Note: This micro-credential requires that you work with at least two other educators, ideally within an existing Professional Learning Group or Critical Friends Group.

**Performance Assessment Design**
Educator creates original, fair, and authentic performance assessments (PAs).

**Key Method**
The educator creates original, fair, and authentic performance assessments, which allow for student voice and choice and provide multiple ways for diverse learners to demonstrate their mastery of academic discipline-specific content at high levels of cognitive rigor.

**Method Components**
The Basic Performance Assessment for Learning Design stack is designed so that, if all three credentials are taken together, they will become more than the sum of their parts. Each micro-credential is intended to be able to stand on its own; however, the ideas and activities of each of these credentials support and expand on the others, building a fuller appreciation of performance assessment and its implications.

**Your Task:**
You will:
- Create an original performance assessment,
- Analyze the PA for validity,
- Embed the PA within your curriculum, and
- Administer the PA to at least one class of students.

Use the Common Performance Assessment Curriculum Planning Template (QPA Tool 8 – see resources), to guide a design that is tightly aligned to the learning target. In addition, in order to analyze your PA for validity, you will use the Assessment Validation Checklist (Tool 1 – see resources) and the Assessment Validation Protocol (Tool 3). A performance assessment comprises, at a minimum,
- Completed QPA Tool 8,
- Student instructions,
- Competency-based rubric, and
- Completed Assessment Validation Checklist (QPA Tool 1)

Of course, you can include whatever supplemental materials you think will help students to complete the PA.

**Notes**
“Authentic” performance assessments allow students to demonstrate their achievement of a learning target by applying their new learning in a real-world setting or with a real-world audience. They emphasize student voice and choice by providing opportunities for ownership and decision-making, and by offering a variety of modalities for students to engage in content and demonstrate discipline-specific knowledge and skills.
Options for demonstration can include oral presentations, written products, performances, debates, and others. The performance assessment (PA) tasks must be tightly aligned to the learning target (standard or competency).

Performance assessments must support a wide range of learners, including Special Education students, English Language Learners, and learners from diverse socio-economic and cultural backgrounds. As such, assessments should use fair and unbiased language, design that is free of stereotypes, equitable access to resources, accessibility features, and accommodations for students with IEPs and 504 plans (see Resources).

### Supporting Research


### Resources


- National Center on Universal Design for Learning [http://tinyurl.com/28dwnuz](http://tinyurl.com/28dwnuz)

- Curriculum Planning Template [http://tinyurl.com/zpakarl](http://tinyurl.com/zpakarl)

- Assessment Validation Checklist: Tool 1 [http://tinyurl.com/hukejvw](http://tinyurl.com/hukejvw)

- Assessment Validation Coversheet: Tool 2 [http://tinyurl.com/j4eaagq](http://tinyurl.com/j4eaagq)

- Assessment Validation Protocol: Tool 3 [http://tinyurl.com/hybuyat](http://tinyurl.com/hybuyat)

- “What is Authentic Assessment?” by Grant Wiggins [http://tinyurl.com/yby325t](http://tinyurl.com/yby325t)

- Module: “Why Performance Assessment?” [http://tinyurl.com/h8lxr8z](http://tinyurl.com/h8lxr8z)

- Module: Performance Assessment Design [http://tinyurl.com/zol6n7w](http://tinyurl.com/zol6n7w)

- Module: Competency-based Rubric Design [http://tinyurl.com/gnx2ddw](http://tinyurl.com/gnx2ddw)
Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a "Got it" for Part 2.

Part 1. Overview questions
(200-word limit for each response)

- Describe the context in which the performance assessment will be used. Describe the class and your students. Describe the portion of the curriculum into which this PA should fit. What scaffolding will be built into the curriculum and PA to maximize students' opportunity to demonstrate proficiency through the PA? Why do you think it's a good fit?
  - **Passing**: Description of the context is thorough, and the answer makes a convincing case that the PA is a "good fit" for the discussed portion of the curriculum.

- In what ways does your PA encourage student engagement? How have you allowed for multiple modalities and student voice and choice? How have you optimized universal design and accessibility?
  - **Passing**: Answer shows that PA employs a wide spectrum of flexibility, allowing multiple modalities, voice and choice, and accessibility.

- In what ways did you strive to make your PA authentic? (See Grant Wiggins article in the Resources)
  - **Passing**: Answer demonstrates thoughtful consideration of the meaning of "authentic" in the context of the PA.

- What did you learn about PA design and strengthening your own PA through the validation protocol? What aspect(s) of the process was valuable to you?
  - **Passing**: Answer shows a high level of reflection and understanding about how to improve PAs and how instruction and assessment design can be improved by engaging in protocols to examine PA design.

Part 2. Evidence/artifacts

To earn the micro-credential for Performance Assessment Design, the educator must submit the following:

- A complete performance assessment that provides evidence of alignment to learning target(s), authenticity, multiple modalities of learning and demonstrating achievement, and student voice and choice. The PA should include the following:
  - Completed Common Performance Assessment Curriculum Planning Template (Tool 8), with emphasis on standards, modalities, and accessibility and accommodations.
  - Student instructions and any other supplemental materials.
  - Rubric. You may use an already-existing rubric, as long as it is competency- or standards-based and aligned to the task’s learning targets. You are welcome to design your own rubric: we refer you to the Rubric Design micro-credential in this stack.

- A completed Task Validation Checklist with comments on strengths, gaps, and recommendations to improve the task.

- At least three samples of student work from diverse learners, preferably using different assessment modalities (e.g., debate video clip or written argument from Special Education student or English Language Learner).
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<th><strong>“Got It”</strong></th>
<th><strong>“Not Yet”</strong></th>
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| **Tool 8, Student Instructions, and Rubric** | Tool 8, student instructions, and rubric are complete and all three demonstrate:  
- Tight alignment with learning target(s) and with each other.  
- A strategy or mechanism for allowing student voice and choice.  
- Multiple ways for diverse learners to demonstrate achievement of the learning target(s).  
Furthermore,  
- The PA is multi-step, requires demonstration of higher order thinking skills, and results in an original product.  
- The PA is embedded within the curriculum, and the curriculum provides the scaffolding needed for students to successfully complete the task. | Student work shows a few examples of mindfulness exercises, but little evidence of any impact on students’ ability to focus attention or be more supportive of others; the work also shows no examples of discussions about the value of mindfulness practices.  
There is no strategy for student voice and choice, or that strategy is inadequate (for example, allowing a student to choose the topic of an essay from a list of approved topics does not really support voice and choice).  
Modes for learners to demonstrate achievement are unnecessarily prescribed or limited. |
| **Validation Protocol** | Validation Protocol is completed and thoroughly annotated with feedback and recommendations for improving the PA. | The task does not have a primary focus on higher order thinking skills or does not result in an original product. |
| **Student Work** | Student work demonstrates that the PA enabled students to meet the learning targets. | The curriculum does not provide enough scaffolding for students to successfully complete the task.  
It is not evident from the student work or artifact that the students attained the learning targets, exercised voice and choice, or had the opportunity to choose a mode of demonstrating achievement. |

**Part 3. Reflection or Other Type of Additional Assessment**

Write a reflective essay (1,000-word limit) OR record a five- to ten-minute video or audio addressing the following topics (be sure to use specifics that illustrate why you come to the conclusions you do):

- Describe your experience creating and administering this assessment. What were the new opportunities it presented you? What were some challenges?
- Discuss your approach to engagement in this performance assessment – how did you address multiple modalities and voice and choice?
- In your work with performance assessments, what are some implications for your instruction? What instructional strategies have you used to guide student learning and prepare students to successfully demonstrate the learning targets through a PA?

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Describe your students’ reactions to this performance assessment. How did they react to having voice and choice?

- **Passing:** Answers show thoughtful consideration of the experience, making reference to specific opportunities and challenges, specific approaches to engagement, specific implications, and specific experiences with students. In other words, the answer does not use only generalities, but is clearly based on the learners’ experience with the PA.