

Performance Assessment Task Quality Checklist

To critique an existing performance assessment, use the following criteria framed as questions to guide your critique. Answer yes or no to each question. If you answer no, brainstorm and explain how you might revise the task to improve it in the fourth column.

Assessment Task	Yes	No	If no, explain how you will revise the task.
Is it clear which standards or learning goals are being assessed?			
Are multiple perspectives referenced and explored?			
Does the source provide evidence for the claims and counterclaims of its position?			
Are students able to explore their cultural understanding?			
Is the task's introduction clearly formulated? (One or more introductory sentences set the stage or provide context for the task.)			
Is there a focused task with an appropriate verb that directly reflects the intended learning (<i>produce</i> versus <i>explain</i> ; <i>create</i> versus <i>identify</i>)?			
Is the task authentic? Does it empower students to generate solutions? Does it inspire social change? Does it seek to educate?			
Are tasks achievable within the time frame and context of class?			
Are criteria outlined for students so they know what quality looks like? (Consider rubrics and scoring checklists.)			
Does instruction teach skills for succeeding at the task?			
Is the teacher alert to communication patterns of the students in the classroom (both in instruction and in task design)?			