Street Data

A NEXT-GENERATION MODEL FOR Equity, Pedagogy, and School Transformation

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Foreword by Christopher Emdin

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Please enjoy this complimentary excerpt from *Street Data* by Shane Safir and Jamila Dugan.

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TABLE 6.1 Four Criteria for High Quality Performance Assessment	
CRITERIA	**LOOKS LIKE . . .**
1. **Elicits evidence of skills and knowledge that matter**	Design tasks that ask students to demonstrate their ability to apply transferable, real-world skills including the following: • Solve challenges involving authentic problems • Form cross-curricular connections • Apply higher-order thinking processes • Make social-emotional learning visible
2. **Is tight on quality criteria while open to different approaches**	Explicitly communicate a sharp focus on what's being measured and provide descriptive criteria for evaluating student work: • Provide clear performance outcomes articulated in a rubric or similar assessment tool • Offer exemplars (i.e., student work samples) of what quality looks like • Allow the learner to exercise a significant amount of choice in terms of the learning process and product
3. **Is authentic**	Prioritize real work, real results, and real examples, asking students to engage in the real work that adults do in the world: • Shape tasks around a real purpose such that students are solving actual problems, contributing to a real need, or pitching an idea to a real audience • Expose students to the work of adult experts in the field as models
4. **Offers a learning experience in and of itself**	Present opportunities to learn for both students and their teachers: • Incorporate moments to reflect, gather feedback, and revise • Reject the idea of a "one and done" assessment • Push all parties to identify how the task has revealed growth or gaps and how that might inform next steps

Source: Envision Learning Partners.