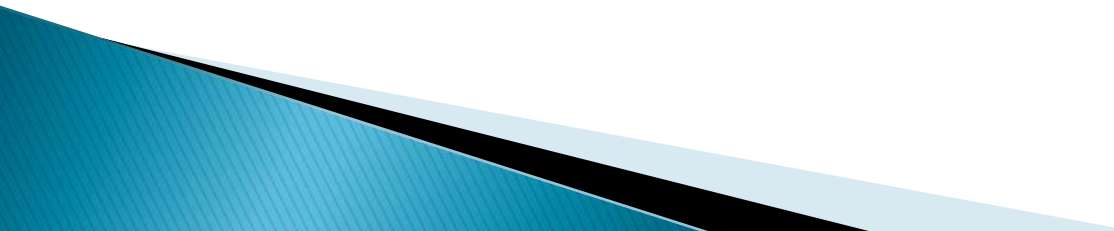


# Measuring Performance vs. Participation: Improving Classroom Assessment Practices

Dr. Amy Svirsky

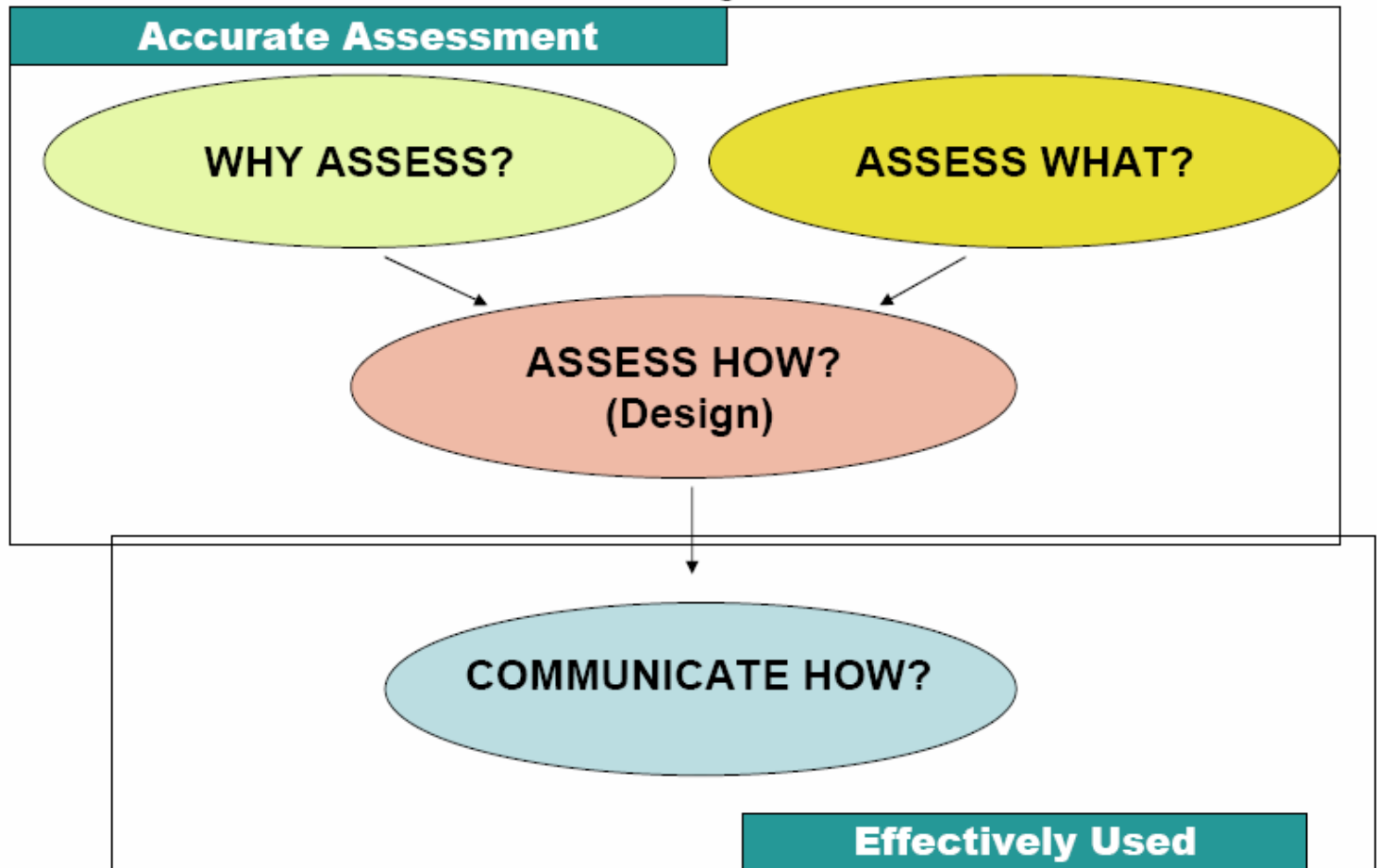
WSWHE BOCES Spring Data Conference  
April 30, 2010

# Session Objectives

- ▶ To understand the elements and criteria of quality performance/authentic assessment
  - ▶ To have an opportunity to engage in developing/critiquing performance assessment
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# A Review of Assessment Design:

Keys to Quality Classroom Assessment  
Classroom Assessment for Student Learning, ATI, 2004.



# Aligning the “What” to the “How:”

**Aligning Achievement Targets to Assessment Methods**

<i>TARGET TO BE ASSESSED</i>	<i>ASSESSMENT METHOD</i>			
	SELECTED RESPONSE	ESSAY	PERFORMANCE ASSESSMENT	PERSONAL COMMUNICATION
KNOWLEDGE MASTERY	Multiple choice, true/false, matching, and fill-in can sample mastery of elements of knowledge	Essay exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target	Can ask questions, evaluate answers and infer mastery—but a time-consuming option
REASONING PROFICIENCY	Can assess understanding of basic patterns of reasoning	Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Can watch students solve some problems and infer about reasoning proficiency	Can ask student to “think aloud” or can ask followup questions to probe reasoning
PERFORMANCE SKILLS	Can assess mastery of the prerequisites of skillful performance, but cannot tap the skill itself—not a good choice for this target	Can assess mastery of the prerequisites of skillful performance, but cannot tap the skill itself—not a good choice for this target	Can observe and evaluate skills as they are being performed	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance
ABILITY TO CREATE PRODUCTS	Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot assess the quality of products themselves—not a good choice	Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot assess the quality of products themselves—not a good choice	A strong match; we can assess: (a) proficiency in carrying out steps in product development, and (b) attributes of the product itself	Can probe procedural knowledge and knowledge of attributes of quality products—but not product quality

Source: Adapted from *Student-Involved Classroom Assessment, 3d ed.* (p. 93), by R. J. Stiggins, 2001, Englewood Cliffs, NJ: Merrill/Prentice Hall. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ.

# Properties of Performance/ Authentic Assessment:

- ▶ Used to measure skills as they are performed
- ▶ Used to measure ability to create products
- ▶ Can be used FOR learning (formative) or OF learning (summative)

Traditional Assessment	Performance/Authentic Assessment
Selecting a Response	Performing a Task
Contrived	Real-life
Recall/Recognition	Construction/Application
Teacher-structured	Student-structured
Indirect Evidence	Direct Evidence

(<http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm>)

# Examples

**Table 6.5** Summative Assessment Ideas for Active Learning

Ads	Internet messages	Pictures
Agendas	Internet searches	Plans
Artwork	Inventions (plans)	Plays
Blueprints	Inventions	Poetry
Books	Inventory	Problems
Calendars	Jokes	Problem solutions
Cartoons	Journals	Puppet shows
Collections	Journeys	Recipes
Commercials	Letters	Scale models
Dances	Maps	Scientific lab reports
Designs	Menus	Scripts
Diaries	Models (constructed)	Skits
Directions	Musical compositions	Steps to follow
Documentaries	Musical presentations	Stories
Drawings	Musical scores	Story boards
Experiments	Notebooks	Story illustrations
Files	Oral readings	Timelines
Folders	Oral reports	Travel brochures
Foreign language words	Pantomimes	Word banks
Games	Photographs	

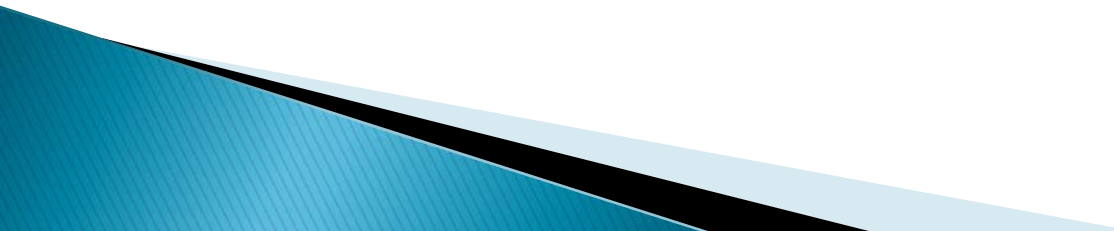
(Gallavan, 2009, p.123)

# Examples of Learning Targets Assessable Using Performance Assessment

**Table 7.2 Examples of Learning Targets Assessable Using Performance Assessment**

<b>Reading</b>	<b>Reasoning:</b> Evaluate the validity of what is read. <b>Skill:</b> Read at a rate of 110 words per minute by the end of grade 2.
<b>Writing</b>	<b>Product:</b> Vary form, detail, and structure of writing in accordance with intended audience and purpose. <b>Product:</b> Use language that is precise, engaging, and well suited to the topic and audience.
<b>Communication</b>	<b>Skill:</b> Communicate using different forms of oral presentation. <b>Skill:</b> Use effective listening and speaking behaviors.
<b>Mathematics</b>	<b>Reasoning:</b> Recognize when an approach is unproductive and try a new approach. <b>Skill:</b> Accurately measure temperature, distance, weight, and height. <b>Reasoning/Skill:</b> Support a conclusion or prediction orally and in writing, using information in a table or graph. <b>Product:</b> Create three-dimensional objects.
<b>Physical Science</b>	<b>Skill:</b> Choose and use laboratory equipment properly to design and carry out an experiment.
<b>History</b>	<b>Product:</b> Organize and record information.
<b>Geography</b>	<b>Product:</b> Use data and a variety of symbols and colors to create thematic maps and graphs (e.g., patterns of population, rainfall, or economic features).
<b>Social Studies</b>	<b>Reasoning and Skills:</b> Give examples of and exhibit the behavior of good classroom citizens, including respect, kindness, self-control, cooperation, sharing common resources, and good manners. <b>Skill:</b> Use maps and globes to locate places referenced in stories and real-life situations.
<b>The Arts</b>	<b>Reasoning:</b> Compare and contrast artwork in terms of elements of design. <b>Product:</b> Organize art elements to develop a composition and to change the impact of a composition.
<b>Health/Fitness</b>	<b>Skill:</b> Wrestle. <b>Product:</b> Create and implement a health and fitness plan.
<b>Shop</b>	<b>Reasoning:</b> Diagnose car engine problems. <b>Product:</b> Make a functional object out of wood or metal.

# What does performance assessment look like in your school?

- ▶ Reflect on your experience
  - ▶ What will it take to successfully implement performance assessments?
    - What do you need in your role?
  - ▶ What, if any, barriers will need to be addressed?
- 



# Grading Implications

- ▶ What is the connection between the participation/performance distinction and grading practices?
- ▶ Feedback
  - Formative
  - Grades

# References

- ▶ Buck Institute for Education
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- ▶ Gallavan, N. P. (2009). *Developing Performance-Based Assessments Grades K-5*. Thousand Oaks, CA: Corwin Press.
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