

Performance Outcomes

Performance Outcomes are a group of intentionally chosen Essential Skills for Postsecondary and Workforce Readiness (PWR) that students and teachers select for a performance assessment task. Performance Outcomes are comprised of the Essential Skill for PWR, a Competency Statement, and a set of Measurable Success Criteria.

Adaptability and Reflective Practice

I can adapt and grow based on feedback, reflective practices and changing situations.

- Differentiates between a variety of competing variables to determine focus
- Adapts, adjusts, revises, or changes perspective, claims or actions in response to input (e.g. reflection, research, new information, evidence, or critical feedback)
- Reflects on progress, analyzing successes and failures, to alter the original plan of action when necessary, or to determine the next appropriate step

Career Development

I can articulate my strengths, preferences, and interests, as they relate to potential career paths.

- Articulates the differences between jobs, occupations, and careers, and the personal and financial impact this might have on one's career satisfaction
- Identifies and articulates potentially hidden interests, passions, values, and tendencies; makes connections to perceived options, and various versions of a possible future self
- Analyzes how unique personal attributes may contribute to or possibly hinder future career success and fulfillment, as well as future learning

Communication

I can effectively communicate in a variety of verbal and non-verbal situations, considering my audience and purpose.

- Identifies and analyzes choices made, such as for purpose and audience, in various communication forms and styles (e.g. written, oral, visual)
- Expresses complex concepts creatively, using a variety of media based on purpose (e.g. inform, persuade, prove).
- Explains a clear and specific perspective on a situation, event, issue, or phenomenon
- Justifies a claim (e.g. thesis, conclusion, solution, hypothesis) with evidence and reasoning

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Credible & Ethical Research

I can gather, analyze, and evaluate information from a variety of reliable and credible sources.

- Determines the credibility of a source, method, or claim, considering the possible strengths and limitations
- Identifies both internal and external biases, predicting their potential impact on results or conclusions
- Articulates how different perspectives and contexts (e.g. access to knowledge, technology, and resources) influence human interactions and understandings of systems, situations, events, issues, or phenomenon

Social Responsibility

I can identify my own perspective and the perspectives of others, and act as an agent of change in the world.

- Considers and accepts different points of view and empathizes with differences in other people, including various cultural and/or language backgrounds
- Actively identifies and addresses personal prejudices
- Reflects on the effectiveness and cultural appropriateness of personal actions and advocacy for community and/or societal improvement
- Describes the results of one's behavior or the behavior of others and the ways that said behavior may impact future actions and/or advocacy
- Executes a plan that is culturally responsive, and likely to improve a local, regional, and/or global situation, and assesses the impact of the action

Inquiry and Problem-Solving

I can use a variety of discipline-specific techniques and/or processes to solve complex problems.

- Asks complex questions (e.g. the answers to which require consideration of multiple sources and/or parameters)
- Evaluates evidence from previous approaches and varied perspectives to plan actions for maximum impact
- Analyzes complex data to identify trends, patterns, and correlations
- Uses various processes (e.g. logical reasoning, design thinking, scientific method) to find reasonable and justifiable solutions or conclusions

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Time and Work Management

I can design, evaluate, manage, and follow through with projects, and with meeting short- and long- term goals.

- Sets goals and predicts obstacles; creates a scope & sequence to overcome obstacles and achieve goals
- Creates an approach (e.g. project plan, timeline, success criteria) to focus the goals of work, and puts it into action
- Evaluates an approach (e.g. project plan, timeline, success criteria) and articulates strengths and areas for improvement
- Generates, articulates, justifies, and monitors progress toward short- and long-term goals

Self-Efficacy and Self-Care

I take responsibility for my actions and my personal well-being and implement strategies to meet my needs.

- Recognizes strengths and challenges in self to solve problems effectively
- Identifies needs and uses resources, tools, and strategies for self-care, stress management, and organizational management
- Evaluates and implements personal strategies for appropriately addressing impulses and behaviors in a given environment

Team Building

I can collaborate with others to achieve a common goal.

- Determines and assigns roles based on task, challenges, process, and group members' strengths
- Actively listens and evaluates ideas
- Based on common interests and goals, brings the team together in times of conflict (e.g. conflict resolution, consensus building, compromise)
- Organizes and adjusts pace and completion of benchmarks while communicating with team until end product is complete

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Single Point Rubric Template

Mix and match from the above outcomes to create the assessment tool for your task. This tool is meant for self-assessment, peer assessment, and teacher assessment of student work, and can be used for both formative and summative assessment. This is also referred to as a “single point rubric.” This format was endorsed by the Colorado educators involved in developing these performance outcomes and validated by the Colorado teachers that piloted this tool.

| Essential Skill for PWR | Success Criteria | Evidence of Meeting Success Criteria | Evidence of Revisions Needed |
|-------------------------|------------------|--------------------------------------|------------------------------|
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Example Performance Assessment Rubric

In terms of quantity per task, consider: Will students have time and guidance to...

1. *make meaning of the skill?*
2. *see the skill modeled by an expert?*
3. *practice the skill, get feedback, reflect, and revise?*
4. *demonstrate the skill independently?*

The example below could take 4-12 weeks to get to a final product, depending on if students are new to the skill, how much new content is expected to be learned in that time, and the extent to which these outcomes intersect with content standards.

| Essential Skill for PWR | Success Criteria | Evidence of Meeting Success Criteria | Evidence of Revisions Needed |
|---|---|--------------------------------------|------------------------------|
| <i>Time and Work Management</i> | Sets goals and predicts obstacles; creates a scope & sequence to overcome obstacles to meet goals | | |
| | Creates an approach (e.g. project plan, timeline, success criteria) to focus the goals of work, and puts it into action | | |
| <i>Adaptability and Reflective Practice</i> | Adapts, adjusts, revises, or changes perspective, claims or actions in response to input (e.g. reflection, research, new information, evidence, or critical feedback) | | |
| | Reflects on progress, analyzing successes and failures, to alter the original plan of action when necessary, or to determine the next appropriate step | | |
| <i>Self-Efficacy and Self-Care</i> | Identifies needs and uses resources, tools, and strategies for self-care, stress management, and organizational management | | |