**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 Scales  1. 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 | Making Progress | Proficient | Transfer |
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