

Creating Performance Assessments

Technical Assistance – Completing Frameworks

Performance Assessments Section

This section should reflect the summative and/or formative assessments used in the course. The assessments should clearly show how students demonstrate understanding and competency related to the academic and industry standards and competencies throughout the unit. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies. Any certifications earned are also appropriate to include within this section.

Formative Assessment vs. Summative Assessment	
Formative Assessment Definition (Smarter Balanced Assessment Definition) Formative Assessments is a deliberate process used by teachers and students during instruction that provides actionable feedback used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals.	Summative Assessment (The Glossary of Education Reform) Summative assessments are assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period-typically at the end of a project, unit, course, semester, or program.
Formative assessments are assessments FOR learning, a process in which evidence of student learning is used to adjust and adapt instructional practice and include a variety of methods to determine in-process needs during a lesson, unit, or course. Formative assessments are integrated into the teaching and learning process. Examples include Group and individual questioning strategies, worksheets, research papers, journal entries, essays, worksheets, lab results, concept map, early draft submissions, exit slips, self-assessments, and peer-assessments, etc.	Summative assessments are assessments OF learning and evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Examples include end of unit or term tests, final paper, culminating demonstrations of learning such as portfolios, student work, or capstone projects.

Performance Assessment

The example below outlines one way to accomplish completing the performance assessment section.

Unit Standards	Formative/Summative	Performance Assessment
Step 1: Determine the "big picture" ideas and review the identified academic and industry standards within the framework.	Step 2: Determine the learning experiences including activities, projects, and events and assignment(s) used within the unit to assess in process and cumulative learning.	Step 3: Include both formative and summative assessments utilized to determine understanding of standards reflected in the specific unit of instruction.
Example		
Unit: Biological Evolution • HS-LS4-1 - Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence (Washington State Science Standards) • AS.01.01.01. c. Predict adaptations of animals to production practices and environments (Industry AFNR)	• Biological evolution theory research • Anatomical and physiological characteristic investigation • Natural Selection and Trait Evolution Independent Responses • Darwin investigation	• Complete Ancestry and Evolution Research Project and Presentation • Darwinian Island Computer Simulation • Create an Organism: Animal Adaptation Project

Academic and Industry Standards = What They Need to Know		Performance Assessments = How We Will Know They Know It!	
Framework Example			
Unit 1: Plant Anatomy and Physiology		Total Learning Hours for Unit: 20	
Unit Summary: This unit is designed to educate students about the different parts of plants and their functions. Students will learn about the four basic parts of a plant as well as their functions. Students will also become familiar with specific anatomy and functions of each system within each area of the plant. This unit is vital for students to understand how plants work and different parts of the structure before they delve into deeper units where plant anatomy is vital information.			
Performance Assessments: - Plant structure – identify parts and functions - Create a brochure on plant classification and taxonomy - Cell city: create a model showing the functions of cells and multicellular organisms - Root structure and cell differentiation investigation - Experiment: osmosis process – plant root hairs			
Leadership Alignment: Students will work creatively with others and use systems thinking to determine a way to group objects and create a flowchart to classify 20 different species of plants.			
Industry Standards and Competencies			
Agriculture, Food, and Natural Resources (AFNR) Standards - Plant Science Pathway: PS.01.01. Performance Indicator: Classify agricultural plants according to taxonomy systems. PS.01.02. Performance Indicator: Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems. Level I: PS.01.02.01. a. Diagram a typical plant cell and identify plant cell organelles and their functions. Level III: PS.01.02.01. c. Apply the knowledge of cell differentiation and the functions of the major types of cells to plant systems.			
Aligned Washington State Standards			
Washington Science Standards (Next Generation Science Standards): HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.			
Tips for Success		Tips to Avoid	
✓ Select and include assessments that clearly align with the standards as outlined in the framework document	✓ Do not repeat generalized assessments of “test, quiz, lab” in every unit, as not all standards will support that type of assessment	✓ Include performance assessments that are used within the course to assess standards	✓ Do not include assessments that do not accurately align with the standards within the unit

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