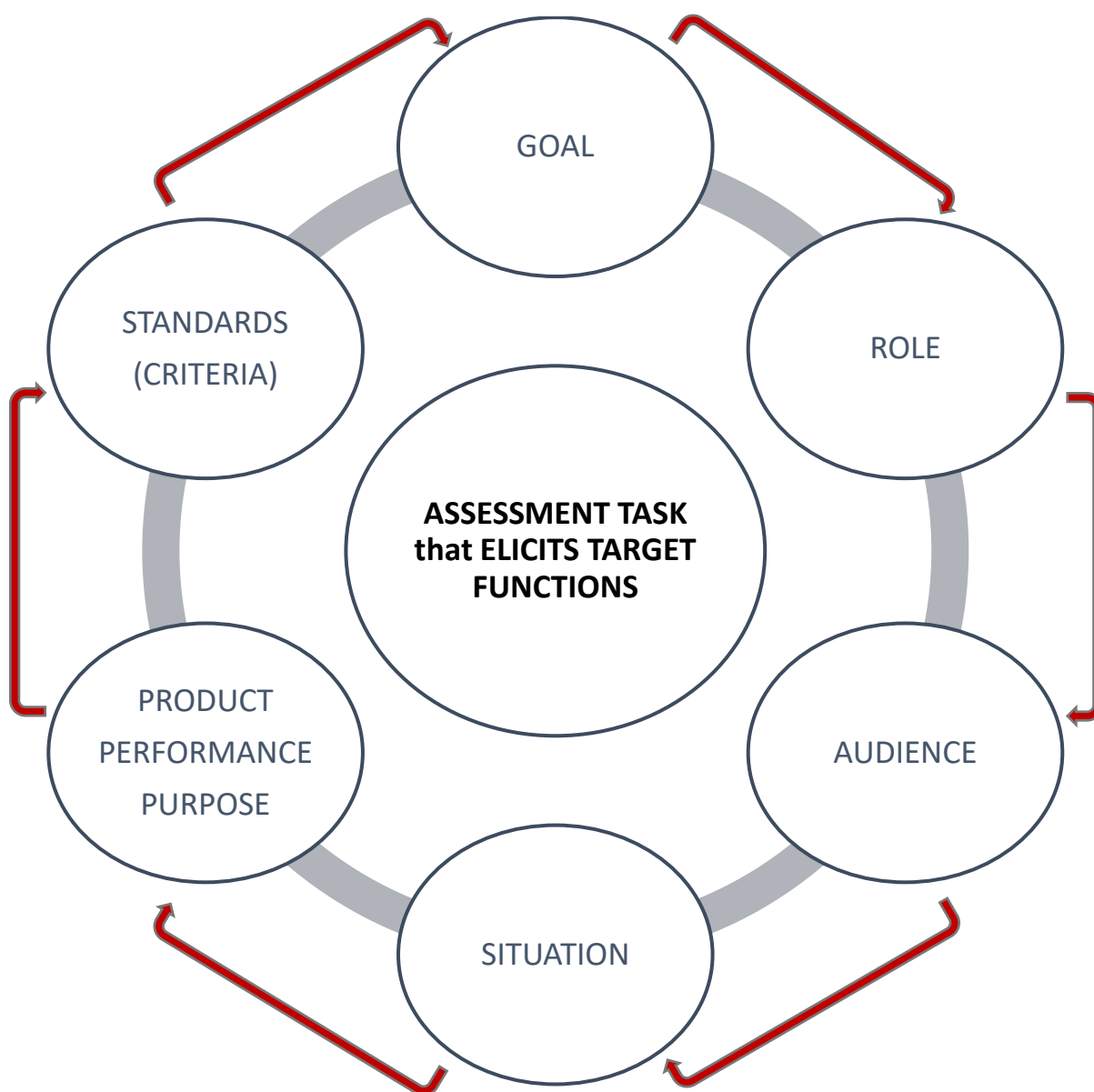


Proficiency-Oriented Performance Tasks: Design Features

Authentic proficiency-oriented performance tasks are distinguished from other types of assessments by their particular features. Proficiency tasks:

- present test takers with a problem: a real-world goal, set within a realistic context of challenges and possibilities
- push test takers to develop a concrete product or performance for an intended audience (real or simulated)
- set evaluation criteria and performance standards that are appropriate for the task

Designing Proficiency-Oriented Performance Tasks



Goal

Explain what test takers' task is (simulating a real-life task as much as possible) and what goal(s) they need to accomplish.

Role

Describe what their role is in the task (the roles that they will be possibly taking in the target language use domain).

You are.... You have been asked to....

Audience

Explain the audience involved in the task and their relationship to the test takers, establishing the need to communicate in the foreign language.

Situation

Explain the context the tests takers will find themselves in as a non-native speaker of the given language. This situation may involve a complication for higher proficiency levels.

Product, Performance, & Purpose

Describe what test takers need to do (produce or perform something) using the given language. Explain the purpose for the product or performance.

Write a (e.g., letter or email).....in order to.....

Standards and Criteria for Task Completion

Explain what it means to successfully complete the task. Describe how their product or performance will be evaluated.

**Please note that you do not need to explicitly state each of these elements or use this exact order, but that each element should be clear in the task's prompt.*

ACTIVITY: Read the following tasks and annotate each component of the GRASPS model in the prompts! Note the component(s) that you think is missing in each task (if any).

Role-Play Task :

You have just arrived in Krakow where you are staying for a study abroad program, and you are eating at the *Trezo Restauracja*, a well-known restaurant that serves authentic Polish cuisine. At the end of the meal, you realize that you have forgotten your wallet. Explain to the waiter what has happened and negotiate a solution.

Writing Task:

You are working as an intern in Warsaw. You have an important meeting this afternoon with your supervisor at the company/organization at which you are interning. However, for personal reasons you will not be able to attend. Write an email to your supervisor explaining in detail why you cannot come to the meeting and suggest a remedy.

Reading Task:

You are on a study-abroad program at the University of Gdańsk (in northern Poland). You are taking an introductory course on the evolution of Polish language, and your first reading assignment is an introductory text on that subject. Take notes on key points and important details as you read. With reference to your notes, summarize key points and important details in your own words.

GRASPS model adapted from Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2008.