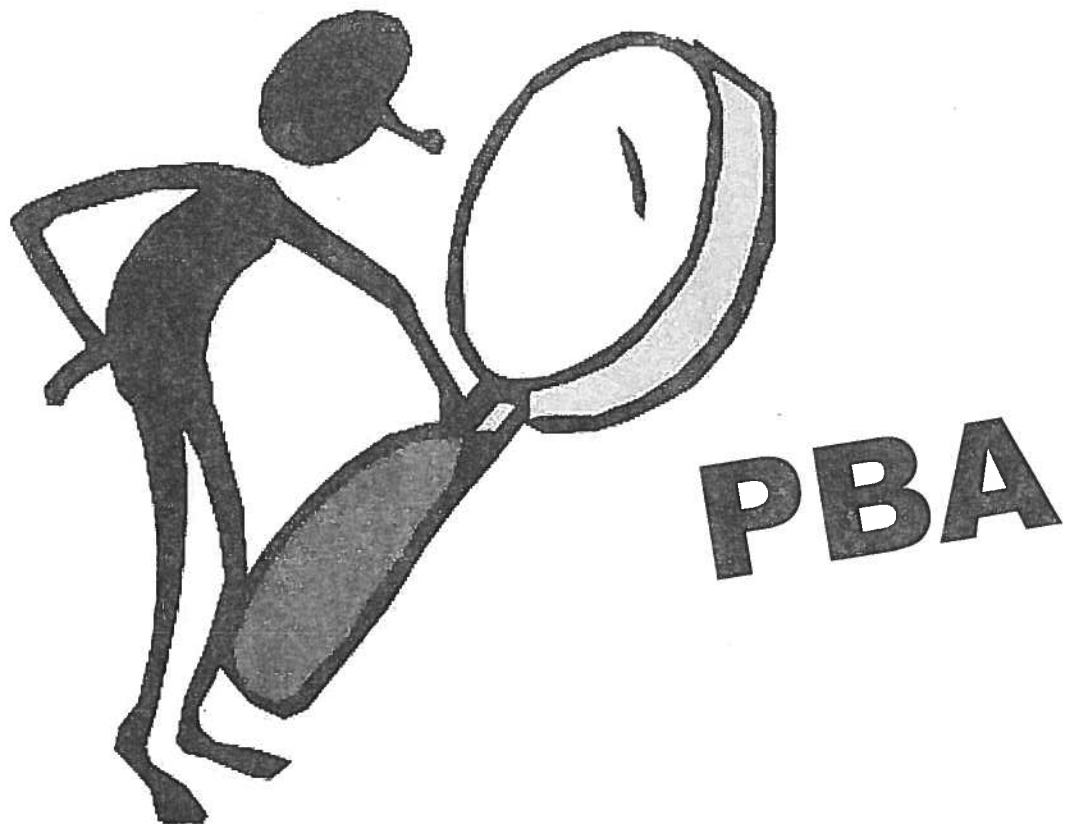


A Protocol for Reviewing Performance Based Assessments



presented by

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Variables in Performance-based Assessment Tasks

Performance-based assessment tasks can vary on a number of dimensions. Here are six possible task variables:

Size and Scope – What is the size and scope of the performance task?

- brief constructed-response item
- performance task
- extended project

Implementation Context – When will the performance task be implemented?

- on demand
- curriculum-embedded
- teacher or student choice

Degree of Authenticity – To what extent is the task set in an authentic context?

- decontextualized item
- simulated context
- authentic task

Cognitive Demand – Where does the task fall on the Depth of Knowledge (DOK) scale?

- DOK - Level 1
- DOK - Level 2
- DOK - Level 3
- DOK - Level 4

Student Choice – To what extent will students have choices within the task; e.g., on topic, text, problem, issue, product/performance, and/or audience

- task is standardized – no choices
- some choice
- many choices

Access to Resources – Will all resources needed (information, supplies, equipment) be provided? To what extent will students be expected to gather information, provide their own supplies, etc.?

- all necessary information/ resources provided
- some provided
- none provided

Degree of Scaffolding – To what degree will students be provided with support (scaffolding) as they work on the task?

- no support provided
- some scaffolding provided
- extensive scaffolding

Performance Task Review Criteria

KEY TO RATINGS: 3 = *extensively* 2 = *somewhat* 1 = *not yet*

CRITERIA

1. The task aligns with targeted standard(s)/outcomes(s) in one or more content areas.	3	2	1
2. The task requires extended thinking and application, not simply recall or a formulaic response.	3	2	1
3. The task establishes an “authentic” context; i.e., includes a realistic purpose, a target audience, and genuine constraints.	3	2	1
4. The task requires explanation and/or support – not just an answer.	3	2	1
5. The task includes criteria/rubric(s) for judging performance based on the targeted standard(s); i.e., criteria do not simply focus on the surface features of a product or performance.	3	2	1
6. The task directions for students are clear.	3	2	1
7. The task is feasible to implement in classrooms.	3	2	1
8. The task does not contain biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics?	3	2	1
<u>Optional:</u>			
9. The task allows students to demonstrate their understanding/proficiency with some appropriate choice/variety (e.g., of products or performances).	3	2	1
10. The task effectively integrates two or more subject areas	3	2	1
11. The task incorporates appropriate use of technology.	3	2	1
Other: _____	3	2	1

Performance Task Template

What content standard(s)/outcomes(s) will be assessed through this task?

Through what **authentic performance task(s)** will students demonstrate understanding/proficiency?

Task Prompt (GRASPS)

What student **products/performances** will provide evidence of desired understanding/proficiency?

By which **primary criteria** will student products/performances be evaluated?

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

Performance Task Review: Validity Check

(Note: This is a flawed example.)

What content standards will be assessed through this task?

Student will understand the causes and effects of the Civil War.

Students will demonstrate knowledge of and skill in using topographical maps.

Through what authentic performance task will students demonstrate understanding?

Task Overview:

You are opening a new museum on the Civil War designed to inform and engage young people. Your task is to select a decisive Civil War battle, research the battle, and construct a diorama of the battle. Attach an index card to your diorama containing the date of the battle, the names of the opposing generals, the number of casualties on each side, and the victor. Finally, create a topographical map to show an aerial view of the battlefields.

Remember: Your map must be drawn to scale. Neatness and spelling count!

What student products/performances will provide evidence of desired understandings?

diorama of Civil War battle

topographical map of battlefield

By what criteria/indicators will student products/performances be evaluated?

- actual Civil War battle depicted
- accurate information on index card
- neat and colorful
- correct spelling

- accurate topography
- drawn to scale
- includes compass rose
- correct placement of armies
- neat and colorful

Validity requires that these elements must align

Performance Task Template

What content standard(s)/outcome(s) will be assessed through this task?

Students will demonstrate an understanding of a balanced diet.

Through what authentic performance task(s) will students demonstrate understanding/proficiency?

Task Prompt (GRASPS)

Since we have been learning about nutrition, you have been asked to help other students your age learn about healthful eating. Your task is to prepare an illustrated brochure to help them to understand what a “balanced diet” is. Present two examples of nutritionally balanced meals and explain why they reflect healthful eating. Describe and show three possible health problems that might arise as a result of poor eating choices. Explain how these problems could be avoided by following a proper diet.

What student products/performances will provide evidence of desired understanding/proficiency?

picture book/illustrated brochure

oral explanation

By which primary criteria will student products/performances be evaluated?

- **pictures accurately show nutritionally balanced meals**
- **examples correctly show two possible health problems that could result from poor nutrition**

- **clear, complete and effective explanation of a balanced diet**
- **understandable to the target audience**

Reviewing for Bias and Sensitivity

A performance task be set in an authentic context. However, in doing so, task designers must be careful not to create contexts that inadvertently involve biased or sensitive topics. Consider the following questions when developing or reviewing performance assessment tasks for 1) racial/ethnic, religious, cultural, or gender biases, and 2) sensitive or controversial issues that may be offensive to students, staff, or parents.

Language Bias

Do the task activities and materials:

- use language that has the same basic semantic content for all persons regardless of race, gender, ethnicity, age, sexual orientation, or physical or mental condition?
- avoid emotionally loaded language that reinforces biases?
- avoid potentially negative or pejorative labeling of individuals or groups?
- use names that connote a broad balance of national origins and present names of both sexes in both traditional and non-traditional roles?

Stereotyping

Do the task activities and materials avoid:

- stating or implying that a population group has a genetic deficit or surplus in some area of intellect, talent, or ability?
- suggesting that a population group is deserving of a particular fate?
- making a causal link between membership in a particular population group and poverty, crime, intelligence, physical talents, work ethic, etc.?

Do the task activities and materials:

- represent men/women, younger/older persons, religious, ethnic, and racial minorities, and persons with disabilities in many different environments and occupations, and in roles of diverse status and power?
- depict people with disabilities as productive members of society?
- show people with disabilities interacting positively in a variety of interpersonal relationships; do not show them always being helped by others?

Sensitive Materials

Do the task activities or materials avoid the following sensitive, controversial, offensive, or inappropriate topics?

- | | |
|-----------------------------|-----------------------------------|
| • Abortion | • Incest |
| • Birth Control/Condoms | • Murder |
| • Child Abuse/Child Neglect | • Pregnancy |
| • Death | • Racism |
| • Divorce | • Rape |
| • Drugs/Alcohol | • Religion |
| • Family Problems | • Religious Holidays |
| • Ghosts/Spirits | • Sex/Sexuality/Same Sex marriage |
| • Guns/Gun Laws | • Sexually Transmitted Disease |
| • Homelessness | • Suicide |



A Protocol for Task Review

Prior to beginning, all participants should review the Task Review Criteria and the protocol listed below.

Step 1

Task designer(s) provides a brief overview of the task (e.g., subject area[s], grade level). Then, the designer(s) leaves the group.

Time Frame: 1-2 minutes

Step 2

Reviewers silently read the task, rubric(s) and any associated materials and make notes on strengths and weaknesses in relation to the review criteria.

Time Frame: 5-8 minutes depending on length of the task

Step 3

Review group members meet and discuss the individual assessments of strengths and weaknesses. Then, the group agrees on the feedback and suggestions to be offered to the designer(s).

Time Frame: 8-12 minutes depending on length of the task

Step 4

Review group members agree on the feedback and suggestions to be offered to the designer(s). (These may be recorded on the form provided.)

Time Frame: 5-10 minutes depending on length of the task

Step 5

The task designer(s) return to the group to listen, take notes, and ask clarifying questions regarding the feedback and suggestions offered. The review process concludes with a general discussion about possible task/rubric revisions and ideas for task implementation.

Time Frame: 8-12 minutes depending on length of the task

Step 6

The task designer(s) revise/refine the task based on feedback and suggestions.

Tips for Effective Performance Task Review

1. The purpose of task review is to help improve the quality of the performance task and associated rubric(s). The reviewers should be friendly, honest consultants (critical friends) to the task designer(s).
2. The task reviewers' job is twofold: 1) to give useful feedback based on task criteria – not to present the reviewers' preferences or style; and 2) to give useful guidance to help improve task/rubric quality.
3. The primary role of the task designer during the review process is to listen to the feedback and guidance from the reviewers – not explain, defend, or justify design decisions.
4. Task designers typically assume that their design is clearer and more self-evident than it may be. As a reviewer, imagine yourself to be a student – Are the task's purpose and directions clear? Would you know what to do? Would you know how your work will be assessed?
5. Always begin by offering feedback on strengths by highlighting ways that the task/rubric meets quality criteria; e.g., This task establishes an authentic context. Then, raise questions for the designer to consider; e.g., Will students see the purpose for the task? Might students misinterpret the directions? Finally, offer helpful guidance; e.g., If your aim is critical thinking, then you might want to add a question.
6. Note that guidance should improve the designer's intent, not substitute the reviewers' goals or methods for such a unit.
7. Ultimately, a review session is successful when the task designer feels that his/her design was understood by reviewers and improved (or validated) by the subsequent critique and discussion.

Misconception Alert

The most common mistake in peer review is a result of a misconception about the process; i.e., that we will judge the design of others and they will judge our task design. But the goal of task review is to provide helpful feedback and guidance, not to render a judgment.

Reviewers need to frame their comments with language reflecting the review criteria, not personal preferences. For example, instead of saying “I really like your task,” use criterion-based comments; e.g., “The task asks students to apply their learning in an authentic context” or “The criteria in the rubric highlight the most salient performance qualities of the Standard.”

Performance Task Template

What content standard(s)/outcome(s) will be assessed through this task?

Standard: Demonstrate an understanding and use of the properties and relationships of geometry.

Performance Competencies:

- Using Numbers and Data
- Problem Solving
- Processing Information

Through what authentic performance task(s) will students demonstrate understanding/proficiency?

Task Prompt (GRASPS)

You are a subcontractor who is being asked to prepare a cost proposal for sheetrocking the main floor of a house, including all walls, ceilings and closets. You may use a calculator and the formulas for area listed on the attached sheet. You should include a list of all needed supplies, labor costs and the time frame for the job to be completed. Each expense should be clearly itemized and all of your calculations should be clearly presented so that the homeowner can see the basis for the cost of the project.

Use the attached specifications sheet to prepare your proposal. This sheet includes a blueprint of the house dimensions, the costs of materials and labor, and your profit margin.

What student products/performances will provide evidence of desired understanding/proficiency?

cost proposal

explanation

By which primary criteria will student products/performances be evaluated?

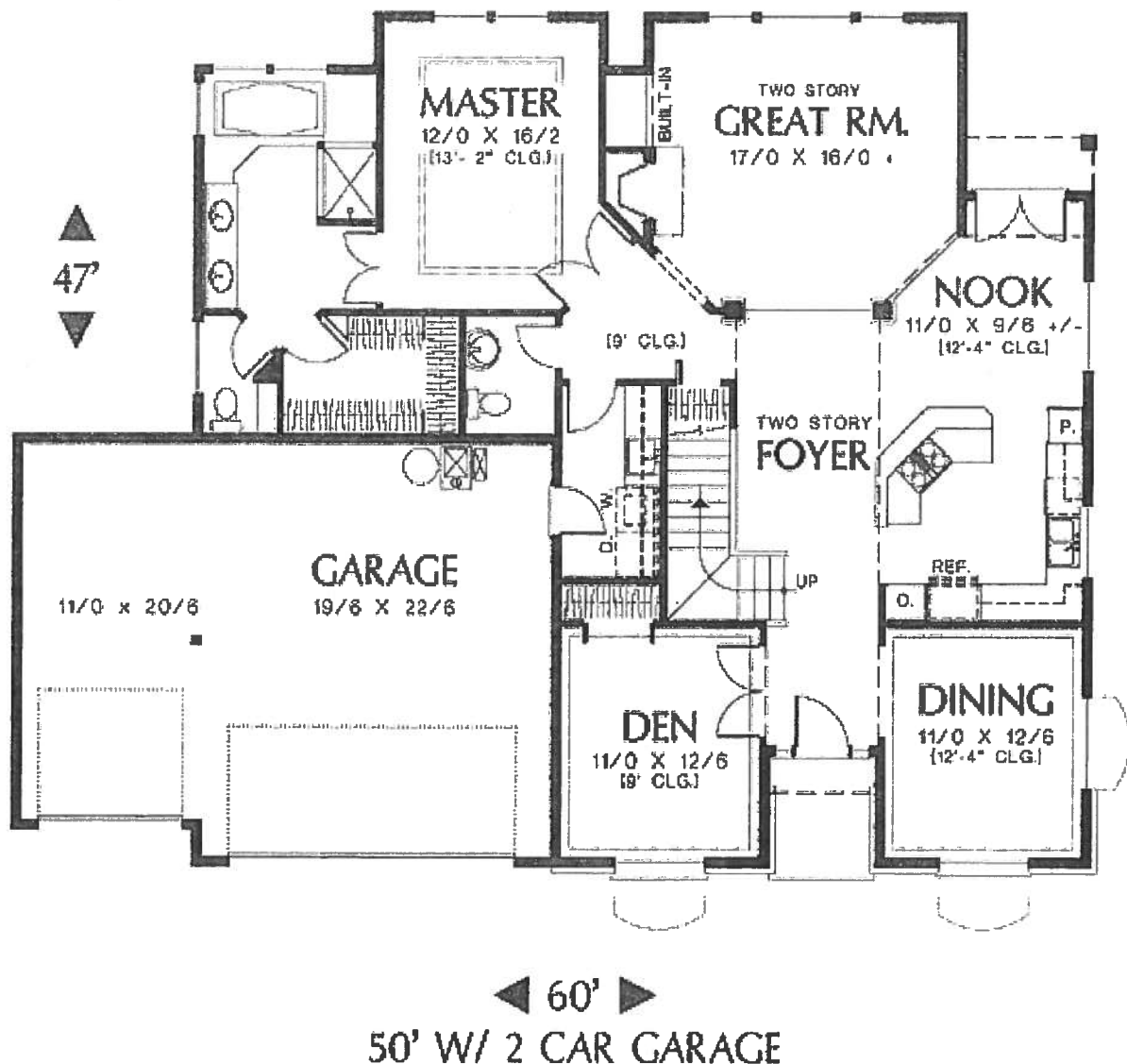
- complete – includes all itemized costs
- accurate – all computations are correct

- clear and understandable explanation of all costs

Sheetrocking Task Specifications Sheet

1. Use the house blueprint below for dimensions.
2. Sheetrock is available in 2 sizes: 4' by 8' or 4' by 12'. The thickness is 1/2".
3. The average price of materials for hanging and finishing 50 square feet of sheetrock is .32 per square foot. This price includes the price of nails, tape and spackling.
4. The formula for finding the amount of sheetrock needed per house is:

$$\text{Area of House} \times 3.5 = \text{Area of Sheetrock}$$
5. The average price for a 4' by 8' piece of sheetrock is \$4.25. The average price for a 4' by 12' piece of sheetrock is \$6.80. Delivery cost for the sheetrock is \$25.00.
6. The hourly labor wage is \$6.50. A crew of 6 people can sheetrock the house in eight days, working 8 hours per person each day.
7. Include with your cost analysis a 5% profit margin for your company.



Review Criteria	Feedback	Suggestions
<ol style="list-style-type: none"> 1. The task aligns with targeted standard(s)/outcome(s). 2. The task requires extended thinking – not simply recall or a formulaic response. 3. The task establishes an “authentic” context. 4. The task requires explanation and/or support, not just an answer. 5. The task includes criteria/rubric(s) for judging performance based on the targeted standard(s). 6. The task directions for students are clear. 7. The task will be feasible to implement in classrooms. 8. The task is free of biased language, stereotypes, and/or sensitive topics. <p>Optional:</p> <ol style="list-style-type: none"> 8. The task allows some appropriate choice/variety for students (e.g., of products or performances). 9. The task effectively integrates two or more subject areas. 10. The task incorporates appropriate use of technology. 		