<table>
<thead>
<tr>
<th>KEY USE OF ACADEMIC LANGUAGE</th>
<th>SAMPLE PERFORMANCE ASSESSMENT</th>
<th>EXAMPLE STUDENT REFLECTION</th>
</tr>
</thead>
</table>
| **Discuss** (with others)    | • Paired questions and answers
• Academic conversations
• Interactive book talks
• Interviews between students or students and adults
• Two-way tasks | • I share my thoughts with my group.
• I give information to my partner.
• I add to others’ thoughts and information. |
| **Argue**                     | • Position statements or papers
• Debates on issues, events, or policies
• Editorials or op-ed pieces
• Critiques of videos, games, movies, or websites
• Research findings | • 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**                   | • Biographies
• Multimodal reports
• Content-based learning logs
• Oral or written summaries
• Note taking or outlining
• Reenactments of scenes, genres, or events (e.g., folktales) | • I follow a timeline of events.
• I illustrate what has happened (orally, visually, or in writing).
• I relate my own experiences to others. |
| **Explain**                   | • Instructions to others
• Demonstrations of “how to do” activities
• Task analyses
• Student-led conferences
• Descriptions of how or why | • 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?