

# Performance Task Development Cycle

## Content

### Identify the content to be assessed and purpose of the performance task

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

## Context

### Develop a meaningful and relevant context

- What is a relevant, meaningful context for this task that will engage students?
- What connections to other content and/or disciplines could be made?

## Process Skills

### Identify process skills that may be highlighted in the task, such as:

- Thinking critically
- Using reasoning skills
- Communicating in multiple ways
- Using multiple representations and models
- Extending/Applying content
- Making connections

## Task Design

### Design the task

- What is the purpose of this performance task: formative (prior to or during instruction) or summative (following instruction)?
- Will the task need to be developed from scratch, or is there an existing assessment that could be modified or enhanced?
- What manipulatives or technologies could be used as tools for students?
- 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?
- Are there multiple options for students to demonstrate knowledge?
- What modifications and/or accommodations will be available for students?

## Evaluation Design

### Design the rubric for evaluating student work

- What is the purpose of this performance task: formative (prior to or during) or summative (following instruction)?
- What criteria will be used to evaluate student work and how will these expectations be shared with students in advance?
- Has the evaluation rubric been developed that is specific to the task?
- What are exemplary responses to this task?
- Are there multiple options for students to demonstrate mastery?

## Reflection

### Reflect on the task, rubric, and instruction

- Based on use with students, what revisions are necessary to the task and/or rubric?
- What concepts and skills might need additional instruction and assessment? What student misconceptions are evident? What content or process skills need revisiting?