

Implementation Considerations

Anticipating and planning student engagement and success

Below are some common implementation concerns and topics. Each topic is followed by a series of questions that capture multiple aspects of that topic. Not all of these concerns and questions will be relevant to your performance task, nor is this an exhaustive list. Additionally, some of these topics overlap with one another.

Note: Considering topics like these will help you prepare for implementation and may also prompt you to refine, elaborate, or modify your task.

A. Engagement: Introducing and Launching the Performance Assessment

- How will you introduce this performance assessment and its purpose? What problem/question/scenario will you introduce to help students understand the task purpose and frame the task?
- What kind of lesson or activity will you use to launch the performance assessment in a way that engages student interest?
- How will you help students access or build necessary background knowledge?

B. Engagement: Supporting Persistence with the Task

- What aspect(s) of the performance assessment will challenge students and potentially cause students to get off track or give up on completing the task?
- What strategies could support students in persevering through these challenges?
- Where does your task allow you to increase or reduce the level of support in response to students' participation and work? What flexible supports might you prepare to use as needed?
- Consider the types of support you will and will not provide. What supports might you remove depending on students' progress?
- Do you have launch pads for students who missed class and did not complete the first part of the task? Do you have a launch pad to re-engage students in completing components of the task?

C. Language Development

- What are the important language demands of your task? What do students have to do or accomplish with language to successfully complete the final product?
- What do students have to take in and make sense of? (e.g., texts, charts, mini-lectures) What do students have to produce? (e.g., written or oral presentations)



- Will you amplify—rather than simplify—the language of the task, that is, make the task’s important language demands explicit for students? If so, when and how?
- What activities and supports help students manage the targeted language demands? (e.g., Do texts need to be modified or excerpted? Are there opportunities for students to use and sharpen language they will use in their product?)

D. Making Expectations Clear

- How will you ensure students understand the requirements for a complete product?
- How will you help students manage completing different components of the task?
- When and how will you share the rubric/scoring system with students?
- How will you clarify your expectations for a quality product and ensure students understand those expectations?
- When and how will you provide formative or interim feedback to students? Or create opportunities for peer feedback?

E. Discussion, Feedback, and Revision

- Do students have opportunities to share ideas and thinking during their work? Will they have opportunities to build upon one another’s thinking?
- Are the skills needed for interactions with peers and others developmentally appropriate?
- When students communicate in purposeful ways with one another about the content, what will your role be?
- Will you offer feedback to students on their work-in-progress? If so, when and how? Will it be individual or group feedback?
- Will students have opportunities to revise work? If so, when and how? What tools and feedback will they use to do so?

