**Colorado Performance-Based Assessments:**

**Guidelines for the Trials**

**Weeks/Days Before the Assessment Trial**

* Collect all materials needed for the assessment trial.
* Make copies of the “Instructions for Students” and scoring rubrics.
* Familiarize yourself with the “Instructions to the Evaluator” and “Instructions to the Students” so that you understand:
  + your role during the testing session
  + the students’ roles during the testing session
  + what students are and are not allowed to bring to the testing session
  + how to schedule time for the testing session
  + what accommodations will be needed for your students
* Make notes about anything that was unclear in the “Instructions to the Evaluator.”
* Familiarize yourself with the scoring rubrics.
* Provide information to students about the assessments, including:
  + rubrics (if appropriate)
  + the purpose of the assessments
  + the content of the assessments
  + the criteria on which students will be assessed
  + the date of the assessments

**Day of the Assessment Trial**

* Set up the testing site exactly as detailed in the “Instructions to the Evaluator.”
* Gather scoring rubrics.
* Before beginning the testing trial, allow a few minutes for students’ questions.
* Provide students with the “Instructions to Students” and any other materials they will need.
* Begin the assessment trial.

**During the Assessment Trial (or shortly afterwards), record information about:**

* What (if anything) went wrong during the assessment trial? For example, were students unable to complete the tasks? Were any relevant materials missing? Did students run out of time? Provide a detailed explanation of any problems encountered.
* Were the students confused about any aspect of the trial (e.g., instructions, how to use materials, what work product to submit to the teacher, etc.)? If so, provide a detailed explanation.
* Were the “Instructions to the Evaluator” clear? Were you able to set up the test site according to the instructions? If you encountered any problems, provide a detailed explanation.
* Were you able to observe the behaviors outlined in the rubrics? If not, provide a detailed explanation.
* Were there any relevant behaviors/processes that were not described in the rubrics? If so, please explain.