

Performance Assessment Planning Template #1

Directions: Record your topic and “unwrapped” matching Priority and Supporting Standards below.

FIRST DRAFT

Grade Level or Course

Step 1: Assessment Topic

Assessment Title

Approximate Time Allocated for Assessment

Authors

School/District/City/State

Performance Assessment Planning Template #1

Steps 2 and 3: Identify and “Unwrap” Matching Priority and Supporting Standards

Directions: Think of a “unit” of instruction. List standards by number and include the full text here. Then “unwrap” to identify what students need to know and be able to do. Underline the key concepts (important nouns and noun phrases) and circle or capitalize the skills (verbs).

Bold the Priority Standards.

Number	Grade-Specific Standards

Performance Assessment Planning Template #1

Directions: Continue completing your graphic organizer.

Skills: Be Able to DO Next to each skill, write number in parentheses indicating approximate level of Bloom's Taxonomy of thinking skills. Refer to Bloom's Taxonomy resource (pp. 178–181).

**Approximate
Level of Bloom's
Taxonomy**

Skill and Related Concept(s)

Approximate Level of Bloom's Taxonomy	Skill and Related Concept(s)

Directions: Write three to four Big Ideas based on the following guidelines:

- Ideas or enduring understandings students *realize on their own* during and/or after learning concepts and skills
- What do I want my students to remember long after they leave my classroom?
- Each Big Idea promotes integrated, conceptual understanding of the concepts/nouns
- Nonjudgmental, succinct—a few words that demand a lot
- Written in student-friendly format

Step 4: Big Ideas from “Unwrapped” Standards

1.

2.

3.

4.

Performance Assessment Planning Template #1

Directions: Write three to five Essential Questions based on the following guidelines:

- Open-ended — based on “unwrapped” concepts and skills
- Guide instruction and assessment for all tasks
- The Big Ideas are the students’ responses to the Essential Questions
- The Big Ideas are the answers to the Essential Questions
- Written in student-friendly format

Step 5: Write Essential Questions Matched to Big Ideas

1.

2.

3.

4.

5.

Directions: Create a brief synopsis of each task based on the following guidelines:

- “What are we going to do?”
- Plan an *overview* of Performance Assessment
- Develop student understanding of Big Ideas
- Differentiate for varying abilities
- Include nonfiction writing in at least one task
- Scaffold to build understanding of concepts and skills

Step 6: Design Performance Tasks—Synopsis of Tasks

Task	Degree of Rigor— Level of Bloom’s Taxonomy (see 179–181*)	Product or Performance— What Will Students Do? (see pp. 182–183*)	Am I Using a Variety of Knowledge-Deepening Activities That Appeal to a Variety of Learners? How? (see p. 194*)
1			
2			
3			
4			

*Refer to these pages in Part Six: Resources for assistance.

Performance Assessment Planning Template #1

Directions: Complete SQUARED as a standards-based planning tool for Task 1 based on the following guidelines:

- Directly align “A”, *apply*, to concepts and skills
- Intentionally design “A”, *apply*, to deliver students to the Big Ideas
- Expand on synopsis from Step 6, in “A”, *apply*

Step 7: Develop Performance Tasks

TASK 1

Plan the Standards-Based Performance Task—SQUARED

S Which standard(s) (priority/supporting) will this task address?

Q What Essential Question(s) and corresponding Big Idea(s) will this task target?

U Which “unwrapped” specific concepts and skills will this task target?

A How will the students apply the concepts and skills? What will they do and/or produce?

TASK 1 *(Continued)*

Plan the Standards-Based Performance Task—SQUARED

R What resources, instruction, and information will students need in order to complete the task?

E What evidence of learning will I look for to show that I know all of my students have *conceptually learned* the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 1 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:

D How can I differentiate the application and/or evidence to meet the varying needs of my students?

Performance Assessment Planning Template #1

TASK 1 *(Continued)*

Full Description

Directions: Complete a full description for Task 1 based on the following guidelines:

- An extension of “A” in SQUARED—the full details of what students will do in task
 - Format needs to be student-friendly because students receive a copy of this description and accompanying scoring guide to complete each task (if developmentally appropriate)
 - May use bulleted list, narrative, or a combination of both to convey directions to students
 - A detailed, full description will ensure hand-to-glove alignment to task scoring guide (Step 10)
-

Step 10: Develop Scoring Guides(Rubrics)

TASK 1

Directions: Complete a student-friendly scoring guide based on the following guidelines:

- Language that is *specific*
- Language that is *measurable*
- Language that is *observable*
- Language that is *understandable*
- Language that is *matched to task directions*

Exemplary (Second, determine these criteria.)

Meets all of the “Proficient” criteria *plus*:

-
-
-
-

Proficient (Begin here when identifying criteria. Use as foundation for the remaining proficiency levels.)

-
-
-
-
-
-
-

Performance Assessment Planning Template #1

TASK 1 (Continued)

Progressing

Meets _____ of the "Proficient" criteria

Beginning

Meets fewer than _____ of the "Proficient" criteria

Needs help with Task 1

Teacher's evaluation: _____

Comments regarding student's performance: _____

Self-Check Your Work

- Did I begin with proficiency criteria?
 - Do I have hand-to-glove alignment with task requirements?
 - Is any of my wording subjective? Can I be more specific?
 - Did I include behaviors and/or procedures on an academic rubric?
 - Did I make it student-friendly? "Paragraph has . . ." versus "Student's paragraph has . . ."
 - Are my expectations clear to my students? Did I read it from my students' perspective?
-

Step 7: Develop Performance Tasks

TASK 2

Plan the Standards-Based Performance Task—SQUARED

S Which standard(s) (priority/supporting) will this task address?

Q What Essential Question(s) and corresponding Big Idea(s) will this task target?

U Which “unwrapped” specific concepts and skills will this task target?

A How will the students apply the concepts and skills? What will they do and/or produce?

Performance Assessment Planning Template #1

TASK 2 (Continued)

Plan the Standards-Based Performance Task—SQUARED

R What resources, instruction, and information will students need in order to complete the task?

E What evidence of learning will I look for to show that I know all of my students have *conceptually learned* the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 2 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:

D How can I differentiate the application and/or evidence to meet the varying needs of my students?

TASK 2 *(Continued)*

Full Description

Directions: Complete a full description for Task 2 based on the following guidelines:

- An extension of “A” in SQUARED—the full details of what students will do in task
 - Format needs to be student-friendly because students receive a copy of this description and accompanying scoring guide to complete each task (if developmentally appropriate)
 - May use bulleted list, narrative, or a combination of both to convey directions to students
 - A detailed, full description will ensure hand-to-glove alignment to task scoring guide (Step 10)
-

Performance Assessment Planning Template #1

Step 10: Develop Scoring Guides (Rubrics)

TASK 2

Directions: Complete a student-friendly scoring guide based on the following guidelines:

- Language that is *specific*
 - Language that is *measurable*
 - Language that is *observable*
 - Language that is *understandable*
 - Language that is *matched to task directions*
-

Exemplary (Second, determine these criteria.)

Meets all of the “Proficient” criteria *plus*:

Proficient (Begin here when identifying criteria. Use as foundation for the remaining proficiency levels.)

TASK 2 (Continued)

Progressing

Meets _____ of the “Proficient” criteria

Beginning

Meets fewer than _____ of the “Proficient” criteria

Needs help with Task 2

Teacher’s evaluation: _____

Comments regarding student’s performance: _____

Self-Check Your Work

- Did I begin with proficiency criteria?
- Do I have hand-to-glove alignment with task requirements?
- Is any of my wording subjective? Can I be more specific?
- Did I include behaviors and/or procedures on an academic rubric?
- Did I make it student-friendly? “Paragraph has . . .” versus “Student’s paragraph has . . .”
- Are my expectations clear to my students? Did I read it from my students’ perspective?

Performance Assessment Planning Template #1

Step 7: Develop Performance Tasks

TASK 3

Plan the Standards-Based Performance Task—SQUARED

S Which standard(s) (priority/supporting) will this task address?

Q What Essential Question(s) and corresponding Big Idea(s) will this task target?

U Which “unwrapped” specific concepts and skills will this task target?

A How will the students apply the concepts and skills? What will they do and/or produce?

TASK 3 *(Continued)*

Plan the Standards-Based Performance Task—SQUARED

R What resources, instruction, and information will students need in order to complete the task?

E What evidence of learning will I look for to show that I know all of my students have *conceptually learned* the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 3 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:

D How can I differentiate the application and/or evidence to meet the varying needs of my students?

Performance Assessment Planning Template #1

TASK 3 *(Continued)*

Full Description

Directions: Complete a full description for Task 3 based on the following guidelines:

- An extension of “A” in SQUARED—the full details of what students will do in task
 - Format needs to be student-friendly because students receive a copy of this description and accompanying scoring guide to complete each task (if developmentally appropriate)
 - May use bulleted list, narrative, or a combination of both to convey directions to students
 - A detailed, full description will ensure hand-to-glove alignment to task scoring guide (Step 10)
-

Step 10: Develop Scoring Guides (Rubrics)

TASK 3

Directions: Complete a student-friendly scoring guide based on the following guidelines:

- Language that is *specific*
 - Language that is *measurable*
 - Language that is *observable*
 - Language that is *understandable*
 - Language that is *matched to task directions*
-

Exemplary (Second, determine these criteria.)

Meets all of the “Proficient” criteria *plus*:

Proficient (Begin here when identifying criteria. Use as foundation for the remaining proficiency levels.)

Performance Assessment Planning Template #1

TASK 3 (Continued)

Progressing

Meets _____ of the "Proficient" criteria

Beginning

Meets fewer than _____ of the "Proficient" criteria

Needs help with Task 3

Teacher's evaluation: _____

Comments regarding student's performance: _____

Self-Check Your Work

- Did I begin with proficiency criteria?
 - Do I have hand-to-glove alignment with task requirements?
 - Is any of my wording subjective? Can I be more specific?
 - Did I include behaviors and/or procedures on an academic rubric?
 - Did I make it student-friendly? "Paragraph has . . ." versus "Student's paragraph has . . ."
 - Are my expectations clear to my students? Did I read it from my students' perspective?
-

Step 7: Develop Performance Tasks

TASK 4

Plan the Standards-Based Performance Task—SQUARED

S Which standard(s) (priority/supporting) will this task address?

Q What Essential Question(s) and corresponding Big Idea(s) will this task target?

U Which “unwrapped” specific concepts and skills will this task target?

A How will the students apply the concepts and skills? What will they do and/or produce?

Performance Assessment Planning Template #1

TASK 4 (Continued)

Plan the Standards-Based Performance Task—SQUARED

R What resources, instruction, and information will students need in order to complete the task?

E What evidence of learning will I look for to show that I know all of my students have *conceptually learned* the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 4 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:

D How can I differentiate the application and/or evidence to meet the varying needs of my students?

TASK 4 *(Continued)*

Full Description

Directions: Complete a full description for Task 4 based on the following guidelines:

- An extension of “A” in SQUARED—the full details of what students will do in task
 - Format needs to be student-friendly because students receive a copy of this description and accompanying scoring guide to complete each task (if developmentally appropriate)
 - May use bulleted list, narrative, or a combination of both to convey directions to students
 - A detailed, full description will ensure hand-to-glove alignment to task scoring guide (Step 10)
-

Performance Assessment Planning Template #1

Step 10: Develop Scoring Guides (Rubrics)

TASK 4

Directions: Complete a student-friendly scoring guide based on the following guidelines:

- Language that is *specific*
 - Language that is *measurable*
 - Language that is *observable*
 - Language that is *understandable*
 - Language that is *matched to task directions*
-

Exemplary (Second, determine these criteria.)

Meets all of the “Proficient” criteria *plus*:

-
-
-
-

Proficient (Begin here when identifying criteria. Use as foundation for the remaining proficiency levels.)

- -
 -
 -
 -
 -
-

TASK 4 (Continued)

Progressing

Meets _____ of the "Proficient" criteria

Beginning

Meets fewer than _____ of the "Proficient" criteria

Needs help with Task 4

Teacher's evaluation: _____

Comments regarding student's performance: _____

Self-Check Your Work

- Did I begin with proficiency criteria?
- Do I have hand-to-glove alignment with task requirements?
- Is any of my wording subjective? Can I be more specific?
- Did I include behaviors and/or procedures on an academic rubric?
- Did I make it student-friendly? "Paragraph has . . ." versus "Student's paragraph has . . ."
- Are my expectations clear to my students? Did I read it from my students' perspective?

Performance Assessment Planning Template #1

Directions: Review your planned performance tasks and find standards and indicators in *other* content areas that connect to those tasks and list them below.

Step 8: Identify Interdisciplinary Standards (completed after task development)

Directions: Complete SCRAP as a planning tool for your Engaging Scenario.

Step 9: Create Engaging Scenario

How Will You Engage Students in a Real-Life Challenge That Conveys the Relevancy of the Targeted Content and Skills and Acknowledges an Audience?

S What is the situation?

C What is the challenge?

R What role(s) does the student assume?

A Who is the audience (preferably an external audience)?

P What is the product or performance the student will demonstrate and/or create?

Performance Assessment Planning Template #2

Step 3 (Continued)

Directions: Create a graphic organizer. **Bold** elements in concepts and skills that are from the Priority Standards.

Graphic Organizer of “Unwrapped” Concepts and Skills

Concepts: Need to KNOW about _____

Note: Special thanks to Jane Wilson for her work on this template.

Step 3 (Continued)

Directions: Continue completing your graphic organizer.

Graphic Organizer (Continued)

Skills: Be Able to DO

- Next to each skill, write number in parentheses indicating approximate level of Bloom's Taxonomy of thinking skills.
- Refer to Bloom's Taxonomy resource (pp. 178–181).

Approximate Level of Bloom's Taxonomy	Skill and Related Concept

Note: Special thanks to Jane Wilson for her work on this template.

Performance Assessment Planning Template #2

<p>Step 4: Determine Big Ideas from “Unwrapped” Standards</p> <p>Directions: Write three to four Big Ideas based on the following guidelines:</p> <ul style="list-style-type: none"> • Ideas or enduring understandings students <i>realize on their own</i> during and/or after learning concepts and skills • What do I want my students to remember long after they leave my classroom? • Each Big Idea promotes integrated, conceptual understanding of the concepts/nouns • Nonjudgmental, succinct—a few words that demand a lot • Written in student-friendly format 	<p>Step 5: Write Essential Questions Matched to Big Ideas</p> <p>Directions: Write three to five Essential Questions based on the following guidelines:</p> <ul style="list-style-type: none"> • Open-ended—based on “unwrapped” concepts and skills • Guide instruction and assessment for all tasks • The Big Ideas are the students’ responses to the Essential Questions • The Big Ideas are the answers to the Essential Questions • Written in student-friendly format
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Note: Special thanks to Jane Wilson for her work on this template.

Step 6: Design Performance Tasks—Synopsis of Tasks (Road Map for Tasks' Design)

Directions: Create a brief synopsis of each task based on the following guidelines:

- “What are we going to do?”
- Plan an *overview* of Performance Assessment
- Develops student understanding of Big Ideas
- Differentiate for varying abilities
- Include nonfiction writing in at least one task
- Scaffold to build understanding of concepts and skills

Task	Degree of Rigor— Level of Bloom’s Taxonomy (see pp. 179–181*)	Product or Performance—What Will Students Do? (see pp. 182–183*)	Am I Using a Variety of Knowledge-Deepening Activities? How? (see p. 194*)
1			
2			
3			
4			

Note: Special thanks to Jane Wilson for her work on this template. *Refer to these pages in Part Six: Resources for assistance.

Performance Assessment Planning Template #2

Step 7: Develop Performance Tasks—Plan the Performance Tasks (SQUARED)

Directions: Complete SQUARED as a standards-based planning tool for the tasks based on the following guidelines:

- Directly align application to concepts and skills
- Intentionally design application to deliver students to the Big Ideas
- Expand on synopses from Step 6 in “A”, *Application*

	TASK 1	TASK 2	TASK 3	TASK 4
S Which <i>standard(s)</i> (Priority/Supporting) will this task address?	<i>Standard(s)</i>	<i>Standard(s)</i>	<i>Standard(s)</i>	<i>Standard(s)</i>
Q What <u>Essential Question(s)</u> and corresponding Big Idea(s) will this task target?	<i>Questions</i>	<i>Questions</i>	<i>Questions</i>	<i>Questions</i>
U Which specific <u>concepts and skills</u> will this task target?	<i>Unwrapped concepts/skills</i>	<i>Unwrapped concepts/skills</i>	<i>Unwrapped concepts/skills</i>	<i>Unwrapped concepts/skills</i>
A <i>Application</i> —How will the students <i>apply the concepts and skills</i> ? What will they do and/or produce?	<i>Application</i>	<i>Application</i>	<i>Application</i>	<i>Application</i>

Note: Special thanks to Jane Wilson for her work on this template.

Step 7 (Continued)

TASK 1	TASK 2	TASK 3	TASK 4
<p>R <u>Resources/instruction/information</u> for students—What do students need to know in order to complete the task?</p>	<p><i>Resources/instruction/information</i></p>	<p><i>Resources/instruction/information</i></p>	<p><i>Resources/instruction/information</i></p>
<p>E <u>Evidence of learning</u>—How will I know all of my students have conceptually learned the concepts and skills—the standard(s)?</p> <ul style="list-style-type: none"> • Meet “Proficient” level or higher on Task 1 rubric • Students respond to Essential Question(s) with Big Idea(s) in written or oral format • Other evidence: 	<p><i>Evidence</i></p> <ul style="list-style-type: none"> • Meet “Proficient” level or higher on Task 2 rubric • Students respond to Essential Question(s) with Big Idea(s) in written or oral format • Other evidence: 	<p><i>Evidence</i></p> <ul style="list-style-type: none"> • Meet “Proficient” level or higher on Task 3 rubric • Students respond to Essential Question(s) with Big Idea(s) in written or oral format • Other evidence: 	<p><i>Evidence</i></p> <ul style="list-style-type: none"> • Meet “Proficient” level or higher on Task 4 rubric • Students respond to Essential Question(s) with Big Idea(s) in written or oral format • Other evidence:
<p>D <u>Differentiation</u></p>	<p><i>Differentiation</i></p>	<p><i>Differentiation</i></p>	<p><i>Differentiation</i></p>

Note: Special thanks to Jane Wilson for her work on this template.

Performance Assessment Planning Template #2

Step 7 (Continued)

Directions: Complete student-friendly, full descriptions based on the following guidelines:

- An extension of "A" in SQUARED—the full details of what students will do in task
- Format needs to be student-friendly because students receive a copy of full description and accompanying scoring guide to complete each task (if developmentally appropriate)
- May use bulleted list, narrative, or a combination of both to convey directions to students
- Detailed, full descriptions will ensure hand-to-glove alignment to task scoring guides (Step 10)

Full Descriptions

TASK 1	TASK 2	TASK 3	TASK 4

Note: Special thanks to Jane Wilson for her work on this template.

Step 8: Identify Interdisciplinary Standards (completed after task development)

Directions: Review your planned performance tasks and find standards and indicators in other content areas that connect to those tasks and list them below.

Related Reading/Literature Standards	Related Writing/Speaking Standards	Related Math Standards	Related Content Area Standards

Note: Special thanks to Jane Wilson for her work on this template.

Performance Assessment Planning Template #2

Step 9: Create Engaging Scenario

Directions: Complete SCRAP as a planning tool for your Engaging Scenario.

How Will You Engage Students in a Real-life Challenge That Conveys the Relevancy of the Targeted Content and Skills and Acknowledges an Audience?

S What is the situation?

C What is the challenge?

R What role(s) does the student assume?

A Who is the audience (preferably an external audience)?

P What is the product or performance the student will demonstrate and/or create?

Note: Special thanks to Jane Wilson for her work on this template.

Step 9 (Continued)

Directions: Write your full Engaging Scenario in the space below.

Engaging Scenario

Materials/Resources Needed

Performance Assessment Planning Template #2

Step 10: Develop Scoring Guides (Rubrics)

- Directions:** Complete student-friendly scoring guides.
- Use specific, measurable, observable, and understandable criteria
 - Match to task directions

TASK 1	TASK 2	TASK 3	TASK 4
<p>Exemplary (Second, determine these criteria.) Meets all of "Proficient" criteria <i>plus:</i></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Exemplary (Second, determine these criteria.) Meets all of "Proficient" criteria <i>plus:</i></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Exemplary (Second, determine these criteria.) Meets all of "Proficient" criteria <i>plus:</i></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Exemplary (Second, determine these criteria.) Meets all of "Proficient" criteria <i>plus:</i></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>Proficient (Begin here when identifying criteria; use as a foundation for the remaining proficiency levels.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Proficient (Begin here when identifying criteria; use as a foundation for the remaining proficiency levels.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Proficient (Begin here when identifying criteria; use as a foundation for the remaining proficiency levels.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Proficient (Begin here when identifying criteria; use as a foundation for the remaining proficiency levels.)</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

Note: Special thanks to Jane Wilson for her work on this template.

Step 10 (Continued)

TASK 1	TASK 2	TASK 3	TASK 4
<p>Progressing Meets ____ of the "Proficient" criteria</p> <p>Beginning Meets fewer than ____ of the "Proficient" criteria Needs help with Task 1</p> <p>Teacher's Evaluation: _____</p> <p>Comments regarding student's performance: _____</p>	<p>Progressing Meets ____ of the "Proficient" criteria</p> <p>Beginning Meets fewer than ____ of the "Proficient" criteria Needs help with Task 2</p> <p>Teacher's Evaluation: _____</p> <p>Comments regarding student's performance: _____</p>	<p>Progressing Meets ____ of the "Proficient" criteria</p> <p>Beginning Meets fewer than ____ of the "Proficient" criteria Needs help with Task 3</p> <p>Teacher's Evaluation: _____</p> <p>Comments regarding student's performance: _____</p>	<p>Progressing Meets ____ of the "Proficient" criteria</p> <p>Beginning Meets fewer than ____ of the "Proficient" criteria Needs help with Task 4</p> <p>Teacher's Evaluation: _____</p> <p>Comments regarding student's performance: _____</p>

Self-Check Your Work

- Did I begin with proficiency criteria?
- Do I have hand-to-glove alignment with task requirements?
- Is any of my wording subjective? Can I be more specific?
- Did I include behaviors and/or procedures on an academic rubric?
- Did I make it student-friendly? "Paragraph has . . ." versus "Student's paragraph has . . ."
- Are my expectations clear to my students? Did I read it from my students' perspective?

Note: Special thanks to Jane Wilson for her work on this template.

Performance Assessment Scoring Guide

Performance Assessment Scoring Guide

Title of Performance Assessment _____

Performance Assessment Authors _____

Instructions for Using Scoring Guide

- Use scoring guide to complete small group/independent work successfully.
- If using as an evaluation tool, check all criteria met; highlight criteria not met; and add any comments to guide revision of assessment items.

	Proficient	Exemplary (All of Proficient, PLUS)	Comments
Priority and Supporting Standard(s) (Steps 1–2)	<p><i>Assessment Authors:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Include relevant Priority (and Supporting) Standards for a specific topic <input type="checkbox"/> Bold and write out each selected Priority Standard(s) <input type="checkbox"/> Write out related Supporting Standards <input type="checkbox"/> List Interdisciplinary Standards by number 	<p><i>Assessment Authors:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Bold, list by number, and write out Interdisciplinary Standards 	
“Unwrapped” Standard(s) (Step 3)	<p><i>Assessment Authors:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Include separate lists of all concepts (what students need to <i>know</i>) and skills (be able to <i>do</i>) on graphic organizer <input type="checkbox"/> Bold concepts and skills from Priority Standards on graphic organizer <input type="checkbox"/> Connect skills to concepts (with parenthetical or side-by-side notation) <input type="checkbox"/> Identify approximate level of Bloom’s Taxonomy (1 through 6) for each skill 	<p><i>Assessment Authors:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Include a variety of higher-level thinking skills <input type="checkbox"/> Add higher-level thinking skills if not present in “unwrapped” skills <input type="checkbox"/> Add “unwrapped” Interdisciplinary Standards 	

Note: Special thanks to Denise Carabetta, Michelle LeBrun-Griffin, and other Connecticut educators for their contributions to a performance-assessment version of this scoring guide.

(continues)

Scoring Guide *(Continued)*

	Proficient	Exemplary (All of Proficient, PLUS)	Comments
Big Ideas (Step 4)	<p><i>Big Ideas:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Represent explicit responses to Essential Questions <input type="checkbox"/> Are written succinctly and as complete statements in student-friendly wording <input type="checkbox"/> Reflect essential connections students are to make and retain after instruction concludes <input type="checkbox"/> Convey value or long-term benefit of learning to students <input type="checkbox"/> Are written as topical statements (specific to particular content area <i>standards</i> for unit focus) <input type="checkbox"/> Link directly to “unwrapped” <i>standards</i>, not to curriculum materials (e.g., chapter in text) <input type="checkbox"/> Represent all “unwrapped” standards collectively <input type="checkbox"/> Approximately three to four Big Ideas 	<p><i>Big Ideas:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Are written as broad (applicable to multiple content areas) <input type="checkbox"/> Represent foundational understandings from which further generalizations can be derived <input type="checkbox"/> Are written in both teacher wording and student-friendly wording <input type="checkbox"/> Include Big Ideas for Interdisciplinary Standards 	

Note: Special thanks to Denise Carabetta, Michelle LeBrun-Griffin, and other Connecticut educators for their contributions to a performance-assessment version of this scoring guide.

Performance Assessment Scoring Guide

Scoring Guide *(Continued)*

	Proficient	Exemplary (All of Proficient, PLUS)	Comments
Essential Questions (Step 5)	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Are open-ended to focus instruction and assessment <input type="checkbox"/> Link directly to “unwrapped” standards and Big Ideas <input type="checkbox"/> Forecast learning goals for unit of study (e.g., student will . . .) <input type="checkbox"/> Are written in student-friendly language <input type="checkbox"/> Reflect both lower and higher levels of questioning—“one-two” punch questions (e.g., knowledge and application) <input type="checkbox"/> Lead students to discovery of Big Ideas on their own <input type="checkbox"/> Approximately three to five Essential Questions 	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Are engaging (not routine questions) <input type="checkbox"/> Have “emotive force and intellectual bite” to arouse student interest; require discussion, thought, and investigation to answer <input type="checkbox"/> Apply to different contexts across time and cultures <input type="checkbox"/> Reflect Interdisciplinary Standards 	
Design Performance Tasks—Roadmap (Step 6)	<p><i>Tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Address all concepts and skills <input type="checkbox"/> Increase in rigor <input type="checkbox"/> Include nonfiction writing in at least one task <input type="checkbox"/> Appeal to a variety of learning styles 	<p><i>Tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Include nonfiction writing in more than one task 	

Note: Special thanks to Denise Carabetta, Michelle LeBrun-Griffin, and other Connecticut educators for their contributions to a performance-assessment version of this scoring guide.

Scoring Guide *(Continued)*

	Proficient	Exemplary (All of Proficient, PLUS)	Comments
Develop Performance Tasks (Steps 7–8)	<p><i>Tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect all SQUARED criteria: <ul style="list-style-type: none"> <u>S</u>tandards <u>Q</u>uestions <u>U</u>nwrapped concepts and skills <u>A</u>pplication <u>R</u>esources <u>E</u>vidence <u>D</u>ifferentiation (multiple student entry points, from basic to advanced) <input type="checkbox"/> Include specific descriptions of what students are to do <input type="checkbox"/> Are written in language that students, parents, and teachers understand <input type="checkbox"/> Connect tightly to all “unwrapped” concepts, skills, Big Ideas, and Essential Questions (i.e., not just separate activities) <input type="checkbox"/> Represent direct link to “unwrapped” skills (e.g., analyze: analysis activity) <input type="checkbox"/> Enable students to progress from literal to conceptual knowledge and to discover Big Ideas <input type="checkbox"/> Provide evidence through student work that all “unwrapped” concepts and skills have or have not been met <input type="checkbox"/> Include Interdisciplinary Standards 	<p><i>Tasks:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Are adapted (i.e., “tiered”) for differences in students’ readiness, interests, and/or learning profiles <input type="checkbox"/> Allow for individual students or small groups of students to proceed through tasks at own pace <input type="checkbox"/> Include prerequisite instruction and resources needed prior to task use <input type="checkbox"/> Include Interdisciplinary Standards in more than one content area 	

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Performance Assessment Scoring Guide

Scoring Guide *(Continued)*

	Proficient	Exemplary (All of Proficient, PLUS)	Comments
Engaging Scenario (Step 9)	<p><i>Engaging Scenario:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes all SCRAP criteria: <ul style="list-style-type: none"> <u>S</u>ituation <u>C</u>hallenge <u>R</u>ole <u>A</u>udience <u>P</u>roduct or <u>P</u>erformance) <input type="checkbox"/> Sets a relevant (i.e., real-world) context for learning “unwrapped” concepts and skills <input type="checkbox"/> Motivates students to engage in tasks <input type="checkbox"/> Establishes the “why” for learning 	<p><i>Engaging Scenario:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates students’ own knowledge and experience <input type="checkbox"/> Intends to produce student product or performance for external audience <input type="checkbox"/> Includes scenario for more than one task, as needed 	

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Scoring Guide *(Continued)*

	Proficient	Exemplary (All of Proficient, PLUS)	Comments
Scoring Guides (Step 10)	<p><i>Scoring Guides:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Represent multiple levels of achievement (e.g., exemplary, proficient, progressing, beginning standards) <input type="checkbox"/> Include all elements of task requirements (i.e., “hand-to-glove” connections) <input type="checkbox"/> Use specific, observable, and measurable criteria that can be understood by students, teachers, and parents to ensure reliability <input type="checkbox"/> Use a combination of quantitative and qualitative criteria <input type="checkbox"/> Rate students’ degree of proficiency relative to targeted standards and Big Ideas <input type="checkbox"/> Provide opportunity for students to self-monitor their own progress (e.g., check boxes) and elicit feedback from others as to how to improve quality of work 	<p><i>Scoring Guides:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Require students to “go above and beyond” proficient criteria with emphasis on higher-level thinking skills <input type="checkbox"/> Emphasize qualitative enhancements over quantitative requirements <input type="checkbox"/> Include student-generated criteria 	

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Performance Assessment Scoring Guide

Scoring Guide *(Continued)*

	Proficient	Exemplary (All of Proficient, PLUS)	Comments
Management	<p><i>Assessment Authors:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete entire performance assessment template, as designed, and label all sections clearly <input type="checkbox"/> Provide completed assessment in both hard copy and electronic formats <input type="checkbox"/> Include a list of needed instructional materials and where obtained (e.g., articles, Web addresses, poems, book titles) <input type="checkbox"/> Write in format that is reader-friendly <input type="checkbox"/> Provide detailed descriptions, supplemental information, and documentation to foster easy replication <input type="checkbox"/> Include suggested time frame for delivery 	<p><i>Assessment Authors:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Suggest potential accommodations (changes in how students can acquire information, process information, and/or demonstrate learning) based on readiness or learning profile <input type="checkbox"/> Include completed teacher reflection and field notes for other teachers who will use template <input type="checkbox"/> Include examples of student work to accompany each task 	

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Bloom's Taxonomy: Categories in the Cognitive Process Dimension

Most educators are quite familiar with *Bloom's Taxonomy of Educational Objectives* (Bloom, et al., 1956). For many, understanding the levels of thinking represented in this taxonomy was a cornerstone of required educational methods courses.

In recent years, as educators have become increasingly focused on the accurate assessment of student learning, the original taxonomy has been revisited and revised. Unlike the original, the revised framework is two-dimensional. In the newer model, the two dimensions are cognitive process and knowledge. These two components operate like an *X* and *Y* axis: the cognitive level (evident from a verb that represents student learning) would be placed on the horizontal axis, and the type of knowledge (evident from the nouns that represent what the student is to learn) would be placed on the vertical.

The six cognitive processes in the revised taxonomy are **remember, understand, apply, analyze, evaluate, and create**. These are just slightly different from the original six levels of Bloom's Taxonomy (Bloom, et al., 1956). The four categories of knowledge in the revised taxonomy are *factual, conceptual, procedural, and metacognitive*.

This revised taxonomy works well with the "unwrapping" process and later, in designing effective assessment items. In order to place an objective in the taxonomy, teachers must first "unwrap" a standard to discover what it requires cognitively (the verb) and knowledge-wise (the nouns that delineate content and concepts). Once they have determined the correct placement, then the "bare bones" of the assessment items are set. However, the placement is important, because different types of objectives require different approaches to assessment (Anderson, et al., p. 8).

The list on the following pages contains lists of verbs that *approximate* the particular levels of student learning. It is important to "unwrap" standards and ensure each standard is placed in the taxonomy table before designing appropriate assessment items.

Bloom's Taxonomy

Cognitive Process 1: To remember

To remember is to retrieve relevant knowledge from long-term memory. (Anderson, et al., p. 67)

Verbs associated with this level: **choose, define, describe, find, identify, label, list, locate, match, name, recall, recite, recognize, record, relate, retrieve, say, select, show, sort, tell**

Possible products or performances: **television, events, people, radio, newspapers, magazines, books, tapes, diagrams, models, films, records, make a list of the main events of the story, make a time line of events, make a facts chart, write a list of any pieces of information you can remember, make a chart showing . . . , make an acrostic, recite a poem**

Cognitive Process 2: To understand

To understand is to construct meaning from instructional messages, including oral, written, and graphic communication. (Anderson, et al., p. 67)

Verbs associated with this level: **categorize, clarify, classify, compare, conclude, construct, contrast, demonstrate, distinguish, explain, illustrate, interpret, match, paraphrase, predict, represent, reorganize, summarize, translate, understand**

Possible products or performances: **television, events, people, radio, newspapers, magazines, books, tapes, diagrams, models, films, records, cut out or draw pictures to show a particular event, illustrate what you think the main idea may have been, make a cartoon strip showing the sequence of events, write and perform a play based on the story, retell the story in your own words, write a summary report of the event, prepare a flow chart to illustrate the sequence of events, make a coloring book**

Cognitive Process 3: To apply

To apply is to carry out or use a procedure in a given situation. (Anderson, et al., p. 67)

Verbs associated with this level: **apply, carry out, construct, develop, display, execute, illustrate, implement, model, solve, use**

(continues)

Possible products or performances: diary collection, puzzle, diagram, photographs, sculpture, diorama, map, scrapbook, stitchery, mobile, model, illustration, construct a model to demonstrate how it works, make a diorama to illustrate an event, make a scrapbook about the areas of study, make a map or clay model to include relevant information from an event, take a collection of photographs to demonstrate a particular point, make up a puzzle game, write a textbook about this topic for others

Cognitive Process 4: To analyze

To analyze is to break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose. (Anderson, et al., p. 68)

Verbs associated with this level: analyze, ascertain, attribute, connect, deconstruct, determine, differentiate, discriminate, dissect, distinguish, divide, examine, experiment, focus, infer, inspect, integrate, investigate, observe, organize, outline, reduce, solve (a problem), test for

Possible products or performances: graph, survey, questionnaire, commercial, report, diagram, chart, dissect, design a questionnaire to gather information, write a commercial to sell a new product, make a flow chart to show the critical stages, construct a graph to illustrate selected information, make a family tree showing relationships, devise a play about the study area, write a biography of a person studied

Cognitive Process 5: To evaluate

To evaluate is to make judgments based on criteria and standards. (Anderson, et al., p. 68)

Verbs associated with this level: appraise, assess, award, check, conclude, convince, coordinate, criticize, critique, defend, detect, discriminate, evaluate, judge, justify, monitor, prioritize, rank, recommend, support, test, value

Bloom's Taxonomy

Blooms' Taxonomy *(Continued)*

Possible products or performances: recommendation, letter, group discussion, panel, news items, court trial, survey conclusion, self-evaluation, editorialize, decide, conduct a debate about an issue of special interest, make a booklet about five rules you see as important, convince others, form a panel to discuss views, write a letter to . . . , write a letter advising on changes needed, write a half-year report, prepare a case to present your view about . . .

Cognitive Process 6: To create

To create is to put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure; inventing a product. (Anderson, et al., p. 68)

Verbs associated with this level: adapt, build, compose, construct, create, design, develop, elaborate, establish, extend, formulate, generate, give, hypothesize, invent, make, modify, plan, produce, originate, refine, transform

Possible products or performances: story, poem, play, pantomime, song, cartoon, advertisement, structure, invention, news article, magazine, recipe, new color, smell, taste, machine, TV, radio show, new game, product, puppet show, pantomime, invent a machine to do a specific task, design a building to house your study, create a new product—give it a name and plan a marketing campaign, write about your feelings in relation to . . . , design a record, book, or magazine cover for . . . , sell an idea, devise a way to . . .

References

Anderson, L. W., et al. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

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