

## Sample Performance-Based Tasks

1. Given a French menu and 100 Francs, two students order two well-balanced meals, they demonstrate the proper way to eat in France, they ask for the bill and they estimate the amount of money included for the tip.
2. Following an introduction to televised news media. Students in groups of 4-5 are responsible for presenting a ten-minute news broadcast including the following: name of station, motto, logo, music, world news, local and regional news, commercials, weather, and sports. Newscast can be recorded or presented live.
3. Given a series of commands, the student performs the appropriate actions.
4. Given a map of a city (or of the subway), student A tells student B how to arrive at a specific location. Student B listens to the directions and indicates the directions by drawing arrows on the map.
5. Students create and illustrate their own pattern books to reinforce a special concept. They include an audiotape of themselves reading the story. Finally, they visit another school/class, read their story, and donate their book to the school/class.
6. Students prepare and present a *HyperStudio* or a *PowerPoint* presentation detailing how-to-do something. They present their information to the

class which follows the instructions step by step.

7. Students are asked to show their comprehension of a reading passage (or of a concept) by illustrating that passage (or concept).
8. Students, alone or in pairs, create a pictograph or a graphic organizer to show important information and present it to the rest of the class along with an explanation of the information.
9. Following a study of a specific country, individual students choose one aspect of that country, research it, and present their findings to the class in a brochure, video, report, rap, or any other mode which has been agreed upon by student and teacher.
10. Students create a brochure about their town/school to share with pen pals and/or new students in the school. (Students may want to share the finished brochure with the ESL students in their school.)
11. Students create, illustrate, and display the jacket for a book of their choice.
12. Students compare two concepts or two stories and draw graphic representations of the comparison.
13. During a primary social studies unit, students learn about Japanese culture by comparing it with their own culture. They look at food, holiday customs, dress, and education. After that activity, pairs of students select another country and another characteristic to expand their cultural matrices. Learning centers on various countries are set up around the room for students to use while gathering the information to fill in their matrices (Dimensions of Learning, p. 94).

14. To celebrate earth day, Spanish students in an elementary school devised a series of sentences describing that particular day. Then, they decorated brown bags obtained from a local grocery store. Finally, they returned their completed products to the local grocery store which used them in bagging groceries.
15. Students are asked to draw conclusions about languages they have learned or they are familiar with. They use an induction matrix to display their conclusions.