

## Checklist For Performance Assessments

### How do I know I have created a PA and not just another assignment?

*The guiding questions below were developed by Mary Connolly and Valerie LeBlanc, NMS teachers. Val and Mary are members of Cohort I of the TriState Performance Assessment Design Initiative (PADI). This is their second year in PADI. You can contact them at [connollym@newtown.k12.ct.us](mailto:connollym@newtown.k12.ct.us) and [leblancv@newtown.k12.ct.us](mailto:leblancv@newtown.k12.ct.us) if you have questions or comments.*

1. Is learning taking place DURING the completion of the PA? (Assessment of learning vs. for learning)
2. Is the PA aligned with the CCSS and content standards?
3. Does the PA promote higher-level thinking, such as solving a problem that has not yet been presented to students? (PA should not be a regurgitation of facts)
4. Is there a connection to another discipline or multiple disciplines?
5. Does the PA require a product (artistic, oral, written, exhibition, mathematical, etc.) that involves a high level of thinking?
6. Does the task involve realistic problems that could go beyond the classroom (authentic audience)?
7. Does the PA require a self and/or peer assessment and the opportunity to revise work based on self, peer and teacher feedback?
8. Do students have the ability to work both independently and cooperatively through different phases of the PA?
9. Does the PA embed diagnostic, formative and summative measures?
10. Does the summative task include a rigorous rubric with clearly defined criteria embedded with CCSS and content standards?

What separates a Performance Assessment from most other assignments, is that the PA meets **ALL** of the above criteria. If the task you have created does not, think about ways in which to incorporate the above elements to create an authentic, meaningful Performance Assessment task.