**Performance Measure Task Framework**

**General Guidance:** Think of the performance measure tasks as a booklet consisting of 1) administration guidelines for a teacher, 2) appropriate response guidelines for a student and 3) detailed rubric/scoring criteria, including sample scoring tools and student responses.

**1. Administration (**Details for the **TEACHER** administering the performance measure)

**a. Administrative frequency:**

* How many times will the students 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?

**2. Process (**Describes what a **STUDENT** needs to know and do to complete the performance measure**)**

**a. Task scenarios:**

* Has a description been provided that creates the context necessary to create a response, project, product, demonstration, etc?

**b. Process steps:**

* What guidance expresses the sequence of events, steps, phases of the task?
* Are any extended timelines, multiple days and/or demonstrations articulated?

**c. Requirements:**

* How are the task requirements, given the scenario, articulated to the student in order to establish key criteria by which performance is evaluated?
* Are key criteria explicitly stated in order to adhere to the scenario, time constraints, product parameters, etc.?
* Are any requirements implied, thus requiring deeper understanding of the content being assessed?

**d. Products:**

* Given the activities within the tasks, what products, demonstrations, or performances are expected during the process and/or at the end of the process?
* Is information provided regarding the criteria used to judge student work products, demonstrations, performances, etc.?

**3. Scoring** (Details for the **TEACHER** scoring the performance measure)

**a. Scoring tools:**

* How does the scoring tool classify different levels of performance, student work, etc.?
* How is the overall score attained?
* Are scoring criteria aligned to the targeted standards?

**b. Scoring guidelines:**

* How are the steps 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, demonstrations provided?

**c. Score/Performance reporting:**

* How are overall results reported back to the student?
* How are scored results reported for all students?