

Purpose: To revise and/or tune performance indicators aligned to content area, or cross curricular competencies.

Participants: 3-7 group members.

Roles: Facilitator, Note taker, Timekeeper

Materials:

[Design Guide for Performance Indicators](#)

Draft Performance Indicators

Process:

1. Introduction. (2-3 min) The facilitator presents an overview of the protocol and the criteria that will be used for the tuning ([Design Guide for Performance Indicators](#)) and reminds the group of norms for giving and receiving feedback.
2. Presentation. (3-5 min) The facilitator shares the standard(s) and performance indicators.
3. Review of Performance Indicators. (5-7min) The group silently reviews Performance Indicators within one Graduation Proficiency .
4. Tuning. (10-12 mins) Participants select one Performance Indicator to tune. Participants reference the Design Guide and, focusing on one set of criteria at a time, provide feedback using the “Stronger Statements” or “Weaker Statements” column
 - Alignment: To what extent does the statement align with and describe the essential skills within the relevant graduation proficiency? (Example: “I see that the proficiency asks students to describe author’s tone, but that seems to be missing from the performance indicator.”)
 - Transfer: Does the statement describe knowledge and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time? (Example: “This indicator asks students to explain character development. Why is that important? What is the overarching skill we want them to demonstrate?”)
 - Cognitive Demand: Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition? (Example: “The proficiency expects students to synthesize information but the performance indicator as written is only asking students to collect information.”)

- **Assessment Facilitation:** Is the statement measurable? To what extent does the statement encourage multiple and varied types of assessment? (Example: “This performance indicator is written in a way that sounds like students should have to write an essay to show proficiency - would they be able to demonstrate this in a different way?”)

Make any necessary revisions and/or edits to the performance indicator, then repeat process in step 3 for each Performance Indicator to be tuned.

5. Debrief the protocol (3-5 min). The facilitator helps the group assess how helpful the protocol was (or was not).

- What worked well in this process?
- What could we have improved?



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