

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

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

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.

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

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

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.

- 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.

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

product is emphasized when

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

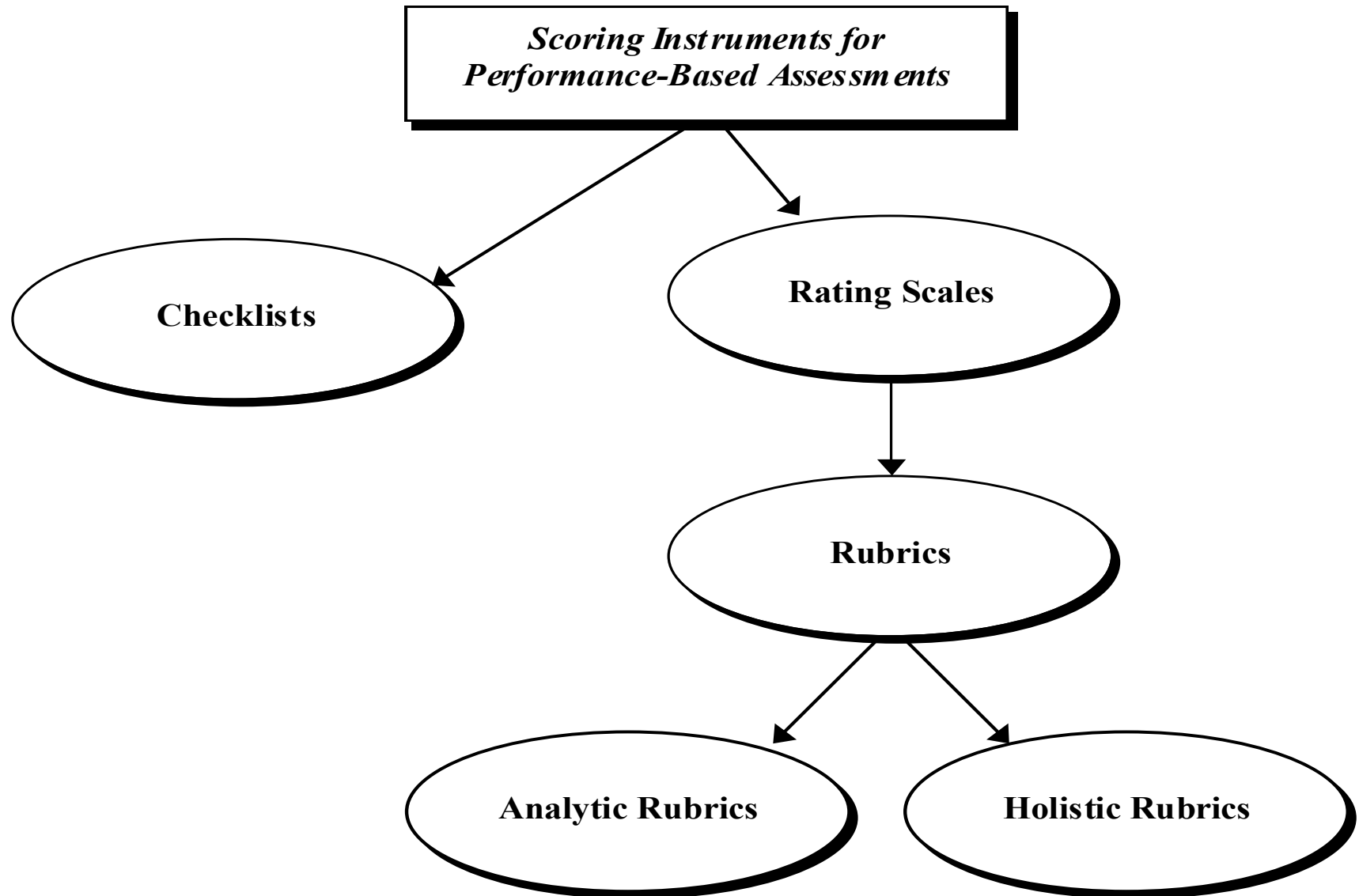
How to Design and Assess a Performance Task

- List the specific skills and knowledge you wish pupils to demonstrate through performing a task oppose 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

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
Relevance of supporting arguments.
Clarity of expression
Organization of ideas

Methods of Scoring Using Criteria



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		

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 1	Infrequent Problems 2	Adequate 3	Skilled 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.				

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	-----	-----	-----	-----

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.