PERFORMANCE ASSESSMENT
IN THE CLASSROOM, BUILDING, AND DISTRICT

Overview – Sue Brookhart
September 13, 2017
Session Outline

• Overview of performance assessment
  • Sue Brookhart, Consultant

• Performance assessment in Shawnee Heights Unified School District 450
  • Becky Greer, Director of Curriculum, Assessment, and Special Programs

• Performance assessment in Berryton Elementary School
  • Stacey Giebler, Principal

• Performance assessment in the classroom
  • Linda Dishman, Teacher
What is Performance Assessment?

A performance assessment

a) Requires students to create a product or demonstrate a process, or both, and

b) Uses observation and judgment based on clearly defined criteria to evaluate the qualities of student work.
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Kindergarten Example
Making Equal Sets

A

B
Why Use Performance Assessment?

• Help students conceptualize what their knowledge and skills should “look like”
• Active—students have to do, make, say, or write something
• Assessment of complex standards
• Rubrics for evaluating performance on a task are a summary of what good work looks like
Different Kinds of Outcomes

*Students might be asked to learn to:*

- Recall facts
- Understand concepts
- Apply knowledge to solve problems
- Analyze information
- Design and produce products
- Perform a process
Performance Assessment’s Biggest Trap

“Retelling” tasks
Performance Assessment’s Biggest Trap

“Retelling” tasks
Better Performance Assessment

• **Simple processes** (make an “A,” count by 10s to 100)
• **Simple products** that, although simple, require higher-order thinking (write a letter, solve a problem and explain your reasoning)
• **Complex processes** (use a variety of basketball skills to play a game of basketball; participating in Author’s Chair)
• **Complex products** (interpreting original source material and drawing conclusions about a historical event or era; designing, conducting, and reporting on science experiments; design a mathematical model to inform and solve a practical or abstract problem; interview an elderly person about a time before you were born and compare their experience of the event with historical information from your textbook or other sources)
Both the student’s performance and how you observe or score it defines what kind of evidence you get.
True rubrics have 2 elements

• A coherent set of criteria
• Descriptions of levels of performance quality
How Does Shawnee Heights Unified School District 450 Use Performance Assessment?