Performance Measure Framework

General Guidance: Think of the performance task as a single booklet consisting of administration guidelines on **Page 1**, guidelines to the students on **Page 2**, and detailed scoring criteria on **Page 3**, including sample responses aligned to the scoring rubric/tool.

Page 1. Administration (TEACHER)

   a. **Administrative frequency:** How many times will the student be given this task within an identified timeframe?

   b. **Unique task adaptations and/or accommodations:** How does the task change in either presentation, response options, setting, etc. to accommodate students with disabilities, English language learners, etc.?

   c. **Resources and/or equipment:** What equipment, tools, text, artwork, etc. is needed by the student to accomplish the task? What additional personnel are needed to administer the task?

Page 2. Task Scenarios, Requirements, Process Steps, Products (STUDENT)

   a. **Task scenario:** What information is provided for the student that provides the context necessary to create a response, project, produce, demonstration?

   b. **Requirements:** Given the scenario, how are the task requirements articulated to the student in order to establish key criteria by which performance is evaluated? Which requirements are implied, thus requiring deeper understanding of the content being assessed? Which criteria are stated explicitly in order to adhere to the time constraints, product parameters, etc.?

   c. **Process steps:** What guidance expresses the sequence of events, steps, or phases of the task? How are extended (multiple days) timelines and demonstrations of progress articulated?

   d. **Products:** Given the activities within the task, what products, demonstrations, or performances are expected during and/or at the end of the process? What information is provided about the criteria used to judge student calculations, products, demonstrations, performances, etc.?

Scoring (TEACHER)

   a. **Scoring tools:** How does the rubric classify different levels of performance, student work, etc.? How is the overall score attained? How well are multiple dimensions aligned to the standards?

   b. **Scoring guidelines:** How are the steps that are used to evaluate student products, performances, etc., articulated? What guidance is provided to assign scores for incomplete work? How are additional scoring personnel identified and trained? Given an overall score or classification/performance level, how are examples, models, or demonstrations provided?

   c. **Score/Performance reporting:** How are overall results reported back to the student? How are scored results reported for all students?

PERFORMANCE TASK FRAMEWORK

This template is used to organize performance tasks used in the SLO process.

Performance Measure		
a.	**Performance Measure Name**	
SLO Alignment		
b.	**Class/Course Title**	**c.** **Grade(s)/ Level**
d.	**PA Standards**	
e.	**Performance Measure Purpose**	

1. Administration (Teacher)		
1a.	**Administration Frequency**	
1b.	**Unique Task Adaptations/ Accommodations**	
1c.	**Resources/ Equipment**	

2. Process (Student)		
2a.	**Task Scenarios**	<add text in space below>
2b.	**Process Steps**	
2c.	**Requirements**	
2d.	**Products**	

3. Scoring (Teacher)		
3a.	**Scoring Tools**	<add text in space below>
3b.	**Scoring Guidelines**	
3c.	**Score/Performance Reporting**	