

**My Classroom Performance Assessment Form  
Project EXCELL! Phase III  
2009/2010**

**Teacher Name:**

**Grade Level/Course:**

**School:**

**Section 1: Class Characteristics**

**(Complete what you believe to be pertinent to your class.)**

Total number of students	
Number of ELD students	
Number of gifted/REACH students	
Number of SPED students	
Number of students receiving speech and language services	
Special behavioral concerns	
Other pertinent issues	
Pending SSTs	
Attendance issues/ Tardy issues	
Grade level(s) of students in this class	
How often do you meet with/teach these students? (e.g., homeroom, daily, third period, weekly)	

**Section 2: Clear Purpose**

- **Academic need for this assessment is clearly defined**
  1. Describe the data you are collecting and analyzing to identify the academic needs of your students. (Sources of data may include writing samples, needs inventories, interviews, surveys, observations, MAP, DIBELS, AIMS.)
  
- **Goals are challenging and attainable**
  2. Goal(s): Based on this data, what do you want your students to know and be able to do? How was this goal communicated to students?
  
- **Standards and performance objectives are written out in their entirety**
  3. List the state standards and specific performance objectives that support your goal(s). (Do not use abbreviations or numbers only.)

## Section 3: Sound Design

Check one to describe your performance assessment:

- Commercially made assessment
- Teacher made
- School/grade level/department common assessment

- **Assessment design is clear, relevant and challenging**
- **Assessment is aligned with the goal and standards for the subject area**
- **Assessment is a real performance of a skill**
  - 4. Describe your performance assessment:
- **Prompt is written in student friendly terms**
  - 5. Write out and/or attach the specific prompts/instructions/directions you gave your students (orally or in writing) for the assessment.
- **Higher levels of thinking are integrated and expected of students**
  - 6. Explain how your assessment requires your students to use higher levels of thinking (e.g. Application, Analysis, Synthesis, Evaluation, Problem Solving, Critical Thinking, Creative Thinking).
- **21<sup>st</sup> Century Skill is marked and relevant**
  - 7. a. Check the 21<sup>st</sup> Century Skills that are evident in your classroom assessment.
    - Information, media, and technological literacy
    - Critical thinking and problem-solving skills
    - Interpersonal and self-direction skills
    - Collaborative and communication skills
    - Global awareness
    - Economy and business literacy
    - Civic literacy
    - Innovation and creativity
  - b. Explain how these skills are integrated into your classroom assessment.
- **Instructional timeframe (minimum 4 weeks) is documented**
- **Skills and content assessed are related to the goals**

8. Date goal(s) set: \_\_\_\_\_ Date assessment given: \_\_\_\_\_

## Section 4: Evidence

- **Measurement tool is attached**
- **Measurement tool matches the goal(s) of the assessment**
- **Levels of performance are explained for each category on the measurement tool**
- 9. Attach a blank copy of your measurement tool. Check one:
  - Rubric
  - Criteria List
  - Continuum
  
- **Class list with student data included**
- 10. Attach a class list that includes the results of your assessment. Include separate scores for each category identified on your assessment tool. (Use numbers or initials, not student names.)
- **Student work samples and measurement tools are included**
- 11. Include work samples from three students' final assessment. Label one high, one medium, and one low. Attach scored copies of your measurement tool to each student's work sample.

## Section 5: Teacher Reflection on Classroom Assessment (Reflections should thoroughly analyze your assessment design and the data collected from your student population.)

- **Teacher thoroughly analyzes assessment design**
- 12. Analyze and evaluate your assessment design by responding to the following prompts.
  - a. Explain how you communicated the expectations of the assessment to your students.
  - b. Discuss how well the assessment measured the learning goal(s) you set for your students.
  - c. Address the effectiveness of your instructional timeframe.
  - d. Explain the changes you would make to your assessment to increase its effectiveness.
  
- **Teacher thoroughly reflects on student results**
- 13. Examine the results of your assessment by responding to the following prompts. Include thorough analysis based on the categories of your measurement tool.
  - a. Identify the common characteristics evidenced in high performance.
  - b. Identify the common characteristics evidenced in moderate levels of performance.
  - c. Identify the common characteristics evidenced in the lowest performance.
  - d. Discuss the teaching strategies you used that impacted student learning.
  
- **Teacher thoroughly connects the assessment to future learning**
- 14. Explain how this assessment will further student learning by responding to the following prompts.
  - a. How did (or will) your students use information from this assessment to further their learning?
  - b. How did (or will) you use information from this assessment to plan future instruction and increase student learning?