**Performance Assessment Task Development**

**Domain Definitions**: Content Specifications – Standards – Construct vs. Task Driven

Clarify *Knowledge, Skills, Abilities, and Dispositions* (as relevant and appropriate)

**Cognitive Level**

* Remember – recall knowledge
* Understand – construct meaning
* Apply – use concepts/procedures appropriately
* Analyze – break down elements; how they relate
* Evaluate – make judgment given criteria
* Create – combine elements

**Participants Characteristics**

* Relevant background
* Relevant characteristics

**Task Characteristics**

* Complete instructions
* Reading level
* Source of reference materials
* Familiarity
* Authenticity
* Level of support allowed
* Amount of structure, scaffolding
* Restricted or extended task
* Task length – response length expectations
* Minimize construct irrelevant features

**Targets for Consideration**

* Uncover thinking processes
* Focus on higher level demands
* Integrate knowledge and skills
* Employ real-world context
* Allow for innovation, creativity

**PA Class Project Section (d):**

1. Consider relevant task development guidance (e.g., Solano-Flores, 1997, Table 4) to provide task specifications – how tasks are to be developed
2. Briefly describe example task (given task characteristics and targets for consideration)
3. Provide sample examples
4. Describe context of assessment (conditions under which assessment is administered)