**Selecting & Adapting a Task**

**Selecting a Task**

|  |  |
| --- | --- |
| **First** | **Second** |
| 1. Identify the context for your performance task.  * What content and curriculum are students studying? * What skills and processes are we working on in my class? | 1. What key performance outcomes am I interested in measuring for my students? |
| 1. Identify your primary purposes for this performance task.  * What is my primary purpose for this assessment?   + e.g., a situation- replacing an inadequate assessment;   + e.g., key focus of student work- for formative feedback? To reinforce skills? | 1. What is the quality of the task? (*Part 1: Initial scan*)  * Will it measure key performance outcome(s) that I have identified? * Will my students be able to access and complete it? |

**Action**: Use [Selecting Activity: Table A](#TableA) to track 2-3 possible tasks.

**Selecting & Adapting a Task**

**Adapting a Task**

**Task Analysis and Evaluation**

**1. Considering Task Demands**

As much as possible, complete the task.

* What will students need to demonstrate*,* know and do to successfully complete the task? (Identify the knowledge, skill, and language demands of the task.)
* What components of the task are missing or incomplete? ([Table B: Adapting Task—Activity 1](#TableB))

**2. Considering Fit**

Do the texts, resources, and materials work for my class?

* Are the texts, resources, and materials developmentally appropriate?
* Are the texts, resources, and materials and activities accessible in terms of language?

**3. Considering Quality** *(Part 2: Closer Look)*

* Does the task measure what it is intended to measure?
* Does it meet my priority quality criteria? ([Use Adapting Activity 2: Table C](#TableC))
* Bonus Question: How does the task represent the idea of assessment for and as learning?
* Is the task likely to elicit evidence of where my students are on solid ground and where they need more experience?
* Does the rubric or scoring guide enable me to identify a student’s strengths and areas for improvement?

**Actions**

* Consider:
* What will you have to create?
* How many hours of work will it require to make the task good enough?
* Identify possible improvements and repairs that you could make. ([Adapting Activity 2: Table C](#TableC))
* Identify the changes you will make. ([Adapting Activity 3: Table C)](#TableC)
* Make changes.

**Selecting Activity: Table A**

|  |  |  |
| --- | --- | --- |
| Task Topic | Duration | Where can I find it?  (url or other location information) |
|  |  |  |
|  |  |  |
|  |  |  |

**Adapting Activity 1: Table B**

Is the task complete?

|  |  |
| --- | --- |
| **Necessary Ingredients** | **Included?**  **Complete?** |
| Performance outcomes |  |
| Relevant Standards |  |
| Materials for students (stimuli) |  |
| Task Prompt |  |
| Student Product |  |
| Scoring system |  |
| **Good-to-have Ingredients** | **Included?**  **Complete?** |
| Launch activity |  |
| Instructional and support activities |  |
| Language and special populations considerations |  |

**Adapting Activity 2: Table C**

Adaptation - What improvements and modifications are needed?

|  |  |  |
| --- | --- | --- |
| **Quality Criteria** | **Issue** | **Revision or Repair** |
|  |  |  |
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**Adapting Activity 3**

What improvements and modifications are needed? Choose and circle 2-5 modifications to make to the task.