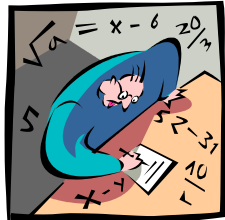


- 4.2.6 How can performance assessment be used in the classroom?



Ruder & Schafer, 2002, pp.65-69

1

How can performance assessment be used in the classroom?

- What is performance assessment?
 - “represent a set of strategies for the... application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students”
 - » (Hibbard, et al., 1996, p. 5)

2

• Steps in developing performance assessment

- 1. Define the purpose of the assessment by asking...
 - A. What am I trying to assess?
 - B. What should the students know?
 - C. What level?
 - D. What type of knowledge?

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– 2. Select an activity

- A. When selecting an activity, consider...
 - Time constraints
 - Availability of resources
 - Amount of data to make informed decisions (sampling)
- B. Use either informal or formal procedures

4

– 3. Define the criteria

- A. Use local and state criteria
- B. Use individual instruction plans (IEP)
- C. Develop your own criteria by...
 - Identify task
 - List all important aspects of task (task analysis)
 - Reduce list to fit time frame
 - Check with other teachers
 - Express as observable (stranger test)
 - Arrange

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– 4. Create performance rubrics

- A. Involve degrees of rightness and wrongness
- B. A rating system for determining the level of proficiency
 - Novice
 - Apprentice
 - Proficient
 - Excellent
- C. Should be fair and simple
 - » (see session 4.2.7 for details on rubrics)

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– 5. Determine method of recording results

- A. Checklist approach
 - Yes or no
- B. Narrative/anecdotal approach
 - Written comments
- C. Rating scale
 - Degrees of performance

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