

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

## Performance Assessment Task Guidelines

When designing Performance Assessment tasks, be sure to include the following:

### I. PERFORMANCE

- ❑ Is the task aligned to the expected performance range?
- ❑ Is it based on the standards and curriculum?
- ❑ Is it based on the unit's learning targets?

### II. MODES OF COMMUNICATION

#### ***Interpersonal Tasks:***

- ❑ does it require face-to-face exchange with another person?
- ❑ Is it unrehearsed?

#### ***Interpretative Tasks:***

- ❑ does it require interpretation NOT translation?
- ❑ Is it limited to receptive skills?

#### ***Presentational Tasks:***

- ❑ Is it delivered to a group?
- ❑ Is it one-way & rehearsed?
- ❑ Is it presented in a real-life context?

### III. CONTEXT

- ❑ Does my task have a real-life context?
- ❑ Would it be something my students could realistically do?
- ❑ Have I given a believable reason for using the target language instead of English?

### IV. COMPOSITION

- ❑ Is the task in inviting, age-appropriate language?
- ❑ Is it clear, logical, and interesting?
- ❑ Can it be completed in 5-10 minutes?
- ❑ Is the task open-ended?