Performance Assessment Quality Rubric - Adapted for Summit Public Schools - Revised January 2016

1. CLEAR AND WORTHWHILE PERFORMANCE OUTCOMES

Criteria	Work in Progress	Ready For Use	Exemplary
Project and Scoring Criteria: Alignment to Standards	● Segments of the project **partially address** content or skills. ● Scoring criteria **focus on project-specific requirements or surface level features** of the work, with little relationship to cognitive skills. ● Rubric dimensions chosen for evaluation are **unevenly aligned** to the significant cognitive demands of the project.	● The project is **aligned** to key content and cognitive skills. ● **Most** of the scoring criteria are aligned to and **reflect grade level expectations** of the content and cognitive skills, and represent an **appropriate level of challenge** ● Rubric dimensions chosen for evaluation are **mostly aligned** to the significant cognitive demands of the project.	● The project is designed to **integrate** the measurement of content and cognitive skills in a **coherent way**. ● Scoring criteria are **tightly aligned to grade level expectations** of the content and skills standards, and represent appropriately **high standards of performance**. ● Rubric dimensions chosen for evaluation are **completely aligned** to the significant cognitive demands of the project
Big Ideas, Thinking Skills, & Strategies	● Builds student understanding with **unclear or questionable importance** within the discipline(s) ● Completion of the project requires students to apply some cognitive skills and/or 21st-century skills, but there may be **limited**	● Builds student understanding of key facts, concepts, or strategies with **limited transfer** within and/or across the discipline(s). ● Student product(s) provides **some evidence** of cognitive skills and 21st-century skills	● Deepens student understanding of key facts, concepts and strategies that have **broad transferability** within and/or across the discipline(s). ● Student product(s) provides **clear evidence** of cognitive skills and 21st-century skills[1]

---

[1] 21st-century skills may include critical thinking, creativity, problem solving, effective communication, meaningful use of technology, collaboration, global awareness, metacognition, etc.

| | | evidence of it in the work product. | | |

2. TASK FOCUS, CLARITY, & COHERENCE

Criteria	Work in Progress	Ready For Use	Exemplary
Project Focus and Clarity	● Project prompt or steps are **unclear** or attempt to address **too many or confusing goals or objectives**. ● Expectations for quality are **implied or not communicated.**	● Project prompt and steps **clear** and addresses a **focused set of objectives** ● Expectations for quality or proficient performance are **broadly stated** across the project, and may be limited within the steps.	● Project prompt and steps are clear and addresses an **explicitly defined and focused set of objectives that require application of content AND cognitive skills within the discipline**. ● Expectations for quality or proficient performance are **clear and specific** throughout each step of the project**.**
Coherence of Project Steps with Purpose	● Project prompt, steps, resources provided, and student product are **misaligned** and provide **limited support** for the purpose of the project, the essential question(s), and the performance outcomes/ enduring understandings	● Project prompt, steps, resources provided, and student product are **supportive** of the purpose of the project, the essential question(s), and the performance outcomes/ enduring understandings	● Project prompt, steps, resources provided, and student product are **tightly aligned** to the purpose of the project, the essential question(s), and the performance outcomes/ enduring understandings

3. STUDENT ENGAGEMENT: RELEVANCE AND AUTHENTICITY

Criteria	Work in Progress	Ready For Use	Exemplary
Creating Engagement and Focus	● The start of the project does not include a hook/entry event, or other way to create engagement. Day one of the project will feel like any other day (or worse, because it seems like more work than usual) ● Guiding/Essential Questions create a loose or unclear focus for the project OR have **unclear or questionable connection** to the discipline	● The start of the project will gain student attention but it will not begin the inquiry process by creating a "need to know" or generate questions about the topic of the project. ● Guiding/Essential Questions create a **focus** for the project and put the learner in an **inquiry mindset** AND are **relevant** to the discipline	● The start of the project will powerfully engage students, both emotionally & intellectually (make them feel invested in the project & provoke inquiry of the Guiding/Essential Questions) ● Guiding/Essential Questions create a **clear and explicit** focus for the project and lead learners to **deep inquiry** AND **reflect central questions** or **big ideas/enduring understandings** in the discipline
Relevance & Authentic Purpose and Audience	● Project has **little connection** to students' lived experience, interests, or prior knowledge. ● Context for completing the project is **not provided**. ● The audience is the teacher or **not defined**.	● Project **makes a connection to** students' lived experience, interests, or prior knowledge. ● **Simulates a real-world context** for engaging in and completing the project, and makes connections to the work of adults in the real world. ● Audience for final product includes **the teacher and other students in the class.**	● Project **builds on** students' lived experience, interests, and/or prior knowledge. ● **Provides a real-world context** that establishes a clear "need to know" purpose for engaging in learning and completing the project. ● Audience for final product includes **individuals beyond the teacher and classroom**.
Authenticity to the Discipline	● Topic/question has **marginal relevance** to the discipline; the project engages students in an activity/product with **little connection** to the discipline.	● Topic/question is **connected to the discipline**; the project engages students in an activity/product that is **connected to the disciplin**e	● Topic/question is a **key question in the discipline**; the project engages students in an activity/product that is **central to the discipline**.

4. STUDENT ENGAGEMENT: CHOICE AND DECISION-MAKING

Criteria	Work in Progress	Ready For Use	Exemplary
Diverse Responses & Opportunities for Choice/ Decision-making	● Project prompt and resources (texts, materials) **bias students toward a particular response; or there is only one acceptable response**. ● Provides **no decision points** for students.	● Project prompt **allows for diverse ways of responding** to the prompt, but resources (texts, materials) **predetermine or limit the ways in which students can respond.** ● Provides a **limited set of decision points, like topic or resources.**	● Project prompt and resources (texts, materials) **allow for diverse ways of responding to the prompt.** ● Provides students **explicit opportunities to make key content and strategic decisions** for how to complete the project and **to extend their own learning by introducing new resources or strategies.**
Formative Opportunities for Self-Assessment, Peer and Teacher Feedback	● Project provides **no indication** that students will have opportunities to receive any feedback. ● Project provides **no indication** that students will have opportunities to revise and resubmit work.	● Project indicates that students will have opportunity to receive **teacher feedback.**. ● Project indicates that students will have **opportunities to revise and resubmit work.**	● Project indicates that there will be **opportunities** for students to gain feedback through **self-, peer**-, and/or teacher assessment. ● Project indicates that students will have opportunities to revise and resubmit work, and **reflect on their learning**.

5. STUDENT ENGAGEMENT: ACCESSIBILITY

Criteria	Work in Progress	Ready For Use	Exemplary
Developmentally Appropriate	● Project prompt **as a whole** (prompt, project materials, content) is overly complex or demanding OR Project prompt as a whole is overly simplistic and not very challenging.	● **One or more elements** of the project (prompt, project materials, content) may be overly complex or not very challenging for the majority of students.	● Project as a whole (prompt, project materials, content) is **appropriately complex and challenging** for the grade level of the students.
Accessibility of Resources / Text Complexity	● The preponderance of resources is **inaccessible** OR ● The preponderance of resources is **too easy for most students** ● Resources **do not vary in format*, complexity, or challenge,** and are **unlikely to be engaging to students.**	● Resources are generally appropriate, engaging, and accessible for **most students; one or more sources may be inaccessible** for the grade level. ● Resources are grade appropriate and **vary in format*, complexity, or challenge**, and **may be engaging for some students.**	● Resources are **carefully selected, excerpted, or adapted** to improve **engagement** and accessibility for **all students, including those with reading challenges and learning disabilities.** ● Resources are grade appropriate, vary in format*, complexity and/or challenge, and are **likely to be engaging to most students.**

*Vary in format: Resources that vary in format provide multiple ways for students to engage with content, and thereby provide multiple entry points into the project (e.g. multiple sources representing different perspectives or writing purposes, audio, visual, hands-on experimentation, etc.).

6. INSTRUCTIONALLY EMBEDDED ("The Steps Domain")

Criteria	Work in Progress	Ready For Use	Exemplary
Quality of Steps	● Some steps are misaligned to the standards of the project. ● There are too many or too few steps to support student progress on the project.	● Most steps allow students opportunities to practice and get feedback on relevant skills and content.	● All steps are sufficient for the range of learners to practice and get feedback on skills and content.

	• The scaffolds provided either reduce the cognitive demand for too many students or are not sufficient for students to access the task.	• The project steps are sufficient to complete the product and show evidence of skills. • The scaffolds provided are generally appropriate for the students and allow a balance of access and rigor.	• The resources within the projects steps are differentiated to support the range of learners. • The scaffolds provided support a range of students' productive struggle throughout the steps of the project
Organization of Resources	● High-level teacher-facing planning documents (such as calendars, lists of standards, etc.) are incomplete and inaccessible. ● Some key elements of steps (such as activities or scaffolds) are missing. ● Some files are awkwardly named or are not specific enough to identify the contents.	● High-level teacher-facing planning documents are complete enough to understand the major standards, assessments, activities, instructional moves, opportunities for feedback. ● All key elements of the steps are present, with no or incomplete implementation notes or lesson plans from the teacher. ● All of the files and steps are named appropriately, but may not follow all conventions (dates, titles, order).	● High-level project documentation is complete and includes rationale and reflection from those that planned and implemented it. ● All elements of all steps are present, comprehensive, and include detailed implementation notes or lesson plans from the teacher. ● All of the files and steps follow accepted conventions of curriculum organization (these) and are suitable for a public (non-Summit) audience

FORMATIVE FEEDBACK	
1. Clear and Worthwhile Performance Outcomes	

2. Project Clarity, Focus, and Coherence	
3. Student Engagement: Relevance and Authenticity	
4. Student Engagement: Choice and Decision-Making	
5. Student Engagement: Accessibility	
6. Instructionally Embedded	

MATH ADDENDUM

	Generally unproductive features	Generally productive features
The Mathematics	● Tasks that do not directly connect to mathematical standards or concepts.	● Tasks that have specific mathematical goals. ● Tasks that are rooted in perplexing driving questions that can be answered more

	● Tasks are focused on producing answers rather than making mathematical meaning. ● Tasks that give students many practice problems quickly, before conceptual understanding takes hold. ● Sequences comprised of tasks that lack a clear mathematical thread.	efficiently or precisely by achieving the task's mathematical goals. ● Tasks that provide opportunities for meaningful connections between procedures, concepts and contexts and provide opportunities to engage in key practices. ● Tasks that provide opportunities for reasoning and problem solving. ● Tasks' mathematical goals build on what came before, with opportunities for connections to prior topics while laying a foundation for future topics.
Cognitive Demand	● Tasks consisting mostly of reproducing previously seen facts, rules, formulas or definitions, or committing these to memory. ● Tasks that have the cognitive demand scaffolded away by making most decisions for the student. ● Tasks that are too cognitively demanding or that that start high on the ladder of abstraction (e.g. start with generalized forms).	● Low floor-high ceiling tasks with opportunities for productive struggle. ● Tasks that provide opportunities to engage in investigating, discovering, deriving, proving and/or abstracting. ● Tasks with non-routine and non-obvious solution paths, requiring students to access and make appropriate use of relevant knowledge with complex and non-algorithmic thinking. ● Tasks with ambiguity, such as excess or shortage of information. ● Sequences of tasks in which scaffolding is progressively reduced.
Access to Mathematics	● Tasks have language demands that cause inequitable participation. ● Tasks with the same scaffolds for all students. ● Sequences that have about the same amount of scaffolding in the beginning, middle and end.	● Tasks have a variety of access points and can be approached in multiple ways ● Tasks have multiple modalities for students to participate (talking, writing, listening) ● Tasks with differentiated scaffolding, allowing for students to work in their zone of proximal development (ZPD). ● Tasks that draw on students' prior knowledge or lived experience, for instance offering students the opportunity to estimate, tinker or explore. ● Task considers the language demands and develops students' academic language
Agency, Authority & Identity	● Tasks that prescribe processes or procedures, which seem arbitrary or without mathematical reason to students. ● Tasks that rush to generalized formulas or worked examples without time dedicated to sense-making.	● Tasks authentically provoke and foster student ideas and discussion. ● Tasks require students to communicate their reasoning (not just their steps). ● Tasks provide students with access to a variety of perspectives (e.g. a variety of solution paths, a variety of mathematical representations) ● Tasks provide students with opportunities to meaningfully and respectfully evaluate and critique peers' reasoning.
Uses of Assessment	● Tasks or sequences that have few places that illuminate student thinking with regard to the sequence's mathematical goals ● Sequences with summative assessment that is misaligned with the sequences' mathematical goals and formative assessments	● Tasks have deliberate places for formative assessment, aligned to the mathematical goals of the task and sequence, that elicit cognitive conflict and inconsistencies in student thinking. ● Tasks' formative assessments offer opportunities for feedback to students, aligned to the goals of the task and sequence. ● Sequence has summative assessment aligned to its mathematical goals.