

**Presenter's Notes for PowerPoint:
Performance-Based Assessment**

Slide # Title	Presenter's Notes
1. Title Page	N/A
2. Performance Assessment Advantages	Performance-based assessments are popular because they so closely real world situations. There are many advantages to using this assessment type. If you think about it, performance is everywhere whether you fixing breakfast, driving to school, or mowing the lawn. You have an internal evaluation system saying, "Hmm, breakfast was good or it was just something to get me through the morning." The same can be said for evaluating your drive—did I pay attention, were the other drivers trying to run me over? And as for the grass, was is it trim or ragged looking when the job was done? Performance surrounds us in real life and in the classroom. So, the advantages are:
3. Demonstration-- Show not Tell	Demonstration—show and tell. In short, demonstration is the ability for the student or students to demonstrate or show actual work. Types of assessment used for measuring performance are constructed-response such as essays, short answers, short stories, followed by portfolios, oral presentations, inquiry projects, reports both written and oral, and research projects.
4. Authentic or Real World Context	Students seem to gravitate towards real world situations. We know they love to learn to drive and what better place to kick off this experience then under the tutelage of driver's education teacher. More so within the confines of a simulator which is an excellent way to move from the classroom to the real world.
5. Construct Validity-- More Direct, Less Interference	Construct Validity is another advantage because it is more direct with less inference. The student can either do it or not. The teacher can observe the process or end product and you don't have to second guess if the student actually know the content or is second guessing.
6. Greater Student Engagement-- Moore Active, Less Passive	Performance assessments create greater student engagement. Students are more active, less passive and more likely to be on task. No one likes to set and get. And, the well-designed performance tasks are much more apt to move that learning into the real world.
7. Process and/or Product	Teachers talk about a process or product all the time. Writing is a good example of where it is a process which produces a product such as an essay, research project or a short story. Bottom line: This is a win-win situation for the student and parent who can see the end result of instruction provided by the teacher.

8. Richer Data	Performance assessment tend to produce richer data. A selected-response test item like true-false is pretty cut and dried. You either get it or you don't or you are just a good guesser. Many times a well-developed performance assessment can yield new research. The classic example is water research sponsored by a university where high school students in a geographic region were issued water collection kits. Water was collected by students from a variety of streams, ponds and rivers providing more in depth knowledge about area's water quality than anyone expected.
9. Performance Assessment Disadvantages	In contrast, performance assessments can have a down side.
10. More Time-Consuming	A selected-response item can be machine graded or even a large-scale assessment is scored by the vendor. A performance assessment is much more time-consuming to design and deliver than most other assessment types and is scored by the teacher using a blend of assessment types such as constructed responses and rubrics. And, the performance can take place over many class periods sometimes lasting for weeks or months!
11. More Difficult to design effectively	It is not easy to design a performance assessment. It takes a creative, knowledgeable test designer to present students with an instructional challenge.
12. More labor intensive	A performance assessment is very labor intensive. Right smack in the center of the performance assessment is the teacher or team who is orchestrating the entire assessment. Front stage and center!
13. More Expensive	Depending on the project, it can be costly. In the science example, tests kits, transportation and mailing had to be picked up by the parties involved. If a simulator is used for driver's education, then there are costs associated with equipment. Of course, some performance assessments can be less costly but today, even writing entails the use of a computer.
14. More Difficult to score in a reliable and unbiased manner	Scoring a performance assessment does take extra care to make sure it is handled in a reliable and unbiased manner. Of course, final judgment does use human evaluators which is why good scoring tools promote a fair and balanced decision. Also, inter-rater reliability improves when the evaluators receive professional learning on to use the assessment tools, especially rubrics.
15. Performance Assessment Focus	The focus of performance assessments concentrates on one of the following areas.

16. Academic content knowledge and/or procedural skill	The first concentration is on academic content knowledge and or procedural knowledge. Does the student know the proper procedure for mixing chemicals in a laboratory class? Or can the student master the correct steps or movements in a musical performance? The teacher must ensure the performance tasks challenge the student academically and can transfer to the real world.
17. Interpersonal skills - e.g., communication, cooperation	Interpersonal performance assessments are examples of using rubrics to evaluate how well groups or teams are working together. At times, this aspect of communication and cooperation might be built into the overall scoring of the process or product.
18. Intrapersonal (metacognitive) e.g., organization, time management, persistence, self-appraisal	The Common Core standards stress the need to students to pursue intrapersonal efforts around organization, time management, persistence, and self-appraisal. For years, teachers have stressed these attributes, searching for ways to instructionally challenge students. Many tools have been developed to assist teachers and students with intrapersonal skills.
19. Rubistar: the rubric maker	The Common Core standards stress the need to students to pursue intrapersonal efforts around organization, time management, persistence, and self-appraisal. For years, teachers have stressed these attributes, searching for ways to instructionally challenge students. Many tools have been developed to assist teachers and students with intrapersonal skills
20. Let's review... performance Assessments	The Common Core standards stress the need to students to pursue intrapersonal efforts around organization, time management, persistence, and self-appraisal. For years, teachers have stressed these attributes, searching for ways to instructionally challenge students. Many tools have been developed to assist teachers and students with intrapersonal skills.
21. 1. Identify the content standard or learning outcome to be assessed.	Local curriculum and instruction documents or in some cases, state curriculum in the form of common core standards is a great place to start designing performance assessments. One example is the academic focus of text complexity.
22. 2. Define the Purpose	a) What kinds the kinds of information do you want your students to have on text complexity? Formative might include reading then having the student do an oral report on the book, Summative use of text complexity would mean reading many types of materials on a topic then writing a research paper. b) Other ways to report and use the information is to share evaluation results with the next level of instructors who can adjust instruction based on this input.

23. 3. Choose the activity/pose the challenge	<p>The teacher must decide either alone or with a team what is:</p> <ul style="list-style-type: none"> a) the exact the nature and scope of the task, b) whether students will work individually or in groups c) how much time they will be permitted d) how much latitude they will have in deciding what they will do and how they will do it
24. 4. Develop scoring criteria	<p>Included in the performance assessment is the need:</p> <ul style="list-style-type: none"> a) to develop one holistic or several analytic traits, b) to share the rubric(s) with the students when the task is assigned such as the 6 Trait Writing Model for scoring the research paper.
25. Develop exemplary response	<p>And the exemplary response should be: developmentally appropriate, and neither intimidating nor overly restrictive</p>
26. Administer, score, validate, interpret, report, and use results	<p>Last, the performance assessment must be administered, scored, validated, interpreted, report and finally use the results. No easy task but when finished, well worth the time and effort in preparing the student for the real world.</p>
27. Conclusion	<p>Remember, performance assessments are a popular form of assessment type. However, they are like the poem Longfellow wrote about his daughter: (POEM HERE) As a test designer, keep in mind the guidelines presented in this module so you only have very, very good performance assessments</p>