

Appendix D: Draft Guidelines for Development of Performance Tasks

As the SMARTER Balanced Assessment Consortium begins development of performance tasks, guidelines such as those listed below will be established...

- **Integrate knowledge and skills across multiple standards or strands** – Tasks should encompass and/or cut across multiple standards and multiple strands, although in ELA items may focus predominantly on reading, writing, or speaking and listening.
- **Measure capacities such as depth of understanding, research skills and/or complex analysis with relevant evidence**
- **Require student-initiated planning, management of information and ideas, interaction with other materials** - In the reading and writing tasks, students have an opportunity to plan their responses and manage and interact with information/data gained through reading or listening to/viewing texts.
- **Require production of more extended responses (e.g., oral presentations, exhibitions, product development, in addition to more extended written responses which might be revised and edited**
- **Reflect a real-world task and/or scenario-based problem** - Performance tasks should incorporate real-world, college- and career-related skills that require students to accomplish complex goals over a period of time. Tasks should be multi-stepped and allow for reflection and revision.
- **Allow for multiple approaches** - Writing tasks should encourage multiple approaches to develop and organize ideas, (e.g., narrative writing might be used to support the presentation of an argument, while analysis and synthesis might be used to convey ideas in a narrative).
- **Represent content that is relevant & meaningful to *students***
- **Allow for demonstration of important knowledge & skills, including those that address 21st century skills such as critically analyzing, synthesizing media texts** – Performance tasks should focus on fluent and effective communication of content that reflects a student’s progression up to the current grade. Performance Tasks are really evidence that a student has collected all of the relevant information necessary across years to successfully engage in the current grade-level standards. These tasks will incorporate knowledge of prior grades by necessity, even though the major focus is on the standards for the current grade level.
- **Allow for multiple points of view & interpretations** – Student responses should allow for more than one valid interpretation or viewpoint: it is the quality of support that is marshaled in support of a position, for example, not the particular position taken that is important in the success of items asking for a persuasive response. Multiple viable arguments should be able to be made based on the prompts and texts included in each performance task.
- **Require scoring that focuses on the essence of the task**
- **Seem feasible for the school/classroom environment** - Performance tasks are constructed so they can be delivered effectively in the school/ classroom environment. Some considerations that require attention are: student-teacher interactions, materials/technology necessary for completion of task, and allotted time for assessment.

TasksSample Annotated Items & Performance Tasks