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	

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