1: Rallyware L&D Focus Shift: from Learning Engagement to Performance-based Learning - Rallyware

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.

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 3rdâ€"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 workâ€"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 3rdâ€"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 1â€"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 workâ€"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.

PERFORMANCE-BASED LEARNING pdf

2: What is a Performance Task? (Part 1) â€" Performance Task PD with Jay McTighe â€" Blog

Performance-based learning is when students participate in performing tasks or activities that are meaningful and engaging. The purpose of this kind of learning is to help students acquire and apply knowledge, practice skills, and develop independent and collaborative work habits.

Apr 10, What is a Performance Task? Unlike a selected-response item e. Performance tasks are routinely used in certain disciplines, such as visual and performing arts, physical education, and career-technology where performance is the natural focus of instruction. However, such tasks can and should be used in every subject area and at all grade levels. Characteristics of Performance Tasks While any performance by a learner might be considered a performance task e. Thus, when I use the term performance tasks, I am referring to more complex and authentic performances. Here are seven general characteristics of performance tasks: Performance tasks call for the application of knowledge and skills, not just recall or recognition. In other words, the learner must actually use their learning to perform. These tasks typically yield a tangible product e. Performance tasks are open-ended and typically do not yield a single, correct answer. Thus, there can be different responses to the task that still meet success criteria. These tasks are also open in terms of process; i. Performance tasks establish novel and authentic contexts for performance. These tasks present realistic conditions and constraints for students to navigate. In an authentic task, students need to consider goals, audience, obstacles, and options to achieve a successful product or performance. Authentic tasks have a side benefit â€" they convey purpose and relevance to students, helping learners see a reason for putting forth effort in preparing for them. Performance tasks provide evidence of understanding via transfer. Note that not all performances require transfer. For example, playing a musical instrument by following the notes or conducting a step-by-step science lab require minimal transfer. Performance tasks are multi-faceted. They involve multiple steps and thus can be used to assess several standards or outcomes. Performance tasks can integrate two or more subjects as well as 21st century skills. Such tasks encourage students to see meaningful learning as integrated, rather than something that occurs in isolated subjects and segments. Performances on open-ended tasks are evaluated with established criteria and rubrics. Since these tasks do not yield a single answer, student products and performances should be judged against appropriate criteria aligned to the goals being assessed. Clearly defined and aligned criteria enable defensible, judgment-based evaluation. More detailed scoring rubrics, based on criteria, are used to profile varying levels of understanding and proficiency. Botanical Design upper elementary Your landscape architectural firm is competing for a grant to redesign a public space in your community and to improve its appearance and utility. The goal of the grant is to create a community area where people can gather to enjoy themselves and the native plants of the region. The grant also aspires to educate people as to the types of trees, shrubs, and flowers that are native to the region. Your team will be responsible for selecting a public place in your area that you can improve for visitors and members of the community. You will have to research the area selected, create a scale drawing of the layout of the area you plan to redesign, propose a new design to include native plants of your region, and prepare educational materials that you will incorporate into the design. Botanical Design Performance Task. Defined STEM is an online resource where you can find hundreds of K standards-aligned project based performance tasks. You are a Consumer Advocates researcher who has been asked to evaluate their claim. Develop a plan for conducting the investigation. Your plan should be specific enough so that the lab investigators could follow it to evaluate the claim. Moving to South America middle school Since they know that you have just completed a unit on South America, your aunt and uncle have asked you to help them decide where they should live when your aunt starts her new job as a consultant to a computer company operating throughout the region. They can choose to live anywhere in the continent. Your task is to research potential home locations by examining relevant geographic, climatic, political, economic, historic, and cultural considerations. Then, write a letter to your aunt and uncle with your recommendation about a place for them to move. Be sure to explain your decision with reasons and evidence from your research. Your first assignment is to work with a reporter from the local newspaper to develop a series of information pieces to inform the community about the

role and benefits of applying forensic science to accident investigations. Your team will share this information with the public through the various media resources owned and operated by the newspaper. Accident Scene Investigation Performance Task In sum, performance tasks like these can be used to engage students in meaningful learning. When used as assessments, performance tasks enable teachers to gauge student understanding and proficiency with complex processes e. They are well suited to integrating subject areas and linking content knowledge with the 21st Century Skills such as critical thinking, creativity, collaboration, communication, and technology use. Moreover, performance-based assessment can also elicit Habits of Mind, such as precision and perseverance.

3: Cyber High Home

Performance based learning is an approach to teaching and learning that emphasizes students being able to do, or perform, specific skills as a result of instruction. In this framework, students demonstrate the ability to apply or use knowledge, rather than simply knowing the information.

However, just having a learning platform with great engagement is not enough to provide business results. But what about engagement? So does engagement matter? Recently, Six Disciplines has conducted a research that describes how engagement is what connects high-level, strategic organizational goals and purposes to employees emotionally and intellectually. However, what makes them reach these goals and reap their benefits is day-to-day performance. We can easily translate this idea to talent development: But better learning outcomes are not enough for a business. What makes a learning platform performance-based? A performance-driven learning platform consists of four crucial elements that together improve employees productivity and drive real business results. By using performance data, a performance-based learning platform analyzes where the skill gaps are at a given point in time and immediately sends your employees relevant trainings to fill those gaps. Filling skill gaps means not only consuming related trainings but practicing the necessary skills in the workplace. The search engine works similar to Google, but it shows your people only the information they need now to resolve a specific task. After finding a helpful answer in a platform, employees can immediately go back to their job and implement it. It ensures on-the-go learning when a challenge arises, accelerates problem-solving on the fly, and also motivates employees to perform better by building an immediate emotional attachment. This is what makes performance-based learning uniquely productive. It not only provides training but also has the capability to set up new business activities. Through such a platform, your employees can receive reminders on first-priority tasks, suggestions aimed at improving their performance and removing their skill gaps just-in-time, notifications about how to prepare for new product launches or campaigns and much more. And this is what we stand for; as we know, personalization drives engagement and engagement motivates people to learn better. They do, only if they are integrated into daily work. Just think about it: You want them to use that solution to improve their job performance and help them in those hard times when they stumble upon a challenge or need some support. Choose a smart learning solution to ensure that it provides the support your people need. If you want to see what business results can achieve your company with a smart performance-based training platform, request a free demo!

4: Write Performance-Based Learning Objectives

Performance-based learning refers to students demonstrating proficiency in expected knowledge, skills, and standards as they progress through school.

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

Through dramatic work, students acquire tools for forming clear personal objectives, learn rhetorical strategies to achieve those objectives, and recognize when those strategies have succeeded or failed.

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