Arts Performance Assessment Template

Performance assessments are a vital component of a local comprehensive assessment system. Performance assessments are any teacher- or student-designed learning activity or investigation in which students demonstrate their knowledge, understanding, and/or skills through a performance task. Performance assessments engage students in meaningful learning in authentic contexts, show genuine application of knowledge, and yield a tangible product and/or performance that serves as evidence of learning.

Within the larger scope of a performance assessment, a performance task is what students are actually doing within an assessment framework. The complexity of the content being delivered to students may dictate the type of tasks educators use when measuring student learning. There may be times when singular, performance tasks are utilized to measure foundational skills that lead to a larger performance assessment. The more complex the content, the more involved the performance assessment becomes.

Below is a template with embedded guidance that can be used to design performance assessments in arts settings. While this template is linear, designing these types of assessments is not; it is an iterative process. Educators should revisit and refine elements and phases as they plan others. Additionally, teacher self-reflection can support continued refinement of the performance assessment design.

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| **Introduction/Overview** |
| **Title:****Grade/Course:****Standards/Critical Proficiencies Assessed** ([*NCAS*](https://www.nationalartsstandards.org/) *and transferable skills*):**Portrait of a Graduate Connections:****Performance Assessment Description** (*see Design Elements below*): |
| **Assessment Plan** |
| **Task/Challenge/Driving Question**  |
| **Learning Targets***(Knowledge, Understanding, and Skills):*  |
| **Foundational Knowledge and Skills***(What do students need to know and be able to do to access this performance assessment? What lesson sequence will lead up to it?)*:  |
| **Resources and Materials***(How can texts, graphic organizers, links for task implementation, etc. support students in meeting learning targets? See* [*Equity Lens Tool*](https://education.vermont.gov/documents/edu-equity-lens-tool)*.):*  |
| **Assessment Tools***(proficiency scales, rubrics, checklists, rating scales, benchmarks of exemplary work, etc. See* [*guidance for culturally relevant assessments*](https://education.vermont.gov/documents/edu-essential-components-for-ensuring-lcas-are-culturally-relevant-and-equitable)*.):*  |
| **Performance Mode**(*What work will be done independently? Where are there opportunities for student collaboration?)*  |
| **Audience***(Who is the intended audience for the final product or performance? Consider the impact of students publicly sharing their work.):* |
| **Timeline/Milestones***(see* [*Project-Based Learning documents*](https://education.vermont.gov/student-learning/proficiency-based-learning#project-based-learning)*):* |

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| **Design Elements (adapted from *Designing Authentic Performance Tasks and Projects,* by McTighe, et. al.)** |
| **Integration***(To what extent is the performance assessment interdisciplinary? See page 8 of* [*CoL: Arts Recommendations*](https://education.vermont.gov/documents/edu-col-visual-and-performing-arts-recommendations-and-resource-compendium) *document)* |
| **Type of Inquiry***(Are students engaged in the process of answering a question, exploring an issue, or solving a problem):*   |
| **Degree of Authenticity***(To what degree does the performance assessment present a real-world challenge; use real-world processes, task, tools, and performance standards; have an impact on others; and/or address the personal interests and experiences of students?):*  |
| **Student Voice and Choice***(In what areas of the performance assessment (e.g., topic, product, target audience, etc.) will students have voice and choice)*  |
| **Opportunities for Feedback and Revision***(How and when do students receive feedback? From whom? Are there opportunities to revise?):*  |
| **Student Reflection** *(Are there opportunities for reflection during and after the assessment? What tools or strategies will be provided to the student?):*  |
| [**Universal Design for Learning**](https://www.cast.org/impact/universal-design-for-learning-udl) *(Instructional approaches that anticipate and respond to individual student needs and strengths to maximize student learning and success.):*  |
| **Evaluation***(Who will be involved in evaluating student work – teacher(s), expert(s), peer(s)? Will there be opportunities for self-evaluation?)*  |