**SCALE**
Stanford Center for Assessment, Learning, & Equity

**Performance Assessment Quality Criteria**

*These criteria aim to communicate design principles for the creation of quality performance assessments. The quality of performance assessments themselves can be evaluated in further depth and detail with the* **Performance Assessment Quality Rubric**. *In performance assessments, students develop and demonstrate mastery of standards-aligned content and skills through completion of authentic and engaging tasks, and application of higher order thinking skills through research, modeling, design, analysis, experimentation, and/or evaluation.*

Quality performance assessments have the following characteristics:

**Clear and Worthwhile Performance Outcomes**
- Require application and demonstration of content knowledge, depth of understanding, and higher order thinking skills
- Are tightly aligned to target content and skill standards and other performance outcomes
- Make connections to the big ideas and enduring understandings of the course and discipline
- Integrate knowledge and skills across multiple content and skill standards
- Are assessed using scoring criteria that focus on the essence of the content or skill standards, or other learning targets

**Task Focus, Clarity and Coherence**
- Focused: Task prompt asks students to demonstrate deep learning and mastery of content and application of skills
- Clear: Unambiguous wording and directions, along with criteria for scoring
- Coherent: Alignment of prompt, task materials, and response formats (student products) with purpose of task

**Student Engagement: Relevance and Authenticity**
- Reflect a real-world task and/or scenario-based problem
- Represent content in a way that is authentic, relevant, and meaningful to students, i.e., the task is "worth doing"
- Has an authentic purpose and/or audience

**Student Engagement: Choice and Decision-Making**
- Offer opportunities for student choice (e.g. selecting a research question or topic, selecting sources, deciding how to present findings
- Provide for diverse ways of responding to the task
- Require student-initiated planning and management of information/data and ideas
- Provide opportunities for self-assessment, peer and teacher feedback, and revision

**Student Engagement: Accessibility**
- Developmentally appropriate
- Use task materials that are carefully selected, excerpted, or adapted to improve accessibility for all students, including those with reading challenges and learning disabilities
- Use a variety of task materials to engage students and provide different entry points into the task (e.g. multiple sources representing different perspectives, audio, visual, hands-on experimentation, etc.)

**Curriculum Connected**
- Aligned to the taught curriculum
- Aligned to the skills that have been developed over time

**Elicit and Develop Rich Student Language[1]**
- Provide opportunities to understand, learn and practice language necessary for success on the task
- Provide opportunities to engage in productive conversation with peers
- Include scoring criteria that require clear use of language

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[1] This characteristic was added for this 2.0 version of this course. Hence the separate video in Session 3 and it's placement as the seventh criteria.