Competency Statement #2: Teachers will demonstrate the ability to design, implement, respond to, and communicate the results of authentic assessment in order to gather compelling and sufficient evidence of learner mastery of relevant competencies.

These performance indicators define the core knowledge, skills, and dispositions required to build competency.

These performance levels describe a progression of increasing capacity along a continuum.

### Performance Indicators

- Teachers will understand and apply the criteria that define a high-quality performance assessment.
- Teachers will understand and apply the criteria that define a high-quality rubric in order to assess student work that is open-ended.
- Teachers will engage in validation to enhance the design and alignment of performance assessments.
- Teachers will engage in calibration to enhance reliability of performance assessments.

### Performance Levels

#### INVESTING

- I can identify core components of high quality performance assessments, noting how performance assessment differs from traditional assessment.
- I can transfer my ability to create aligned instructional plans, embed formative assessment, and to communicate assessment results effectively in support of a continuous cycle of student learning.

#### DEVELOPING

- I can develop/modify rubrics aligned to the desired design criteria of an effective rubric.
- I can articulate the role of rubrics and the calibration process in implementing fair and reliable performance assessments.
- I can evaluate a performance assessment against the core components of a high quality performance assessment.
- I can modify a performance assessment resulting in a product of higher quality.

#### LEADING

- I can implement pilots and/or think alouds to pinpoint areas of growth prior to full scale implementation of performance assessment.
- I can effectively engage in validation with other practitioners in developing, implementing, and refining high-quality performance assessments.
- I can score student work against a rubric to ensure that my scoring is fair and reliable.
- I can create a performance assessment that embodies the core components of high quality performance assessments, effectively leveraging learners’ motivation.

#### INNOVATING

- I can share my understanding of and experience with building high quality performance assessments by showcasing positive examples from my work that provide evidence for improved student outcomes. I can use those examples to support other educators, the community, and the field at large.
- I can transfer my ability to create aligned instructional plans, embed formative assessment, and to communicate assessment results effectively in support of a continuous cycle of student learning.
- I can articulate the desired design criteria of an effective rubric.
- I can articulate the role of rubrics and the calibration process in implementing fair and reliable performance assessments.

### Use this learning progression to self-assess your current knowledge and skills.