

“Letting Go of How Much and How Many”

Performance – Based Assessments that Support Teaching and Learning in the Classroom

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Session Folder Link: <http://tinyurl.com/yx8km4xb>

Creating Exemplary Educators – Reflective Decision-Makers

Foundational Knowledge – Professional Dispositions and Integrity – Professional Development

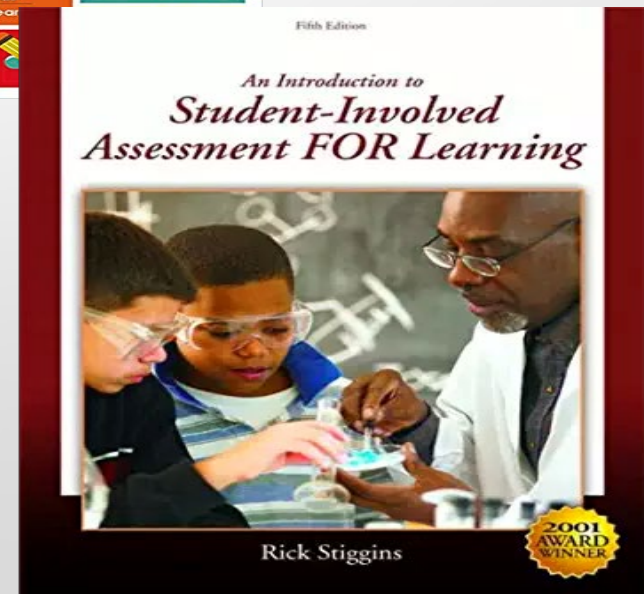
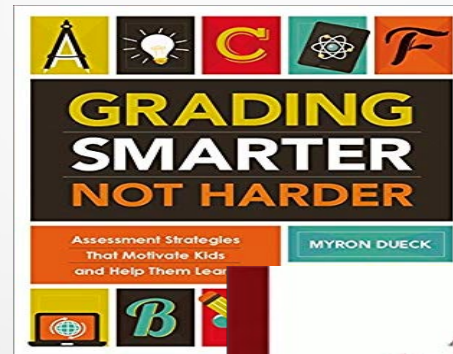
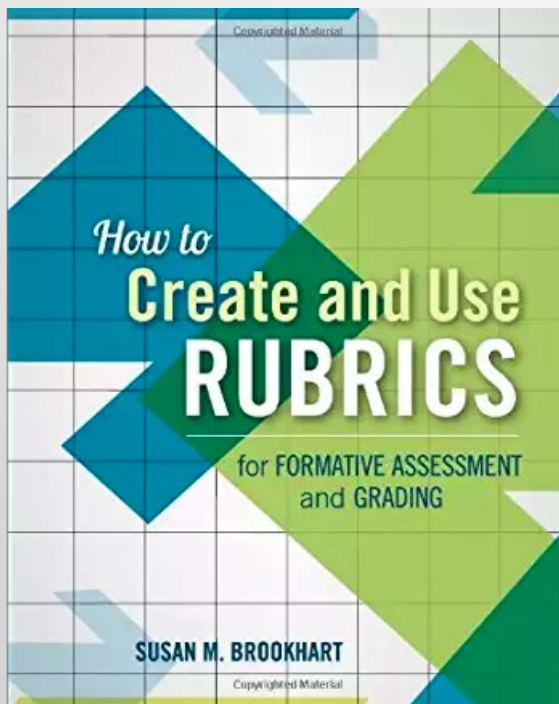


Session Objectives

- 1. Delineate the purpose and importance of performance-based assessments.**
- 2. Address common misconceptions about performance-based assessments.**
- 3. Explore and experiment with desired characteristics of performance-based criteria and descriptors/indicators**
- 4. Discuss utilization of performance-based assessment as formative assessment.**
- 5. Discuss how to use performance-based assessments to grade individual assessments.**

Catalyst for these best practices:

1. Designing effective Performance-based Assessment
2. Utilizing performance-based assessments for teaching and learning, as well as grading.



PURPOSE of a PBA

“Adds structure to the observation”

- ❖ As an evaluative tool, a performance-based assessment is an assessment tool that provides structure related to evaluation or assessment of a student performance.
 1. Rubrics
 2. Checklists
 3. Rating Scales
- ❖ Standards, curriculum, and instructional objectives determine what “types” of performances your students should be able to do . . . things students would do, make, say, or write.
- ❖ **The PBA should *describe* the performance, not *judge* the performance.**
- ❖ Concomitantly, the resulting judgment of quality based on the **PBA contains within it a description that can be used for feedback and teaching.**
- ❖ “Judgments without description stop the action of learning in the classroom.” Brookhart

Importance of a PBA

“They help teachers teach, coordinate instruction and assessment, and help students learn.”

Help teachers teach . . .

1. Focus on what the teacher intends the students learn, rather than what the teacher intends to teach – CRITERIA
2. Focus on learning *not* tasks.

Coordinate instruction and assessment . . .

1. Backward Design Planning
2. Formative and/or Summative Assessments

Help students learn . . .

1. Focus on development of performance-level DESCRIPTIONS to help students understand what the desired performance is and what it looks like

Characteristics of Criteria for Performance-based Assessments

Characteristics The criteria are . . .	Explanation
Appropriate	Each criterion represents an aspect of a standard, curricular goal, or instructional objective that students are intended to learn.
Definable	Each criterion has a clear, agreed-upon meaning that both students and teachers understand.
Observable	Each criterion describes a quality in the performance that can be perceived (seen or heard, usually) by someone other than the person performing.
Distinct from one another	Each criterion identifies a separate aspect of the learning outcomes the performance is intended to assess.
Complete	All the criteria together describe the whole of the learning outcomes the performance is intended to assess.
Able to support descriptions along a continuum of quality	Each criterion can be described over a range of performance levels.

Brookhart, Susan (2013). *How to Create and Use Rubrics*

Characteristics of Descriptors/Indicators for Performance-Based Assessments

Characteristics	Explanation
The descriptions of levels of performance are . . .	
Descriptive	Performance is described in terms of what is observed in the work.
Clear	Both students and teachers understand what the descriptions mean.
Cover the whole range of performance	Performance is described from one extreme of the continuum of quality to another for each criterion.
Distinguish among levels	Performance descriptions are different enough from level to level that work can be categorized unambiguously. It should be possible to match examples of work to performance descriptions at each level.
Center the target performance (acceptable, master, passing) at the appropriate level	The description of performance at the level expected by the standard, curriculum goal, or lesson objective is placed at the intended level on the rubric.
Feature parallel descriptions from level to level	Performance descriptions at each level of the continuum for a given standard describe different quality levels for the same aspects of the work.

Brookhart, Susan (2013). *How to Create and Use Rubrics*

Common Misconceptions About Rubrics

1. Performance-based assessments should not confuse learning outcome and task.

PBA's are not ASSIGNMENT DIRECTIONS in a chart.

Key Take-away: Focus should be on the learning outcome---what you want to the student to learn, not necessarily what you want them to do, i.e., the task or product.

2. PBA's are not about the requirements for the assignment.

PBA's are not about "counting things."

Key Take-away: This is about compliance, is "grade-focused," and can be very "seductive."

This is a good example of an “empty” task that does not give students opportunities to demonstrate learning outcomes.

My State Poster				
	4	3	2	1
Facts	The poster includes at least 6 facts about the state and is interesting to read.	The poster includes 4-5 facts about the state and is interesting to read.	The poster includes at least 2-3 facts about the state.	Several facts are missing.
Graphics	All graphics are related to the topic and make it easier to understand	One graphic is not related to the topic.	Two graphics are not related to the topic.	Graphics do not relate to the topic.
Neatness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive, although it may be a bit messy.	The poster is messy or very poorly designed.
Grammar	There are no mistakes in grammar, punctuation, or spelling.	There are 1-2 mistakes in grammar, punctuation, or spelling.	There are 3-4 mistakes in grammar, punctuation, or spelling.	There are more than 4 mistakes in grammar, punctuation, or spelling.

Brookhart, Susan (2013). *How to Create and Use Rubrics*

Steps for Building an Effective PBA

1. Alignment

- Criteria/Descriptors should be aligned to Standard(s), Curriculum, and Instructional Objective(s)

2. Description of Levels of Performance

- Performance is described in terms of what qualities are OBSERVED in the work
- Reflects Blooms/Webb's, i.e., Creates, Analyzes
- Tells what the work DOES, TEACHES

Effective PBA's . . . continued

3. Focus on quality, not quantity

- Performance descriptors are different enough from level to level so there is no ambiguity
- Descriptors should be parallel
- Indicators should NOT include direction elements
- Indicators should provide a low-level of inference
- Lower number of criteria for lower grades (3), no more than 6 for higher grades.

4. PRACTICE, PRACTICE, PRACTICE

Effective PBA Design . . . A Checklist

YES NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I wrote the “proficient or target” column FIRST. |
| <input type="checkbox"/> | <input type="checkbox"/> | I wrote measurable, observable descriptors. |
| <input type="checkbox"/> | <input type="checkbox"/> | I wrote descriptors that require a low-level of inference. |
| <input type="checkbox"/> | <input type="checkbox"/> | I wrote descriptors that are qualitative, not quantitative. |
| <input type="checkbox"/> | <input type="checkbox"/> | I wrote Criteria/Descriptors that can be aligned to standards. |
| <input type="checkbox"/> | <input type="checkbox"/> | I taught the performance-based assessment to the students. |

Let's take a look at a "silly" example!

Criteria	Performance Levels			
	Level 4 Guffaw	Level 3 Laugh	Level 2 Giggle	Level 1 Chuckle
Volume	Laughter is loud enough to call attention to itself and annoy people. OR Laughter is so intense there is no noise at all.	Laughter is loud, verging on impolite, and can be heard by anyone in the room.	Laughter is of a polite, medium volume and can be heard by those in the immediate vicinity.	Laughter is audible to those standing nearby.
Duration	Laughter is self-sustaining, perpetuating itself until it becomes necessary for the laugher or a friend to intentionally put a stop to it.	Laughter is repeated several times, perhaps waning and then gathering strength again, as if the laugher is reimagining what is funny.	Laughter trills, cackles, or giggles for at least on repeat cycle.	Laughter is a brief snort, hoot, chortle, or chuckle.
Body Involvement	The whole body is involved, which may include (but is not limited to) shoulder rolls, head bobbing, whole body shaking, doubling over, or falling down.	Cheeks scrunch up. At least one body part besides the face moves; perhaps the shoulders roll or the head is thrown back.	Lips open, face smiles.	Lips may open or may stay closed.

Brookhart, Susan (2013). *How to Create and Use Rubrics*

Performance-based Assessments as Formative Assessments - Handout

Share learning targets and criteria for success with your students.

- a. Ask students to pose questions about the PBA.
- b. Create a "student friendly" PBA, i.e., provide a "PBA translation" session, putting your students in charge. "Rubric Translator" (Handout)
- c. "Ready-Steady-Pair-Share" (Handout)
- d. Utilize exemplars for a sorting exercise, "Clear and Cloudy Sticky Wall"
- e. Highlighting/Color Coding descriptor qualities (Handout)
- f. Explore and teach one criterion at a time

Utilize PBA as a Feedback, Self-Assessment Tool

- a. Feedback should focus on the learning outcomes
- b. "Yellow and Blue Make Green" (Handout)
- c. "In-Process Critiques"
- d. "Progress Chart" (Handout)

PBA's and Grades on Individual Assessments

Measure of Central Tendency	Example
	On a six-point analytic rubric with four criteria, a student scores 6, 5, 3, 3.
Mean <ul style="list-style-type: none"> The sum of all scores divided by the number of scores Also known as the arithmetic average 	Mean = 4.25 $(6 + 5 + 3 + 3) / 4 = 4.25$
Median <ul style="list-style-type: none"> The score that has half of the scores above and half below it (even it's between two scores) Also known as the 50th percentile 	Median = 4 (line scores up in order first) 6 5 3 3 ^ 4
Mode <ul style="list-style-type: none"> The most frequently occurring score in the set of scores Sometimes helpful to think of it as the "most popular" score 	Mode = 3 (line scores up in order first) 6 5 3 3

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- Susan Brookhart (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*
- Dueck, Myron (2014). *Grading Smarter Not Harder*
- Stiggins, Rick (2017). *Student-Involved Assessment FOR Learning*

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