Science 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 or series of performance tasks. 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.

A performance task is what students are doing within a larger performance assessment framework. The complexity of the content being delivered to students may dictate the type and number of tasks 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. Assessments built around captivating phenomena and student interest engage students in learning and help them make connections to their personal lives.

Below is a template specific to the discipline of science. While this template is linear, designing these types of assessments is not; it is an iterative process. Educators should use self-reflection to continually improve upon the performance assessment design.

Additionally, the design elements described below should be considered for all forms of assessments, where appropriate.

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| **Performance Assessment Introduction/Overview** |
| **Title:****Grade Level and Course:****Standards/Priority Performance Indicators Assessed** (*academic content and transferable skills*)**:****Additional Standards/Priority Performance Indicators Addressed** *(including those from other disciplines)****:*****All Disciplinary Core Ideas and Sub Ideas (**[**Appendix E**](https://www.nextgenscience.org/sites/default/files/resource/files/AppendixE-ProgressionswithinNGSS-061617.pdf)**) Addressed:****All Crosscutting Concepts Addressed:** **All Science and Engineering Practices Addressed:****Performance Assessment Description** *(Summarizing the Assessment Plan Below)***:** |

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| **Design Elements for Developing a Performance Assessment (adapted from *Designing Authentic Performance Tasks and Projects,* by McTighe, et. al.)** |
| **The following design elements should be considered during the assessment planning process to ensure equitable access for all students.** *(Space is provided following each element for notes)***:** |
| **Integration:** To what extent is the performance assessment interdisciplinary?*Notes:* |
| **Strategies for Embedding** [**Crosscutting Concepts (CCCs),**](http://stemteachingtools.org/brief/41)[**Disciplinary Core Ideas (DCIs)**](http://stemteachingtools.org/brief/2) **and** [**Science and Engineering Practices (SEPs)**](http://stemteachingtools.org/brief/26)**:** How is the performance assessment embedded with strategies to prompt student sensemaking using the CCCs, DCIs and SEPs when addressing the phenomena?*Notes:* |
| **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?*Notes:* |
| **Student Voice and Choice:** In what areas of the performance assessment (e.g., topic, product, target audience, etc.) will students have voice and choice? *Notes:* |
| **Opportunities for Feedback and Revision:** How and when do students receive feedback? From whom? Are there opportunities to revise?*Notes:* |
| **Student Reflection:** Are there opportunities for reflection during and after the assessment? What tools or strategies will be provided to the student?*Notes:* |
| [**Universal Design for Learning:**](https://www.cast.org/impact/universal-design-for-learning-udl)How do instructional approaches anticipate and respond to individual student needs and strengths to maximize student learning and success?*Notes:* |
| **Evaluation:** Who will be involved in evaluating student work – teacher(s), expert(s), peer(s)? Will there be opportunities for self-evaluation?*Notes:* |

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| **Assessment Plan**  |
| **Essential Questions (**Can be found from [Understanding-based Curriculum by Jay McTighe](https://www.jaymctighe.com/wp-content/uploads/2018/07/NGSS-Overarching-EQs-and-Guiding-Questions.pdf)):  |
| [**Investigative/Anchoring Phenomena**](https://sites.google.com/site/sciencephenomena/criteria)**:**  |
| **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)*.):*  |
| **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?)*:  |
| **Audience***(Who is the intended audience for the final product or performance? Consider the impact of students publicly sharing their work.):* |
| **Performance Mode**(*What work will be done independently? Where are there opportunities for student collaboration?)*  |
| **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)*.):*  |