Designers' Note: Replace the [text in brackets] with your plan. Use the Designer's Notes to guide you.

TOPICS	**FINAL EVIDENCE OF STUDENT LEARNING**
[focus content, competencies, and skills]	[specific product(s) for demonstrating mastery]

INQUIRY FRAME
[answers the questions: "How will students engage with the content and skills?" and "How does the unit frame the performance assessment?"]

Designers' Note: Summarize the unit and describe the scaffolded, learning cycle-driven experiences students will have as they work toward the final product. This explanation provides the frame or backbone of how the performance-based assessment is situated in the unit as a culminating demonstration of student learning.

COMPETENCIES & TARGET SKILLS (LEVEL [x])	**STANDARDS**
[competency, target skill, indicators] Designers' Note: List competency(s) that will be partially or wholly assessed by the performance assessment. Performance assessments usually focus on 2-3 skills within a competency and may not address the entirety of the competency itself.	[content area, strand, benchmarks] Designers' Note: List Idaho state standards and content knowledge that support them.

STUDENT-FACING DESCRIPTION OF PERFORMANCE ASSESSMENT

[text that will introduce the performance assessment to students]

Designers' Note: Describe the performance assessment in student-facing language. Describe how the performance assessment demonstrates mastery, including any targeted content and skills that will be assessed. Connect the product(s) that students will create to authentic and relevant contexts. Think of this description as a hook to engage students.

FORMATIVE PROCESS (SCAFFOLDING TO PERFORMANCE ASSESSMENT)

Designers' Note: Plan backward from the final product(s) and describe the formative tasks or building blocks that will scaffold students toward the performance assessment. What steps must students follow in order to create the assessment? What specific skills and content knowledge must they develop as they move toward creating and sharing their demonstration of mastery?

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
#[x]	**PERFORMANCE ASSESSMENT LAUNCH** **MAKE MEANING: [Guiding question]** [description of goal and learning experiences]	*The purpose of the project launch is to introduce the performance assessment and create interest in the work and, as such, it is not a formal opportunity for students to demonstrate the target competencies and standards.*	
#[X]	**MAKE MEANING: [Guiding question]** [description of goal and learning experiences]	[specific competency indicators and standards benchmarks to be taught and demonstrated]	[specific student product(s) to formatively assess student readiness to move on to the next checkpoint]
#[X]	**INVESTIGATE: [Guiding question]** [description of goal and learning experiences]	[specific competency indicators and standards benchmarks to be taught and demonstrated]	[specific student product(s) to formatively assess student readiness to move on to the next checkpoint]
#[X]	**CREATE: [Guiding question]** [description of goal and learning experiences]	[specific competency indicators and standards benchmarks to be taught and/or demonstrated]	[specific student product(s) to formatively assess student readiness to move on to the next checkpoint]
#[X]	**SHARE: [Guiding question]** [description of goal and learning experiences]	[specific competency indicators and standards benchmarks to be demonstrated]	[specific student product(s) to be presented]

	CHECKPOINT	COMPETENCY AND STANDARD	EVIDENCE OF MASTERY
#[X]	**REFLECT: [Guiding question]** [description of reflection experiences]	[specific competency indicators and standards benchmarks to be demonstrated]	[specific student product(s) for reflection]

RUBRIC (SKILLS + CONTENT)

Designers' Note: For each targeted skill within the competency, create the criteria and the target performance level students will demonstrate. This is the basis for feedback to students on their developing competencies. Integrate the standard-specific content knowledge within the skill criteria to describe how the skills enable students to demonstrate mastery through the performance assessment.

	NOT YET	LEVEL [X]	EXCEEDING
[competency or standard] Skill [add rows as needed]		❑ [indicators or benchmarks with performance assessment-specific content integrated]	