Classroom-Embedded Performance Assessment

Educator creates and implements quality classroom-embedded performance assessments that allow students to apply skills and knowledge to a meaningful task, product, or performance for formative and summative use.

Key Method

The educator creates or revises a quality performance assessment, implements it in the classroom, and reflects on the process and results to inform further instruction.

Method Components

Creating or Revising a Quality Performance Assessment

Definitions

(see McTighe blog, Part 1 in Resources)

- A performance assessment asks students to demonstrate knowledge and skills by performing a task or producing a product.
- A classroom embedded assessment is a content-based integral part of the teaching and learning process as opposed to a stand-alone assessment unrelated to classroom content.

When and Why to Use a Performance Assessment

(see McTighe blog, Part 2 in Resources)

Performance assessments allow students to apply their learning to meaningful tasks. It is appropriate to use performance assessments when assessing skills, products, or reasoning learning targets that call for an artifact of some kind to demonstrate proficiency. Performance assessments allow educators to engage students and personalize their learning.

Common Performance Assessment Tasks, Products, and Performances

- Research paper
- Literary analysis
- Persuasive writing
- Lab report
- PowerPoint (or other slideshow) presentation

- Pamphlet
- Play or dramatic presentation
- Demonstration

Components of Classroom-Embedded Performance Assessments

(see McTighe blog, Part 3 in Resources)

- Integral part of instruction
- Aligns with learning targets
- Grade-level appropriate
- Requires application of knowledge and skills in an authentic or realistic context
- Elicits accurate evidence of student learning
- Engages student imagination, creativity, and choice
- Provides clear directions and expectations
- Provides clear evaluation criteria

Implementing a Performance Assessment in the Classroom

In preparation for implementing a quality performance assessment, complete the following steps:

1. Attempt the performance assessment yourself or with colleagues in a PLC.
2. Determine performance criteria and locate or develop a quality rubric.
3. Determine and establish an appropriate time frame, learning environment, and instructions for completion of the performance assessment.

Analyzing Student Artifacts

(see McTighe blog, Part 6 in Resources)

Assess performance criteria using the rubric you selected or created. Analyze a sample of student artifacts to determine both the quality of your assessment and student understanding of assessed learning targets.

Reflecting on Performance Assessment and Student Learning

(see McTighe blog, Part 7 in Resources)

After assigning your performance assessment and analyzing student artifacts, reflect on both the quality of your assessment and the learning of your students in preparation for determining your next steps.

Supporting Research

Shepard, L. A. (2008). The role of Assessment in a Learning Culture. *Journal of Education*, *189*(1/2), 95–106.

http://journals.sagepub.com/doi/10.3102/0013189X029007004

Stanford Center for Opportunity Policy in Education (SCOPE). (2014). *Student-centered schools: Closing the Opportunity Gap*. https://edpolicy.stanford.edu/sites/default/files/scope-pub-student-centered-research-brief.pdf

Jaquith, A., Martin, D., & Johnston, J. (2014). *Developing a Performance Assessment System From the Ground Up: Lessons Learned from Three Linked Learning Pathways*. Stanford, CA: Stanford Center for Opportunity Policy in Education.

Resources

Student Assessment General

Resources for Student-Centered Assessment

http://www.oregon.gov/ode/educator-resources/assessment/Pages/Student-centered-Assessment-Project.aspx

Performance Assessment

What Is a Performance Task? (Part 1) by Jay McTighe. Retrieved from https://blog.performancetask.com/what-is-a-performance-task-part-1-9fa0d99ead3b

Why Should We Use Performance Tasks? (Part 2) by Jay McTighe . Retrieved from https://blog.performancetask.com/why-should-we-use-performance-tasks-part-2-76431024e160

How Can Educators Design Authentic Performance Tasks (Part 3) by Jay McTighe. Retrieved from https://blog.performancetask.com/how-can-educators-design-authentic-performance-tasks-part-3-5817561ae422

How Will We Evaluate Student Performance on Tasks? (Part 6) by Jay McTighe. Retrieved from https://blog.performancetask.com/how-will-we-evaluate-student-performance-on-tasks-part-6-946c82deee02

How Should We Teach Toward Success with Performance Tasks? (Part7) by Jay McTighe. Retrieved from https://blog.performancetask.com/how-should-we-teach-toward-success-with-performance-tasks-part-7-93f2279b625

Quality Performance Assessment: A Guide for Schools and Districts https://www.ode.state.or.us/wma/teachlearn/testing/resources/qpa_guide_oregon.pdf

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient rating for all components in Part 2.

Part 1. Overview Questions

200 word max

Please answer the following contextual questions to provide an understanding of your current situation. Please do not include any information that will make you identifiable to your reviewers.

Explain how you chose to create or revise the performance assessment you used in your class. What are the intended learning targets to be assessed by your performance assessment? Describe how your performance assessment is embedded in your current classroom curriculum.

- **Passing:** Response clearly shows how the created or revised performance assessment is connected to the learning targets. Response shows a clear understanding of the role of performance assessments in planning for and adjusting instruction, including how to use the results of the assessment process with students. Response is clear, coherent, and detailed.

200 word max

Please answer the following contextual questions to provide understanding of your current situation. Please do not include any information that will make you identifiable to your reviewers.

Explain your implementation plan. What instructions and time frame did you give students to assist them in completing the performance assessment successfully? Detail any class demographics that would help our assessor understand the context of your performance task.

- **Passing:** Response provides the assessor a clear and concrete understanding of how the performance task was implemented and the classroom context as it relates to the grade level, academic capabilities, and specific content area being taught.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **two artifacts** as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Performance Assessment

Submit a classroom-embedded performance assessment that you have created or revised. Include the rubric or performance criteria you used to score student work. Use Tool 2 (pp. T3–T5) from the Quality Performance Assessment: A Guide for Schools and Districts listed in the Resources section to guide you in creating, assessing, and revising your performance assessment before submission.

Artifact 2: Annotated Student Work

Submit three annotated student artifacts: one weak, one mid-level, and one strong. Depending on your performance assessment, your artifacts may be submitted as Google Docs, photos, videos, or slides. Annotations may be submitted as part of the artifact or as a separate document. When annotating, consider the following questions:

- In reviewing your student artifacts, does it appear that the instructions were clear to the students?
- Do the student final products indicate that the performance assessment was effective at accurately assessing student proficiency of the intended learning target(s)?
- If you have data from assessments that use different modalities (e.g., writing and presentation), does the data reveal any patterns about student communication of their understanding in different modalities?
- Do the data reveal differences in student subgroup scores or scores from different class sections if you have them?

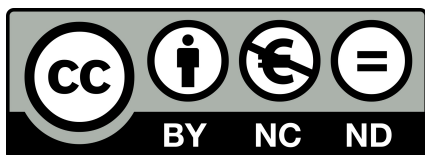|	Proficient	Basic	Developing
Artifact 1: Performance Assessment	Performance task includes all of the elements of a quality performance task highlighted in the Methods Components section	Performance task includes most of the elements of a quality performance task highlighted in the Methods Components section	Performance task includes some of the elements of a quality performance task highlighted in the Methods Components section
Artifact 2: Annotated Student Work	Annotations reflect thoroughly and thoughtfully on the three student artifacts, providing adequate and specific evidence from the artifacts to support analysis. Annotations reflect on all four questions for consideration.	Annotations reflect on the three student artifacts, providing some evidence from the artifacts to support analysis. Annotations reflect on all four questions for consideration.	Annotations superficially reflect on student artifacts and/or lack specific supporting evidence from student artifacts. Annotations may not reflect on all four questions for consideration.

Reflection

400 word min - 500 word max

Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.

1. Were you surprised by anything you saw in the score data of your entire class?
What factors might contribute to the patterns you noticed? Task design? Rubric design? Instructions? Implementation?
2. Do the data suggest student learning of the intended targets? Does it appear that students understood the expectations of the performance assessment?
3. What changes should you make in the performance assessment, instructions, or rubric?
4. What should your next steps be in instructing students?

- **Passing:** Response thoroughly and thoughtfully reflects on all four reflection questions. Responses to questions 1 and 2 cite specific evidence from student data. Responses to questions 3 and 4 highlight specific suggestions for performance task revisions and next steps for instruction.