Student-Driven Body of Evidence

- Sufficient evidence collected over time using multiple assessment types, formats, and data
- Multiple competencies: academic, cross-curricular, and personalized; top end of performance scales
- Evaluated using common holistic rubrics, student input, and schoolwide guidelines for standard setting

Uses: Student-led conferences, portfolio defense, reporting, transcripts or graduation requirements

Performance-Based Summative Assessments

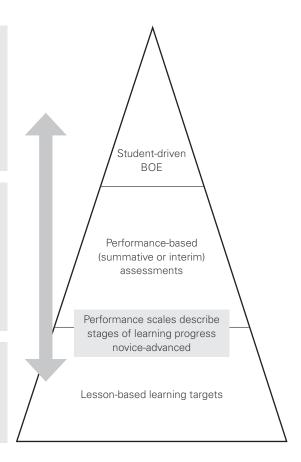
- Evidence from one or more academic or personalized competencies; top end of performance scales
- Assess transfer or construction of knowledge using multiple assessment types and formats
- Evaluated using common rubrics
- Verified to be included in the body of evidence

Uses: Evidence-based grading, reporting, determining proficiency on one or more competencies

Lesson-Based Learning Targets

- One or more parts of one competency from all levels of the performance scale
- Multiple assessment types

Uses: Diagnostic, formative, lesson planning, adjusting instruction, determining progress and supports to students



Source: Adapted from Hess et al., 2020.

FIGURE 4.5: The relationship among formative assessments, summative performance-based assessments, and student-driven bodies of evidence.

In chapter 6 (page XX), we discuss ways a school might decide which assessment evidence is the most defensible to include in the body of evidence. As a reminder, the collection of defensible assessment evidence applies the IMPACT framework: illuminating deeper learning and using multiple assessment formats including performance-based assessments. So, if a student has stronger oral presentation skills than writing skills, and both formats are designed to assess the same type of or comparable information analysis, then a decision might be made that the oral presentation evidence is better to include in the *body of evidence* for student A, while written work samples are better for student B for the same analysis skills.

Reflection Questions

Consider the following questions with your team.

Using an existing unit of study, identify how multiple standards (and earlier lessons) provide the foundation for completing more complex, summative tasks at the end of the unit or project. How does the acquisition of the essential skills and concepts the multiple standards describe support the broad learning goal for the unit of study?