SCALE
Stanford Center for Assessment, Learning, & Equity

Performance Assessment Quality Rubric (April 2016 version)

1. CLEAR AND WORTHWHILE PERFORMANCE OUTCOMES
Evidence comes from: My Quality Performance Assessment Overview #8, Planning Template **#1, 2, 5, 6, 7**

Criteria	Work in Progress	Ready For Use	Exemplary
Task and Scoring Criteria: Alignment to Standards	• Segments of the task **partially address** content or skills relevant to standards. • Scoring criteria **focus on task-specific requirements or surface level features** of the work, with little relationship to standards.	• The task is **aligned** to key content and skill standards. • **Most** of the scoring criteria are aligned to and **reflect grade level expectations** of the content and skill standards, and represent an **appropriate level of challenge.**	• The task is designed to **integrate** the measurement of content and skill standards in a **coherent way**. • Scoring criteria are **tightly aligned to grade level expectations** of the content and skills standards, and represent appropriately **high standards of performance**.
Big Ideas, Thinking Skills, & Strategies	• Builds student understanding with **unclear or questionable importance** within the discipline(s) • Completion of the task requires students to apply some higher order thinking skills OR a 21st century skill, but there may be **limited evidence of it in the work product.**	• Builds student understanding of key facts, concepts, or strategies with **limited transfer** within and/or across the discipline(s). • Student product provides **some evidence** of higher order thinking skills and/or 21st century skills, such as critical thinking, problem solving, effective communication, collaboration, and meta-cognition.	• Deepens student understanding of key facts, concepts and strategies that have **broad transferability** within and/or across the discipline(s). • Student product provides **clear evidence** of higher order thinking skills and/or 21st century skills, such as critical thinking, problem solving, effective communication, collaboration, and meta-cognition.

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<table>
<tr>
<td colspan="4" align="center">2. TASK FOCUS, CLARITY, & COHERENCE
Evidence comes from: My Quality Performance Assessment Planning Template #1, 2, 4, 5, 6</td>
</tr>
<tr>
<th>Criteria</th>
<th>Work in Progress</th>
<th>Ready For Use</th>
<th>Exemplary</th>
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<tr>
<td>Task Focus and Clarity</td>
<td>

Task prompt is unclear or attempts to address too many or confusing goals or objectives.
Expectations for quality are implied or not communicated.

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<td>

Task prompt is clear and addresses a focused set of content objectives.
Expectations for quality or proficient performance are broadly stated.

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<td>

Task prompt is clear and addresses an explicitly defined and focused set of objectives that require application of content AND higher order thinking within the discipline.
Expectations for quality or proficient performance are clear and specific.

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<tr>
<td>Coherence of Task Components with Purpose</td>
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Task prompt, resources provided, and student product are misaligned and provide limited support for the purpose of the task.

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<td>

Task prompt, resources provided, and student product are supportive of the purpose of the task.

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<td>

Task prompt, resources provided, and student product are tightly aligned to the purpose of the task.

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3. STUDENT ENGAGEMENT: RELEVANCE AND AUTHENTICITY
Evidence comes from: My Quality Performance Assessment Planning Template #3, 5

Criteria	Work in Progress	Ready For Use	Exemplary
Relevance & Authentic Purpose and Audience	• Task has **little connection** to students' lived experience, interests, or prior knowledge. • Context for completing the task is **not provided**. • The audience is the teacher or **not defined.**	• Task **makes a connection to** students' lived experience, interests, or prior knowledge. • **Simulates a real-world context** for engaging in and completing the task, and makes connections to the work of adults in the real world. • Audience for final product includes **the teacher and other students in the class.**	• Task **builds on** students' lived experience, interests, and/or prior knowledge. • **Provides a real-world context** that establishes a clear "need to know" purpose for engaging in learning and completing the task. • Audience for final product includes **individuals beyond the teacher and classroom**.
Authenticity to the Discipline	• Topic/question has **marginal relevance** to the discipline; the task engages students in an activity/product with **little connection** to the discipline.	• Topic/question is **connected to the discipline**; the task engages students in an activity/product that is **connected to the discipline.**	• Topic/question is a **key question in the discipline**; the task engages students in an activity/product that is **central to the discipline**.

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	4. STUDENT ENGAGEMENT: CHOICE AND DECISION-MAKING Evidence comes from: My Quality Performance Assessment Planning Template **#4, 5, 6**		
Criteria	**Work in Progress**	**Ready For Use**	**Exemplary**
Diverse Responses & Opportunities for Choice/ Decision-making	• Task prompt and resources (texts, materials) **bias students toward a particular response; or there is only one acceptable response**. • Provides **no decision points** for students.	• Task prompt **allows for diverse ways of responding** to the prompt, but resources (texts, materials) **predetermine or limit the ways in which students can respond.** • Provides a **limited set of decision points, like topic or resources.**	• Task prompt and resources (texts, materials) **allow for diverse ways of responding to the prompt.** • Provides students **explicit opportunities to make key content and strategic decisions** for how to complete the task and **to extend their own learning by introducing new resources or strategies.**
Opportunities for Self-Assessment, Peer and Teacher Feedback	• Task provides **no indication** that students will have opportunities to receive any feedback. • Task provides **no indication** that students will have opportunities to revise and resubmit work.	• Task indicates that students will have opportunity to receive **teacher feedback.** • Task indicates that students will have **opportunities to revise and resubmit work.**	• Task indicates that there will be **opportunities** for students to gain feedback through **self-, peer-**, and/or teacher assessment. • Task indicates that students will have opportunities to revise and resubmit work, and **reflect on their learning**.

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5. STUDENT ENGAGEMENT: ACCESSIBILITY			
Evidence comes from: My Quality Performance Assessment Planning Template **#4, 5, 6, 9**			
Criteria	**Work in Progress**	**Ready For Use**	**Exemplary**
Developmentally Appropriate	• Task prompt **as a whole** (prompt, task materials, content) is overly complex or demanding OR Task prompt as a whole is overly simplistic and not very challenging.	• **One or more elements** of the task (prompt, task materials, content) may be overly complex or not very challenging	• Task as a whole (prompt, task materials, content) is **appropriately complex and challenging** for the grade level of the students.
Accessibility of Resources / Text Complexity	• The preponderance of resources is **inaccessible** OR • The preponderance of resources is **too easy for most students** • Resources **do not vary in format*, complexity, or challenge,** and are **unlikely to be engaging to students.**	• Resources are generally appropriate, engaging, and accessible for **most students; one or more sources may be inaccessible** for the grade level. • Resources are grade appropriate and **vary in format*, complexity, or challenge**, and **may be engaging for some students.**	• Resources are **carefully selected, excerpted, or adapted** to improve **engagement** and accessibility for **all students, including those with reading challenges and learning disabilities.** • Resources are grade appropriate, vary in format*, complexity and/or challenge, and are **likely to be engaging to most students.**

*Vary in format: Resources that vary in format provide multiple ways for students to engage with content, and thereby provide multiple entry points into the task (e.g. multiple sources representing different perspectives or writing purposes, audio, visual, hands-on experimentation, etc.).

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6. CURRICULUM CONNECTED
Evidence comes from: My Quality Performance Assessment Overview **#5, 6, 7, 8** and Planning Template **#8**
☐ Aligned to the taught curriculum: Task overview explains how the performance task fits within a unit of study.   ☐ Aligned to the skills that have been developed over time: Mini-tasks or learning activities, as described by the task overview, have clear connections to the performance task.

7. ELICIT AND DEVELOP RICH STUDENT LANGUAGE
Evidence comes from: My Quality Performance Assessment Overview **#8** and Planning Template **#8, 9, 7**
☐ Provide opportunities to understand, learn and practice language necessary for success on the task   ☐ Provide opportunities to engage in productive conversation with peers: mini-tasks or learning activities include purposeful conversation   ☐ Include scoring criteria that require clear use of language