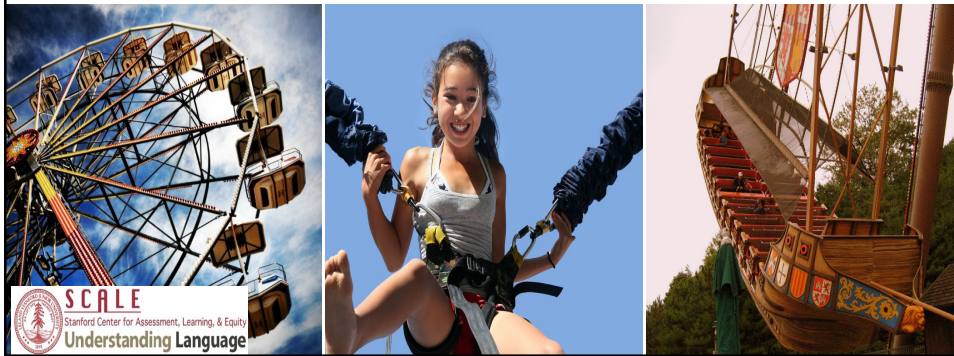
"Authentic Performance Assessment"

"Performance assessments *generally* require students to perform a task or create a product that is *typically* scored using a rubric. Authentic performance assessments *often* include tasks that *mirror* those that *might* occur in a *'real-life'* situation."*
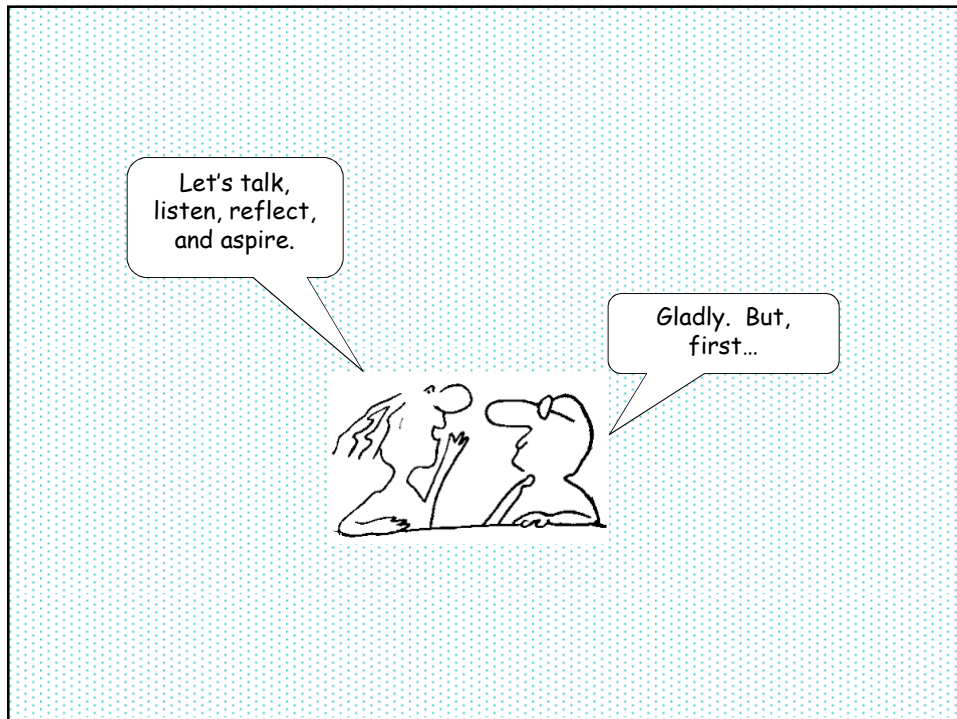
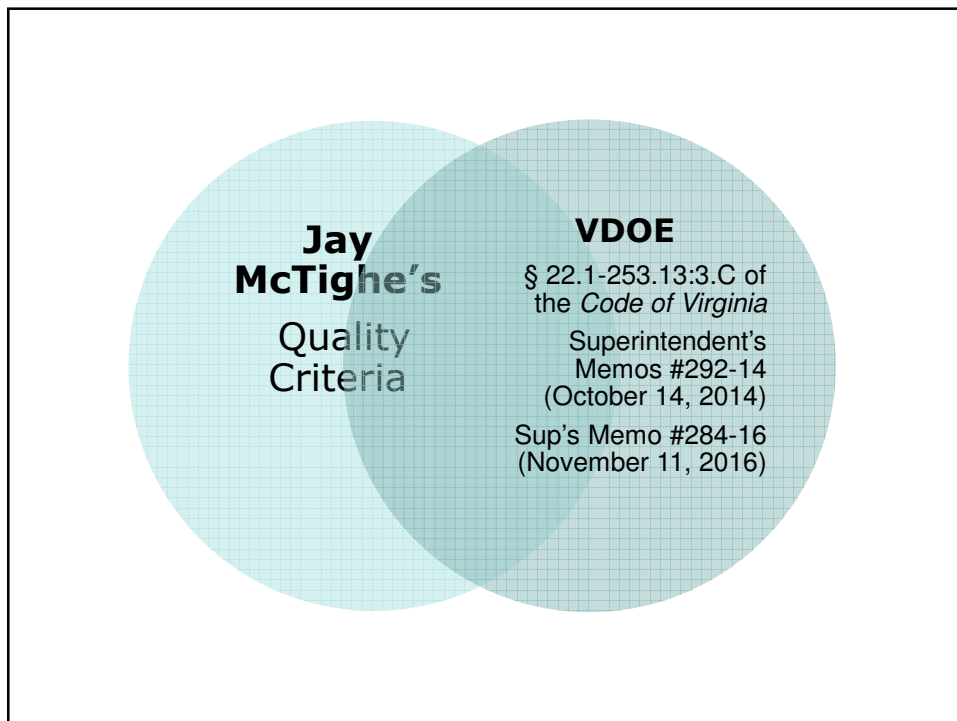(Supt's Memo #284-16, November 11, 2016)

*Italics added

""This should be viewed as an opportunity to engage in **innovation**."

Steve Staples, Ed.D.
State Superintendent of Instruction
October 2014

Let's talk, listen, reflect, and aspire.

Gladly. But, first…

Quality Criteria
...for PBAs
designed to be used as LAAs
in VA

Jay McTighe's

Quality Criteria

VDOE

§ 22.1-253.13:3.C of the *Code of Virginia*

Superintendent's Memos #292-14 (October 14, 2014)

Sup's Memo #284-16 (November 11, 2016)

Generic Criteria	McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	Rating 3 = criteria fully met 2 = met somewhat 1 = not yet met	Suggestions for Task Revision
Standards / Intended Learning Outcomes	1. The task aligns with targeted standard(s) / outcomes(s) in one or more content areas.	The LAA aligns to either (a) one or more *Strands* (from the SOL Curriculum Framework) or (b) one or more *Reporting Categories* (from the SOL Test Blueprint) in a grade level/subject area of a removed SOL test, namely: [1] • Grade 3 Science • Grade 3 History • US History to 1865 • US History from 1865 to Present • Grade 5 Writing	3 2 1	
Cognitive Demand	2. The task requires extended thinking and application, not simply recall or a formulaic response.	The LAA integrate applied, subject-specific, higher-order thinking skills into content-based standards, namely: [2] • Science 3.1 a–m • History 3.1a-j • USI.1a-j • USII.1a-j • English 5.7 a-i and 5.8 a-k	3 2 1	
Authenticity	3. The task establishes an "authentic" context; i.e., includes a realistic purpose, a target audience, and genuine constraints.	The LAA incorporates an "authentic performance," such a task that might occur in a real-world situation.	3 2 1	
Explanation	4. The task requires explanation and/or support – not just an answer.	The LAA requires a student response format such as performing a task, creating a product, and/or articulating reasoning in writing and/or orally, as an alternative to multiple-choice or technology-enhanced (e.g., drag-and-drop, fill-in-the-blank) test items.	3 2 1	
Success Criteria	5. The task includes criteria/rubric(s) for judging performance based on the targeted standard(s); i.e., criteria do not simply focus on the surface features of a product or performance.	• The LAA includes a rubric or other appropriate scoring criteria, which are accurate and reasonably objective. • Results on the LAA can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions. • Report of results on the LAA provide feedback to students, teachers, and parents.[3]	3 2 1	

[1] Not all content standards must be assessed. A school division may have multiple, complementary LAAs to account for all Strands or Reporting Categories.
[2] The LAA necessitates instructional approaches in the classroom that lead to students' deeper conceptual understandings and/or master of subject-specific skills.
[3] Scores are not reported to the VDOE.

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Student Directions / Prompt	6. The task directions for students are clear.	The LAA is age-appropriate and has a prompt that is both valid and reliable.[4]	3 2 1	
Feasibility	7. The task is feasible to implement in classrooms.	The LAA captures student thinking in a relevant and feasible response format.	3 2 1	
Accessibility; Freedom from Bias or Sensitive Topics	8. The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3 2 1	
Student Choice	9. *Optional:* The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances).	*Optional, but Encouraged:* The LAA itself and/or the combination of complementary LAAs provide students a variety of approaches to demonstrate success.	3 2 1	
Integration of Subjects	10. *Optional:* The task effectively integrates two or more subject areas	*Optional, but Encouraged:* The LAA may integrate multiple subjects.[5]	3 2 1	
Technology Application	11. *Optional:* The task incorporates appropriate use of technology.	*Not explicit in the VDOE guidelines.*	3 2 1	

Developed by Jay McTighe & Chris Gareis (2017)

[4] The LAA should be substantiated by a copy of the LAA itself, an assessment blueprint, a scoring protocol, sample responses, and/or training materials for teachers.
[5] The design, development, administration, substantiation, and use of LAAs should emphasize collaborative effort among teachers and administrators.
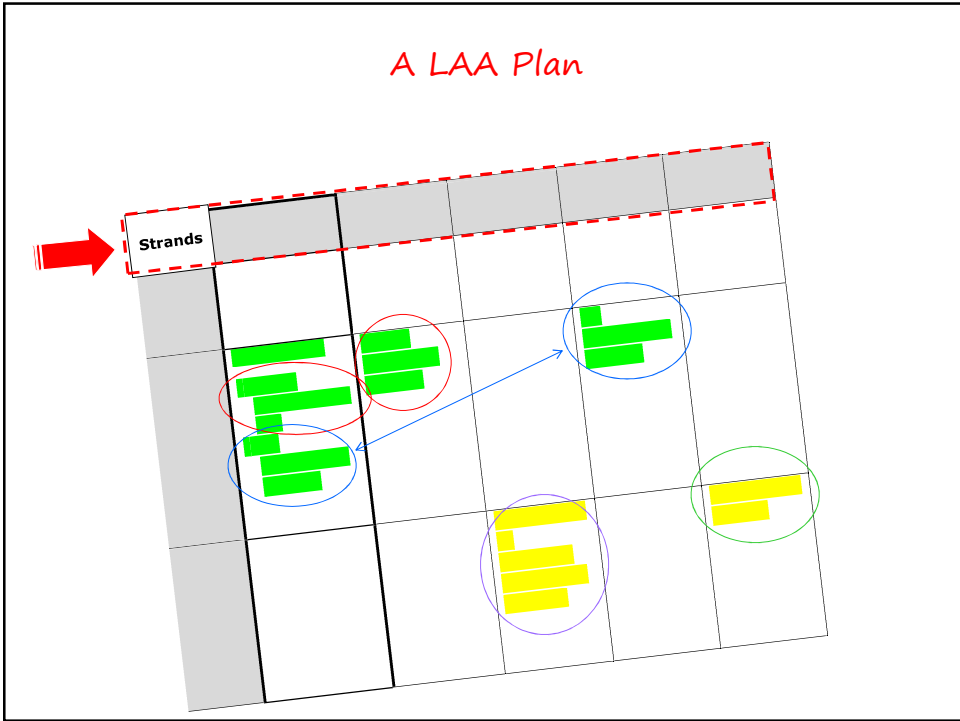
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Grade 3 Science
Test Blueprint Summary Table

Reporting Category	Grade 2 Standards of Learning	Grade 3 Standards of Learning	Number of Items
Assessed with other SOL	2.1m	3.1m	
Scientific Investigation, Reasoning, and Logic	2.1a-l	3.1a-l	10
Force, Motion, Energy, and Matter	2.2a-b 2.3a-c	3.2a-d 3.3a-c	8
Life Processes and Living Systems	2.4a-b 2.5a-d 2.7a 2.8a-d	3.4a-b 3.5a-c 3.6a-d 3.10a	11
Earth/Space Systems and Cycles	2.6a-c 2.7b	3.7a-d 3.8a-c 3.9a-e 3.10b-d 3.11a-c	11
Excluded from Testing	None		
Subsumed Content *	Content in Kindergarten and Grade 1 SOL		
Number of Operational Items			40
Number of Field Test Items**			10
Total Number of Items on Test			50

* The Virginia science SOL are spiral in nature and are vertically aligned from kindergarten through Physics. Because science content and processes taught in kindergarten and first grade lay the foundation needed for ongoing science education in grades 2, 3, and beyond, the science content for kindergarten and grade 1 is subsumed in the grade 3 science SOL test.
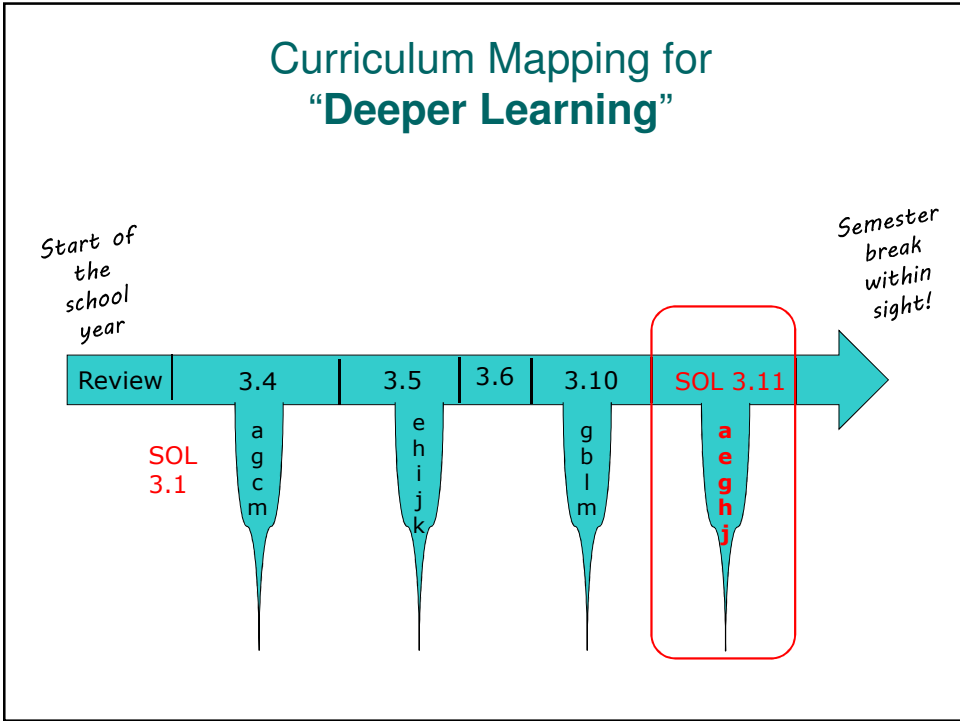
A LAA Plan

Grade 3 Science

3.11	The student will investigate and understand different sources of energy. Key concepts include
a)	energy from the sun;
b)	sources of renewable energy; and
c)	sources of nonrenewable energy.

Understanding the Standard (Background Information for Instructor Use Only)	**Essential Knowledge, Skills, and Processes**
• The sun is the source of almost all energy on Earth. The sun is the direct source of light and thermal energy. • Sunlight, water, and wind are sources of energy. The force of flowing water and moving air (wind) can also be used to generate electricity. • Wood comes from trees. It has many important uses, including its use as a fuel. • Some energy sources are renewable. That means that they can be replaced. Some energy sources are nonrenewable. That means that once they are used up, they are gone and cannot be replaced. Co... and natural gas are nonrenewable resources. • Fossil fuels, such as coal, oil, and natu... formed from decayed plants and ani... formation of fossil fuels takes million... years.	In order to meet this standard, it is expected that students will •explain that the sun is the major source of energy for Earth. •identify sources of energy and their uses. •describe how solar energy, wind, and moving water can be used to produce electricity. •describe how fossil fuels are used as an energy source. •compare and contrast renewable and nonrenewable energy sources. •analyze the advantages and disadvantages of different naturally occurring energy sou... •design a basic investigation to determine the effects of sunlight on warming various objects and materials, including water.

Annotations: Analyze; Create/Synthesize; Evaluate

3.1	The student will demonstrate an understanding of **scientific reasoning, logic, and the nature of science** by **planning and conducting investigations** in which
	a) observations are made and are repeated to ensure accuracy;
	b) predictions are formulated using a variety of sources of information;
	c) objects with similar characteristics or properties are classified into at least two sets and two subsets;
	d) natural events are sequenced chronologically;
	e) length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;
	f) time is measured to the nearest minute using proper tools and techniques;
	g) questions are developed to formulate hypotheses;
	h) data are gathered, charted, graphed, and analyzed;
	i) unexpected or unusual quantitative data are recognized;
	j) inferences are made and conclusions are drawn;
	k) data are communicated;
	l) models are designed and built; and
	m) current applications are used to reinforce science concepts.

Curriculum Mapping for "**Deeper Learning**"

Start of the school year

Semester break within sight!

Review	3.4	3.5	3.6	3.10	SOL 3.11

SOL 3.1

3.4: a g c m

3.5: e h i j k

3.10: g b l m

SOL 3.11: a e g h j

How can we determine the validity of a PBA task?

The Shipwright's Challenge

You are a shipwright and have been given the task of designing a seaworthy sailing vessel. Given some clay, a drinking straw, and paper, design a sailboat that can sail across the "sea" (that is, the kiddie pool in our classroom). You will provide the wind with your breath. You may test and retest your designs within the time given in class.

Content	Bloom's Taxonomy					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Sun as a major source of energy		Explain				
sources of energy and their uses		Identify				
solar energy, wind, and moving water can be used to produce electricity		Describe how				
fossil fuels are used as an energy source		Describe how				
renewable and nonrenewable energy sources				Com-pare & Contrast		
the advantages and disadvantages of using different naturally occurring energy sources				Analyze		
a basic investigation to determine the effects of sunlight on warming various objects and materials, including water					Determine effects	Design
Scientific investigation skills: Observations; measurement units & instruments; questions/hypotheses; data display; conclusions			Make obser-vations Use measure-ment units /instru-	Chart & Analyze data	Draw Conclusions	Formul ate questio ns / hypo-theses

Test *Test* *Test* *Test* *Test* *Test*

PBA

Use an assessment blueprint (aka, table of specifications) to determine validity.

Grade Three
Introduction to History and Social Science: Focus on Ancient World Cultures
The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic and civics concepts. Students will examine the social, cultural, and political characteristics of major ancient world cultures. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, customs, traditions, and perspectives.

Skills
3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) identifying artifacts and primary and secondary sources to understand events in world cultures;
b) using geographic information to support an understanding of world cultures;
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
d) summarizing points and evidence to answer a question;
e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
f) determining relationships with multiple causes or effects;
g) explaining connections across time and place;
h) using a decision-making model to make informed decisions;
i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
j) accessing a variety of media, including online resources.

History
3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and
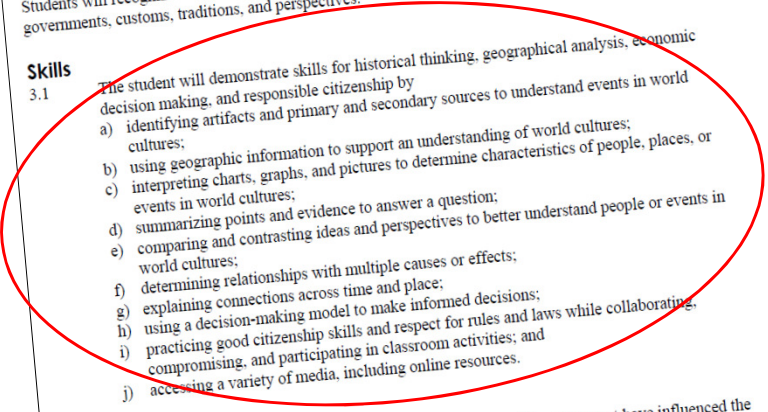
Purpose
Form
Audience

Writing

5.7 The student will write ~~for~~ in a variety of ~~purposes:~~ forms to include ~~describe, to inform, to entertain, to explain, and to persuade.~~ narrative, descriptive, expository, and persuasive.
a) Engage in writing as a process.
b) ~~a)~~ Select ~~Identify intended~~ audience and purpose.
c) ~~b)~~ Use a variety of prewriting strategies.
d) Introduce and develop a topic, incorporating evidence and supporting details.
e) ~~c)~~ Organize information to convey a central idea.
f) Recognize different modes of writing have different patterns of organization including story structure for narrative writing.
g) ~~d)~~ Write a clear topic sentence focusing on the main idea.
h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.
i) ~~e)~~ Write multiparagraph compositions.
j) ~~f)~~ Use precise and descriptive vocabulary to create tone and voice.
k) ~~g)~~ Vary sentence structure by using transition words and prepositional phrases.
l) ~~h)~~ Revise writing for clarity of content using specific vocabulary and information.
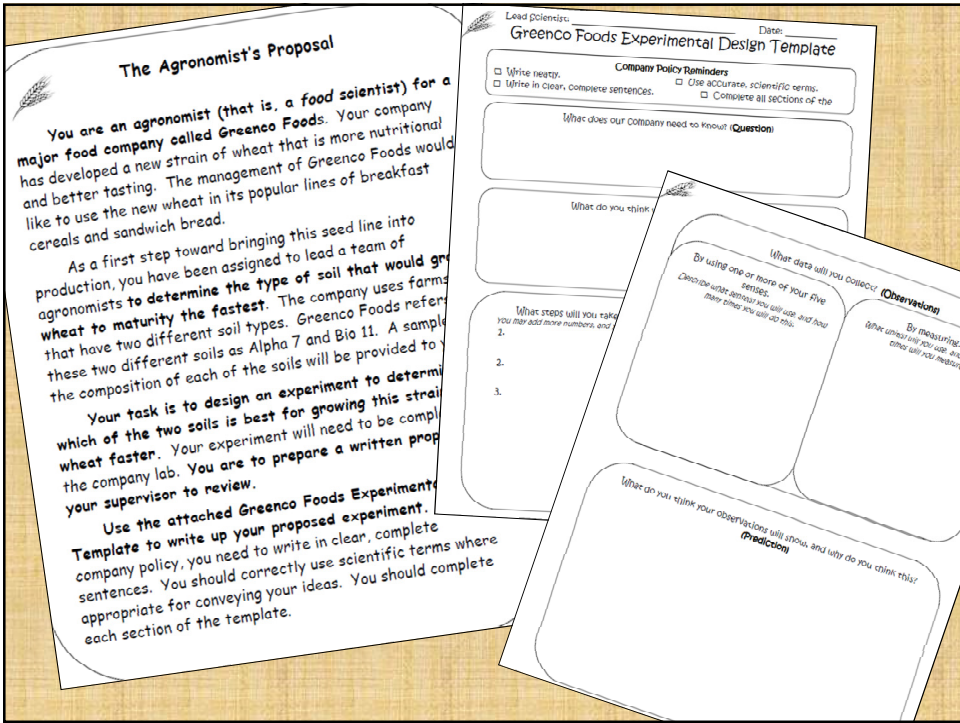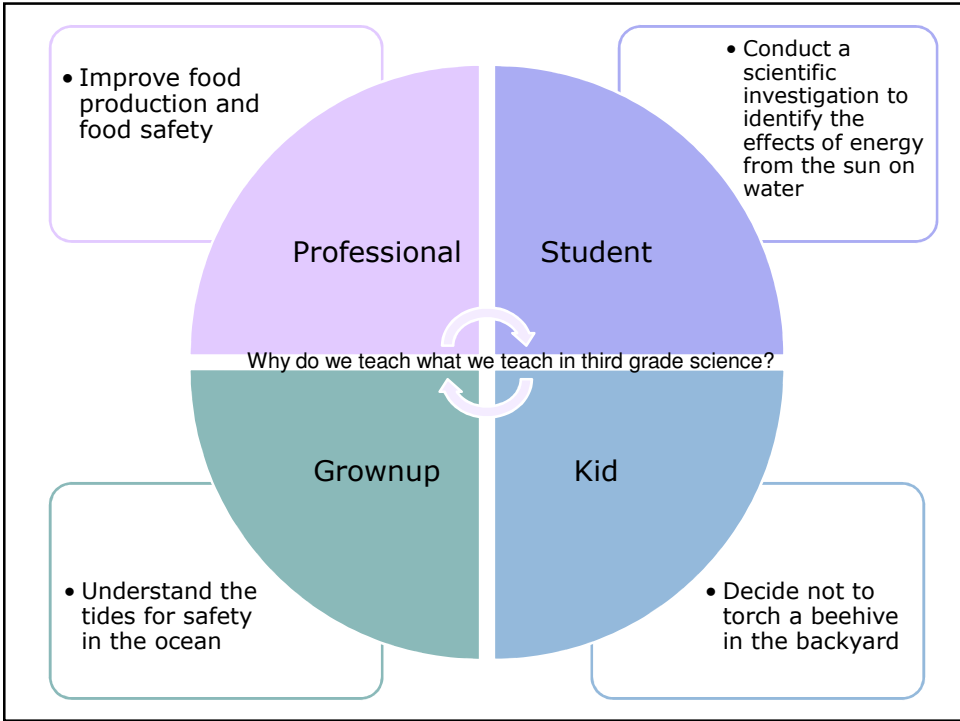~~i) Include supporting details that elaborate the main idea.~~ [Incorporated in 5.7d]

The Writing Process

5.8 The student will self- and peer-edit writing for ~~correct grammar~~, capitalization, spelling, punctuation, sentence structure, ~~and~~ paragraphing, and Standard English.
a) Use plural possessives.
b) Use adjective and adverb comparisons.
c) ~~Identify and u~~Use interjections.
d) ~~Use apostrophes in contractions and possessives.~~ [Addressed beginning in grade two] Use prepositional phrases.
e) Use quotation marks with dialogue.
f) Use commas to indicate interrupters, items in a series, and to indicate direct address.

Composition
Usage & Control

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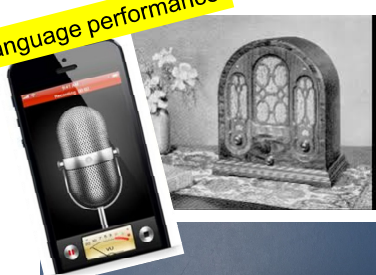[3] Scores are not reported to the VDOE.

Why do we teach what we teach in third grade science?

- Improve food production and food safety *(Professional)*
- Conduct a scientific investigation to identify the effects of energy from the sun on water *(Student)*
- Understand the tides for safety in the ocean *(Grownup)*
- Decide not to torch a beehive in the backyard *(Kid)*

The Agronomist's Proposal

You are an agronomist (that is, a food scientist) for a major food company called Greenco Foods. Your company has developed a new strain of wheat that is more nutritional and better tasting. The management of Greenco Foods would like to use the new wheat in its popular lines of breakfast cereals and sandwich bread.

As a first step toward bringing this seed line into production, you have been assigned to lead a team of agronomists to determine the type of soil that would grow wheat to maturity the fastest. The company uses farms that have two different soil types. Greenco Foods refers to these two different soils as Alpha 7 and Bio 11. A sample of the composition of each of the soils will be provided to

Your task is to design an experiment to determine which of the two soils is best for growing this strain of wheat faster. Your experiment will need to be completed in the company lab. You are to prepare a written proposal for your supervisor to review.

Use the attached Greenco Foods Experimental Design Template to write up your proposed experiment. Following company policy, you need to write in clear, complete sentences. You should correctly use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.

Lead Scientist: _____ Date: _____

Greenco Foods Experimental Design Template

Company Policy Reminders
☐ Write neatly.
☐ Write in clear, complete sentences.
☐ Use accurate, scientific terms.
☐ Complete all sections of the

What does our company need to know? **(Question)**

What do you think

What steps will you take? You may add more numbers, and
1.
2.
3.

What data will you collect? **(Observations)**
By using one or more of your five senses.
Describe what senses you will use and how many times you will do this.

By measuring
What units will you use and other will you measure

What do you think your observations will show, and why do you think this?
(Prediction)

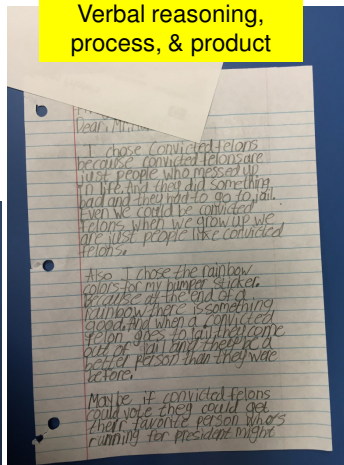| Generic Criteria	McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	Rating 3 = criteria fully met 2 = met somewhat 1 = not yet met	Suggestions for Task Revision
Standards / Intended Learning Outcomes	1. The task aligns with targeted standard(s) / outcomes(s) in one or more content areas.	The LAA aligns to either (a) one or more *Strands* (from the SOL Curriculum Framework) or (b) one or more *Reporting Categories* (from the SOL Test Blueprint) in a grade level/subject area of a removed SOL test, namely: [1] • Grade 3 Science • Grade 3 History • US History to 1865 • US History from 1865 to Present • Grade 5 Writing	3 2 1	
Cognitive Demand	2. The task requires extended thinking and application, not simply recall or a formulaic response.	The LAA integrate applied, subject-specific, higher-order thinking skills into content-based standards, namely: [2] • Science 3.1 a–m • History 3.1a–j • USI.1a–j • USII.1a–j • English 5.7 a–i and 5.8 a–k	3 2 1	
Authenticity	3. The task establishes an "authentic" context; i.e., includes a realistic purpose, a target audience, and genuine constraints.	The LAA incorporates an "authentic performance," such a task that might occur in a real-world situation.	3 2 1	
Explanation	4. The task requires explanation and/or support – not just an answer.	The LAA requires a student response format such as performing a task, creating a product, and/or articulating reasoning in writing and/or orally, as an alternative to multiple-choice or technology-enhanced (e.g., drag-and-drop, fill-in-the-blank) test items.	3 2 1	
Success Criteria	5. The task includes criteria/rubric(s) for judging performance based on the targeted standard(s); i.e., criteria do not simply focus on the surface features of a product or performance.	• The LAA includes a rubric or other appropriate scoring criteria, which are accurate and reasonably objective. • Results on the LAA can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions. • Report of results on the LAA provide feedback to students, teachers, and parents. [3]	3 2 1	

[1] Not all content standards must be assessed. A school division may have multiple, complementary LAAs to account for all Strands or Reporting Categories.
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The Women's Suffrage Movement:
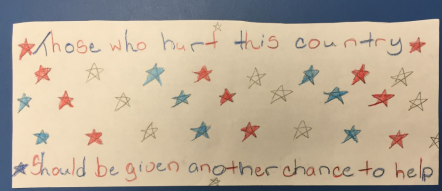Winning & Exercising the Right to Vote

Oral language performance

Verbal reasoning, process, & product

Visual product

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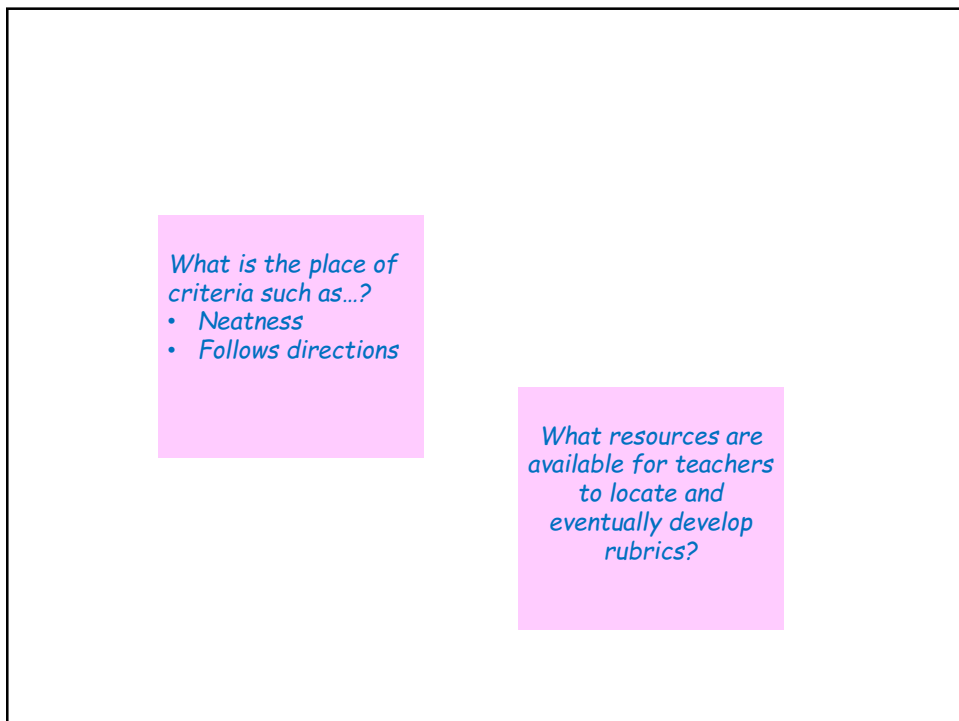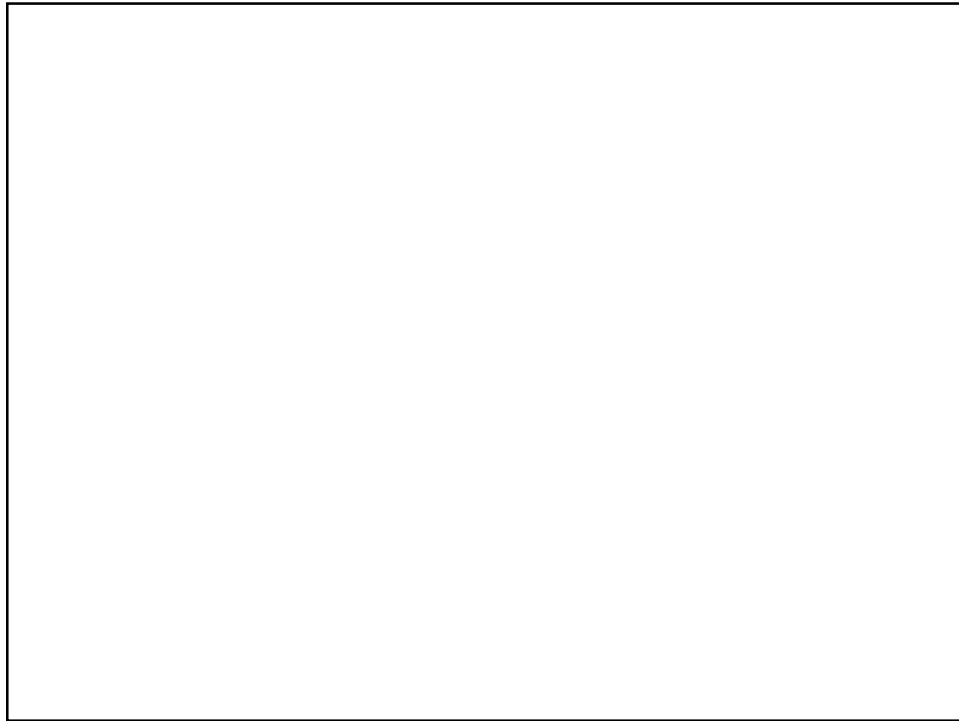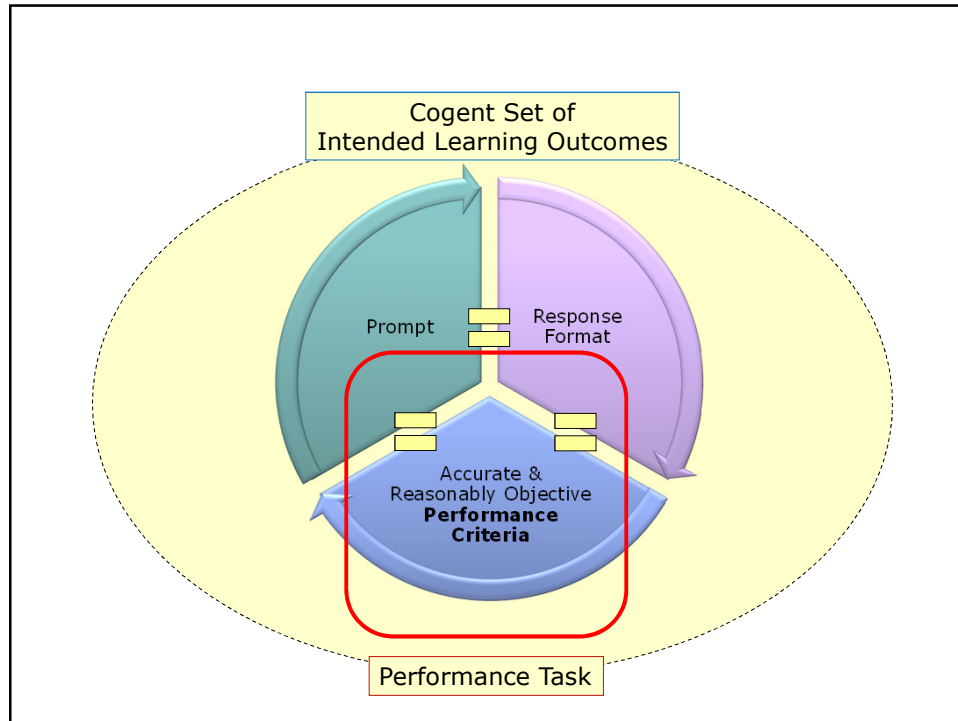
The Long Reach of Historical Decisions Essay
RUBRIC

Gradations →

Operational Definitions

Criteria ↓

	Not Evident (0)	Developing (1)	Proficient (2)	Target (3)
Chosen example of change	No [...]	Inaccurate example or inaccurately stated (e.g., "electricity brought to the U.S.")	An appropriate example identified	An appropriate example accurately identified
Explanation of value to early 20th century	No explanation given	[...] explanation	Accurate explanation but lacking supporting details	Accurate explanation supported by accurate details
Identification / explanation of unintended consequence(s)	No unintended consequences stated	Implausible [...] consequence or inadequately explained	Plausible unintended consequence identified and reasonably explained	Plausible unintended consequence identified and convincingly explained
Judgment of ultimate benefit/ detriment	No judgment given	Judgment offered but not logically connected and/or unconvincingly made	Judgment logically connected ultimate benefit or detriment	Judgment logically connected ultimate benefit or detriment and persuasively made
Composition / Written Expression	Single paragraph response	More than one paragraph used, but not in a way to effectively organize and convey ideas	Multiple paragraphs used but some lack of clarity in ordering and/or distinguishing of major points	Introductory and concluding paragraphs; clear thesis; separate paragraph for each element of prompt
Usage / Mechanics	Grammatical, mechanical, and/or formatting errors significantly inhibit the conveying of ideas	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or instances of awkward that slow down reading at times	Clearly written and easy to read; few, if any, grammatical errors
Grade	Revise & Resubmit 0-9 marks		Pass 10-14 marks (with none @ "Not Evident")	Pass Advanced 15-18 marks (with none @"Developing" or "Not Evident" level)

Grading Scheme →

What is the place of criteria such as…?
• Neatness
• Follows directions

What resources are available for teachers to locate and eventually develop rubrics?

The Agronomist's Proposal

You are an agronomist (that is, a *food* scientist) for a major food company called Greenco Foods. Your company has developed a new strain of wheat that is more nutritional and better tasting. The management of Greenco Foods would like to use the new wheat in its popular lines of breakfast cereals and sandwich bread.
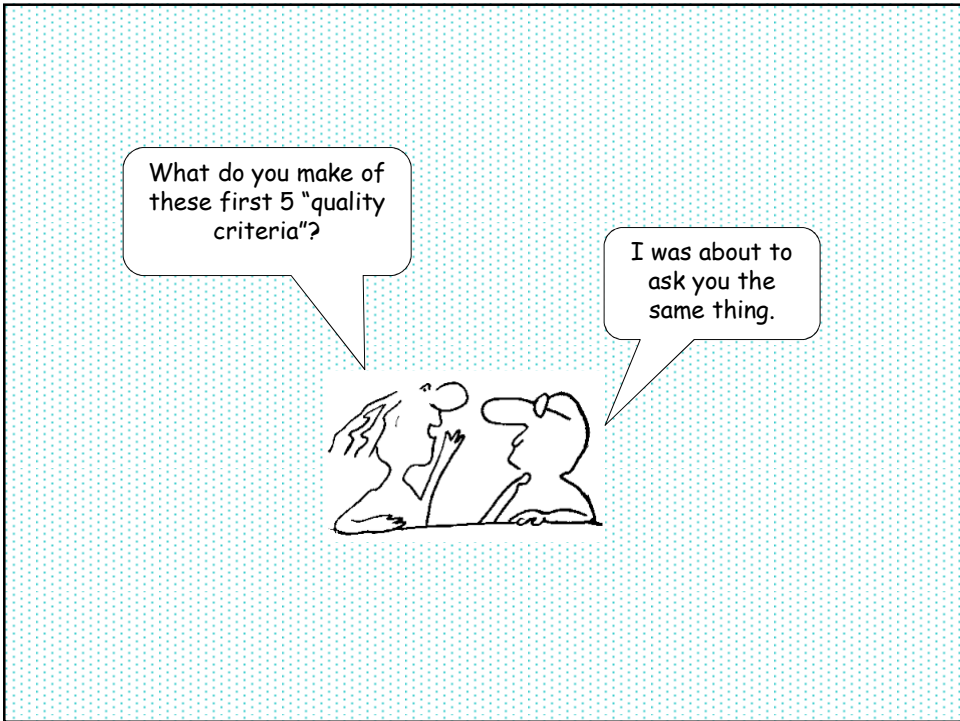
As a first step toward bringing this seed line into production, you have been assigned to lead a team of agronomists to determine the type of soil that would grow wheat to maturity the fastest. The company uses farms that have two different soil types. Greenco Foods refers to these two different soils as Alpha 7 and Bio 11.

Your task is to design an experiment to determine which of the two soils is best for growing this strain of wheat faster. You are to prepare a written proposal for your supervisor to review.

Use the attached Greenco Foods Experimental Design Template to write up your proposed experiment. Per company policy, you need to write in clear, complete sentences. You should correctly use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.

The Agronomist's Task

Identify everything that makes this rubric really, really bad

	Needs Improvement (0 points)	Good (1 point)	Expert (2 points)
Decorative cover page	No cover page included	Cover page included but not decorative	Very creative cover page
Hypothesis	Hypothesis is not clear	Hypothesis includes an "If…then…" statement	Hypothesis is very clear and very well written
Independent Variable	No independent variable	One independent variable is identified	More than one independent variable is identified
Dependent Variable	Dependent variable is incorrectly identified	One dependent variable is identified	More than one dependent variable is identified
Quality of Experimental Design	Poor overall design of experiment	Experiment is well design and includes most required elements	Investigation is probing and procedure is methodologically sound and includes all required elements
Quality of Writing	6 or more grammatical or mechanical mistakes are made	1-5 grammatical or mechanical mistake is made	No grammatical or mechanical mistakes are made
Template	Does not use template	Uses template	Uses template completely
SCORE	0 - 6	7 - 10	11 - 14

What do you make of these first 5 "quality criteria"?

I was about to ask you the same thing.

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Valid = Aligned to ILOs
Reliable = Clear (reduces likelihood of error)

How can we monitor the use of PBAs throughout the division to ensure that they are valid and are also being administered reliably?

Before	During	After
Design PBAs from **assessment blueprints** (i.e., a *tables of specifications*) Design & develop PBAs using a **criteria-based template** (e.g., GRASPS, Summit, Gareis', locally developed) Undertake an **external review of PBAs** by subject-area experts Develop **scoring protocols** using anchor sets	Ensure each student has the **opportunity to learn** through equitable learning experiences Administer PBAs with **fidelity** by providing teacher directions (including provisions scaffolding student work and accommodating special needs)	Check for **intra-rater reliability** in scoring Check for **inter-rater reliability** in scoring Undertake an **external review of student work** by subject-area experts

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Geometric Design Task

Goal: _Design packaging to reduce waste and maximize efficiency, while still being structurally sound._

Role: _Product designer for a company_

Audience: _Management team at the company_

Situation: _Box packaging needs to most efficiently contain 10 9-oz. cylindrical cans._

Performance/**Product:** _Written proposal, including at least one schematic diagram_

Success **Criteria:** _(1) Accurate geometric calculations; (2) dimensions of box adequately accommodate all 10 cylinders; (3) box and cylinder dimensions are minimal to task; (4) schematic diagram accurately represents proposed design; (5) structural integrity of package is accounted for (e.g., sealable flaps); (6) mathematical reasoning is expressed clearly and accurately in writing._

Advertisement
Artifact
Autobiography
Biography
Blog
Board Game
Book Report
Brochure
Cartoon
Chart
Collage
Collection
CAD Projection
Conceptual Model
Debate
Demonstration
Design Schematic / Blueprint
Diorama
Documentary Film
Display
Dramatization
Editorial
Experiment
Expository Essay

Flow Chart
Graph/Chart
Letter to a Company
Letter to an Elected Representative
Letter to the Principal/Teacher
Letter to a Friend
Magazine article
Map
Mock Artifact
Mock Historical Document
Mock Trade Agreement
Model
Musical Composition
Narrated Power Point
Newspaper article
Non-linguistic representation (e.g. , drawing, picture)
Persuasive Essay
Persuasive Speech
Photograph(s)
Play/Scene script
Podcast

Poem (e.g., limerick, haiku, free verse)
Poetry recitation/Poetry slam
Poster/Banner
Proposal
Simple/Compound Machine
Simulation
Song (lyrics/performed)
Storyboard
Taught Lesson
Test
Weather Forecast
Webpage/Website
Webquest
Written Explanation

Cognition ⟶ Format

- Solve a problem
- Complete an inquiry
- Defend a position
- Analyze data
- Interpret data
- Create a model
- Evaluate an issue
- Draw an inference

- Oral presentation
- Essay
- Discussion
- Report
- Observation/data display
- Project
- Model/illustration
- Role play

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Instructional Notes

1. This PBA is anchored in a unit of instruction on the early 20th-century rise in productivity in the U.S. (SOL USII.6a).
2. The expository essay format should *not* be new to students. This PBA is intended to be either the second or third historical essay that students write in the course (assuming the use of informal and formal writing opportunities) and should parallel expository writing instruction in Grade 7 English.
3. Preceding instruction should establish the foundational content knowledge (e.g., rise in factory productivity) needed to respond to the question, and the rise and subsequent history of the automobile in the U.S. should be modeled as an in-class example and opportunity for students' guided practice in the historical reasoning.
4. Student research is *not* an intended learning outcome for this PBA, but it could be modified to include research and citation skills.

PBA Administration Notes

1. Depending on the level of the students and the content and depth of prior instruction, this PBA may take two or more hours to complete, which may occur over multiple days.
2. Depending on the availability of resources and other possible intended learning outcomes, computers may be used for writing.
3. Students' understanding of the prompt should be scaffolded by the teacher so that the purpose and structure are clear to them.
4. Accommodations for students with identified learning, language, or other needs should be made, ensuring that the following essential understandings and skills are demonstrated: (a) accuracy of historical facts and (b) ability to draw and defend one or more inferences about possible positive or negative long-term effects of historical events.

Considerations Regarding **Instruction** and Opportunity...

Since this PBA is intended to be completed on-demand and individually (i.e., experimental design modeled by the teacher as well as opportunities for guided practice and even independent practice in designing scientific scaffolding), students should have had many experiences of having experimental design modeled by the investigations.

Since the PBA is dependent upon knowledge of plant life and of the importance of soil to plants as well as components of soil, this content should have been provided to students.

In order to maintain the validity of the PBA in tapping higher-order thinking skills, students should not have been explicitly taught or modeled a scientific investigation of the effect of different soils on plant growth.

Directions for Teachers **Administering** the PBA (i.e., to ensure consistency among student' experience completing the PBA):

Either a diagram or actual examples of 2 soil types (one with loamy composition and the other with silty/clay composition) will need to be available to the students for their inspection and observation.

In keeping with professional standards for developmentally appropriate assessment practices, the teacher should provide students the opportunity to read the prompt individually and then should read it aloud to them. The teacher may respond to student questions about the intent of the prompt for purposes of ensuring that each student understands what he or she is being tasked to do. Similar scaffolding may be provided in helping students understand the Greenco Foods Design Template.

Considerations for **Differentiation** of PBA:

Accommodations and differentiation may be made in keeping with those identified in individual students' IEPs or other student support plans. The essential understandings to be assessed are:

- Demonstrate an understanding of scientific reasoning...by planning...investigations
- Observations can make use of both senses and measurement instruments.
- Repeated observations are a way to verify findings.
- Most plants grow in soil and that people and many other animals are dependent on plants for food.
- The nutrients in soil are materials that plants and animals need to live and grow. Certain soil compositions are have more nutrients than others.

Directions or Recommendations for the **Formative Use** of PBA Results

- The analytic rubric used to grade students' work may be used to provide feedback to students.
- Students earning an overall "Not Evident" or "Needs Improvement" could be offered the opportunity to revise and resubmit in order to learn from feedback provided to them by the teacher.
- ...to bring the science to life and thereby reinforce, deepen, and transfer student learning, ...2 or 3 student-designed experiments for the class to ...alternative would be for each

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Grade 5 Writing

	Q1	Q2	Q3	Q4
Year 1 2014-2015	-	-	-	Common Writing Prompt (released SOL prompt and rubric)
Year 2 2015-2016	-	Expository Essay	National Museum of American History Research Paper	Persuasive Letter
Year 3 2016-2017	Personal Narrative writing pre-assessment	*In with the new*		Personal Narrative writing post-assessment

Out with the old

Narrative Fiction ➕ Expository Essay ➕ National Museum of American History Research Paper ➕ Persuasive Letter ➕

| | | | MCQ on grammar and mechanics benchmark | MCQ grammar and mechanics post-assessment |
| MCQ grammar and mechanics pre-assessment | | | | |

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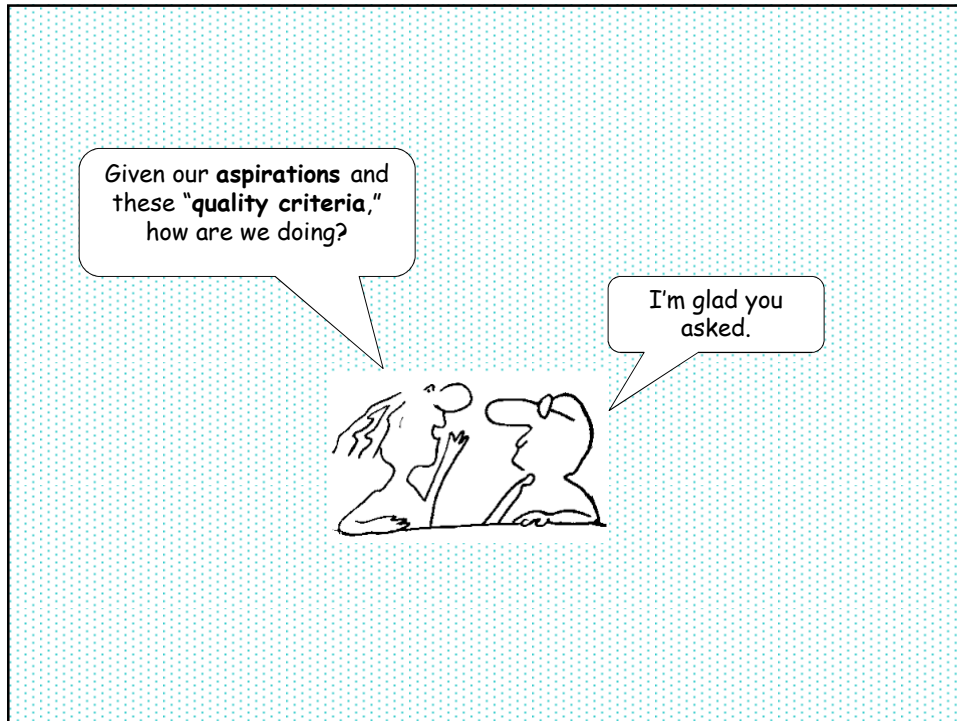| Generic Criteria	McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	Rating 3 = criteria fully met 2 = met somewhat 1 = not yet met	Suggestions for Task Revision
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3 Roles of Technology in PBAs

Communicate

TECHNOLOGY

Research

Produce

Ideas for Products

Technology Based	Blend	Old School
-newscast	-game creation (video or physical)	-3D model
-instructional video	-music composition	-mindmap
-claymation, stop motion	-art	-fashion show (tacky - persuasive writing)
-labeled diagrams (beginner level)	-models	-inventions
-flipped classroom (students actually teach lessons)	-simulation	-experiments
-Scratch, coding	-writing (script)	-wax museum, statues
-virtual gallery	-comics	-art gallery
-digital portfolio	-newspaper	-engineering project (ISTEAM)
-Explain Everything, ebooks, sticker board, 30 hands, sketchbook, Stop Motion etc.	-labeled diagrams (beginner level)	-debate
-videos & trailers	-make and sell a product (commercial)	-community service, fundraisers, etc.
-podcast (series)		plan
-build website/blog/wiki		ve performance
-newspaper		ard games
-animated video		res
-QR hunt		ys
- 3D model		ssage in a bottle

How can we help teachers go beyond paper-pencil and markers-&-posterboard?

GOOCHLAND COUNTY PUBLIC SCHOOLS

Timeline for Implementation of LAAs in Virginia

Year 1 (2014-15)

- Replace each of five removed SOL tests with one or more locally developed alternative assessments Year 2 (2015-16)
- Develop local teachers' capacity to create and use PBAs

Year 3 (2016-17)

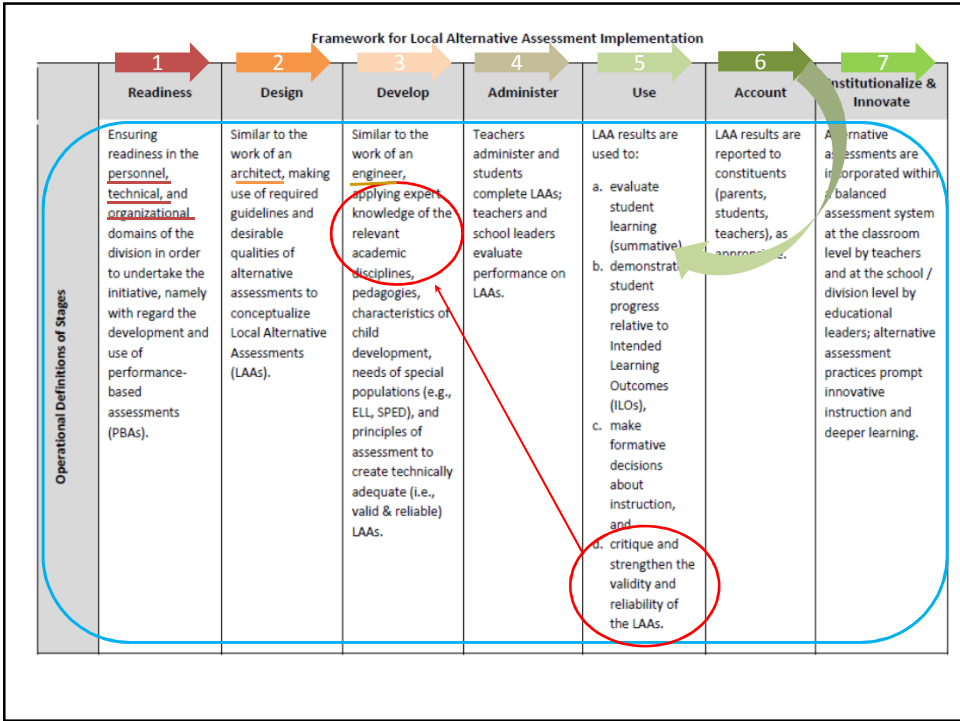- Use at least one PBA **(per Board guidelines)** for each of five removed SOL tests

Year 4 (2017-18)

- Share examples of PBAs across divisions

Year 5 (2018-19)

- Partner with other divisions to score some of each other's PBAs
- Begin use of LAAs for Social Science/History

Framework for Local Alternative Assessment Implementation

	1 Readiness	2 Design	3 Develop	4 Administer	5 Use	6 Account	7 Institutionalize & Innovate
Operational Definitions of Stages	Ensuring readiness in the personnel, technical, and organizational domains of the division in order to undertake the initiative, namely with regard the development and use of performance-based assessments (PBAs).	Similar to the work of an architect, making use of required guidelines and desirable qualities of alternative assessments to conceptualize Local Alternative Assessments (LAAs).	Similar to the work of an engineer, applying expert knowledge of the relevant academic disciplines, pedagogies, characteristics of child development, needs of special populations (e.g., ELL, SPED), and principles of assessment to create technically adequate (i.e., valid & reliable) LAAs.	Teachers administer and students complete LAAs; teachers and school leaders evaluate performance on LAAs.	LAA results are used to: a. evaluate student learning (summative) b. demonstrate student progress relative to Intended Learning Outcomes (ILOs), c. make formative decisions about instruction, and d. critique and strengthen the validity and reliability of the LAAs.	LAA results are reported to constituents (parents, students, teachers), as appropriate.	Alternative assessments are incorporated within a balanced assessment system at the classroom level by teachers and at the school / division level by educational leaders; alternative assessment practices prompt innovative instruction and deeper learning.

Supplement 1: Essential Actions Relevant to the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Descriptions of Actions — Considered Essential to Meeting the Intent of the LAA Initiative	a. Awareness of requirements of the initiative among key personnel in the division (e.g., teachers, school leaders, school board). b. Assessment literacy of LAA developers. c. Assessment literacy for administrators. d. Leaders / champions for initiative identified within the division. e. Determination of either school- or division-level implementation of the LAA initiative.	a. Create LAAs for removed SOL assessments. b. Align LAAs to SOL Strands or Reporting Categories. c. Create common language and template examples. d. Undertake a grass-roots process (i.e., teachers collaborating in designing PBAs).	a. Align LAAs to relevant SOLs. b. Identify authentic performance-based tasks. c. Create of valid and reliable prompts. d. Identify relevant and feasible student response formats. e. Create accurate and reasonably objective performance criteria (i.e., rubrics). f. Identify appropriate accommodations for the Inclusion of special populations (e.g., ELL, special education).	a. Administer LAAs in designated grades / subjects. b. Score LAAs. c. Embed LAAs into curriculum maps and/or pacing guides.	a. Evaluate student performance. b. Use results on LAA to adjust instruction and revise/ improve LAAs. c. Use results to demonstrate student growth / achievement.	a. Report results to teachers, students, and parents. b. "Substantiate" LAAs to VDOE.	Review and revise division curriculum to reflect 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), subject-specific skills, and integrated skills. Undertake initiatives through professional development and instructional supervision to align teachers' pedagogical practices to more authentic, engaging learning experiences.

Supplement 2: Documents Relevant to Substantiating Compliance with the LAA Initiative

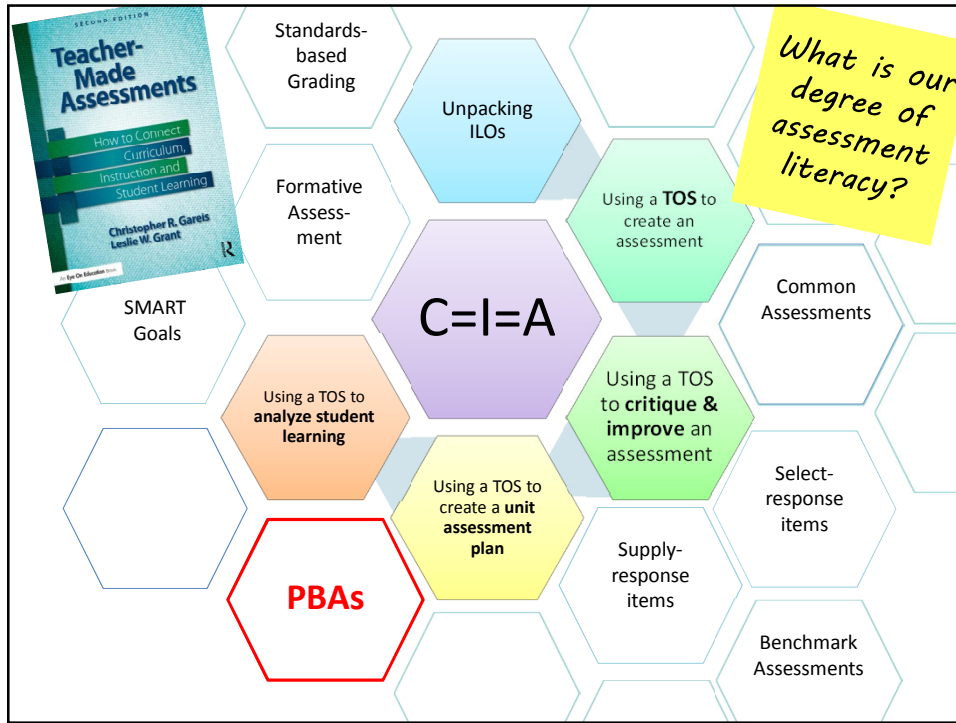|	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Examples of Documents and Artifacts	Professional development materials	LAA design template	Local alternative assessments Anchor responses Inter-rater reliability protocols	Written directions for administering LAAs	Student score report template Sample student score reports	Aggregate student score reports Multi-year LAA development plan	Division-level strategic plan that includes vision and action plan for LAA initiative and innovation Balanced assessment plan

Supplement 3: Illustrative Examples of Enacting the Vision of the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Illustrative Examples	Ensure broad-based awareness of and support for initiative among key stakeholders (e.g., teachers, students, parents, school board). Develop teacher and instructional leaders' capacity to create PBAs.	Align to broad educational aims, career and college readiness, 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), and sophisticated learning goals (e.g., scientific inquiry, jurisprudential inquiry, writing for a variety of purposes and audiences).	Develop alternative assessments in non-tested grade levels to strengthen vertical alignment. Develop alternative assessments in non-tested subject areas to strengthen interdisciplinary integration and alignment.	Engage students in metacognitive / self-assessment protocols. Embed the use of alternative assessment practices throughout the year as a regular part of instructional units.	Provide public exhibitions / showcases of student performances and products. Pilot, analyze, and revise LAAs to strengthen validity, reliability, and authenticity.	Enact capstone assessments (e.g., exiting elementary school, exiting middle school, and exiting high school) within division. Utilize LAAs for school and teacher growth goals.	Expand use of performance assessments in non-tested grade-levels and subject areas. Develop teacher and instructional leaders' capacity to create PBAs Connect assessment and pedagogy to develop instructional methods and strategies Promote teachers' collaborative analysis of student work to critique and strengthen curriculum, instruction, and assessment.

Supplement 1: Essential Actions Relevant to the LAA Initiative

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How can we bring people on board in this effort?

Identify and charge a Design Team, with each member exhibiting:

- ✓ Advocacy for hands-on, engaged learning
- ✓ Expert understanding of human development
- ✓ Depth of subject-area expertise
- ✓ Assessment literacy
- ✓ Capacity for teacher leadership

Capacity of Your People

- Skill-building
- Awareness-building
- Horizontal capacity
- Vertical sequencing
- Re-claiming lost PBAs (e.g., the term paper, the debate, the lab)
- Strengthening practices in traditionally PBA-friendly subjects

How would you respond to the inevitable "yeah-buts"?

1. "This, too, shall pass."
2. "I don't need to use PBAs in my subject."
3. "There's not enough time in the pacing guide."
4. "I used PBAs back in the '90s. I'll pull those out."
5. "PBAs are too complicated to make."
6. "Oh, I know what PBAs are! When I was a student , that's the stuff my science teacher got so excited about *after* we finished the SOLs!"
7. "My principal said that *all* of my assessments have to be performance-based now."
8. "Don't do PBAs. At the end of the day, your job is still riding on your SOL results."
9.

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A LAA Plan

Supplement 1: Essential Actions Relevant to the LAA Initiative

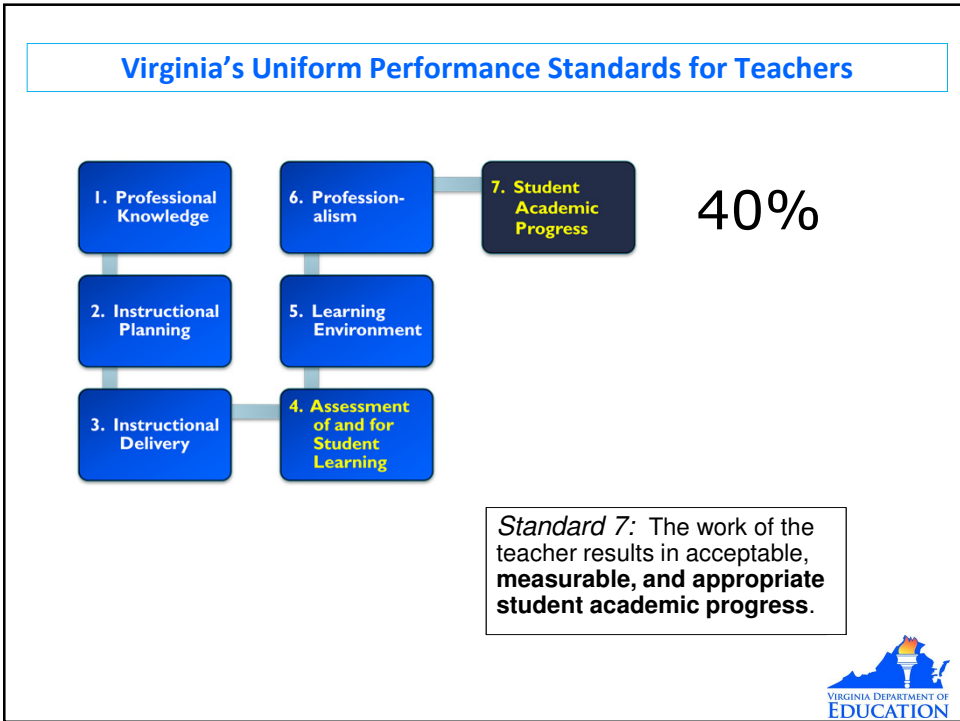|	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
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Virginia's Uniform Performance Standards for Teachers

1. Professional Knowledge

6. Profession-alism

7. Student Academic Progress

40%

2. Instructional Planning

5. Learning Environment

3. Instructional Delivery

4. Assessment of and for Student Learning

Standard 7: The work of the teacher results in acceptable, **measurable, and appropriate student academic progress**.

Virginia Department of EDUCATION

Standard 7:
Performance Indicators

7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the

A → state provided growth measure when available as well as

a → other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning goals.

VIRGINIA DEPARTMENT OF
EDUCATION

Assessment Data Sources*

< 30% of teachers

- SOL Student Growth Percentiles (SGP)*

- Other standardized assessments (e.g., PALS)

100% of teachers

- Common assessments (locally developed)

- Teacher-made assessments
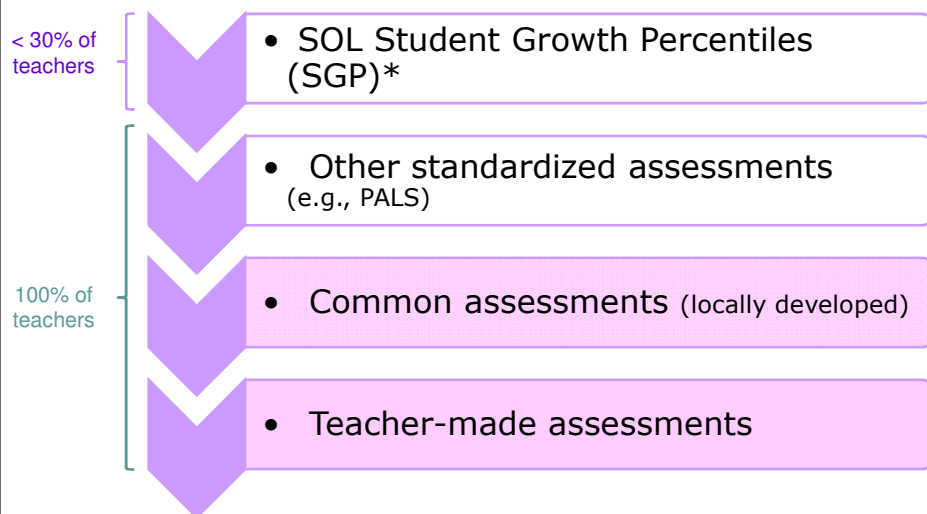
*An SGP expresses how much progress a student has made in either reading or mathematics **relative to the progress of students whose achievement was similar on previous assessments**.

How can teachers analyze results from students' performance on teacher-made assessments and demonstrate student progress?

Four Examples

✓ Performance Task
✓ Paper-Pencil Unit Test
✓ Paper-Pencil Unit Test with Subsample Pre-assessment
✓ Cumulative Test

Performance Task for
4th Grade Art

4th Grade Art Unit:
Perspective Drawing

- The student will:

- Use perspective drawing techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface (SOL 4.9)

- Use a variety of lines in the one point perspective drawing (SOL 4.6)

- Use characteristics of color, including hue, tint, shade, and intensity in the one point perspective drawing (SOL 4.4)

Fourth Grade Art Unit: Perspective Drawing

Content	Bloom's Taxonomy					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Perspective drawing techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface			✓ Use		✓ Create	
Use a variety of lines in the one point perspective drawing			✓ Use			
Characteristics of color in the one point perspective drawing			✓ Use			

4ᵗʰ Grade Art Pre-/Post-Assessment

- **Teacher Directions:** Have students look around the classroom from their perspectives and describe what they see. Ask them to pick a point of focus (e.g., the whiteboard, the classroom door) and describe what they see.

- **Student Directions:** Picking a point of focus, draw a picture showing your perspective in what you see in the classroom. Be sure to include as much detail as possible. Use appropriate lines, points, and color to provide a realistic perspective. Use the 11" X 14" paper provided for your drawing.

Grading Criteria

	Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
Element #1: One Point Perspective	Drawing is in complete one-point perspective indicating an excellent level of craftsmanship in drawing and shading the room.	Drawing includes most objects in the room drawn in accurate one point perspective, indicating a high level of craftsmanship in drawing and shading the room.	The majority of the objects in the room are not drawn in one point perspective, indicating a low level of craftsmanship in drawing and shading the room.	Unable to discern objects in room, indicating a low level of craftsmanship.
Element #2: Design Principles	Drawing indicates a complete understanding of line and how it is used to draw objects in one point perspective.	Drawing indicates a mostly accurate understanding of line and how it is used to draw objects in one point perspective.	Drawing indicates an unclear understanding of line and how it is used to draw objects in one point perspective.	Drawing indicates no concept of line and how it is used to draw objects in one point perspective.
Element #3: Use of color	Excellent use of color, used multiple colors and layering to achieve extreme depth.	Good use of color, mixing and layering achieves some depth.	Basic use of color. Layers are thin, used few colors, little depth.	Poor use of color. Did not layer or mix multiple colors, flat.

Art Unit: Perspective Drawing

Content	Bloom's Taxonomy					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Perspective drawing techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface			✓ Use _Pre: 1.25	Post: 2.50_ Element #1		✓ Create _Pre: 2.8	Post: 3.0_ Element #1	
Use a variety of lines in the one point perspective drawing			✓ Use _Pre: 1.75	Post: 2.50_ Element #2			
Characteristics of color in the one point perspective drawing			✓ Use _Pre: 1.25	Post: 2.25_ Element #3			

Grade 5 Writing

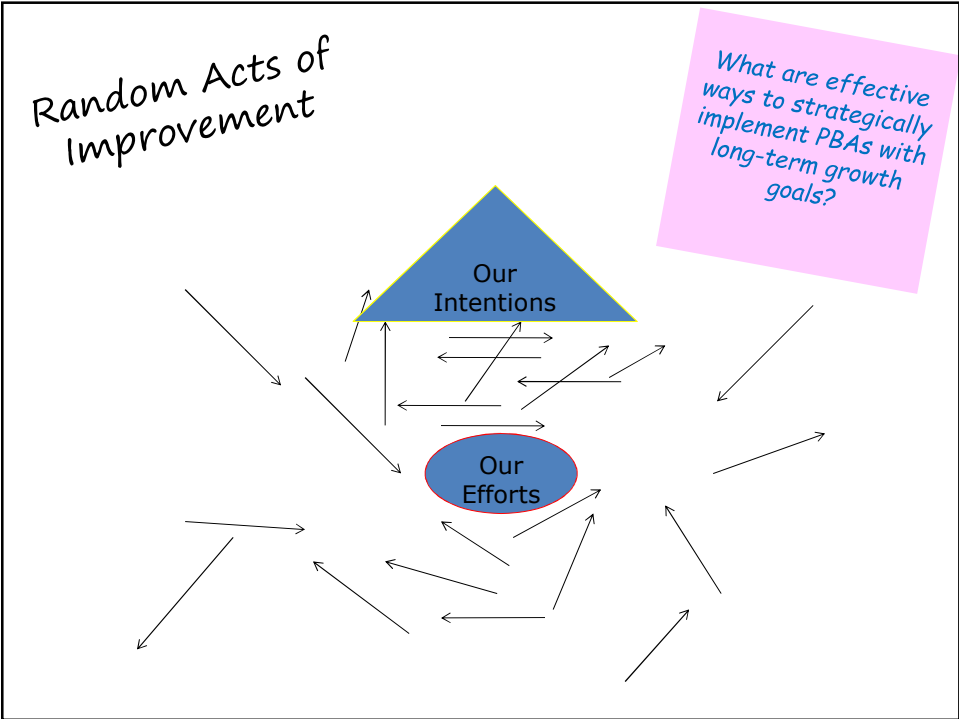|	Q1	Q2	Q3	Q4
Year 1 **2014-2015**	-	-	-	Common Writing Prompt (released SOL prompt and rubric)
Year 2 **2015-2016**	-	Expository Essay	National Museum of American History Research Paper	Persuasive Letter
Year 3 **2016-2017**	Personal Narrative writing **pre-assessment** Narrative Fiction MCQ grammar and mechanics **pre-assessment**	Expository Essay	National Museum of American History Research Paper MCQ on grammar and mechanics	Personal Narrative writing **post-assessment** Persuasive Letter MCQ grammar and mechanics **post-assessment**

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Given that effective teaching depends upon C = I = A, then, if "A" becomes performance-based, then what "I"

- Project-based learning

- Inquiry teaching

- Readers' workshop
- Writers' workshop

- Socratic discussions
- Jurisprudential inquiry
- Simulations
- Cooperative learning

What are the instructional implications of using PBAs in the classroom?

Random Acts of Improvement

What are effective ways to strategically implement PBAs with long-term growth goals?

Our Intentions

Our Efforts

Strategic Leadership

Our Intentions

Our Efforts
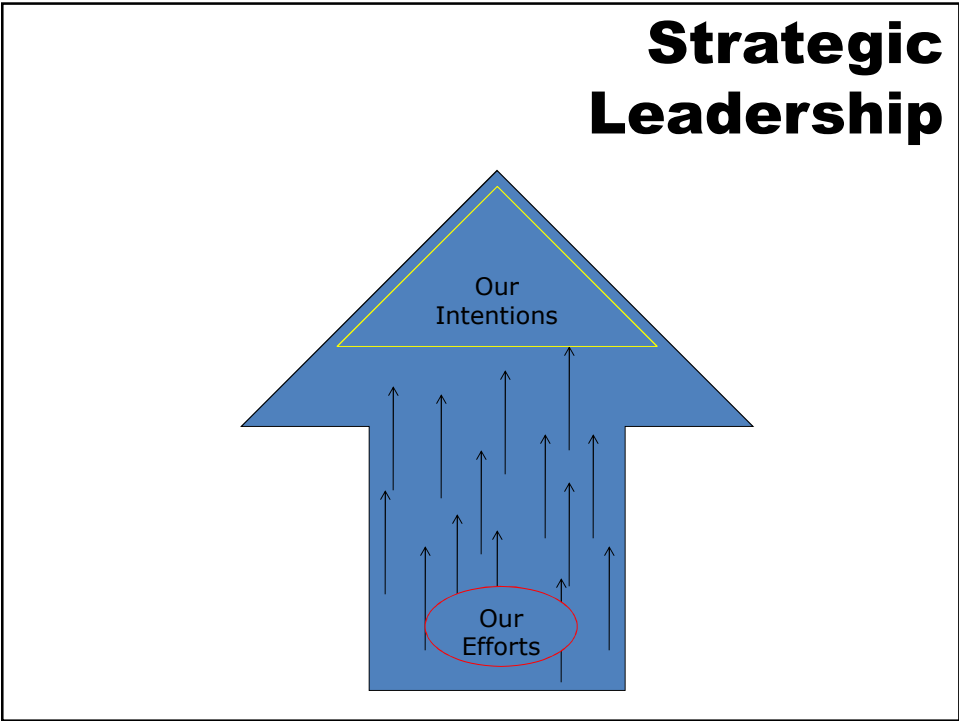
Strategically Develop & Effectively Communicate Your LAA Plan

Performance-Based Assessment Design Template

Title of PBA:

"Big Idea"/Subject-Specific Competency:

TARGETED SOLs (Listed and unpacked, and/o represented in a table of specifications):

PROMPT:

Vision for the Use of LAAs in Our Public Schools
As professional educators, we believe that the ultimate purpose of as support, and advance student learning. To that end, our vision for the Schools is based upon the following principles:

- We have the expertise in curriculum, instruction, and assessme LAAs that can serve as valid, reliable, and innovative alternative accountability assessments.
- More authentic assessment can "drive" more innovative instruct more meaningful and relevant learning experiences and outcome as for our community.
- In order to facilitate the role of our LAAs as accountability assessr to SOL Reporting Categories or strands as defined by the SOL Test
- The validity of each LAA will be substantiated by one or more of th (1) Use of a PBA design template, (2) use of a table of specification the LAA, (4) inter- and inter-rater reliability protocols for LAA grade sample student responses at respective gradations of performance
- Recognizing that some essential intended learning outcomes are br lower cognitive levels (namely, recall, understanding, application), s subject/grade level will be in a multiple choice question (MCQ) form
- Recognizing that some essential intended learning outcomes are nar require depth of understanding, and demand higher-order thinking s analyzing, evaluating, synthesizing), some LAAs in each subject/grade performance-based assessments (PBAs)
- In order to make relevant use of the role of writing-to-learn and also t centrally important intended learning outcome of learning-to-write, se integrate specific writing competencies into their performance criteria
- In order to reinforce the vertical and horizontal articulation of the curri be reviewed and graded by vertical and horizontal teams of teachers tra performance criteria for each LAA.
- In order to reinforce further the

Proposition: *Strengthening Writing*

Strategic Aim or Need

✓ Many of our students' **writing skills** are below par.

PBA Leverage Point

✓ High-quality PBAs require students to express their **reasoning using language, whether orally or in writing.**

Strategic Act

✓ So, we will purposefully develop students' writing through **the regular use of *constructed-response* and *stand-alone* PBAs across content areas and include writing proficiencies (e.g., clarity of written expression, accuracy of diction) as a criteria**.

Proposition _____

Strategic Aim or Need

ESL | Character Education | Reading Comprehension

STEM

College & Career Readiness | Identifying Author's Purpose | Research Skills

Restorative Justice Discipline Program

PBA Leverage Point

Strategic Act

Elements of High-Quality Performance-Based Assessments

- Should the rubric be written in student-friendly language?
- Is formative feedback on performance needed?
- Are some ILOs of relatively greater importance (therefore "weighted" more) than others?

- Do these intended learning outcomes "hold together" as relevant subject-area competency?
- Are there interdisciplinary connections among the ILOs?
- What is the relationship of these intended learning outcomes to the year-long course sequence and to the vertical curriculum?

A Cogent* Set of Intended Learning Outcomes
- Content (Knowledge)
- Cognitive Behaviors (Skills)
- Dispositions (Attitudes)

* complex, coherent, important

Accurate and Reasonably Objective Performance Criteria
- Determine appropriate type of performance criteria:
  - Checklist
  - Holistic rubric
  - Rating scale
  - Analytic rubric
- Determine a valid *grading scheme*

Authentic/Engaging Performance Task
- Subject-specific competency
- Extended, higher-order thinking skills
- Real-world (as professional or layperson)
- Process and/or Product
- Verbal reasoning

- A convergent or divergent performance?
- Requires research?
- Requires collaboration?

Appropriate and Feasible Response Format
- Format can adequately "capture" student thinking.
- Availability of time, space, and materials required for completion.

Accurate and Clear Prompt
- Role
- Scenario (i.e., purpose)
- Tasks (e.g., steps)
- Audience
- Response format
- All elements of the prompt "hold together"
- Clear and unbiased wording

- Is the ability to create a response in the given format an *intended learning outcome* itself?
- Would student choice response format compromise the validity of the PBA?
- Is technology integration appropriate to the task and ILOs?

- Degree of prescriptiveness?
- Expectation of ability to understand prompt independently?

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A Cogent Set of **Intended Learning Outcomes**

Accurate & Clearly Worded **Prompt**

Appropriate & Feasible **Response Format**

Accurate & Reasonably Objective **Performance Criteria**

An Authentic and Engaging **Performance Task**