

FIGURE 3.3 Key Uses of Academic Language Associated With Performance Assessment Along With Student Self-Assessment Based on Criteria for Success

KEY USE OF ACADEMIC LANGUAGE	SAMPLE PERFORMANCE ASSESSMENT	EXAMPLE STUDENT REFLECTION
Discuss (with others)	<ul style="list-style-type: none"> Paired questions and answers Academic conversations Interactive book talks Interviews between students or students and adults Two-way tasks 	<ul style="list-style-type: none"> I share my thoughts with my group. I give information to my partner. I add to others' thoughts and information.
Argue	<ul style="list-style-type: none"> Position statements or papers Debates on issues, events, or policies Editorials or op-ed pieces Critiques of videos, games, movies, or websites Research findings 	<ul style="list-style-type: none"> I make claims or give opinions with supporting evidence or reasons. I state my stance on the issues. I agree or disagree with others' positions.
Recount	<ul style="list-style-type: none"> Biographies Multimodal reports Content-based learning logs Oral or written summaries Note taking or outlining Reenactments of scenes, genres, or events (e.g., folktales) 	<ul style="list-style-type: none"> I follow a timeline of events. I illustrate what has happened (orally, visually, or in writing). I relate my own experiences to others.
Explain	<ul style="list-style-type: none"> Instructions to others Demonstrations of "how to do" activities Task analyses Student-led conferences Descriptions of <i>how</i> or <i>why</i> 	<ul style="list-style-type: none"> I provide step-by-step analyses of tasks. I summarize why some things happen. I describe how things happen, as in processes and procedures.

Take the DARE

Which of the performance assessment tasks in Figure 3.3 are you familiar with or are already part of your teaching repertoire? How might you extend these ideas to reflect a specific content area? How might you generate more projects or products from these tasks?