

BMETESJ EVA 4 - PowerPoint (Product Activation Failed)

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1 Assessment of Learning outcomes of the Performance Based Assessment

2 **What is Performance Based Assessment (PBA)**

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NOTES COMMENTS

What is Performance Based Assessment (PBA)

A Performance based assessment presents students a performance-based activity to assess students' ability to apply skills and knowledge learned from a unit or units of study that students must complete individually or in small groups. Work is evaluated using preestablished criteria.

Also known as:

- Authentic Assessment
- Alternative Assessment
- Performance Assessment

Assessment of learning outcomes of the Psychomotor Domain Performance-Based Assessments

2

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Also known as:
Authentic Assessment
Alternative Assessment
Performance Assessment

3

Characteristics of PBA

PBA call for the application of knowledge and skills, not just recall or recognition.
The learner must actually use their learning to perform something. This can be a product (e.g., graphic display) or a performance (e.g., oral presentation, debate) that serve as evidence of their understanding and proficiency.

PBA are open-ended and typically do not yield a single, correct answer.
Unlike selected- or brief constructed- response items that seek a "right" answer, performance tasks are open-ended. There can be different responses to the task that still meet success criteria.

4

Characteristics of PBA

Performance tasks can integrate two or more subjects or skills at 21st century skills.
While performance tasks are typically by subject-specific (e.g., mathematics, science, social studies), they also provide a vehicle for integrating two or more subjects or skills.

Performance tasks provide evidence of understanding the transfer.
Understanding is revealed when students can transfer their learning to new situations.

5

Characteristics of PBA

Performance on open-ended tasks are evaluated with established criteria and rubrics.
Since these tasks do not yield a single answer, student products and performance should be judged against appropriate criteria aligned to the goals being assessed. Clearly defined and aligned criteria are the backbone of performance-based evaluation.

Performance tasks enable real and authentic assessment of performance.
When the assessment closely mirrors the performance, the assessment is more authentic and meaningful.

Characteristics of PBA

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Assessment of learning
outcomes of the Psychomotor
Domain Performance-Based
Assessments

2

What is Performance-Based Assessment (PBA)?

A Performance-Based assessment presents students a performance-based activity to assess student ability to apply skills and knowledge learned from a unit or units of study. The students must complete individually or in small groups. Work is evaluated using preestablished criteria. Also known as:
Authentic Assessment
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Characteristics of PBA

"PBA call for the application of knowledge and skills, not just recall or recognition"
The learner must actually use their learning to *perform* something. This can be a product (e.g., graphic display) or a performance (e.g., oral presentation, debate) that serves as evidence of their understanding and proficiency.
"PBAs are open-ended and typically do not yield a single correct answer."
Unlike selected or brief constructed-response items that yield a "right" answer, performance tasks are open-ended. There can be different responses to the task that still meet success criteria.

4

Characteristics of PBA

"Performance tasks can integrate two or more subjects as well as 21st century skills."
While performance tasks can certainly be content-specific (e.g., mathematics, science, social studies), they also provide a vehicle for integrating two or more subject areas or skills.
"Performance tasks provide evidence of understanding via transfer."
Understanding is revealed when students can transfer their learning to new situations.

5

Characteristics of PBA

"Performance on open-ended tasks are evaluated with established criteria and rubrics."
Since these tasks do not yield a single correct answer, student products and performances should be judged against appropriate criteria aligned to the standards assessed. Clearly defined and aligned criteria enable objective, performance-based evaluation.
"Performance tasks enable novel and authentic reasons for performance."
These tasks present realistic conditions to perform the task or the problem to be solved in a real life situation.

Characteristics of PBA

- *Performance tasks can integrate two or more subjects as well as 21st century skills.*

While performance tasks can certainly be content-specific (e.g., mathematics, science, social studies), they also provide a vehicle for integrating two or more subjects/two or more topics.

- *Performance tasks provide evidence of understanding via transfer.*

Understanding is revealed when students can transfer their learning to new situations

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What is Performance Based Assessment (PBA)?

A Performance based assessment provides students a performance-based, authentic, by-product, evidence of their learning to apply skills and knowledge learned from a unit or weeks of study. It is an assessment that is designed to assess students' understanding of a concept or skill, as evidenced by their performance on a task.

Also known as:
Authentic Assessment
Alternative Assessment
Performance Assessment

3

Characteristics of PBA

PBA is used for the application of knowledge and skills, not just recall or recognition.

The learner must actually use their learning to perform something. This can be a product (e.g., graphic display) or a performance (e.g., oral presentation). Students must demonstrate evidence of their understanding and proficiency.

PBA are open-ended and typically do not have a single, correct answer.
It takes subject or brief contextually responses that the task is "right" answer, performance tasks are open-ended. There can be different responses to the task that all meet success criteria.

4

Characteristics of PBA

Performance tasks can measure one or more subjects as well as 21st century skills.
While performance tasks can certainly be content-specific (e.g., mathematics, science, social studies) they also provide a vehicle for measuring 21st century skills (e.g., communication, critical thinking, problem-solving, etc.).

Performance tasks provide evidence of understanding the concepts.
Understanding is revealed when students can transfer their learning to new situations.

5

Characteristics of PBA

Performance on open-ended tasks are evaluated with established criteria and rubrics.
Since these tasks do not yield a single answer, student products and performances should be judged against appropriate criteria aligned to the goals being assessed. Clearly defined and aligned criteria enable defensible, judgment-based evaluation.

Performance tasks establish novel and authentic contexts for performance.
These tasks present realistic conditions to perform the task or the problem to be solved is a real life situation.

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6

Two types of PBA

Product-oriented performance-based assessment is concerned with the actual task performance rather than the output or product of an activity.

This assessment aims to know what processes a person undergoes when given a task.
If e.g., oral presentation, debate, science lab demonstration, athletic competition, reading, debate, music, singing.

Characteristics of PBA

- ***Performances on open-ended tasks are evaluated with established criteria and rubrics.***

Since these tasks do not yield a single answer, student products and performances should be judged against appropriate criteria aligned to the goals being assessed. Clearly defined and aligned criteria enable defensible, judgment-based evaluation.

- ***Performance tasks establish novel and authentic contexts for performance.***

These tasks present realistic conditions to perform the task or the problem to be solved is a real life situation

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Characteristics of PBA

Performance tasks can measure more than mere subjects as well as 21st century skills. While performance tasks can measure the content-specific skills (e.g., mathematics, science, social studies), they also provide a vehicle for measuring more complex skills such as critical thinking, problem-solving, and communication.

Performance tasks provide evidence of understanding the process.

Understanding is revealed when students can transfer their learning to new situations.

Characteristics of PBA

Performance tasks are open-ended tasks that require students to use their knowledge and skills to solve a problem or complete a task. These tasks are designed to assess students' understanding of a concept or skill, rather than just their ability to recall information.

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Two aspects of PBA

Product-oriented performance-based assessment is concerned with the actual task performance rather than the output or product of an activity. The assessment assesses how well a person understands what process a task.

E.g. oral presentation, dance, science lab demonstration, athletic competition, reading, debate, music, singing.

Product-oriented assessment

Product-oriented assessment is a kind of assessment where the assessor considers the final product as the actual performance of making that product.

E.g. essay, research paper, story play, poem, portfolio, art exhibit, video/audio tape.

One or both product/process may be assessed, depending on the concerned learning outcome.

Process-oriented assessment

Process-oriented assessment is a kind of assessment where the assessor considers the process of making that product.

E.g. essay, research paper, story play, poem, portfolio, art exhibit, video/audio tape.

One or both product/process may be assessed, depending on the concerned learning outcome.

Two aspect of PBA

- *Product Assessment, Process(skills) Assessment*
- Process-oriented performance based assessment is concerned with the actual task performance rather than the output or product of an activity. This assessment aims to know what processes a person undergoes when given a task
- E.g. oral presentation, dance, science lab demonstration, athletic competition, reading, debate, music, singing.

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Characteristics of TBA

Performance tests can measure how an individual performs as well as their learning skills. While performance tests can measure the content-specific skills, performance, attitude, social outcomes, they also provide a vehicle for measuring how an individual performs or learns.

• **Performance tests provide evidence of understanding the concepts.**
Understanding is revealed when students can transfer their learning to new situations.

5

Characteristics of TBA

• **Performance on open-ended tests are evaluated with established criteria and rubrics.**
Since these tests do not have a single answer, student products and performance should be judged against appropriate criteria, chosen by the teacher, before assessing. Clearly defined and aligned criteria enable teachers to make fair and consistent evaluations.

• **Performance tests evaluate social and economic outcomes for performance.**
These tests present realistic conditions to perform the task or the problem to be solved in a real life situation.

6

Two types of TBA

• **Product-oriented Performance Assessment**
Product-oriented performance-based assessment is concerned with the actual task performance rather than the output or product of an activity. This assessment aims to know what processes a person undergoes when given a task.

• **E.g. oral presentation, dance, science lab demonstration, athletic competition, reading, debate, music, singing.**

7

• **Product oriented assessment is a kind of assessment where the assessor considers the final product not the actual performance of making that product.**

• **E.g. essay, research paper, story/play, poem, portfolio, art exhibit, video/audio tape.**

• **One or both (product/process) may be assessed, depending on the concerned learning outcome.**

8

procedure is emphasized when:

→ There is no product
→ The procedure is orderly and directly observable
→ Cannot procedure is crucial to later success
→ Analysis of procedural steps can aid in improving product

- Product oriented assessment is a kind of assessment where in the assessor considers the final product not the actual performance of making that product.
- E.g. essay, research paper, story/play, poem, portfolio, art exhibit, video/audio tape,
- One or both (product/process) may be assessed, depending on the concerned learning outcome.

Click to add notes

6

Two aspects of PBA

- **Product Assessment, Feasibility Assessment**
- Process-oriented performance based assessment is concerned with the actual task performance rather than the output or product of an activity. This assessment aims to know what processes a person undergoes when given a task.
- E.g. oral presentation, dance, science fair demonstration, athletic competition, cooking, debate, music, singing.

7

- Product oriented assessment is a kind of assessment where in the assessor considers the final product not the actual performance of making that product.
- E.g. essay, research paper, story/plot, poem, portfolio, art exhibit, video/audio tape.
- The whole product/process may be assessed, depending on the concerned learning outcome.

8

procedure is emphasized when:

- There is no product
- The procedure is orderly and directly observable
- Correct procedure is crucial to later success
- Analysis of procedural steps can aid in improving product

9

product is emphasized when

- Different procedures result in an equally good product
- Procedure is not suitable for observation
- Product has qualities that can be identified and judged

10

How to Design and Assess a Performance Task

- Use the specific skills and knowledge you wish to assess in determining whether performing a task requires or other assessment tools.

procedure is emphasized when:

- There is no product
- The procedure is orderly and directly observable
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Click to add notes

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Two aspects of PBA

- **Product Assessment, Feasibility Assessment**
- Process-oriented performance based assessment is concerned with the actual task performance rather than the output or product of an activity. This assessment aims to know what processes a person undergoes when given a task.
- E.g. oral presentation, drama, science fair, demonstration, athletic competition, reading, debate, music, singing.

7

- Product oriented assessment is a kind of assessment where the assessor considers the final product not the actual performance of making that product.
- E.g. essay, research paper, story/plot, poem, portfolio, art exhibit, video/audio tape.
- The oral/visual product process may be assessed, depending on the contextual learning outcome.

8

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- There is no product
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- Different procedures result in an equally good product
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How to Design and Assess a Performance Task

- Use the specific skills and knowledge you want students to demonstrate through performing a task, response to other assessment tools.

product is emphasized when

- Different procedures result in an equally good product
- Procedure is not available for observation
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How to Design and Assess a Performance Task

- List the specific skills and knowledge you wish pupils to demonstrate through performing a task opposite to other assessment tools.
- Select a suitable performance activity that requires pupils to demonstrate these skills and knowledge.
- Specify the performance criteria that will be used to judge student work, and identify observable indicators of those criteria.
- Develop clear instructions to the students to perform the task

11

Developing performance criteria

- Identify the dimensions of the performance or criteria for assessing student responses
- Ex: Learning target: Students will be able to write a persuasive paper to encourage the reader to accept a specific course of action or point of view.
- Criteria:
 - Representativeness of language for the audience
 - Relevance of supporting arguments
 - Clarity of argument
 - Organization of ideas

12

Methods of Assessing Writing Criteria

How to Design and Assess a Performance Task

- List the specific skills and knowledge you wish pupils to demonstrate through performing a task opposite to other assessment tools.
- select a suitable performance activity that requires pupils to demonstrate these skills and knowledge.
- Specify the performance criteria that will be used to judge student work, and identify observable indicators of those criteria.
- Develop clear instructions to the students to perform the task

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- Different procedures result in an equally good product
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How to Design and Assess a Performance Task

- Let the specific skills and knowledge you wish pupils to demonstrate through performing a task appear in other assessment items
- Select a suitable performance activity that requires pupils to demonstrate those skills and knowledge
- Specify the performance criteria that will be used to judge student work, and identify observable indicators of those criteria
- Develop clear instructions to the students to perform the task

11

Developing performance criteria

- Identify the dimensions of the performance or criteria for evaluating student responses
- Eg. Learning target: Students will be able to write a persuasive paper to encourage the reader to accept a specific course of action or point of view
- Criteria: Appropriateness of language for the audience
Relevance of supporting arguments
Clarity of expression
Organization of ideas

12

Methods of Assessing Writing Criteria

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Developing performance criteria

- Identify the dimensions of the performance or criteria for evaluating students responses
- Eg. Learning target: Students will be able to write a persuasive paper to encourage the reader to accept a specific course of action or point of view.
- Criteria: Appropriateness of language for the audience
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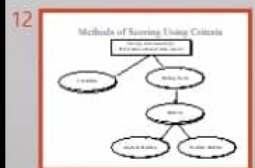
How to Design and Assess a Performance Task

- Use the specific skills and knowledge you wish pupils to demonstrate through performing a task to design the task
- Select a suitable performance activity that requires pupils to demonstrate those skills and knowledge
- Specify the performance criteria that will be used to judge student work, and identify observable indicators of those criteria
- Develop clear instructions to the students to perform the task

11

Developing performance criteria

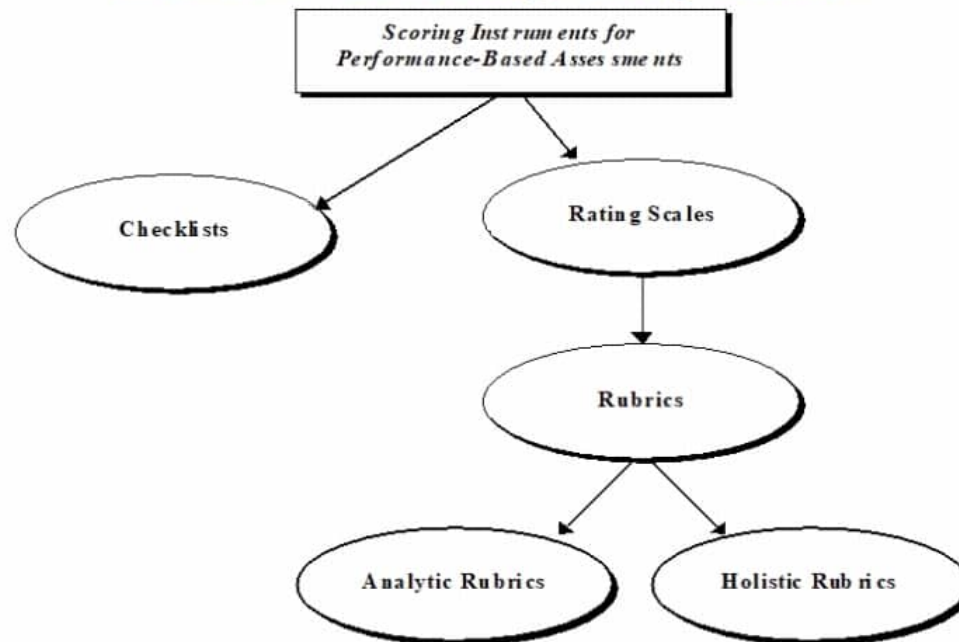
- Identify the observations of the performance or criteria for evaluating student responses
- E.g. Learning target: Student will be able to write a persuasive paper to encourage the reader to accept a specific course of action or point of view
- Criteria: Appropriateness of language for the audience
- Relevance of supporting arguments
- Clarity of expression
- Organization of ideas



13

Checklists

Methods of Scoring Using Criteria



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Selecting performance criteria

- Identify the dimensions of the performance or criteria the audience checks responses
- The 4 learning target: Students will be able to write a persuasive paper to encourage the reader to consider a specific course of action or point of view.
- Criteria: Appropriateness of evidence for the audience
- Relevance of supporting arguments
- Form of expression
- Organization of ideas

Methods of Scoring Using Criteria



Checklists

- Checklist** when specific elements in the product or performance are expected to be present this method is used.
- Checklist for scoring oral presentation

Rating Scales

- Rating Scales** when elements to indicate the degree or frequency of the performance, skills and strategies demonstrated by the learner

RUBRICS

- Rubrics** is used to measure and describe performance for all levels of performance

Checklists

- Checklists** when specific elements in the product or performance are expected to be present this method is used.
- Checklist for scoring oral presentation

Scoring Criteria	yes	No
Information is presented in a logical sequence		
language appropriate for the target audience.		
Presentation contains accurate information		
Speaker uses a clear, audible voice.		
Speaker maintains good eye contact with the audience		

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Selecting performance criteria

- Identify the dimensions of the performance or criteria the evaluation checklist measures.
- Eg. Learning target: Evaluation will be able to write a persuasive paper to encourage the reader to accept a specific course of action or point of view.
- Criteria: Appropriateness of ideas for the audience; Relevance of supporting arguments; Use of evidence; Organization of ideas.

Methods of Testing Using Criteria



Checklists

- Checklist: when specific elements in the product or performance are expected to be present in the method to be used.
- Checklist for writing oral presentations.

Rating Scales

- Rating Scales: when elements to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner.
- Eg. Rating Scales for Listening Skills.

RUBRICS

- Rubrics: when elements to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner.

Rating Scales

- Rating Scales** allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the learner.
- Eg. Rating Scales for Listening Skills

Key Elements for Good Listening in School	Inadequate	Infrequent Problems	Adequate	Skilled
	1	2	3	4
Able to hear oral directions and follow them				
Able to listen and respond to adults.				
Able to socialize with other children through listening and speaking.				

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Study of Planning Writing Criteria



13

Checklists

Checklists: when specific statements in the product or performance are expected to be present or absent.

Checklist for writing and presentation

Writing Criteria	Yes	No
Information is presented in a logical sequence		
Language is appropriate for the topic and audience		
Punctuation and grammar are correct		
Spelling is correct and consistent		
Spelling is correct and consistent with the audience		

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Rating Scales

Rating Scales: when the product or performance is rated on a scale of quality or frequency of the behavior, skill, or strategy.

Rating Scale for 3 categories

Performance Level	Excellent	Good	Fair	Poor
Content				
Organization				
Language				
Spelling				
Punctuation				
Grammar				

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RUBRICS

A fixed measurement scale and detailed description of the characteristics for each level of performance.

Category	Excellent	Good	Fair	Poor
Content				
Organization				
Language				
Spelling				
Punctuation				
Grammar				

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ANALYTIC RUBRIC FOR ORAL PRESENTATIONS

Category	Excellent	Good	Fair	Poor
Content				
Organization				
Language				
Spelling				
Punctuation				
Grammar				

RUBRICS

A fixed measurement scale and detailed description of the characteristics for each level of performance.

Eg. Rubrics for essay

	-3- Exceeds Expectations	-2- Meets Expectations	-1- Needs Improvement	-0- Inadequate
Structure	----- -	----- -	----- -	----- -
Grammar/mechanics	Manipulates complex sentences for effect/impact No punctuation or mechanical errors	Uses complex sentences Few punctuation or mechanical errors	Uses compound sentences Too many punctuation and/or mechanical errors	Uses simple sentences Too many punctuation and mechanical errors
Language	-----	-----	-----	-----
Content/information	-----	-----	-----	-----

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NOTES

COMMENTS

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13 Checklists

- **Checklist** - when specific elements in the product or performance are checked to be present or not.
- Check the writing and presentation

Checklist for the writing and presentation

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ANALYTIC RUBRIC FOR ORAL PRESENTATIONS

	Below Expectation	satisfactory	Exemplary
Organization	No apparent organization. Evidence is not used to support assertions.	The presentation has a focus and provides some evidence that supports conclusions	The presentation is carefully organized and provides convincing evidence to support conclusions.
Content	The content is inaccurate or overly general.	The content is generally accurate, but incomplete	The content is complete and accurate.
Style	The speaker appears anxious & uncomfortable, presentation is too short, or entire paragraphs are read verbatim from the article.	The speaker is generally relaxed & comfortable, presentation is a decent length, and students' own words are used for the summary	The speaker is relaxed & comfortable, presentation is the right length, student demonstrates ability to speak extemporaneously and make eye contact with other members of the class.

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