

## Performance Assessment-Planning Template

Unit:	Grade level:
Essential outcome: Students will be able to . . .	
Competencies: Leverage standards—  Skills and dispositions—	
Essential questions to guide learning:	
Students will know (content) . . .	Students will be able to do (skills) . . .
Task summary:	Resources:
Rubric:	Possible accommodations:
Common performance assessment schedule or approximate time needed:	Formative assessment plan:
Plan for intervention and extension (after administration):	
Revisions to task (after administration):	

*Source: Center for Collaborative Education. (2012). Quality performance assessment: A guide for schools and districts. Boston: Author. Accessed at [www.ode.state.or.us/wma/teachlearn/testing/resources/qpa\\_guide\\_oregon.pdf](http://www.ode.state.or.us/wma/teachlearn/testing/resources/qpa_guide_oregon.pdf) on February 8, 2017; Hess, K. K. (2012). Learning progressions in K–8 classrooms: How progress maps can influence classroom practice and perceptions and help teachers make more informed instructional decisions in support of struggling learners (Synthesis report 87). Minneapolis: University of Minnesota, National Center on Educational Outcomes; McTighe, J., & Wiggins, G. (2004). The understanding by design professional development workbook. Alexandria, VA: Association for Supervision and Curriculum Development.*