Developing Performance Tasks

A performance task is an example of an assessment that fits within a balanced assessment system. Teachers need to determine ***the purpose*** of the performance task: Is the performance task going to plan, support, monitor learning, or verify learning? Teachers need to determine ***the type*** of assessment the performance task is going to be: Is the performance task going to be a formative, benchmark, or summative assessment?

Once that is decided, then teachers can design the performance task. A performance task presents students with a complex, real-world challenge in which the scenario, role, process, and product are authentic; students must then demonstrate that they have the skills and knowledge to complete the task. Use the following criteria to design performance tasks:

Integrate knowledge and skills across multiple content standards or strands within a content area

Measure capacities such as depth of understanding, research skills, complex analysis, and identification/providing of relevant evidence

Require **student-initiated** planning, management of information and ideas, interaction with other materials

Require **production of extended responses**, such as oral presentations, exhibitions, and other scorable products, including more extended written responses, which might be revised and edited

Reflect a **real-world task and/or scenario-based problem**

Allow for **multiple approaches**

Represent content that is **relevant and meaningful** to students

Allow for demonstration of important knowledge and skills, including those that address **21st-century skills** such as critically analyzing and synthesizing information presented in a variety of formats, media, etc.

Require **scoring** that focuses on the **essence** of the task

Be **feasible** for the school/classroom environment

After reading/researching/listening/viewing _____ (texts), write/create/present _____ (product) for _____ (audience) that provides an/a explanation/argument/narrative _____ (content) so that _____ (purpose/so what).

Social Studies Class Text-Based Performance Task

After reading/researching/listening/viewing a selected geographical area (texts), write/create/present a 10-day itinerary, budget, and map (product) for a family of four (audience) that provides (an) explanation/argument/narrative of the key historical and geographic features of the region (content) so that you demonstrate your global awareness and skills in information and media literacy (purpose/so what).

English Class Text-Based Performance Task

After reading/researching/listening/viewing "American's Growing Dependency on Food Stamps," excerpts from *Nickel and Dimed,* and "Who benefits from Food Stamps"? (texts) write/create/present a/an letter to the editor (product) for the local newspaper (audience) that provides (an) explanation/argument/narrative that is focused, well developed, organized, and error free (content), so that you demonstrate your social and cross-cultural skills and economic literacy (purpose/so what).

Marketing Class Text-Based Performance Task

After reading/researching/listening/viewing business to business companies in Wisconsin (texts), write/create/present a report (product) for the class (audience) that provides a/an explanation/argument/narrative about products/services marketed to companies (content) so that you demonstrate your business and entrepreneurial literacy (purpose/so what).

Foods Class Text-Based Performance Task

After reading/researching/listening/viewing nutrition for healthful living (texts), write/create/present a day's menu to include breakfast, lunch, snacks, and dinner (product) for your family (audience) that provides (an) explanation/argument/narrative of nutrition for healthful living (content) so that you demonstrate your critical thinking (purpose/so what).

Biology Class Text-Based Performance Task

After reading/researching/listening/viewing several experiments (texts), write/create/present written directions and a graphic display for an experiment (product) for a classmate (audience) that provides (an) explanation/argument/narrative of how to determine which of four brands of detergent will most effectively remove three different types of stains on cotton fabric (content) so that you demonstrate your creativity and innovation (purpose/so what).

Mathematics Class Text-Based Performance Task

After reading/researching/listening/viewing problems with data (texts), write/create/present a data display (product) for the class (audience) that provides an/a explanation/argument/narrative of how to select and use a graph or chart to represent the data (content) so that you demonstrate your critical thinking and problem solving and communication skills (purpose/so what).