Performance Assessments are often used to describe the kind of assessment that checks for students’ ability to use language in meaningful ways. It is simply a “demonstration” of what students can do with what they know at a particular point in the language learning journey.

**THE CHECKLIST**

When Designing Performance Assessments, Ask Yourself:

- Is the task targeted to the appropriate proficiency level?
- Is the task based on a real-world scenario?
- Is the task related to the students’ reality?
- Is the task clear, interesting, and logical?
- Is the task written in inviting language?

**FORMATIVE ASSESSMENTS & SUMMATIVE ASSESSMENTS**

- **FORMATIVE ASSESSMENTS**: teacher & students use feedback to adjust the learning experience
- **SUMMATIVE ASSESSMENTS**: results provide benchmark comparison, culmination of learning process, combine learning targets, provide feedback AFTER the learning experience

→ PERFORMANCE ASSESSMENTS CAN BE USED EFFECTIVELY FOR BOTH

**HELPFUL TIPS**

- Use checklists to track student progress in pair and group work.
- Break up larger performance assessments into smaller tasks for daily activities.
- Don’t assess all students every day. Select five students each day and assess in an on-going manner.

**THE IPA MODEL**

Integrated Performance Assessment

- **students get information from and demonstrate their understanding of an INTERPRETIVE sample of communication**
- **students take information gained and work through an INTERPERSONAL task with a partner**
- **students synthesize pertinent information to complete a PRESENTATIONAL product (spoken or written)**

**SAMPLE FORMATIVE ASSESSMENTS FOR THE LANGUAGE CLASSROOM**

- **Dry-Erase Boards**: Students write responses to a prompt on their dry-erase board and hold up their boards when the teacher gives a signal.
- **Turn & Talk**: A quick way to turn student attention on themselves by talking with a classmate about a question.
- **Quick Write**: Students take 2-3 minutes to summarize their learning.