Current Developments in Performance Assessment

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To many educators, having students demonstrate the application of knowledge and skill to a realistic problem provides more compelling evidence of proficiency than do more conventional forms of assessment. Further, educators often argue that the use of these performance tasks in such consequential assessments as postsecondary admissions tests focuses attention by teachers and students on the appropriate competencies.

This presentation will discuss a series of current developments that, implemented well, have the potential to significantly improve the quality and value of performance assessment for postsecondary admissions as well as for other types of educational testing. The developments include:

1. Performance assessment on computer
2. Driving design of performance assessment from deep domain understanding
3. Using a structured design methodology
4. Using structured performance tasks
5. Modeling good teaching and learning practice in test and performance-task design
6. Assessing competencies *not* measured in conventional form
7. Using games for assessment
8. Collecting response information to enlighten substantive interpretation
9. Using technology to improve performance scoring
10. Continuous assessment
11. Having teachers (and students) participate in on-screen marking