






Performance-Based Assessments as Formative Assessments

- Rubric Translator (Handout)
- Ready – Steady – Pair – Share
 - a. Provide the PBA before giving the assignment
 - b. Use student pair-sharing explaining the rubric to partners
 - c. Begin the assignment
 - d. Complete a student in-process critique in which students explain how their assignment is meeting the criteria
 - e. Complete the assignment
 - f. Complete a student peer review in which student explain how their assignment met the criteria
- Clear and Cloudy “Sticky Wall”
 - a. Place sections and/or whole pieces of work on the walls (Exemplars or Anchor Pieces)
 - b. Designate with “CLEAR” “Cloudy” sticky notes, either sections of work or whole pieces of work that exemplify “clear” identification of PBA descriptors or cloudy identification of PBA descriptors
- Highlighting/Color Coding PBA Descriptors
 -  Needs some improvement.
 -  Almost there.
 -  You got IT!



Performance-Based Assessments and Feedback (Student and/or Teacher)

- Yellow and Blue Make Green (Similar to the Highlighting Strategy, but student works on the PBA Descriptors)

Student

-  Highlights the descriptor on the PBA
-  Highlights evidence of the descriptor in the work

Teacher

-  Highlights the descriptor on the PBA
-  Highlights the descriptor on the PBA

Where there is agreement the “yellow and blue make green.”

- “In- Process Critiques”
- Charting Progress (Handout)