



Designing and Scoring Performance Assessments

Learning Targets

- Understand what a performance assessment is and when it is best used.
- Recognize and develop high-quality performance assessments.
- Recognize and develop high-quality rubrics for evaluating student work.

What is a Performance Assessment?

Requires students to demonstrate mastery of skills and knowledge by engaging in a performance or by creating a product.

- Often reserved for measuring mastery of high-level skills and knowledge.
- Often assesses process and reasoning in addition to solutions.
- May include skills and knowledge that cross multiple content areas.

Why is Performance Assessment Important?

Some standards require performance assessments.

- Example: Create artworks that demonstrate awareness of two- and three-dimensional space.

Performance Assessment can measure the integration of knowledge and skills not easily measured by other methods.

- Example: Write a script based on a painting that captures the time period as well as the mood of the artwork.



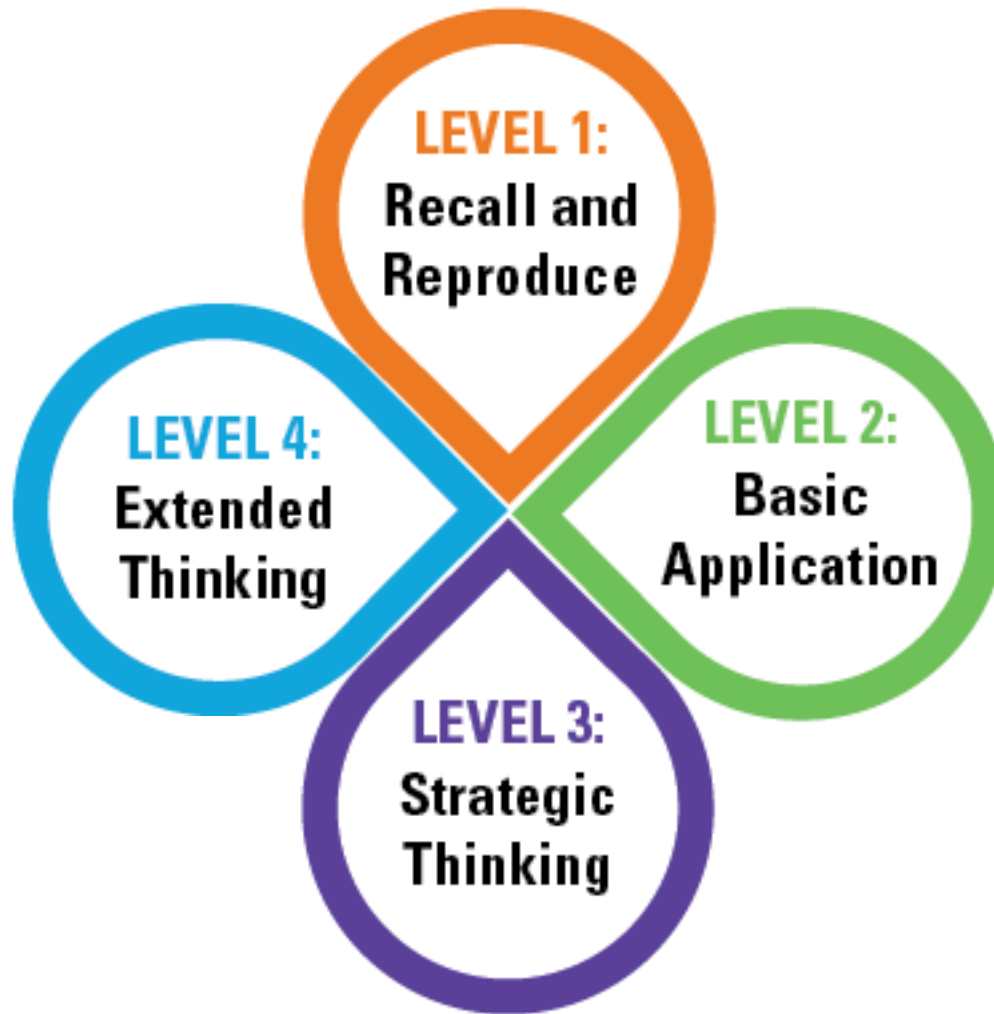
Traditional vs. Performance Assessment

Traditional Assessment	Performance Assessment
Usually Selected Response or shorter constructed responses.	Emphasis is more on “doing.”
More teacher-directed.	More student-directed.
Higher-order thinking may be assessed, but not as often.	Often measures learning not easily measured by other methods.
Process is rarely assessed.	Focuses on process as well as product.
Usually one right answer.	More than one answer may be reached or more than one strategy may be used.

Examples of Performance Assessments

- Creating a musical composition
- Demonstrating how to use a piece of equipment
- Building models and prototypes
- Participating in a debate
- Designing an experiment
- Catching a bounced ball
- Drawing a self-portrait

Performance Assessments



Performance Assessment: Assess Higher Cognitive Complexity

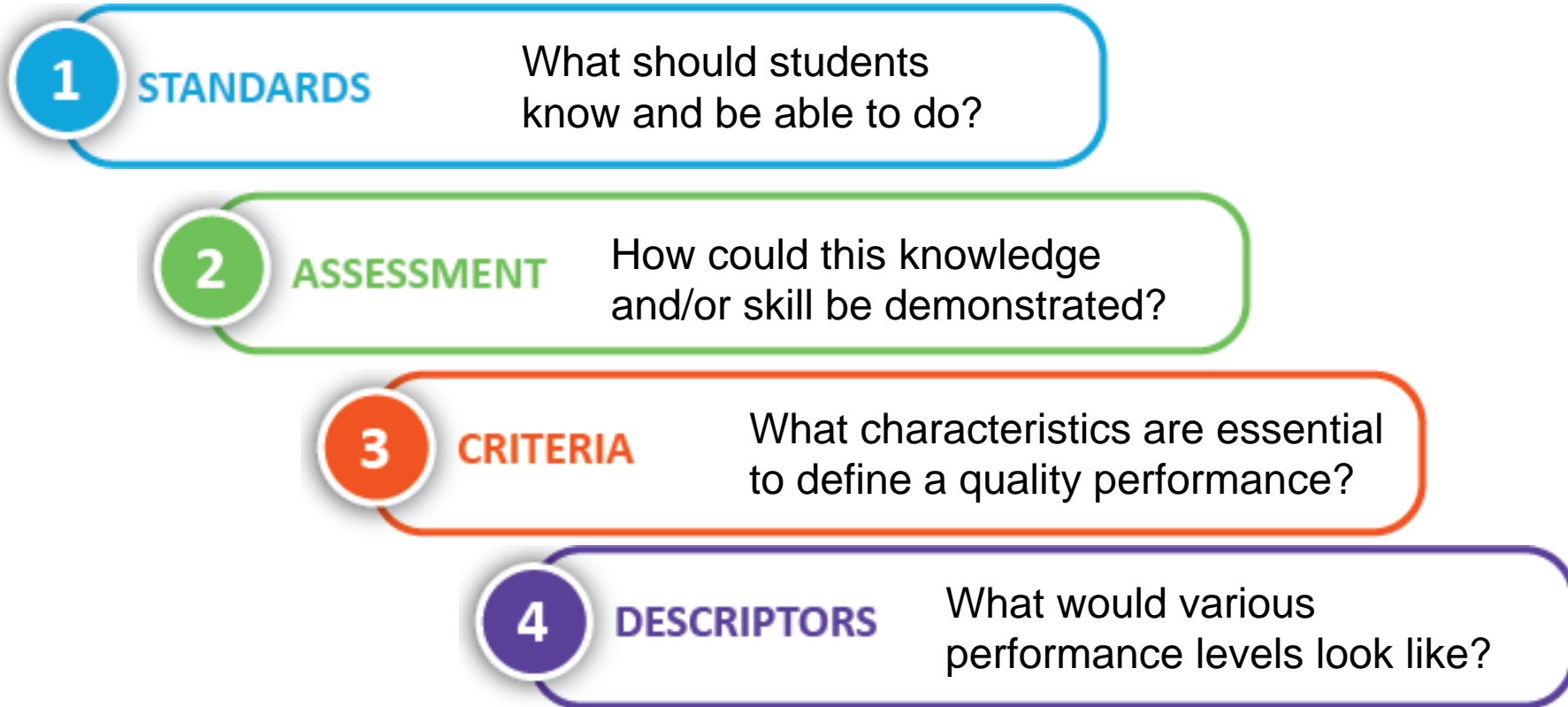
In a small group, create an original dance based on a social issue. Social issues can include civil rights, hunger, poverty, etc. Once you have decided which issues you would like to address in your dance, make sure that it has a beginning, middle and end and also uses the elements of dance. You will also need to decide which music you would like to use. After your performance you will need to describe how your dance represents the chosen social issue.



Depth of Knowledge Level 4:

This is a Level 4 performance since students are required to do more than just create a dance. Rather, they are required to investigate, connect, and relate ideas and concepts among content areas.

Developing a Performance Assessment



Key Components: Performance Assessments and Rubrics

Design the
Performance
Assessment

Design the Rubric

1

IDENTIFY
STANDARDS

3

DETERMINE
CRITERIA

2

CREATE
ASSESSMENT

Review

4

DESCRIBE
PERFORMANCE

When to Use a Performance Assessment

The standard requires a visual, verbal, or physical performance.

- Perform basic folk/square/line-dance sequences to music.

The standard requires the development of product, model, or plan.

- Make formal geometric constructions with a variety of tools and methods.

Consider combining several related standards.

Design the Performance Assessment

1

STANDARDS

What should students know and be able to do?

2

ASSESSMENT

How could this knowledge and skill be demonstrated?

1

Step 1: Identify Standards

List the standards that contain the knowledge and skills students will demonstrate.

- Standards chosen should represent prioritized content and skills.
- Deconstruct standards as necessary to determine the most-valued content and skills.

Example

- Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.
- Use constructive feedback to improve and refine musical performance and response.

2

Step 2: Design the Assessments

Example

- Must be aligned to standards/learning priorities from Step 1.
- Consider the complexity of assessment and time requirements.
- Develop clear directions and expectations.

- After learning a particular song, perform the song in small groups
- Listen to your performance. Discuss in your group what you did well and what could be improved.
- Perform the song again with the group including the necessary adjustments to improve the performance.

Performance Assessment Quality Review

- Aligned**
- Feasible**
- Clear**
- Measurable**
- Observable**
- Fair**

Review for Quality

- Could a student do well on the assessment even with limited knowledge and skills?
- Could a student do poorly on the assessment even with a deep understanding of the material and/or high-level skills?

Only students with the desired knowledge and skill will perform well on a high-quality, well-designed performance assessment.

Design the Rubric

3

CRITERIA

What characteristics are essential to define a quality performance?

4

DESCRIPTORS

What would various performance levels look like?

High-Quality Rubrics

- Bring clarity to student expectations.
- Identify next steps in learning.
- Clarify curricular content.
- Help teachers evaluate students' work.
- Assist students in self-assessing and increase the level of student ownership.

Purpose of Scoring Guides

- Designed to address the features that content experts agree are essential to a quality performance
 - Aligned to the standards
 - Different formats
 - Checklist
 - Holistic Rubric
 - Analytic Rubric

Types of Rubrics



Analytic

- Describes the work on each of the selected criterion separately.
- Provides more descriptive feedback.
- Links to instruction more closely.



Holistic

- Describes the work by applying all the criteria at the same time.
- Produces an overall judgment.
- Used more for scoring than for feedback.

When to Use an Analytic or Holistic Rubric



Analytic Rubric

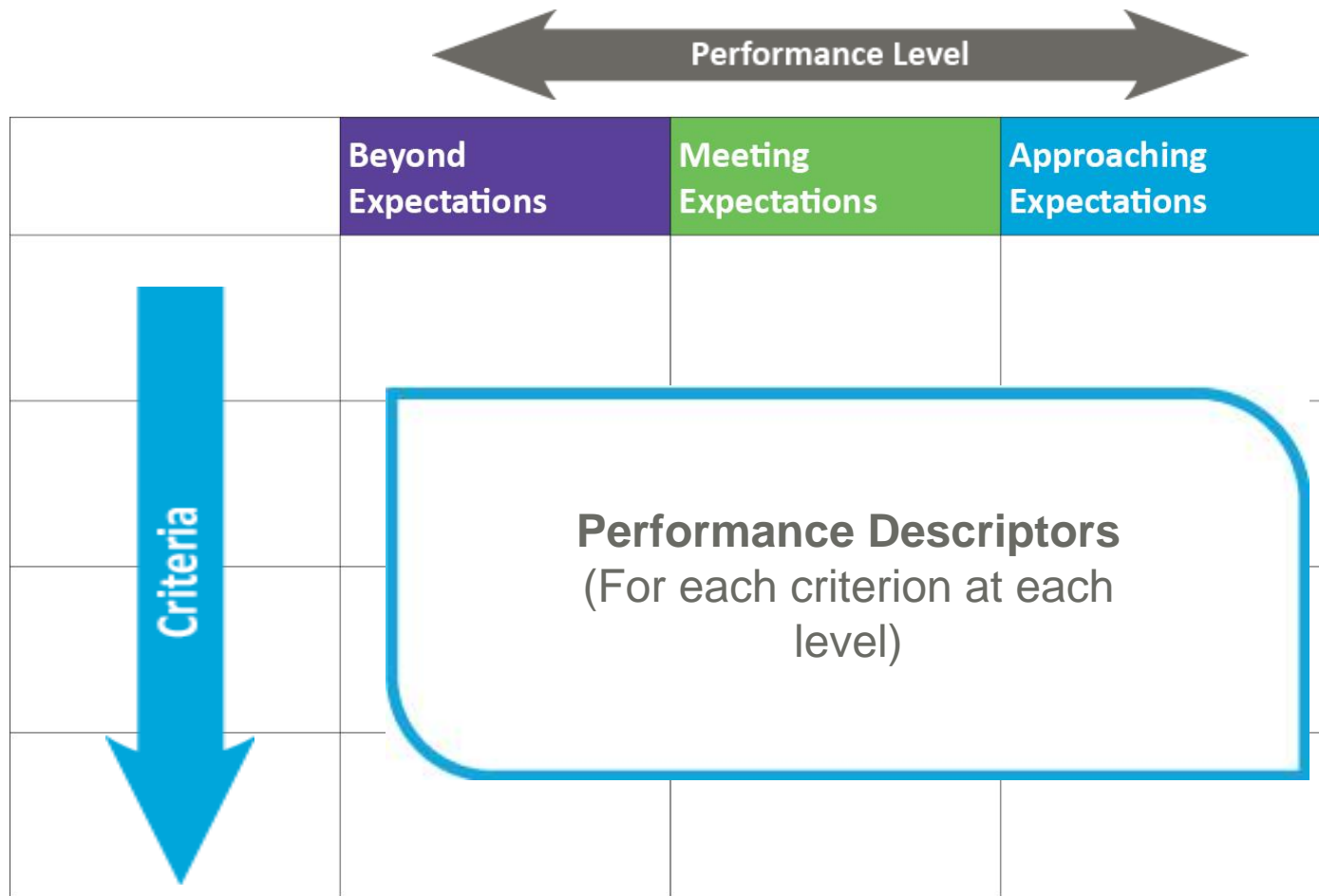
- Multi-dimensional descriptive feedback (multiple aspects to be considered).
- Guide student learning.



Holistic Rubric

- When projects vary greatly (ex: independent study).
- Not providing descriptive feedback to student.
- Evaluating large amounts of student work.

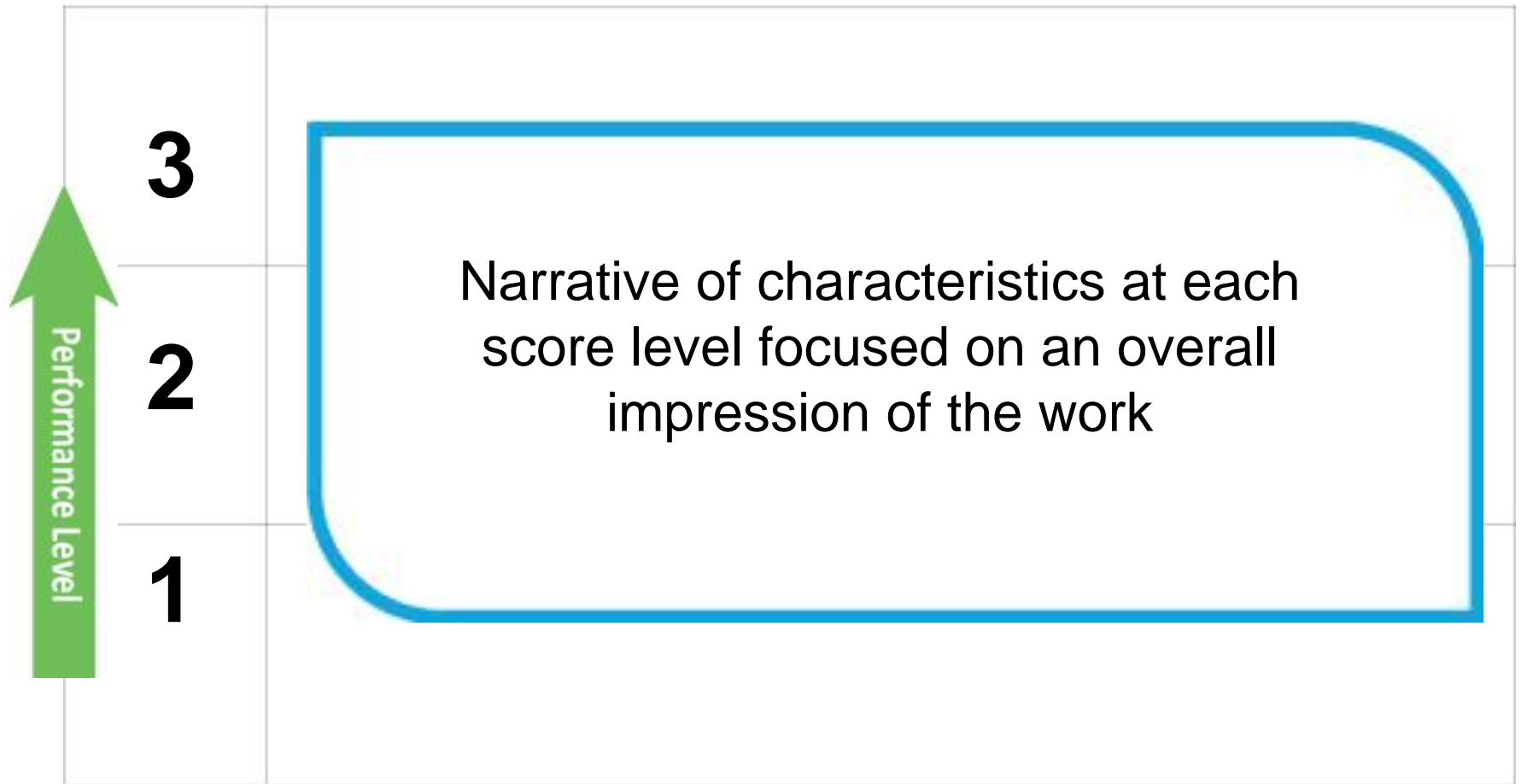
Components of an Analytic Rubric



Dental Hygiene Analytic Rubric

	Beyond Expectations	Meeting Expectations	Approaching Expectations
Brushing Technique	Uses an electric toothbrush	Uses small, circular brushing motions	Uses “side-to-side” and back and forth brushing motions
Brushing Frequency	Brushes at least three days per day	Brushes twice a day	Brushes less than twice a day
Flossing	Flosses two or more times a day	Flosses once a day	Flosses sporadically or not at all
Mouthwash	Uses bacteria-fighting mouthwash at least twice a day	Uses bacteria-fighting mouthwash once a day	Uses bacteria-fighting mouthwash sporadically or not at all

Components of a Holistic Rubric



Dental Hygiene Holistic Rubric

3	Uses an electric toothbrush to brush three or more times a day. Flosses and uses bacteria-fighting mouthwash two or more times a day.
2	Brushes using small, circular brushing motions twice a day. Flosses and uses bacteria-fighting mouthwash once a day.
1	Brushes less than twice a day using “side-to-side” and back and forth motions. Flosses and uses bacteria-fighting mouthwash sporadically or not at all.

Designing High-Quality Rubrics

CONTENT

- Reflects elements essential to a quality performance.
- Distinguishes among levels.

+

CLARITY

- Contains descriptive, precise language.
- Follows a logical progression.

RELIABILITY

Results in consistent scoring results.

3

Establish Criteria

- Choose key criteria to describe the performance.
 - Leaving out key criteria or adding criteria that are not necessary could result in a student being rated at a level not consistent with their performance.
 - Look to the standards to help identify key expectations.
 - Weight criteria appropriately.

Determine the Performance Levels

Start with fewer performance levels.

Determine if numbers or labels are more appropriate for your purpose and students.

Consider points for each level.

Avoid negative labels.

Examples:

- Novice, Proficient, Advanced
- Emerging, Adequate, Distinguished
- Beginning, Developing, On Target, Accelerated
- Novice, Apprentice, Master, Expert
- Level 1, Level 2, Level 3, Level 4

3

Step 3: Establish Criteria

Criteria	Novice (5)	Proficient (7)	Advanced (10)
Pitch Accuracy (30%)			
Rhythm (25%)			
Diction (25%)			
Expression (20%)			

4

Step 4: Develop Descriptors



Degree
(Partially,
Completely)



Frequency
(Occasionally,
Consistently)



Depth
(Cursory,
Complex)



Thinking Process
(Lists, Describes,
Analyzes)



Independence
(with Guidance,
Independently)



Speed
(Hesitantly,
Automatically)

**Always include examples
and clarifying language.**

4

Step 4: Considerations for Writing Performance Descriptors

Focus on the “Threshold” Evidence

- What does it mean to “clear the fence” into that level?
 - For example, the “typical” homerun might travel 350 feet, but the ball only need to clear the fence to earn a homerun.
- Meeting the Advanced level does not mean perfection.
- Eliminate the “zero” level description.
 - This level is implied to be anything below entry level.

4

Step 4: Considerations for Writing Performance Descriptors

Criteria	Apprentice (Proficient-level Descriptor)
Pitch Accuracy	<i>Pitch is very accurate and secure with only an occasional error.</i>
Rhythm	<i>The tempo is steady, with only an occasional rhythmic error.</i>
Diction	<i>Diction is mostly understandable and vowel sounds are mostly well formed.</i>
Expression	<i>Dynamics are mostly accurate and phrasing is mostly appropriate and consistent throughout the song.</i>

Example: Dance – Grade 2



Key Takeaways for Performance Assessment

- Start with the standards.
- Create clear performance tasks.
- Determine the type of rubric best suited for the performance assessment.
- Write rubrics with clear descriptors for each performance level.
- Determine if weighting is appropriate for criteria.
- Clearly define the “threshold” evidence using clear, concise language that is anchored in the standards.

Next Steps

Consult the facilitation guide for additional guided practice to confirm your learning as well as application exercises to implement your learning as part of your practice.

Battelle *for* Kids

BattelleforKids.org



@BattelleforKids



Facebook.com/battelleforkids.org



youtube.com/battelleforkids

