**Performance Task Peer Assessment (Weeks 1-2)**

*Adapted from the Center for Collaborative Education*

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| Teacher: | Date: |
| Name of Performance Task: | Grade/Subject/Unit: |

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| **Alignment**: Is my task aligned to my priority unit standard and instruction? |

* Is clearly aligned to unit priority standard for literacy/math practices and writing.
* Assesses what is intended to be assessed—will elicit what the student knows and can do related to the chosen standards and benchmarks. Any scaffolding provided (e.g., task broken into smaller steps: graphic organizer to pre-plan a response) does not change what is actually being assessed.
* Is aligned to appropriate depth of knowledge (DOK) to assess the standard. Identify and check DOK levels assessed below. For example, an essay would mostly assess DOK 3, but some DOK 2 items might also be included. Check “most” for DOK 3 and “some” for DOK 2.
	+ DOK 1: recall; memorization; simple understanding of a word or phrase
		- most of assessment
		- some of the assessment
		- none of the assessment
	+ DOK 2: Covers level 1 plus: paraphrase; summarize; interpret; infer; classify; organize; compare; and determine fact from fiction. There is a correct answer, but may involve multiple concepts.
		- most of assessment
		- some of the assessment
		- none of the assessment
	+ DOK 3: Students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize, or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge, or text support for an analytical judgment about a text.
		- most of assessment
		- some of the assessment
		- none of the assessment
	+ DOK 4: Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates several works by the same author; critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.
		- most of assessment
		- some of the assessment
		- none of the assessment
* Addresses an essential issue, big idea, or key concept or skill of the unit/course.
* Is linked to ongoing instruction (within a unit of study/course).

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| Alignment Feedback: |

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| **Design**: Is my task designed to provide clear expectations and grading criteria? |

* Directions clearly indicate what the student is being asked to do.
* Includes what will be assessed individually by the student (even if it is a group task).
* Rubric(s) or scoring guide(s) assess identified competencies and content standards.
* Exemplars or models illustrate expectations aligned to identified competencies and standards.

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| Design Feedback: |

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| **Student Engagement**: Are students given actively involved in the trajectory of the task? |

* Provides for ownership and decision making, requiring the student to be actively engaged.
* Focuses on significant content and addresses authentic problems and issues from the world outside the classroom.
* Includes multiple modalities for students to engage with content.

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| Design Feedback: |

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| Overall Feedback from peers:Next Steps:Presenting Teacher’s Reflection: |

For resources aligned to alignment, design and student engagement, look at teacher squad or at the resources in your department folder.