

1: Developing Performance-Based Assessments, Grades : Nancy P. Gallavan :

*Developing Performance-Based Assessments, Grades K-5 [Nancy P. Gallavan] on www.enganchecubano.com *FREE* shipping on qualifying offers. The author's eight-point cultural compass guides you in crafting a respectful and inclusive curriculum.*

Scoring rubrics provide one mechanism for scoring student responses to a variety of different types of performance assessments. The suggestions are divided into five categories: Another Digest addresses the last three. The list of suggestions provided throughout this paper are specific to formal assessment activities as opposed to informal assessment activities Stiggins, Formal assessment activities refer to activities in which the students are aware that they are being evaluated; Informal assessment activities refer to activities in which the students are not aware that they are being evaluated Stiggins, Although some of these suggestions are appropriate for informal assessments, the primary focus of this paper is upon formal assessment activities. The current article assumes that the reader has a basic knowledge of both performance assessments and scoring rubrics. If these assumptions are incorrect, the reader may wish to review prior articles on performance assessments and scoring rubrics before reading this article. Moskal b discusses the basics of scoring rubric development in her article, "Scoring Rubrics: What, When and How? As is the case with any assessment, a clear statement of goals and objectives should be written to guide the development of both the performance assessment and the scoring rubric. Recommendations for writing goals and objectives: The statement of goals and accompanying objectives should provide a clear focus for both instruction and assessment. Another manner in which to phrase this recommendation is that the stated goals and objectives for the performance assessment should be clearly aligned with the goals and objectives of instruction. Ideally, a statement of goals and objectives is developed prior to the instructional activity and is used to guide both instruction and assessment. Both goals and objectives should reflect knowledge and information that is worthwhile for students to learn. Both the instruction and the assessment of student learning are intentional acts and should be guided through planning. Goals and objectives provide a framework for the development of this plan. Given the critical relationship between goals and objectives and instruction and assessment, goals and objectives should reflect important learning outcomes. The relationship between a given goal and the objectives that describe that goal should be apparent. Objectives lay the framework upon which a given goal is evaluated. Therefore, there should be a clear link between the statement of the goal and the objectives that define that goal. All of the important aspects of the given goal should be reflected through the objectives. Once again, goals and objectives provide a framework for evaluating the attainment of a given goal. Therefore, the accompanying set of objectives should reflect the important aspects of the goal. Objectives should describe measurable student outcomes. Since objectives provide the framework for evaluation, they need to be phrased in a manner that specifies the student behavior that will demonstrate the attainment of the larger goal. Goals and objectives should be used to guide the selection of an appropriate assessment activity. When the goals and objectives are focused upon the recall of factual knowledge, a multiple choice or short response assessment may be more appropriate and efficient than a performance assessment. When the goals and objectives are focused upon complex learning outcomes, such as reasoning, communication, teamwork, etc. Writing goals and objectives, at first, appears to be a simple. After all, this process primarily requires clearly defining the desired student outcomes. Many teachers initially have difficulty creating goals and objectives that can be used to guide instruction and that can be measured. An excellent resource that specifically focuses upon the "how to" of writing measurable objectives is a book by Gronlund Other authors have also addressed these issues in subsections of larger works e. Performance assessments can take on many different forms, which include written and oral demonstrations and activities that can be completed by either a group or an individual. A factor that distinguishes performance assessments from other extended response activities is that they require students to demonstrate the application of knowledge to a particular context Brualdi, ; Wiggins, Recommendations for developing performance assessments: The selected performance should reflect a valued activity. According to Wiggins , "The best tests always teach students and teachers alike the kind of work that

most matters; they are enabling and forward-looking, not just reflective of prior teaching. In other words, performance assessments allow students the opportunity to display their skills and knowledge in response to "real" situations Airasian, ; ; Wiggins, The completion of performance assessments should provide a valuable learning experience. Performance assessments require more time to administer than do other forms of assessment. The investment of this classroom time should result in a higher payoff. The statement of goals and objectives should be clearly aligned with the measurable outcomes of the performance activity. Once the task has been selected, a list can be made of how the elements of the task map into the desired goals and objectives. The task should not examine extraneous or unintended variables. Examine the task and think about whether there are elements of the task that do not map directly into the goals and objectives. Is knowledge required in the completion of the task that is inconsistent with the purpose? If such factors exist, changes may need to be made to the task or a new task may need to be selected. Performance assessments should be fair and free from bias. The phrasing of the task should be carefully constructed in a manner that eliminates gender and ethnic stereotypes. Additionally, the task should not give an unfair advantage to a particular subset of students. For example, a task that is heavily weighted with baseball statistics may give an unfair advantage to the students that are baseball enthusiasts. The recommendations provided above have been drawn from the broader literary base concerning the construction of performance assessments. The interested reader can acquire further details concerning the development process by consulting other articles that are available through this journal i. University of Maryland, MD: Northwest Regional Educational Laboratory An Assessment Plan Development Guide. Rose-Hulman Institute of Technology. What Teachers Need to Know about Assessment. Please note that this site is privately owned and is in no way related to any Federal agency or ERIC unit. Further, this site is using a privately owned and located server. This is NOT a government sponsored or government sanctioned site.

2: Implementing Performance Assessment in the Classroom

*Developing Performance-Based Assessments, Grades [Nancy P. Gallavan] on www.enganchecubano.com *FREE* shipping on qualifying offers. This book guides educators through an assessment process that is fully integrated with the daily curriculum and designed to significantly improve student performance.*

Implementing Performance Assessment in the Classroom Amy Brualdi If you are like most teachers, it probably is a common practice for you to devise some sort of test to determine whether a previously taught concept has been learned before introducing something new to your students. Probably, this will be either a completion or multiple choice test. However, it is difficult to write completion or multiple choice tests that go beyond the recall level. For example, the results of an English test may indicate that a student knows each story has a beginning, a middle, and an end. However, these results do not guarantee that a student will write a story with a clear beginning, middle, and end. Because of this, educators have advocated the use of performance-based assessments. Performance-based assessments "represent a set of strategies for the. This type of assessment provides teachers with information about how a child understands and applies knowledge. Also, teachers can integrate performance-based assessments into the instructional process to provide additional learning experiences for students. The benefit of performance-based assessments are well documented. However, some teachers are hesitant to implement them in their classrooms. Another reason for reluctance in using performance-based assessments may be previous experiences with them when the execution was unsuccessful or the results were inconclusive Stiggins, The purpose of this digest is to outline the basic steps that you can take to plan and execute effective performance-based assessments. Defining the Purpose of the Performance-Based Assessment In order to administer any good assessment, you must have a clearly defined purpose. Thus, you must ask yourself several important questions: What concept, skill, or knowledge am I trying to assess? What should my students know? At what level should my students be performing? What type of knowledge is being assessed: By answering these questions, you can decide what type of activity best suits you assessment needs. Choosing the Activity After you define the purpose of the assessment, you can make decisions concerning the activity. There are some things that you must take into account before you choose the activity: The literature distinguishes between two types of performance-based assessment activities that you can implement in your classroom: When a student is being informally assessed, the student does not know that the assessment is taking place. As a teacher, you probably use informal performance assessments all the time. One example of something that you may assess in this manner is how children interact with other children Stiggins, You must beware that not all hands-on activities can be used as performance-based assessments Wiggins, Performance-based assessments require individuals to apply their knowledge and skills in context, not merely completing a task on cue. Sometimes, you may be able to find these criteria in local and state curriculums or other published documents Airasian, Although these resources may prove to be very useful to you, please note that some lists of criteria may include too many skills or concepts or may not fit your needs exactly. With this in mind, you must be certain to review criteria lists before applying any of them to your performance-based assessment. You must develop your own criteria most of the time. When you need to do this, Airasian , p. Identify the overall performance or task to be assessed, and perform it yourself or imagine yourself performing it. List the important aspects of the performance or product. If possible, have groups of teachers think through the important behaviors included in a task. Express the performance criteria in terms of observable pupil behaviors or product characteristics. Arrange the performance criteria in the order in which they are likely to be observed. You may even wish to allow your students to participate in this process. Having clearly defined criteria will make it easier for you to remain objective during the assessment. If your students were not already involved in the process of determining the criteria, you will usually want to share them with your students. This will help students know exactly what is expected of them. Rather, there are degrees to which a person is successful or unsuccessful. Thus, you need to evaluate the performance in a way that will allow you take those varying degrees into consideration. This can be accomplished by creating rubrics. A rubric is a rating system by which teachers can determine at what level of proficiency a student is able to

perform a task or display knowledge of a concept. With rubrics, you can define the different levels of proficiency for each criterion. Like the process of developing criteria, you can either utilize previously developed rubrics or create your own. When using any type of rubric, you need to be certain that the rubrics are fair and simple. Also, the performance at each level must be clearly defined and accurately reflect its corresponding criterion or subcategory Airasian, ; Popham, ; Stiggins, When deciding how to communicate the varying levels of proficiency, you may wish to use impartial words instead of numerical or letter grades Stix, For instance, you may want to use the following scale: However, words such as "novice," "apprentice," "proficient," and "excellent" are frequently used. As with criteria development, allowing your students to assist in the creation of rubrics may be a good learning experience for them. However, if your students do not help to create the different rubrics, you will probably want to share those rubrics with your students before they complete the task or project. There are several different ways to record the results of performance-based assessments Airasian,; Stiggins, When you use this, you only have to indicate whether or not certain elements are present in the performances. When teachers use this, they will write narrative reports of what was done during each of the performances. From these reports, teachers can determine how well their students met their standards. When teachers use this, they indicate to what degree the standards were met. Usually, teachers will use a numerical scale. For instance, one teacher may rate each criterion on a scale of one to five with one meaning "skill barely present" and five meaning "skill extremely well executed. When teachers use this, they observe the students performing the tasks without taking any notes. They use the information from their memory to determine whether or not the students were successful. Please note that this approach is not recommended. Permitting students to do this provides them with the opportunity to reflect upon the quality of their work and learn from their successes and failures. References and Additional Readings Airasian, P. Association for Supervision and Curriculum Development. What teachers need to know. Empowering students through negotiable contracting. Toward more authentic and equitable assessment. Phi Delta Kappan, May, Assessment, authenticity, context, and validity. Phi Delta Kappan, November, Enter the periodical title within the "Get Permission" search field. To translate this article, contact permissions ascd. Learn more about our permissions policy and submit your request online.

3: Developing Performance-Based Assessments, Grades K-5 : Nancy P. Gallavan :

Developing Performance-Based Assessments, Grades K-5 is a valuable asset for facilitating learning experiences with rewarding outcomes.

Previous Conferences Conference on Teaching: Conference topics addressed how teachers can benefit professionally and students can benefit academically from individualized learning. Over the course of the Conference, discussants considered implications of individualizing instruction for future teaching and learning. View Conference Agenda Dr. His research interests include performance indicators, models of measurement, and evaluation of teaching and learning. According to John Hattie, Visible Learning is the result of 15 years of research about what works best for learning in schools. He holds a Ph. Secretary of Education Duncan from to He currently serves on several boards in Washington, including as Chair of the Thomas B. Fordham Institute, the U. Driscoll also serves on the Teach Plus Board in Boston. Driscoll has a year career in public education and educational leadership. A former secondary school mathematics teacher, he was named Melrose Assistant Superintendent in and Superintendent of Schools in the same community in He became interim Commissioner of Education on July 1, , and was named Commissioner on March 10, As Deputy Commissioner, Dr. Driscoll held several key leadership roles, both in the external affairs of the department and in internal management. He was also appointed to oversee the implementation of the state agreement on management and governance of the Lawrence Public Schools. As interim Commissioner, Dr. The program gained national recognition for its accelerated teacher education and bonus programs, both aimed at encouraging mid-career professionals to become classroom teachers. In and , Massachusetts was named the first state to ever earn the highest scaled score in the nation on all four NAEP exams. He is past President of the Harvard Superintendent Roundtable and the Merrimac Valley Superintendents Roundtable, was an elected member of the Executive Board of the Massachusetts Association of School Superintendents, and was Vice President of the superintendents association at the time of his appointment as Deputy Commissioner. The GaPSC is charged with establishing and enforcing high standards for the preparation, certification, and ethical behavior of educators. Toward its mission, the agency seeks to build the best-prepared, best-qualified, and most ethical education workforce in the nation. Henson brought to his role at the GaPSC an unwavering commitment to provide excellent customer service to all Georgia educators and to educator preparation providers EPPs that prepare educators, working with them and other agencies, organizations, and legislators to develop and maintain strong, collaborative partnerships. Under his leadership, substantive educator preparation, certification, and ethics reform efforts were initiated, including tiered certification, Preparation Program Effectiveness Measures PPEM , performance-based educational leadership, enhanced ethics instruction and assessment, and the current work in job-embedded professional learning. Henson played a pivotal role in advancing the preparation and compensation of Georgia mathematics and science teachers. A lifelong civil rights activist, Dr. Before joining ETS, Dr. Robinson was Assistant Secretary of Education with the U. Her long career as an educator includes many national leadership positions and accolades. She joined the National Board from the Engineering and Manufacturing Institute of Technology at Forest High School in Ocala, Florida, which she co-founded in and where she served as Director and as a mathematics instructor. Kâ€™2, 3â€™5, and 6â€™8, collaborator and national trainer for Thinking Mathematics Middle School. Wood-Garnett is an accomplished educator with extensive experience in leading complex Pâ€™20 education reform initiatives at the local, state, and national levels. Her previous roles include serving as Managing Director at NewSchools Venture Fund and leading education strategy work for foundations and state departments of education. During her career, Dr. Wood-Garnett has also worked on teacher and principal evaluation systems in Washington state and New York, served as a district leader in the District of Columbia and Washington state, directed three technical assistance centers funded by the U. Department of Education, and taught graduate-level courses. Chris has an extensive background in assessment and accountability systems, working to improve assessments for educators in both the public and private sectors since Barnett is a former classroom teacher, think tank analyst, senior state education agency policy leader, and university

professor. Prior to this position, Bassett served as Director of Policy and Partnerships for the Center for Educator Effectiveness at Pearson, working to support research into educator practice and self-efficacy, and to building partnerships with like-minded organizations to support education. In addition, she has facilitated the work of a consortium to develop the Teacher Leader Model Standards and served on the committees that revised the InTASC standards and defined learning progressions for those standards. Brownell has secured multiple grants totaling over 42 million dollars from the U. Specifically, she has studied issues related to teacher education, teacher assessment, professional development, and teacher attrition. She and her colleagues edited the first Handbook of Research on Special Education Teacher Preparation, and she recently authored a chapter for the prestigious Handbook of Research on Teaching, published by the American Educational Research Association. Imig Teacher Achievement Award for lifetime achievement in teacher education. Brownell is also a devoted teacher and doctoral student mentor. She has received two awards for her undergraduate teaching and a university-wide award for mentoring doctoral students. Previously at the GaPSC, she served as an education specialist in educator preparation program approval. She is a former classroom teacher, and she has many years of corporate experience with MCI Telecommunications. She holds her B. Middleton, Dean of the Gladys W. Patton College of Education at Ohio University, serves on the board of directors of the National Board for Professional Teaching Standards, a nonprofit organization dedicated to elevating the voice of accomplished teachers in shaping a true profession and raising student achievement. She received her doctoral degree from Auburn University in , with a focus on rehabilitation administration and a minor in rehabilitation counseling and education. Dean Middleton is a distinguished educator with a strong commitment to transforming teaching and learning in our schools. She has spent her career ensuring equity and excellence in education P and is a tireless advocate for ensuring that every student in America has the chance to learn and grow under teachers whose knowledge and skills have been verified through a peer-reviewed, performance-based process. Throughout her career in higher education, Dr. Briggs Foundation Excellence in Teaching Award. She earned a B. Ed in reading education and an Ed. She has been a featured presenter at numerous local, state, regional, and national conferences, invited to speak on leadership, educator preparation redesign, and performance-based assessment. Hill-Clarke is married to Mr. As a Washington Fellow, he served in the Office of Elementary and Secondary Education, and later in the Office of the Secretary, working on policy issues related to school leadership, teacher compensation, as well as teacher quality. Since then, Eckert has conducted research for the U. He began teaching fifth-grade public school students in Since that first teaching job, he has taught students in fourth grade through college outside of Chicago and Nashville. After 12 years in the classroom and a year as a Washington Fellow, Eckert joined the faculty of his alma mater, Wheaton College, a small liberal arts college 25 miles west of Chicago. In addition to preparing outstanding pre-service teachers, Eckert has continued his research and policy work in teaching effectiveness and related issues. Corwin Press recently released his book, *The Novice Advantage: Fearless Practice for Every Teacher*. Eckert has received the Scholar Award for research he is conducting on teacher preparation from the Association of Independent Liberal Arts Colleges for Teacher Education. Eckert also received the Junior Faculty Achievement Award from Wheaton College for outstanding achievement in research and teaching. He led a team of 12 current and former Teaching Ambassador Fellows to develop case studies of 12 districts around the country that have productive labor-management relationships. He continues to facilitate teacher leadership work across the United States. He has facilitated and participated in over program reviews and led the revision of over 40 sets of professional and content program standards at the state level as well as participated in the construction of certification assessments that align to national and state standards. He has provided state-wide training, support, and technical assistance to over program reviewers. He has worked with institutions and programs to ensure that data collection, analysis, and usage for continuous improvement is explicit for not only program administrators but all stakeholders. Having access to needed data in a coherent and inclusive format is crucial to program improvement. During his tenure with both KSDE and NYSED, Sungti coordinated and participated in the development of statewide data reporting systems in collaboration with the information technology departments at both state agencies. In his current position at American Association of Colleges for Teacher Education, he is leading a number of case studies to

identify essential characteristics of and an effective data system that informs program improvement. She directs the graduate degree program, M. She supervises the university off-campus locations including educator preparation programs, non-traditional licensure programs, and graduate degree programs. The focus of her work is to ensure educators are equipped for the education world and are led towards continuing their career on the professional continuum from pre-service teacher preparation to accomplished practices with a variety of leadership roles. Prior to joining Harding University, Dr. Carroll was a secondary and elementary teacher in both public and private schools for 16 years in both Texas and Arkansas. She has served as President of the Arkansas Early Childhood Association, presented at numerous related conferences, and served on Arkansas Department of Education standards committees. She testified at the Arkansas Lt. She has written and managed grants since related to educator preparation programs and field experiences, building teacher leadership capacity, and supporting National Board candidates. She speaks on a regular basis at conferences related to her work with National Board candidates, Higher Education and National Board Certified Candidates, and teacher leadership. Carroll completed her B. She achieved National Board certification in in the area of Early Childhood: Generalist and renewed National Board certification in She is married to public school educator Charlie Carroll, and has two adult daughters, a son-in-law, and 2 grandsons. Back to Top Mr. He blogs about teaching and educational equity issues at [natebowling](#). Back to Top Ms. In her 15 years of teaching science, Megan has worked with students of many ages and levels, from kindergarten to Advanced Placement. Paul Public Schools, developing SEL curriculum and training colleagues in effective homeroom pedagogies. She is currently pursuing a Ph. She is passionate about utilizing social justice as a way through the broken systems of education, and co-facilitates a national conversation with other social justice teachers for the Teacher Leadership Initiative via NEA and the Center for Teaching Quality CTQ.

4: Conference on Teaching

Developing Performance-Based Assessments, Grades K-5 / Edition 1 The author's eight-point cultural compass guides you in crafting a respectful and inclusive curriculum. Each chapter includes frequently asked questions, specific strategies and activities.

In all ages, whether digital or pre-digital, the measurement of student success must be driven by the education outcomes we value and the type of evidence that best demonstrates success. More than ever before, the time is ripe for performance assessment. One conclusion stands out: Products can be extended writing, research reports, presentations, works of art, performances and more. Expert opinion and anecdotal evidence attribute to performance assessment the promotion of deeper learning, higher-order and non-cognitive skills, and student engagement. Digital technologies can be used but are not required. Surveying Educators Turning to the open-response question results, just 15 percent of the answers identified academic content knowledge as what high school graduates need for college or career success. Non-cognitive needs represented more than 30 percent of the responses some were categorized as 21st century skills. The results might reflect the championing of deeper learning, higher-order thinking and non-cognitive skills by a broad swath of education experts and stakeholders for several years. Just four percent of the responses cited standardized or similar tests that typically are not performance-based. However, they also might reflect the impact of the chorus of criticism from voices across the education spectrum about the low-level-skills focus of most assessments and the primacy of measurement ease and economy over measuring what matters. The investment by leading nations in richer, more authentic assessment is frequently cited as a model the U. Certainly, Summit attendees have heard “ and accepted “ these messages. Yet, the results of the item assessment perceptions survey are surprising and highlight challenges to the widespread use of performance assessment to gauge student success. On the one hand, Table 3 shows remarkable unanimity across multiple factors associated with performance assessment: While not surprising, given how rarely performance assessment is used today, and although the capacity to effectively use it can be built through professional development, this need arises at a time when resources to help educators transition to the CCSS are stretched thin. Moreover, CCSS-driven professional development focuses on content and instruction, not assessment. OPAPP, cited earlier, is a noteworthy exception as its professional development component merges performance-based instruction and assessment. In addition, almost one-third of attendees think human scoring is too subjective for data-driven decision making and almost one-quarter think performance assessment is less reliable than multiple-choice testing. We could devote entire articles to each of these perceptions, but only have space for the following brief comments. While performance both assessment development and scoring takes time, it is the most effective way to promote and gauge higher-order and non-cognitive skills. Proven approaches along with effective uses of technology can make performance assessment more efficient now than it has been in the past. All too often curriculum-embedded performance assessment is an irrelevant extra. Rich curricula and effective professional development enable performance assessment to play an essential ongoing role in teaching and learning. Decades of research and high-stakes testing evidence demonstrate the reliability of human scoring. Many fewer constructed-response items and still fewer performance tasks provide the same reliability as a item multiple-choice test. Addressing these perceptions “ even among ostensible supporters “ is essential if performance assessment is to achieve its potential in promoting and measuring student success in the digital age. Peter Hofman is a year veteran at Measured Progress. Kahl was honored with the Association of Test Publishers Professional Contributions and Service to Testing Award for outstanding contributions to the assessment industry.

5: Developing Rubrics for Performance-Based Assessments – Instructional Design Corner

Summative assessments for gathering data that is easy to use Complete with checklists, frequently asked questions, graphic organizers, activities, and additional resources, Developing Performance-Based Assessments, Grades is an ideal tool for engaging students in the learning process.

Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. Balance in Literacy Performance-based learning and assessment achieve a balanced approach by extending traditional fact-and-skill instruction Figure 1. Performance-based learning and assessment are not a curriculum design. Whereas you decide what to teach, performance-based learning and assessment constitute a better way to deliver your curriculum. Because authentic tasks are rooted in curriculum, teachers can develop tasks based on what already works for them. Through this process, assignments become more authentic and more meaningful to students. What Is the Balance? Content Knowledge The subject area content can come from already defined curriculums or can be enhanced by the adoption of a set of themes or topics by the department, grade-level team, school, or school system. Process Skills Higher-order thinking or process skills can come from the various disciplines, such as writing or proofreading from language arts or math computation and problem-solving skills. Other process skills cut across subject area lines or may be identified as areas of need based on standardized testing e. Work Habits Time management, individual responsibility, honesty, persistence, and intrapersonal skills, such as appreciation of diversity and working cooperatively with others, are examples of work habits necessary for an individual to be successful in life. They are both an integral part of the learning and an opportunity to assess the quality of student performance. When the goal of teaching and learning is knowing and using, the performance-based classroom emerges. Performance tasks range from short activities taking only a few minutes to projects culminating in polished products for audiences in and outside of the classroom. In the beginning, most performance tasks should fall on the short end of the continuum. Teachers find that many activities they are already doing can be shaped into performance-learning tasks. The development of performance-assessment tasks is no exception. With a little practice, however, teachers find that they can easily and quickly develop performance tasks and assessment lists. This process is further simplified as teachers and schools begin to collect and maintain lists of generic tasks and assessments that teachers can adapt for individual lessons. Teachers find assessment lists a more efficient way of providing feedback to students than traditional methods, thus saving time in the long run. Finally, as students work with performance assessment, the quality of their work improves, reducing the time teachers must spend assessing and grading student work. Examples of Performance Tasks Performance tasks should be interesting to the student and well connected to the important content, process skills, and work habits of the curriculum. Sometimes students can help in constructing these tasks and assessment lists. The following are three performance tasks that call for graphs: Upper Level Middle or High School Provide the students with a copy of a speeding ticket that shows how the fine is determined. Make a graph that shows teenagers in our town how much it will cost them if they are caught speeding. Your help is needed to make graphs that show how many vehicles go through that intersection at certain times of the day. Excellent graphs will be sent to the Chief of Police. Place a flashlight at one end, while darkening the other by folding over the box top. Make a graph that shows how many caterpillars move to the light and how many move to the dark part of the box. Your graphs will be displayed at Open House. Assessment lists also enable the teacher to efficiently provide students with information on the strengths and weaknesses of their work. In creating performance task assessment lists, teachers focus on what students need to know and be able to do. One result is that teachers can more consistently and fairly evaluate and grade student work. Information from performance task assessment lists also helps students set learning goals and thus helps teachers focus subsequent instruction. Examples of Performance Task Assessment Lists This chapter includes several examples of assessment lists; the first three are lists for assessing student-made graphs. The upper-level format Exhibit 1 is used in middle and high school. It lists the important elements and provides three columns of

lines. On the first column of lines, the teacher indicates the points each element is worth. These point values are based on the objectives of the task or lesson. Some elements receive more points because they are more important. These point values are determined by the teacher or could be decided by the class and the teacher together. The list also aids students in time management because they can see what the most important elements are in constructing graphs. Before they submit their work, students do a final inspection of their own graphs and complete the self-assessment column. During this self-assessment step, students often find ways to improve their work. Peer assessment can also take place at this time. The assessment list can be customized to add an extra column for this purpose. For example, earning 90 percent of the points possible might be an A, 80 percent a B, and so on. The teacher determines the relative importance of each activity in determining an overall grade point average, just as teachers do with traditional assessments. The elementary format Exhibit 2 is used for children in the upper elementary grades 3rd–5th. It lists several important elements of the graph and describes three levels of quality for each: The third format is for children in the primary grades Exhibit 3. Student self-assessment and teacher assessment are a part of the format of the elementary and primary assessment lists as well. These children color the face and draw hair or a hat on the face that represents the quality of their work—terrific, OK, or needs work. The teacher indicates agreement or disagreement and talks with the child about his work and self-assessment. Common Framework of Assessment Lists When teachers at a grade level, school, or school district use and adapt similar assessment lists for student work such as graphs, students encounter a common framework for learning from subject to subject, from grade to grade, and from school to school. Overall, student performance is improved by this common focus and consistency. Models of Excellent Work: Besides using an assessment list to learn about the specific elements that will be used to assess the quality of their work, students must see what quality looks sounds, feels, smells, or tastes like. Over time, teachers collect sets of excellent work such as graphs, nonfiction writing, solutions to open-ended math problems, and designs for science experiments from students. Flawed or not-so-excellent work may also be used in the process of teaching students how to use the assessment lists and benchmarks. Exhibit 4 shows a graph about caterpillars in the dark versus light graph made by a primary student ; Exhibit 5 shows a traffic count in front of school made by an elementary student in the 3rd–5th grade ; and Exhibit 6 shows traffic fines for speeding made by a middle or high school student. Cycle of Learning How would you feel about learning all the rules and skills of a sport, spending months sweating yourself into good physical condition, but never actually playing the game? How much is traditional schooling like this? Schooling frequently centers on individual concepts, facts, discrete skills, and work habits. Students are provided with data on the number of eligible voters and the number that actually voted in local, state, and federal elections over the past 10 years. Your purpose is to persuade your audience, not to antagonize. Steps 1–4 of the cycle are structured through performance task assessment lists. For this task, students will use the assessment lists for persuasive writing and for creating a graph. Both during and at the end of these four steps, the student uses performance task assessment lists provided by the teacher or made by the student, such as that in Exhibit 8. The student is also asked to evaluate her work—to make a judgment about the degree to which the writing and graph represent her best effort to meet the requirements of the assignment. Many performance learning tasks will be only parts of the Cycle of Learning, while others will take the student through the entire cycle. As the valid self-perception of capability grows, the student is more willing to expend the energy to begin and complete a quality product. The Cycle of Learning thus becomes a cycle of improving student performance. Meshing with Three Types of Competencies Any learner successfully completing the Cycle of Learning has used a combination of competencies: Interpersonal competencies include communication skills, cooperative learning, and courtesy. Intrapersonal competencies include work habits such as organization, time management, and persistence. When all competencies are working together, the Cycle of Learning turns. When one or more competencies do not work, the Cycle of Learning does not turn well. Schooling includes improving student discipline-based competencies, interpersonal competencies, and intrapersonal competencies. Administrators, teachers, and other adults can provide support and encouragement in the form of time, resources, encouragement, and support of creativity and risk-taking.

6: Developing Classroom Performance Assessments and Scoring Rubrics - Part I. ERIC Digest.

The definition of performance-based assessments varies greatly depending on author, discipline, publication, and intended audience (Palm,). In general, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study.

July 14, 4 Minutes In a previous blog post *Backward Design: A Model for Effective Instructional Design* , the concept of backward design was addressed. Backward design involves developing curriculum, content, and instructional activities with the end in mind. This means that you start the design process by identifying what students should know or be able to do as result of participating in instruction. Then, assessments for determining what a student knows or can do are developed. Finally, the instruction that bridges the learning outcomes and the assessment is built. The focus of this blog post is on the assessment piece of the design process. One of the most important characteristics of any assessment is its authenticity. In other words, does the assessment evaluate student learning in a way that truly reflects the knowledge or skill being addressed? This is not to say that objective assessments are not important or authentic. There are times and places where objective assessments are the best choice for assessing student learning. The key lies in choosing the assessment type that is best for authentically measuring the intended learning outcome. In many situations, performance-based assessments e. Different types of assessments have their advantages and disadvantages. Objective assessments are often difficult and time-consuming to develop especially if the questions are to be of the highest quality , but they generally make grading quick, objective, and efficient. On the other hand, performance-based assessments can be quick to develop, but they are usually difficult and time-consuming to grade. If you are using a performance-based assessment to authentically measure student learning, one tool that can make grading easier, less subjective, and more informative is a rubric. A rubric is essentially a measurement tool that outlines the criteria against which a performance or a product is compared and judged. A rubric specifies what features of a performance or product are being assessed and provides detailed descriptions of the various levels of quality. Developing high-quality rubrics takes time and practice, but here are some steps that you can follow when developing a rubric for a performance assessment. Identify the type of rubric that you want to develop. There are two types of rubrics. A holistic rubric is used to provide a general, overall rating about a performance or product. An analytic rubric is more detailed and provides specific ratings for each aspect a. The situation dictates what type of rubric to use, but you will likely use analytic rubrics for most performance-based assessments. Determine the criteria that you will be assessing. These aspects will comprise the rows of your analytic rubric. In general, the task directions if they are sufficiently detailed will provide an outline of the criteria to include in the rubric. A rubric can include as many criteria as you like. It is important to note, though, that you should try to limit the number of criteria to only the most important aspects of the tasks. Having too many criteria can lead to an unwieldy, cumbersome rubric that is difficult to apply. Determine the number of levels on which to rate the performance or product. Typically, a rubric should include levels. The more levels a rubric has, the more fine-grained the distinction becomes from one level to the next. Think carefully about how detailed the levels need to be in order to produce relevant, understandable assessment results. Once you decide on the number of levels to include in the rubric, decide how the levels will be labeled. Will you use a numeric scale e. Will you use a verbal rating e. Or will you use a combination of both? The key to choosing a labeling system is to ensure that the students and you clearly understand the meaning associated with each level and the expectations that must be met in order to adequately demonstrate proficiency. Develop the descriptions associated with each level for each criterion. For a given criterion, start by writing the description for the highest level of performance. Then, write the description for the lowest level of performance. Then write the descriptions for the in-between levels. Note that it is important to write the descriptions using a parallel format, and the descriptions often only have only minor word changes from one level to the next. Here is an example of the descriptions for a single criterion from an analytic rubric: Test out the rubric to see if it produces the expected results. The first iteration of a rubric is likely not perfect, so be prepared to make tweaks and changes as necessary. Assessment

is a significant part of the learning process. It is through assessment that educators and students can garner an understanding of what a student truly knows and can do. The results of an assessment, though, are only useful if they are authentic and if they accurately represent the knowledge and skills acquired by the student. Although objective assessments have their place on the assessment spectrum and can be appropriate assessments of student learning, performance-based assessment often provide the authenticity needed to accurately judge what a student knows or can do. Rubrics serve as tools that help to quantify and qualify the expectations of a performance or product associated with a performance-based assessment. Developing high-quality rubrics can be challenging and requires practice. Hopefully, the steps outlined above can help you hone your rubric-development skills and can encourage the use of performance-based assessments to authentically measure student learning. For more information about developing performance-based assessments and rubrics, check out the following resources:

7: Developing performance-based assessments : grades K-5 in SearchWorks catalog

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8: The Promise of Performance Assessment and the Challenges | AdvancED

Agenda Developing Rubrics for Performance-Based Assessment qReview of Performance-Based Assessment/ An Introduction to Rubrics *What is a Rubric? Why Use Rubrics qRubric Design.*

9: What is Performance-Based Learning and Assessment, and Why is it Important?

Types of performance-based assessment This is an excerpt from Measurement and Evaluation in Human Performance, Fourth Edition With Web Study Guide, by James R. Morrow, Jr., PhD, Allen W. Jackson, EdD, James G. Disch, PED, and Dale P. Mood, PhD.

The Mahatma and the Netaji FE/EIT Quick Prep/Sample Problems (With CD-ROM) Performance Research Expansion in the wake of Parkers Gore East : the Interconnect Project, the Woodward Reservoir, and the Re Implementing Service And Support Management Processes Supervisory management Project report on bituminous road construction A Walk in Hell The Other Side of War Neoclassicism in Music In the Irish brigade Vancouvers Many Faces Op/85 Ency Modern Murder V. 1. From early times to fall of ancient empires. 11. State-of-the-art in image synthesis Cosmically Incorrect State financing of higher education partnerships for trade and development Emily Vargas-Baron 06 honda cbr600rr service manual Acquire and rotate Background of ecology Jurassic park pinball manual Richmond on the James (VA) Marico annual report 2012-13 Partner relational conflicts All eyes on the pond (Juvenile collection) Stories by contemporary Japanese women writers Comparative approach to analysis of gene essentiality Andrei L. Osterman and Svetlana Y. Gerdes. Rose-Hulman Institute of Technology: Off the Record Vedanta darshan The countryside cook book Health policy implications of unemployment Studies of Connecticut hardwoods The Five Ancestors Book 2 Gesta regum Anglorum = Fascist modernism Process Chemistry of Petroleum Macromolecules Canoe building in glass reinforced plastic Appendix I. Poems of uncertain authorship Advanced Spanish Grammar 11. Events of early 1890s They Smell Like Sheep