Mathematics Performance Assessment Template[[1]](#footnote-1)

Performance assessments are a vital component of a local comprehensive assessment system. Performance assessments are any learning activity, investigation or task that asks students to *perform,* to demonstrate their knowledge, understanding, and proficiency level. Performance assessments yield a tangible product and/or performance that serve as evidence of learning. A performance assessment presents a situation that calls for learners to apply their learning in context.

A performance assessment could be student or teacher designed. Below is a template that can be used to construct performance assessments for mathematics. The purpose of this template is to provide a structure for designing performance assessments using the tenets of backwards design, always keeping goals for student learning in mind.

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| **Introduction/Overview** |
| **Title:****Content Area(s):****Grade/Course:****Standards/Proficiencies Assessed** (Academic and Transferable Skills)**:** **Mathematical Practices Addressed** practices (student actions):**Teaching Practices** (teacher actions):**Performance Assessment Description:** **Estimated Time for Teaching and Assessment:** ☐ Approximately \_\_\_\_\_ |

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| **Assessment Plan** |
| **Essential Question(s)** |
| **Learning Targets***(Knowledge, Understanding, and Skills):*  |
| **What lesson sequence will lead up to this performance assessment?** |
| **Resources and Materials** *(texts, graphic organizers, and links for task implementation)* |
| **Assessment Tools** *(rubrics, checklists, rating scales, benchmarks of exemplary work etc.):*  |

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| **Instructional Strategies** |
| **Strategies for Equity** *(Instructional approaches that respond to individual student needs and strengths to maximize equitable student learning and success.)** Pose purposeful question to all students.
* Analyze assessment materials for bias.
* Clear learning targets at the start of the assessment.
* Allow for different ways for students to provide evidence of learning.
* Consider the impact of students publicly sharing their work.
* Ensure equitable access to materials and resources.

**Equity Focus Strategy: Differentiation** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)** Identify student readiness and learning differences and modify instruction to meet varying needs of students.
* Present instruction/resources verbally and visually.
* Adapt tools and materials for access and use by all students.
* Adjust or set individual timelines and goals.
* Provide various means for students who struggle with language to communicate their ideas or questions.
* Provide some students with more complexity and others with more scaffolding, depending on their readiness levels.
* Provide varying means through which students can express what they have learned.
* Encourage students to explore various subtopics of a larger topic or issue.
* Have students work in groups with defined jobs, allowing students to share thoughts/opinions through writing and verbalization.

Adapted from: Fountain, H. (2014). [*Differentiated Instruction in Art*](https://www.davisart.com/Products/121-3/differentiated-instruction-in-art.aspx). Worcester, MA: Davis. [SWIFT UDL](http://guide.swiftschools.org/resource/130/five-steps-to-get-started-using-udl) |
| **Possible Student Misconceptions:** |

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| **Teacher Reflections** |
| **Reflection Questions*** *What parts of the process worked well?*
* *What needs adjusting?*
* *Looking at evidence of student work, what strengths and weaknesses did you identify?*
* *What are your next steps for addressing these areas?*
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1. Based on the National Coalition for Core Arts Standards [Model Cornerstone Assessment](https://drive.google.com/file/d/1v-Ys2NZxJx9xQQJnR-GqQMqtfhQ_BggT/view?usp=sharing) template as well as previous work of the Agency. [↑](#footnote-ref-1)