

Mathematics Performance Task Creation: The Process

Content

Identify the content to be assessed

- What student content objectives will be assessed through this task?
- What are measurable indicators of mastery?
- What is the purpose of this performance assessment task: formative (prior to or during) or summative?

Context

Develop a meaningful and relevant context

- What is a relevant, meaningful context for this task that will engage students?
- What connections to instructional content could be made?

Process Goals

Identify process goals that could be highlighted in the task

- What could students be asked to do?
 - Think critically
 - Use reasoning skills to problem solve
 - Communicate
 - Use multiple representations and models
 - Extend/Apply content
 - Make connections to other mathematics

Design

Design the task

Sources

- Will the task be developed from scratch?
- Is there an existing assessment that could be modified or enhanced?

Construction

- Are the student instructions clear and concise?
- What are common misconceptions/errors?
- Does the task address the common misconceptions/errors?
- Is the task to be completed individually or in groups?
- How long will the task take students to complete it?
- Does the task allow for student choice?

Evaluation

Evaluate student work

- What is the purpose of this performance assessment task: formative (prior to or during) or summative?
- What criteria will be used to evaluate student work?
- Has the evaluation rubric been developed that is specific to the task?
- What would be an exemplary response to this task?

Reflection

Review and revise the task

- What insights from student work will assist in revising the task?
- What other concepts and skills might need additional instruction and assessment?