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EDU 6300: Program and Outcomes Assessment
Videotape Synopsis

Redesigning Assessment: Performance Assessment

- I. Traditional Classroom structure
 - a. Teacher covers material; the primary person responsible for doing the class work
 - b. Problem: everyone has gotten comfortable with this structure
 - i. Students
 - ii. Parents
 - iii. Teachers themselves!

- II. Paradigm Model Shift
 - a. Students need to be working and performing major tasks
 - b. They need to be prepared themselves to be the major worker, not the teacher

- III. Role of assessments
 - a. Shows what the student has done and what they are capable of doing better
 - b. System is based by demonstrating knowledge through a performance or a quality product
 - i. This system is based on real world models
 - ii. Businesses and corporations are a helpful resource
 - c. Our system needs to be much more comprehensive; it can no longer be reduced to “A” through “F” grades on objective tests only

- IV. Classroom examples demonstrated on video
 - a. Oral language proficiency (Utilized by American Council on the Teaching of Foreign Language [ACTFL])
 - i. A link between school and real life
 - ii. Based on criteria at various levels
 1. Grammatical structure
 2. Proficiency in use of vocabulary
 3. Fluency
 4. Proficiency is raised until there are difficulties; topic is changed and at a level that is comfortable for student
 5. Discussion immediately after assessment
 - iii. Contrasts
 1. Traditional: students are compared against each other in class
 2. Performance: criterion basis that applies to everyone equally
 - b. Ensemble rehearsal critique
 - i. Critique selection and the ensemble as a whole

- ii. Use of all the knowledge the students have at that time
- iii. Outcomes: assessment based on progression continuity; not at end of grading period or at a performance
- c. Research project combination with Language Arts and Social Studies
 - i. Students choose topics and project format
 - 1. Report
 - 2. Oral presentation
 - 3. Videotape
 - 4. Magazine-style report
 - ii. Advantages of this style
 - 1. Students identify their best research skills
 - 2. No secrecy: students know exactly what to expect, based on a rubric
 - a. Students help develop the criteria because they helped develop it
 - b. Students can discuss what they want to be graded on (ideas, appearance, various other areas)
 - 3. Standards are high and challenging, and are a target for which each student can aim
 - 4. Opportunity to critique each other's work
 - iii. Final presentation made to the class
 - 1. Explain product
 - 2. Explain what they learned
 - 3. Tell how they feel they have met the criteria
- d. School-wide approach
 - i. Use of performance assessments, portfolios, and written tests
 - ii. Quality performance is not just a goal, but should be a tradition
 - iii. In the school that was reviewed, students know what to expect from year to year
 - iv. Role of school staff
 - 1. Work together in creating rubrics and assessments that have real world application
 - 2. Setting of standards at school and work
 - 3. Results show that students can improve themselves!
 - v. Implementation
 - 1. Class works on smaller projects through the year
 - 2. At year's end, a formal project is assigned
 - a. Requires students to research a topic
 - b. Must be prepared with written and oral presentations; visual support is required
 - 3. Teacher explains assessment task and criteria to be used
 - 4. Final presentation to a panel
 - a. Panel asks questions for clarification
 - b. Uses criteria based on 0-5 scale

V. Development and implementation process

- a. Can be exceedingly long
- b. Will require extensive revision and planning
- c. Steps for identification by staff
 - i. Examine task and define what task needs to be done well (too little time is usually spent here)
 - ii. Think about what the students ought to be able to do well and that the skill can be transferred through their whole life
 - iii. Engaged students who will do their best – essential part of scoring fairly
 - iv. Set criteria
 - 1. Good written documentation
 - 2. Good oral presentation
 - 3. Good visual components
 - v. Determine a criteria of excellence: a challenge of slightly beyond what the best students can do
 - vi. Pilot testing of assessments; seek advice and help from
 - 1. Parents
 - 2. School boards
 - 3. Teachers from across grade levels
 - 4. National experts
 - vii. Understanding that teacher involvement and extra effort are essential and required

- VI. Characteristics that differ from traditional structure
 - a. Tasks are authentic and worthwhile
 - b. Focus on essential outcomes of the curriculum
 - c. Designed in such a way that students have some choice in how to complete tasks
 - d. Requires students to use higher level thinking and evaluation skills, not just recall and regurgitation of facts
 - e. Instructional process allows coaching by the teacher
 - f. Interaction between student and assessor(s)
 - i. Opportunity to justify answer
 - ii. Opportunity to expand ideas
 - g. Unique in that there is no secrecy about how students will be judged; standards and criteria are stated upfront