**Unpacking the Demands of a Performance Assessment**

This document is designed to guide the review and analysis of a performance assessment. The best approach to fully understanding a performance assessment is to complete the task as a learner, however this is not always possible. This guide is intended to assist in gaining an understanding of a task in a shorter time period.

**Please record your responses:**

|  |  |
| --- | --- |
| 1. Review the task prompts and scoring criteria (rubric)   Summarize in your own words what students have to do in order to complete the task. |  |
| 1. What do students need to know and be able to do to accomplish the task? |  |
| 1. What language demands (function and form\*) are embedded within the task? [see back of this sheet for examples of language demands] |  |
| 1. What do you expect students to struggle with in this task? |  |

**\*Language Demand Types**

| **FUNCTION – What students do with language as they engage with content**  **and interact with others** | **FORM – Language structures and vocabulary that are used to support language functions** |
| --- | --- |
| ***Examples*** | ***Examples*** |
| Describing actions | Sentence structure |
| Making claims | Paragraph organization |
| Expressing and supporting opinions | Language of science inquiry |
| Persuading | Timelines, tables, graphs |
| Analyzing | Quantitative representations |
| Defining | Comparison words |