

# PERFORMANCE TASKS

Types of  
Assessment  
Items



How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

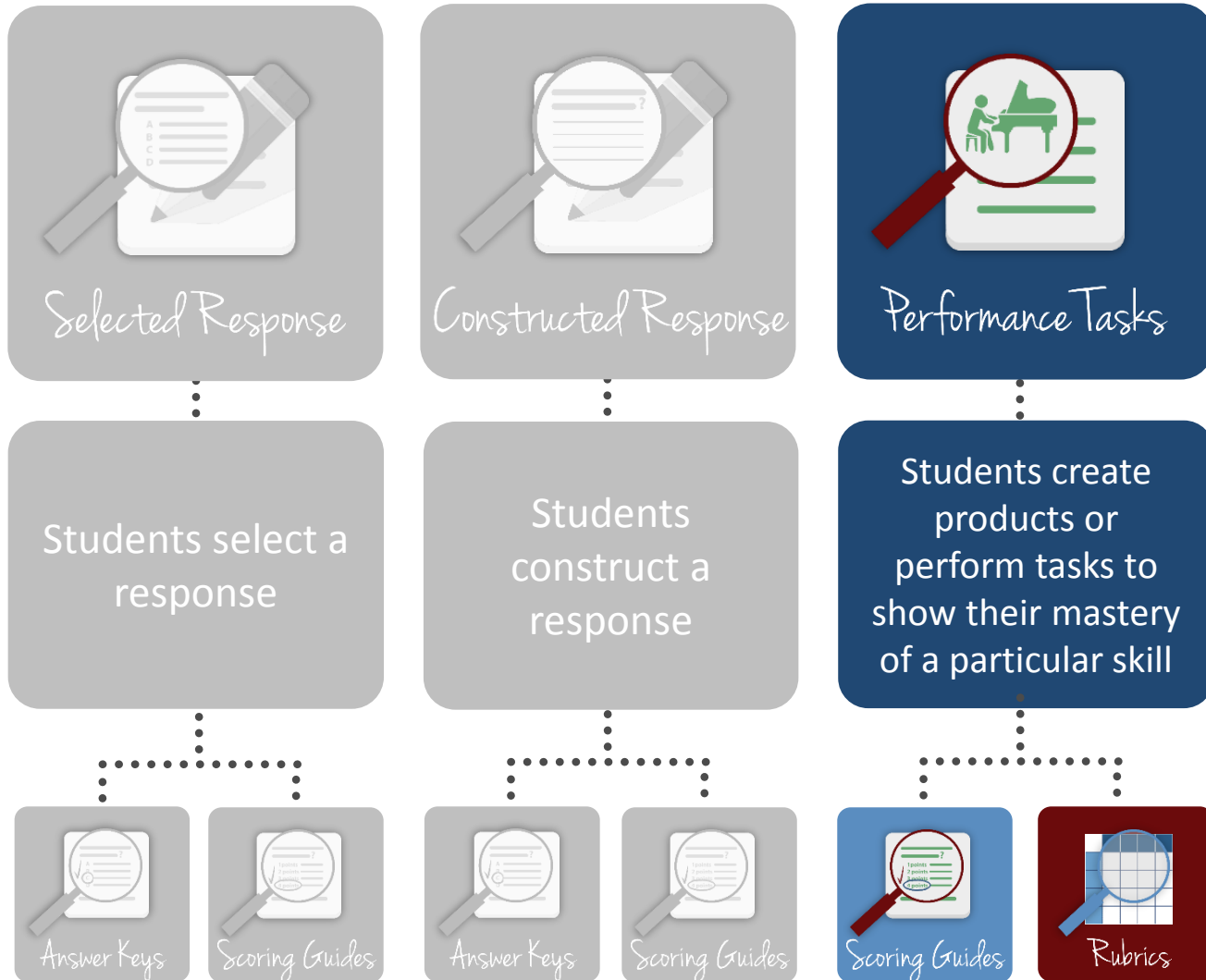


Performance  
Tasks



How to Use  
the Assessment  
Blueprint

# INTRODUCTION & PURPOSE



# INTRODUCTION & PURPOSE



Define what a **PERFORMANCE TASK** item is



List a **VARIETY OF PERFORMANCE TASKS**



Identify the **BENEFITS** and **CHALLENGES** of performance tasks



Know that there is a **WHAT-WHO-HOW FRAMEWORK** that you can use to design performance tasks



Use the **ASSESSMENT BLUEPRINT** to design assessment items

# KEY CONCEPTS

Types of  
Assessment  
Items

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



Selected Response



Constructed Response



Performance Tasks

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



Selected Response



Students select a  
response



Answer Keys



Scoring Guides

Matching

True/False

Multiple Choice

**Sources:** Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "How to Design and Select Quality Assessments;" Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, "Deepening Assessment Literacy."

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



Students  
construct a  
response



Fill in the  
Blank

Short Answer

Longer Answer

**Sources:** Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "How to Design and Select Quality Assessments;" Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, "Deepening Assessment Literacy."

# KEY CONCEPTS

Performance  
Tasks



# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



Performance Tasks

Students create  
products or  
perform tasks to  
show their mastery  
of a particular skill



Scoring Guides



Rubrics

Extended  
Response

Essays

Experiment

Speech

Research  
Paper

**Sources:** Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "How to Design and Select Quality Assessments;" Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, "Deepening Assessment Literacy."

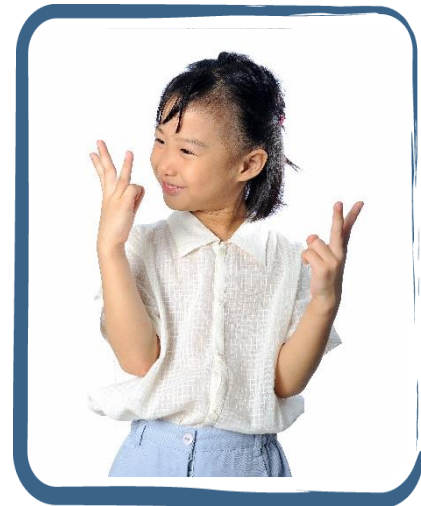
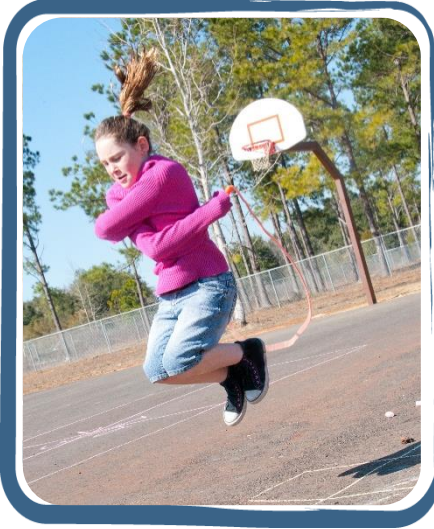
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

Informal ..... Structured

Minutes ..... Month



Diagnostic  
Assessment

Formative  
Assessment

Interim  
Assessment

Summative  
Assessment



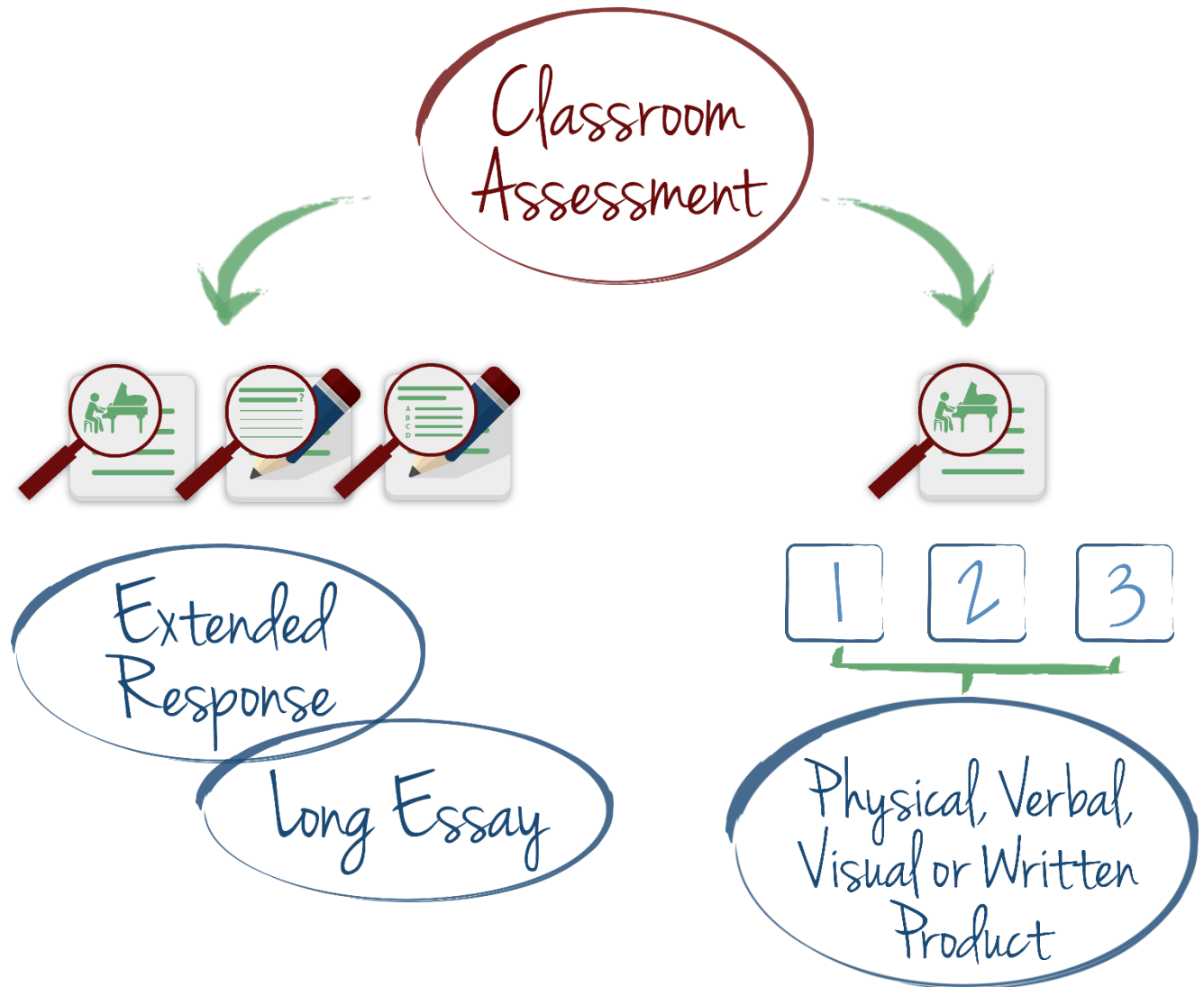
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint





# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



Performance Tasks

Students perform  
a task to  
demonstrate a  
particular skill



Scoring Guides



Rubrics

Extended  
Response

Essays

Experiment

Speech

Research  
Paper

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

Performance Tasks vs.

Selected- and Constructed- Response Items

## Benefits

- Performance tasks place **student demonstration of ability** at the center of assessment
- Performance tasks approximate **real-world** application of **complex skills**
- Allow **students** to **actively demonstrate** their **learning** and **skills**

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

Multiple Choice



# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

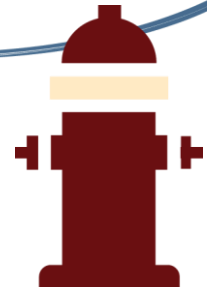
How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

Multiple Choice



Road Test





# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

Essays

Oral  
Presentations

Research  
Papers

Demonstrations

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

Performance Tasks vs.

Selected- and Constructed- Response Items

## Benefits

- Performance tasks place **student demonstration of ability** at the center of assessment
- Performance tasks approximate **real-world** application of **complex skills**
- Allow **students** to **actively demonstrate** their **learning** and **skills**
- Performance tasks can measure **abilities beyond academic knowledge and skills**
- Performance tasks are typically **more engaging** for students

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

Performance Tasks vs.

Selected- and Constructed-Response Items

Challenges

- Performance tasks can be **time-consuming** to **design** and **score** in a **consistent** and **unbiased** manner

# KEY CONCEPTS

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

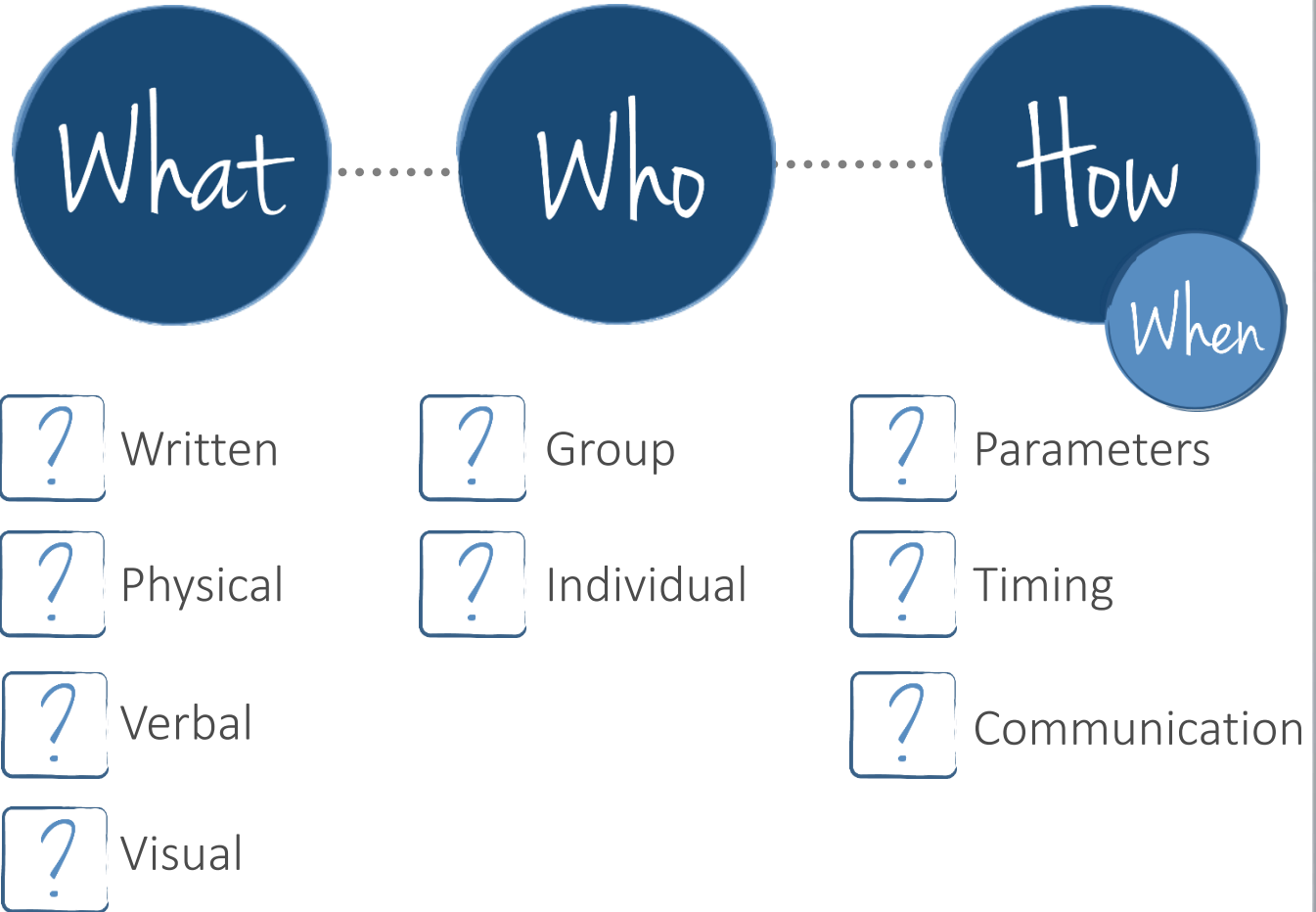
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



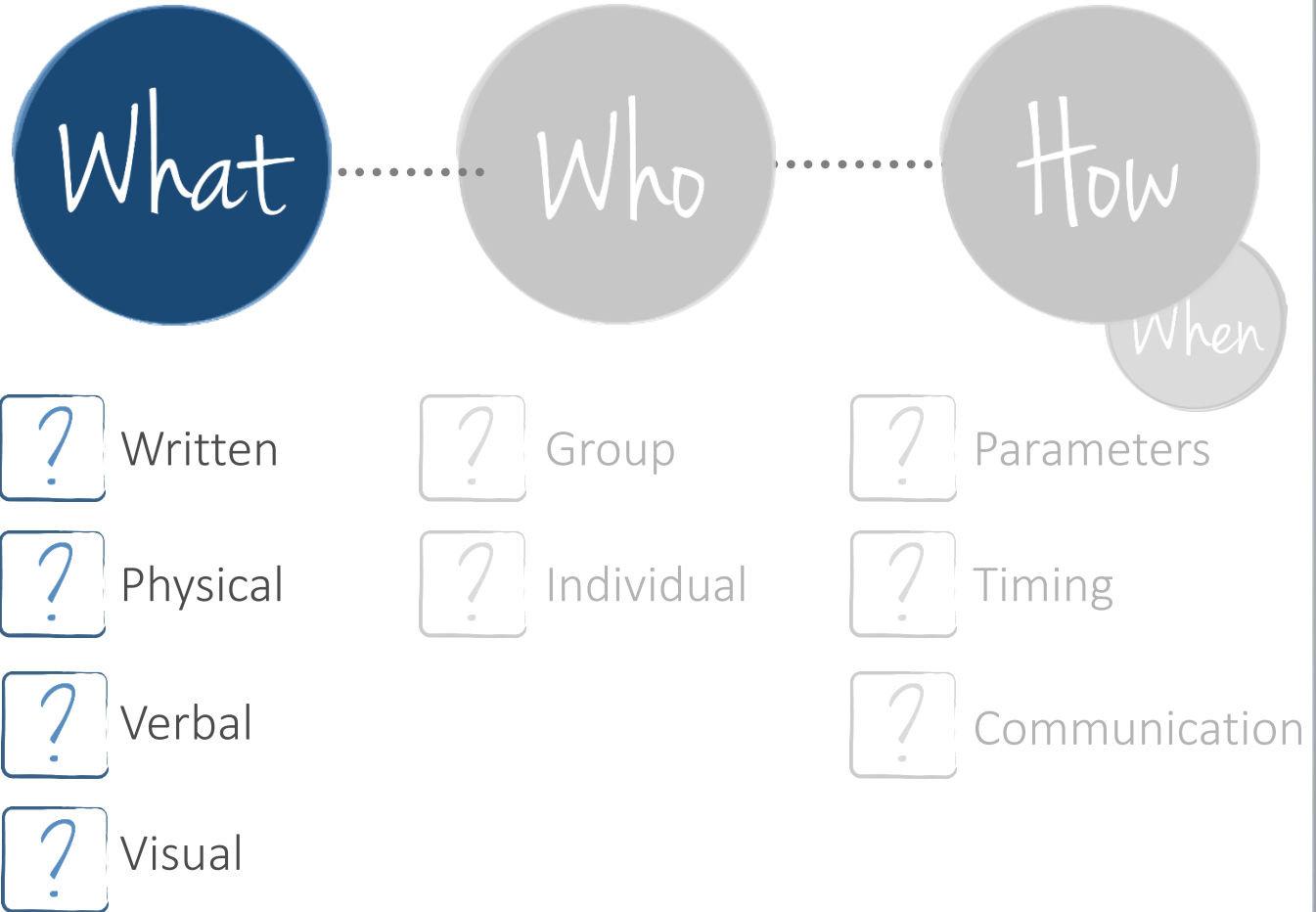
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



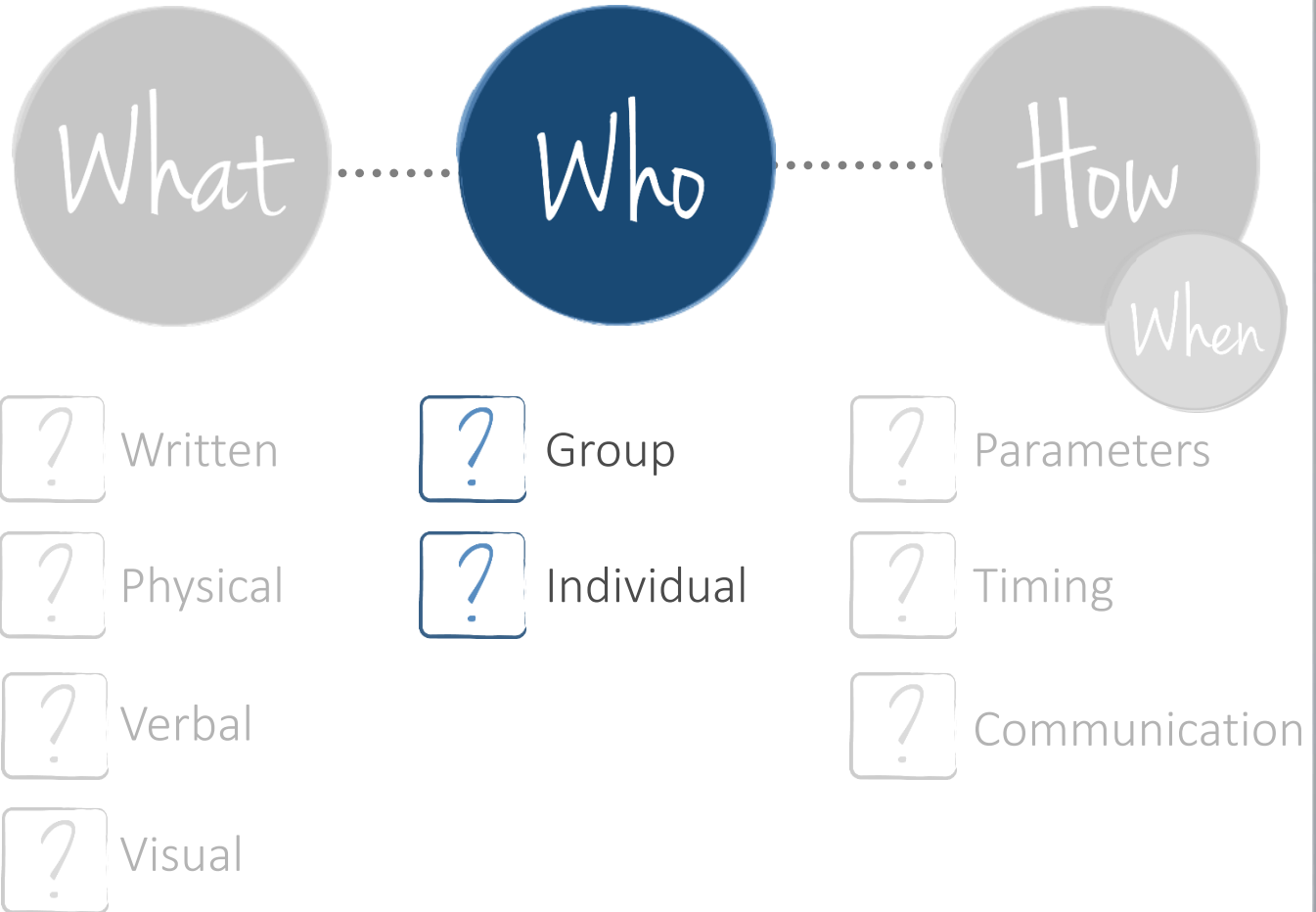
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint





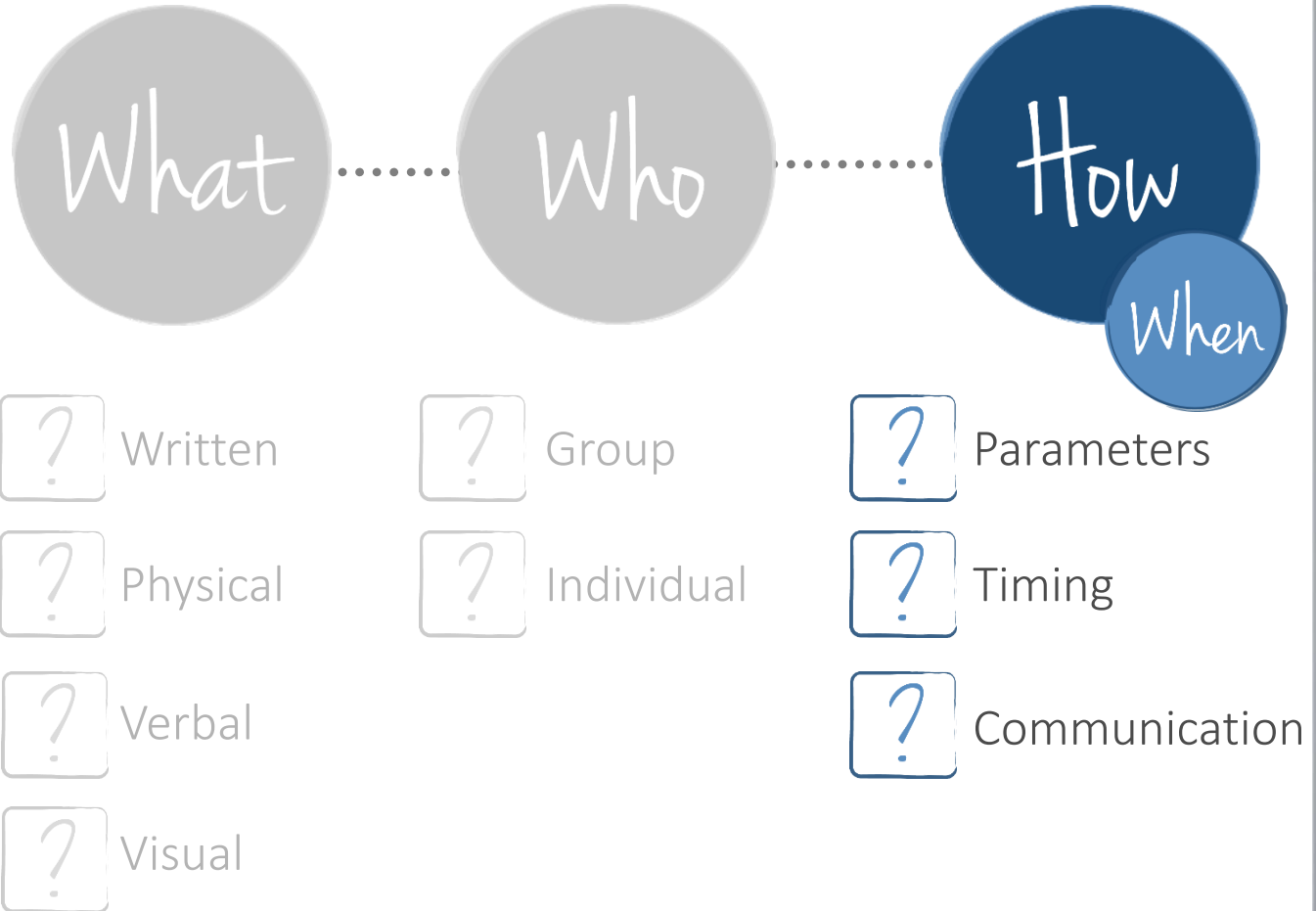
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint





# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

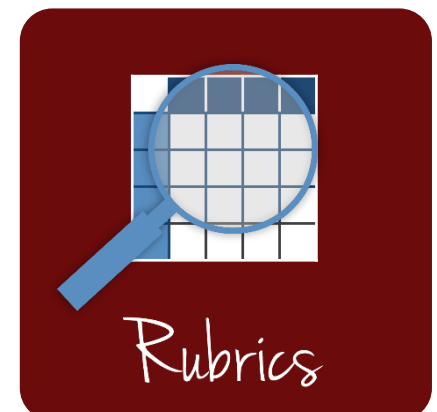
How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

## Assessment Item #

ITEM

## ANSWER KEY, SCORING GUIDE OR RUBRIC



# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

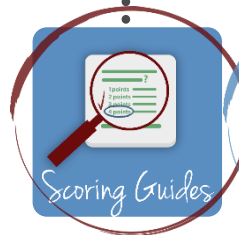
How to Use  
the Assessment  
Blueprint



Performance Tasks



Students perform  
a task to  
demonstrate a  
particular skill



Scoring Guides



Rubrics

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



## scoring guides

scoring tools that assign points to different levels of student performance



Standard



Skill(s)

→ a

→ b



Scoring Guide

2 points: \_\_\_\_\_

1 point: \_\_\_\_\_

0 points: \_\_\_\_\_

Exemplar answer: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



## rubrics

scoring tools that articulate levels of performance in relation to standards or other expectations



Rubric


Performance  
Levels

Descriptors

Dimensions

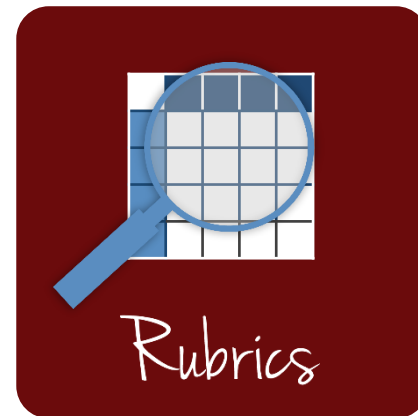
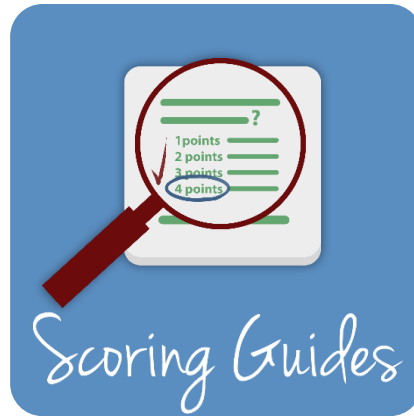
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



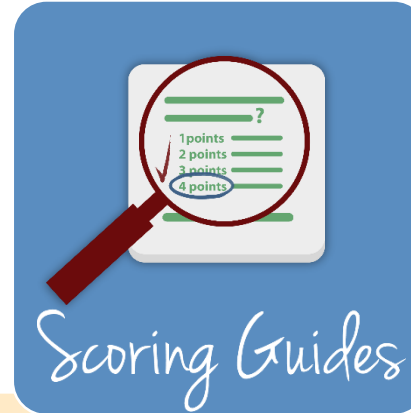
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



 Standard

 Skill(s)

→ a

→ b

 Scoring Guide

2 points: \_\_\_\_\_

1 point: \_\_\_\_\_

0 points: \_\_\_\_\_

Exemplar answer:

\_\_\_\_\_  
\_\_\_\_\_

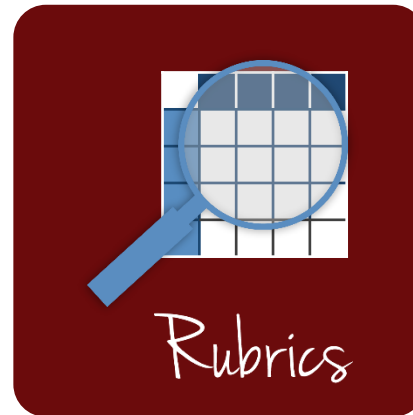
# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint



Rubric


Performance  
Levels

Descriptors

Dimensions

# KEY CONCEPTS

How to Use  
the Assessment  
Blueprint



# KEY CONCEPTS

Types of  
Assessment  
Items

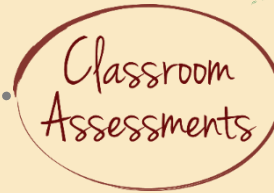
Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

5th Grade

Reading and Writing  
about Informational Texts



**Sources:** Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010); Student Achievement Partners, "Mini-Assessment for *Who Was Marco Polo?* by Joan Holub and *The Adventures of Marco Polo* by Russell Freedman" (2014).

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

5th Grade

Reading and Writing  
about Informational Texts

4 weeks



Classroom  
Assessments



Summative  
Assessment

# KEY CONCEPTS

Primary Purpose

Types of Assessment Items

Performance Tasks

How to Use a What-Who-How Framework to Design Performance Tasks

How to Use the Assessment Blueprint

1. Primary Purpose of the Assessment			Summative		
2. Standard(s) (one per row)		3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items	
Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and making inferences from it.		Cite accurately from the text to support explicit and implicit ideas.	1	SR	
Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		Determine the meaning of new vocabulary words.	2	SR	
Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		Explain how the author uses evidence to support his or her claims.	4	CR	
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Write an opinion piece on texts.	5	CR, PT	
		Support your point of view with evidence.	5	CR, PT	
6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment

Standard(s)

Skill(s)

Level(s) of Rigor

Type(s) of Items

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

## 6. Write and/or Select Assessment Items

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	1–3	5	
2	Quote accurately, identify main ideas and explain how the author uses evidence.	CR-Short Answer	1–4	12	
TOTAL					

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

## 6. Write and/or Select Assessment Items

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	1–3	5	14
2	Quote accurately, identify main ideas and explain how the author uses evidence.	CR-Short Answer	1–4	12	34
3	Write an opinion, and support your point of view.	PT-Essay	5	18	51
<b>TOTAL</b>				<b>35</b>	<b>100%</b>

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

## Assessment Item #3

**ITEM**

**ANSWER KEY, SCORING GUIDE OR RUBRIC**

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

## Assessment Item #3

### ITEM

Using information from both sources, the excerpt from Chapter 11 of *Who Was Marco Polo?* by Joan Holub and the excerpt from *The Adventures of Marco Polo* by Russell Freedman, write an essay in which you provide an opinion that either Marco Polo told the truth in his book or Marco Polo made up his stories. Your audience is your classmates from your history class who have learned about Marco Polo. Be sure to use information from both of the texts to support your opinion. Write your essay in the space below.

**Sources:** Student Achievement Partners, “Mini-Assessment for *Who Was Marco Polo?* by Joan Holub and *The Adventures of Marco Polo* by Russell Freedman” (2014).



# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

## Assessment Item #3

### RUBRIC

	3 Points	2 Points	1 Point	0 Points
Reading: Comprehension of Key Ideas and Details				
Writing: Written Expression				
Writing: Knowledge of Language and Conventions				

Source: PARCC, Grades 4 and 5 Condensed Scoring Rubric for Prose Constructed Response Items (2013).



# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

## Assessment Item #3

### RUBRIC

	3 Points	2 Points	1 Point	0 Points
Reading: Comprehension of Key Ideas and Details				
Writing: Written Expression				
Writing: Knowledge of Language and Conventions				

Source: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010).

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

## Assessment Item #3

### ITEM

Using information from both sources, the excerpt from Chapter 11 of *Who Was Marco Polo?* by Joan Holub and the excerpt from *The Adventures of Marco Polo* by Russell Freedman, write an essay in which you provide an opinion that either Marco Polo told the truth in his book or Marco Polo made up his stories. Your audience is your classmates from your history class who have learned about Marco Polo. Be sure to use information from both of the texts to support your opinion. Write your essay in the space below.

### RUBRIC

	3 Points	2 Points	1 Point	0 Points
Reading Comprehension				
Writing				
Writing				

# KEY CONCEPTS

Types of  
Assessment  
Items

Performance  
Tasks

How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks

How to Use  
the Assessment  
Blueprint

	3 Points	2 Points	1 Point	0 Points
Reading Comprehension: Key Ideas and Details	[provide] an accurate analysis and [support] the analysis with effective textual evidence			
Writing: Written Expression	write in a style appropriate to their audience and use relevant, text-based evidence to address the prompt			
Writing: Knowledge of Language and Conventions				

# CHECK FOR UNDERSTANDING

Types of  
Assessment  
Items



How to Use a  
What-Who-How  
Framework to Design  
Performance Tasks



Performance  
Tasks



How to Use  
the Assessment  
Blueprint

# CHECK FOR UNDERSTANDING



Define what a **PERFORMANCE TASK** item is



List a **VARIETY OF PERFORMANCE TASKS**



Identify the **BENEFITS** and **CHALLENGES** of performance tasks



Know that there is a **WHAT-WHO-HOW FRAMEWORK** that you can use to design performance tasks



Use the **ASSESSMENT BLUEPRINT** to design assessment items

# CHECK FOR UNDERSTANDING



Assessment Items

# CHECK FOR UNDERSTANDING



## Assessment Item

1. List a variety of performance tasks, either repeating those listed earlier in this module or using those you come up with on your own or in teams.

---

---

---

---

---

---



# CHECK FOR UNDERSTANDING



## Assessment Item

1. List a variety of performance tasks, either repeating those listed early in this module or using those you come up with on your own or in teams.



# CHECK FOR UNDERSTANDING



## Answer

1. List a variety of performance tasks, either repeating those listed early in this module or using those you come up with on your own or in teams.

*A kindergarten teacher asks a student to count from 1 to 30 or say her ABCs. A first-grade teacher asks her students to read a passage out loud from a book. A fourth-grade physical education teacher asks her students to demonstrate skills they have developed during a unit on jumping rope. An eighth-grade visual arts teacher asks his students to use different media to create sculpted figures that convey actions or gestures. A middle-school science teacher asks her students to complete experiments to demonstrate that they know how to apply the scientific method and how to use the scientific equipment that they will use to do more advanced experiments.*

# CHECK FOR UNDERSTANDING



## Assessment Item

2. Describe one benefit and one challenge of performance tasks.

---

---

---

---

---

---

---

# CHECK FOR UNDERSTANDING



## Assessment Item

2. Describe one benefit and one challenge of performance tasks.



# CHECK FOR UNDERSTANDING



Answer

2. Describe one benefit and one challenge of performance tasks.

*Performance tasks place student demonstration of ability at the center of assessment. They approximate real-world application of complex skills more closely than other types of items, and they allow students to actively demonstrate their learning and skills. On the other hand, performance tasks can be time consuming to design and score in a consistent and unbiased manner.*

# CONCLUSION

