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?* |

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)