

# **Writing/Setting Performance Measures**

# Writing Performance Measures

- Keep statements short and focused on a single outcome.
- Ensure that the performance measures are effective and measurable, avoid using verbs that are vague or cannot be objectively assessed.
- Part I performance measures should be classroom teacher-focused and target the expected teacher outcome based on student performance.

# Writing Performance Measures Continued

## **Well written performance measures:**

- are easy to measure—either the person has or has not accomplished the goal/target.
- consider if the specific change is short-term (i.e., bi-monthly) or long-term (i.e., annual).

# Performance Measures

## Performance Measures:

- establish specific targets to determine whether or not a goal was successfully achieved.
- are instructions about what someone must do.
- use verbs and include specific conditions (how well or how many) that describe to what degree the individual will be able to demonstrate mastery of the specified goal.

# Quality Performance Measures

Quality performance measures state desired:

- Skills;
- Conditions;
- Behaviors;
- Criteria; and
- Clarify expectations—how many, to what degree, under what conditions, etc., the individual is clear about what is expected.

# Quality Performance Measures Continued

When crafting a quality performance measure, ensure that the measure is:

- Measurable.
- Time bound.
- Specific.
- Meaningful.
- Realistic.
- Assigned.
- Based on the daily responsibilities of the staff position.
- Related to improved student achievement and the success of the campus.

# Measurable

## ***Measurable* performance measures:**

- specifically indicate the degree or quantity of the change expected using descriptive words or numbers.
- indicate how the change will be determined.

# Meaningful

## ***Meaningful Performance Measures:***

- motivate change.
- value everyone's time. (Creating meaningful measures communicate that your program goals are important and valuable.)
- consider if the measure will:
  - meet an important need at the campus, or
  - be valued by the participants.

# Assigned

## ***Assigned* performance measures:**

- target the audience as specifically as possible.
- specify a specific group of people or individuals.

# Realistic

## ***Realistic* performance measures:**

- seem achievable.
- encourage successful behaviors.
- benefit everyone involved.
- contribute to success.

# Time Bound

## ***Time bound* performance measures:**

- limit the length of time available to achieve the goal/target.
- establish target dates or points in the program where certain specified changes are expected.
- provide individuals with an approximation of when they can see improvements.

# Time Bound Continued

## ***Time bound* performance measures:**

- make them more realistic because individuals will know that some knowledge, skills, and behaviors may take time, and some can be picked up quickly.
- allow them to be more measurable with a timed component.

# Resources: Performance Measures

## **Checklist: Writing Performance Measures**

[http://www.tea.state.tx.us/ed\\_init/teeg/Checklist\\_WriPerMea.doc](http://www.tea.state.tx.us/ed_init/teeg/Checklist_WriPerMea.doc)

## **Checklist: Determining Performance Measures**

[http://www.cecr.ed.gov/guides/compReform101\\_F.cfm](http://www.cecr.ed.gov/guides/compReform101_F.cfm)