

Guiding Principles for Equitable Performance Assessment Systems

1. Features of the performance system are **aligned to clearly articulated student competencies** focused on assessing readiness for postsecondary success in college, career, and civic life.
2. The system is designed to take into account **the needs of the most underserved populations** (such as English language learners, recent immigrants, and students with disabilities) so that they can demonstrate what they know and are able to do.
3. The system includes the **collection and/or exhibition of evidence of student growth and proficiency** in relation to the competencies.
4. Presentation before an **authentic audience** allows for students to demonstrate their knowledge and skills by sharing their learning publicly.
5. Students have **multiple opportunities to develop and demonstrate mastery**: if their exhibition or portfolio is not proficient, there is an expectation of revision until proficiency is achieved.
6. Performance is evaluated according to **rubrics and/or clear criteria of competence** across multiple dimensions of performance.
7. Outcomes from the performance assessments provide data on how students are performing in order to **improve curriculum and instruction**.
8. The system enables students to **take ownership over their own learning and growth** and allows them to make choices about what they develop and exhibit.
9. **Reflection is a critical component** of the performance assessment process; students engage in metacognitive processes to reflect on, assess, and improve their own work and to plan, with their teachers and peers, for future learning and growth.
10. The development of students' **social emotional skills**, such as growth mindset and resilience, is included throughout the performance assessment process.