**AAC Performance Assessment Development Template (October 2012)**

**Grade** \_\_\_\_\_\_\_ **Subject** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Topic** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| POINTS TO CONSIDER: Determining the Assessment Focus* All assessment must be based on learner outcomes.
* Student engagement will increase when the assessment task addresses the ‘big ideas’ of the discipline.
* The complex language of the learner outcomes needs to be focused into a concise action statement (criteria). This provides clarity for both teachers and students as to what will be assessed.
* Further support for articulating criteria is found in the AAC publication, *Creating Credible Criteria* and on the AAC website under the Professional Learning tab.
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| **LEARNER OUTCOMES** | **CRITERIA : concise action statements beginning with strong verbs that identify the learning to be achieved, based on Alberta Programs of Study**  |
| **Number** | **Outcome (copy directly from the program of studies)** |
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| POINTS TO CONSIDER: Designing the Student Task* Student engagement increases when the assessment task reflects a real-life context. Consider how students might take on a role and create a product or performance for an audience.
* Be sure the student task provides clear instructions so students will see the criteria reflected in what they are asked to do/produce.
* At the same time, be cautious about making the task too prescriptive. A performance task should be open-ended enough that students can reflect their individuality. This is easier to accomplish when the task is focused on the ‘big ideas’ of the discipline.
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**STUDENT ASSESSMENT TASK**

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| POINTS TO CONSIDER: Creating the Rubric* Criteria are listed in the left hand column.
* The descriptors focus on levels of quality.
* Further support for writing effective rubrics is found in the AAC publication, *Building Better Rubrics* and on the AAC website under the Professional Learning tab.
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| **Level****Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited\*** | **Insufficient/****Blank\*** |
|  |  |  |  |  | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
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* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.