

# Center for Performance Assessment Unwrapped, Standards-Based Performance Assessment Template

Grade Level:

Targeted Content Area(s):

Authors:

School, District, and State:

Phone and E-mail (Preferred, But Optional)

Assessment Title:

Overview of Performance Assessment: (Summary of the assessment with a brief synopsis of each task)

Full Text of Standard(s) and Indicators(s) in Targeted Content Area:

Related Interdisciplinary Standard(s) and Indicators(s):

# "Unwrapping" Content Standard(s)

Grade Level and Content Area:

Standard(s) and Indicators by Number:

**Concepts:** Need to *Know* About \_\_\_\_\_

**Skills:** Be Able to *Do*

**Topics or Context:** (What you will use to teach concepts and skills—  
particular unit, lessons, activities)

## Identifying Big Ideas from Unwrapped Standard and Indicators

1.

2.

3.

4.

## Essential Questions from Big Ideas to Guide Instruction and Assessment

1.

2.

3.

4.

# "Engaging Scenario" Planning

Include elements of an effective Engaging Scenario:

- Presents students with a challenge
- Connects learning to real life - "Why do we need to learn this?"
- Conveys importance - "What does this mean to the student personally?"
- Acknowledges audience - "Can the student present the completed task to others?"

Engaging Scenario (Full description):

## Task 1 Planning Guide ("SQUARE" - Key Elements to Include in the Design of a Standards-Based Performance Task)

Which STANDARD(s) and Indicators Will This Task Target?

Which Essential QUESTION Will This Task Address?

Which UNWRAPPED Content Knowledge and Skills Will This Task Develop?

What APPLICATION of Learning Will This Task Require? (What will the students actually do or produce in this task?)

What Instruction, Information, and RESOURCES (including Technology Connections and Related URLs) Will Students Need First?

What Individual EVIDENCE of Learning Will This Task Provide? (How will you know by the work students produce what they have learned relative to this task?)

# Task 1 Complete Description (The *Full Details* of What Students Will Do in This Task)

## Task 1 - Scoring Guide

### Exemplary:

All Proficient Criteria Met PLUS:

### Proficient:

### Progressing:

### Not Yet Meeting Standard(s) and Indicators(s):

Peer Evaluation (Optional) \_\_\_\_\_

Self-Evaluation \_\_\_\_\_

Teacher Evaluation \_\_\_\_\_

Comments \_\_\_\_\_

Task 2 Planning Guide ("SQUARE" - Key Elements to Include in the Design of a Standards-Based Performance Task)

Which STANDARD(s) and Indicators Will This Task Target?

Which Essential QUESTION Will This Task Address?

Which UNWRAPPED Content Knowledge and Skills Will This Task Develop?

What APPPLICATION of Learning Will This Task Require? (What will the students actually do or produce in this task?)

What Instruction, Information, and RESOURCES (including Technology Connections and Related URLs) Will Students Need First?

What Individual EVIDENCE of Learning Will This Task Provide? (How will you know by the work students produce what they have learned relative to this task?)

## Task 2 Complete Description (The *Full Details* of What Students Will Do in This Task)

## Task 2 - Scoring Guide

### Exemplary:

All Proficient Criteria Met PLUS:

### Proficient:

### Progressing:

### Not Yet Meeting Standard(s) and Indicators(s):

Peer Evaluation (Optional) \_\_\_\_\_

Self-Evaluation \_\_\_\_\_

Teacher Evaluation \_\_\_\_\_

Comments \_\_\_\_\_

## Task 3 Planning Guide (“SQUARE” - Key Elements to Include in the Design of a Standards-Based Performance Task)

Which STANDARD(s) and Indicators Will This Task Target?

Which Essential QUESTION Will This Task Address?

Which UNWRAPPED Content Knowledge and Skills Will This Task Develop?

What APPPLICATION of Learning Will This Task Require? (What will the students actually do or produce in this task?)

What Instruction, Information, and RESOURCES (including Technology Connections and Related URLs) Will Students Need First?

What Individual EVIDENCE of Learning Will This Task Provide? (How will you know by the work students produce what they have learned relative to this task?)

## Task 3 Complete Description (The *Full Details* of What Students Will Do in This Task)

## Task 3 - Scoring Guide

### Exemplary:

All Proficient Criteria Met PLUS:

### Proficient:

### Progressing:

### Not Yet Meeting Standard(s) and Indicators(s):

Peer Evaluation (Optional) \_\_\_\_\_

Self-Evaluation \_\_\_\_\_

Teacher Evaluation \_\_\_\_\_

Comments \_\_\_\_\_

Task 4 Planning Guide ("SQUARE" - Key Elements to Include in the Design of a Standards-Based Performance Task)

Which STANDARD(s) and Indicators Will This Task Target?

Which Essential QUESTION Will This Task Address?

Which UNWRAPPED Content Knowledge and Skills Will This Task Develop?

What APPPLICATION of Learning Will This Task Require? (What will the students actually do or produce in this task?)

What Instruction, Information, and RESOURCES (including Technology Connections and Related URLs) Will Students Need First?

What Individual EVIDENCE of Learning Will This Task Provide? (How will you know by the work students produce what they have learned relative to this task?)

## Task 4 Complete Description (The *Full Details* of What Students Will Do in This Task)

## Task 4 - Scoring Guide

### Exemplary:

All Proficient Criteria Met PLUS:

### Proficient:

### Progressing:

### Not Yet Meeting Standard(s) and Indicators(s):

Peer Evaluation (Optional) \_\_\_\_\_

Self-Evaluation \_\_\_\_\_

Teacher Evaluation \_\_\_\_\_

Comments \_\_\_\_\_

## Teacher Reflections at Conclusion of Performance Assessment:

1. What Worked? What Didn't?
2. What Will I Do Differently Next Time?
3. What Student Work Samples Do I Have for Each Task? What Scoring Guide Examples of Proficiency Do I Have for Each Task?
4. What Field Notes Can I Provide for Other Teachers Who May Use This Performance Assessment?