**PKL**

**Performance-Based assessment(s)**, **K**UD, **L**earning Scales

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| **Performance-Based Assessment(s):****1. Provide a concise description of the context for this assessment.** **Course/Students/Duration of Practice**: **Connection to Previous Learning**: **Connection to Future Learning**:**2. Provide a concise description of:****The product(s) students create as part of their performance:****The specific proficiencies (aligned with Vermont’s, or school-based, PBGR) that this assessment targets:****3. Circle the word that best describes the assessment’s Degree of Transfer.****Low Medium High** **Briefly explain your rating:****4. Circle the number that best describes the assessment’s Depth of Knowledge, and briefly explain your rating.** **1 2 3 4** **Briefly explain your rating:** |

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| **K**now(a list of particular facts/terms/knowledge associated with the learning) | Understand(limited # of big ideas that recur over time to cultivate consolidation; each of these “understandings” is written as a single sentence) | **D**o(these statements begin with a verb and state what students will be able to do as a result of the upcoming learning; these are *transferable skills* aligned with Vermont’s, or school-based, PBGR) |
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| **L**earning Targets and Learning Scales1. Take each of your “Dos” and rewrite each as a learning target—a first person statement of what students can do.2. Paste the learning target into one of the shaded cells in the Proficient column.3. Then for each learning target, create a learning scale—a first person progression that describes what students can do to begin making progress toward and beyond a particular learning target.4. In the far, left-hand column, name the specific skill, and identify the link to Vermont’s, or school-based, PBGR.  |
|  | Getting Started | Developing | Proficient | Transfer  |
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