**TABLE 6.1 Four Criteria for High Quality Performance Assessment**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LOOKS LIKE . . .</th>
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| 1. Elicits evidence of skills and knowledge that matter | Design tasks that ask students to demonstrate their ability to apply transferable, real-world skills including the following:  
• Solve challenges involving authentic problems  
• Form cross-curricular connections  
• Apply higher-order thinking processes  
• Make social-emotional learning visible |
| 2. Is tight on quality criteria while open to different approaches | Explicitly communicate a sharp focus on what’s being measured and provide descriptive criteria for evaluating student work:  
• Provide clear performance outcomes articulated in a rubric or similar assessment tool  
• Offer exemplars (i.e., student work samples) of what quality looks like  
• Allow the learner to exercise a significant amount of choice in terms of the learning process and product |
| 3. Is authentic | Prioritize real work, real results, and real examples, asking students to engage in the real work that adults do in the world:  
• Shape tasks around a real purpose such that students are solving actual problems, contributing to a real need, or pitching an idea to a real audience  
• Expose students to the work of adult experts in the field as models |
| 4. Offers a learning experience in and of itself | Present opportunities to learn for both students and their teachers:  
• Incorporate moments to reflect, gather feedback, and revise  
• Reject the idea of a “one and done” assessment  
• Push all parties to identify how the task has revealed growth or gaps and how that might inform next steps |

*Source: Envision Learning Partners.*