**Colorado Design Elements for Rigorous & Equitable Performance Assessment**

*A design, feedback, reflection, and revision tool for teachers to collaboratively develop high quality performance assessments*

|  |  |  |  |
| --- | --- | --- | --- |
|  *Is it…?* | *Evidence* | *Ready for use* | *Needs revision* |
| **Aligned**"How aligned is thetask to thePWR Essential Skills and Colorado Academic Standards?" |  | It is clear what targeted skills and knowledge students will demonstrate through the taskCognitive level of task matches the level in the identified PWR and CAS indicators Content knowledge and skills required in the task match those identified in the PWR and CAS indicators | Segments of the performance assessment partially address content or skills relevant to CAS or PWR indicatorsScoring criteria focus on task-specific requirements or surface-level features of the work, with little relationship to CAS or PWR indicators |
| **Accessible**“Is it possible for ALL students to excel, coming from multiple entry points, skill levels, and experiences?” |  | The process and product reflect students’ individual backgrounds, cultures, interests and passionsThe process and product contain a variety of pathways to success for the main need-to-know and need-to-do components (differentiation) | The connection to students’ experiences is limited or unclearA single process and product are expected from all studentsStudents’ prior knowledge and willingness to comply play the biggest role in their success |
| **Authentic**“Are students engaged in doing real things?” |  | The process and product reflect that of adults in the postsecondary and workforce worldThe process involves students in demonstrating targeted skills as modeled and applied by expertsTask requires students to apply knowledge and skills - demonstrate targeted skills that are observable, to be evaluated on transparent quality criteria | The process and product have superficial connections to what adults do in the postsecondary and workforce worldTask requires students to demonstrate skills based entirely on second-hand information (e.g. written instructions)Evaluation relies entirely on a student explaining what they did or could do |
| **Relevant**“Are students actively involved in making meaning of the task?” |  | Task allows students to do one or more of the following:* Choose content
* Express their own views
* Build on their strengths
* Design their process
* Decide their product

Task provides multiple opportunities for students to connect Colorado Academic Standards and Essential Skills for Postsecondary & Workforce Readiness to ICAP | Task dictates the content, process, and productThe main context and rationale for the task is dependant on students entering a specific postsecondary field of work or study |
| **Transferable**“Are the skills students are building and demonstrating actually essential?” |  | Task is complex (e.g. interdisciplinary, incorporates cross-curricular skills, requires different stages of activity and/or testing different solutions to a problem)Task requires the use of multiple sources and engages with different approaches or perspectivesTask is an opportunity to demonstrate understanding of the importance and application of PWR essential skills | Task elicits subject-specific knowledge and/or skill standardsTask reflects limited access to previous attempts at problem-solving, or different approaches / perspectivesThe importance of key skills is implied or implicit |
| **Iterative**“Is this an opportunity to grow?”“Is this an opportunity to make connections to previous learning and future goals?” |  | Process includes thoughtfully planned opportunities for students to gain feedback through self-, peer-, community, and/or teacher assessment.Process includes opportunities for students to revise and resubmit work, and reflect on their learning. Process includes multiple opportunities for students to reflect on their growth in and towards CAS, ICAP, and PWR skills. | Assessment on targeted knowledge and skills is only summative.Opportunities to receive feedback, reflect, and revise are spontaneous or rare.Connections between different levels of learning and future plans are only elicited once or not at all. |

**Key Acronyms Explained:**

* [PWR](https://www.cde.state.co.us/standardsandinstruction/essentialskills) - Essential Skills for Postsecondary and Workforce Readiness - Transferable Skills
* [CAS](https://www.cde.state.co.us/standardsandinstruction/standards) - Colorado Academic Standards - Discipline- or Course-Specific Knowledge & Skills
* [ICAP](https://www.cde.state.co.us/postsecondary/icap) - Individual Career and Academic Plan - Students’ Self-Directed Future Goals