

## What is a Performance Assessment?

### Definition and Quality Criteria

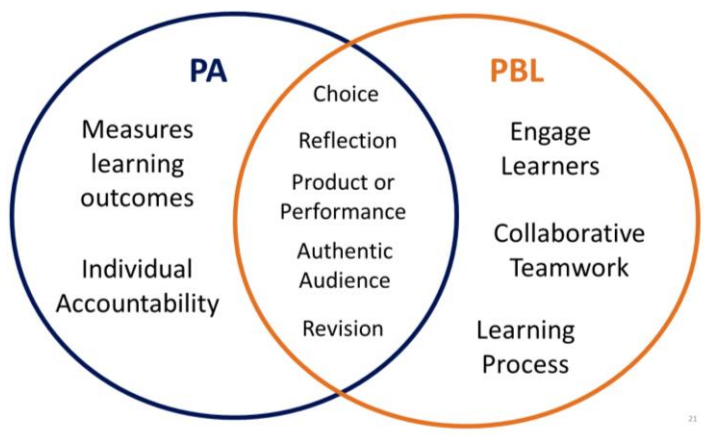
A **performance assessment** is a form of assessment that requires students to demonstrate their learning by performing or producing something.

A complete performance assessment **MUST** contain **three components**:

1. Measureable student learning **outcomes**: *What do you want students to know or do?*
  - *Can you assess for evidence of college, career, and/or community readiness?*
2. A task (**prompt**): *What is the student asked to do?*
  - *What will be created, presented, or produced for evaluation/feedback?*
3. Criteria for student performance (**rubric**): *How do you describe success or quality?*
  - *How will the student performance or product be evaluated?*
  - *How will students know how to improve performance/work?*

### What is the difference between a **project** and a **performance assessment**?

“**Project Based Learning (PBL)** is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.” – *Buck Institute for Education*



Elements of high-quality performance assessments **MISSING from:**  
“Performance Assessment Rubric”

- Authentic, real-world application
- Student choice and agency
- Differentiated resources & instructional strategies
- Student relevance and engagement
- CCSS-aligned writing and literacy development
- NGSS/CCSS-aligned science and math application

There are number of characteristics of high-quality performance assessments that are not captured in the rubric criteria listed on the back of this page. Limiting the criteria to the three components above represents a **desire to prioritize rigorous learning for ALL students**, whether engaged in performance assessments or project-based learning.