**Types of Evidence**

Academic Prompts

Open-ended questions or problems that require students to apply critical thinking skills. On these assignments, diverse responses, products, or performances are often accepted.

*Such questions or problems:*

* Require constructed responses to specific prompts under school and exam conditions
* Are “open,” with no single correct answer or strategy
* Are often “ill structured,” requiring the development of a strategy
* Involve analysis, synthesis, and evaluation
* Require an explanation or justification of the answer given or methods used
* Need scoring based on criteria and performance standards
* Involve prompts directly related to content in the course

# **Performance Tasks**

Complex challenges that mirror real world issues and problems in which students apply a skill set. They can range in length from short-term to long-term tasks and multi-staged projects. Performance tasks can yield one or more products, processes, or performances.

*They differ from academic prompts in the following ways:*

* Involve a real or simulated setting and the kind of constraints, background “noise,” incentives, and opportunities one would find in a similar situation (i.e., authentic work environment)
* Typically require the student to address an identified audience (real or simulated)
* Allow students greater opportunity to personalize the task
* The task, evaluative criteria, and performance standards are known in advance and guide student work

Quiz and Test Items

*Familiar assessment formats consisting of simple, content-focused items that:*

* Assess for factual information, concepts, and discrete skill
* Use selected-response (e.g., multiple-choice, true-false, matching) or short-answer formats
* Are convergent, typically having a single, best answer
* May be easily scored using digital technology or an answer key
* Are typically secure (i.e., items are not known in advance)

Informal Checks for Understanding

Ongoing assessments used as part of the instructional process.

* Examples include teacher questioning, observations, student work samples
* These assessments provide feedback to the teacher and the student
* They are not typically scored or graded

Adapted from Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.