Performance Assessment Learning Progression	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 know build competency.	wledge, skills, and dispositions required to		
Performance ndicators  hese performance levels escribe a progression of icreasing capacity along continuum.	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.	<ul> <li>I can articulate the desired design criteria of an effective rubric.</li> <li>I can articulate the role of rubrics and the calibration process in implementing fair and reliable performance assessments.</li> </ul>	☐ I can effectively engage in validation with other practitioners in developing, implementing, and refining high-quality performance assessments.	☐ I can effectively engage in calibration practices with other practitioners by identifying trends in student performance.  ☐ Through the process of calibration, I can further strengthen my performance task's alignment to intended content and skills.
DEVELOPING	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.	I can develop/modify rubrics aligned to the desired design criteria of an effective rubric.      I can further strengthen my rubric through the process of calibration by teasing out and refining performance level descriptors.	☐ I can strengthen a performance assessment's alignment to the quality design criteria based upon feedback through the process of validation.	☐ Through common scoring of student work, I can accurately assess the validity and reliability of a performance assessment and based off of reflection and through the calibration, make enhancements as necessary.
LEADING	I can create a performance assessment that embodies the core components of high quality performance assessments, effectively leveraging learners' motivation.	☐ I can score student work against a rubric to ensure that my scoring is fair and reliable.	☐ I can implement pilots and/or think alouds to pinpoint areas of growth prior to full scale implementation of performance assessment.	Through the process of calibration, I can redesign a responsive, individualized instructional plan in support of ongoing learning.
INNOVATING		rience with building high quality performance asse es to support other educators, the community, and		ny work that provide evidence for improved



