



Task Model Creation Protocol

Purpose

This protocol is intended to be used after Performance Indicators have been selected and Scoring Criteria have been written. This will ensure that individual assessments created by teachers are closely aligned with the performance indicators and that a student who does well on this assessment will have demonstrated the proficiencies that we are looking for.

Definition of Terms

Task Model: A list of required features of an assessment.

For example, if the assessment is intended to elicit evidence that the student can “determine the central ideas of a text,” then one feature of the assessment should be that the student is asked to read and analyze a text that is *new* to them, and that they have not read and discussed in class.

Materials Needed

- Chart paper
- Markers
- Tape
- Scoring Criteria for all the Performance Indicators that will be included in this assessment

Procedure

1. Divide participants into groups of 4-5 people
2. **20 minutes:** The group members review and discuss the scoring criteria with these questions in mind:
 - What features must this assessment have in order to elicit work from the student that can be judged using these criteria (for example: what type of product must the student produce? What elements must this product include?)
 - Are there any specific types of information sources that should be included in this assessment (print, graphics, video, etc.?)
 - Select the features which would be essential for this assessment, and write these on your chart paper. Each group then hangs their chart paper on the wall.
3. **10 minutes:** The groups all tour the room, looking at the criteria suggested by other groups. After looking at the work done by all the other groups, they retrieve their chart from the wall and edit it to reflect any ideas they have gained from looking at the other groups’ work.
4. **15 minutes:** The groups reconvene as one large group. The facilitator begins with one group and writes their suggestions on the white-board or types them for display using an LCD projector. Then each additional group adds any additional criteria from their list which are not reflected by the list on the board. When one comprehensive list has been made, the participants all work together to eliminate any repetition by condensing or combining criteria. The resulting list of features is the **Task Model** which will serve as a guide for teachers who want to create their own assessments for this set of Performance Indicators.
5. **5 minutes:** Debrief the process. What went well? Were everyone’s ideas heard? How could the process be improved in the future?