

Chapter 11.

Performance and Portfolio Assessment

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Performance Assessment

(1) Definition

: Students are given a demanding task, then asked to respond to it orally in writing, or by constructing a product.

(2) Characteristics

- Student is required to construct an original response.
- An examiner observes the process of construction so that an observation of the student's performance and a judgement about that performance are required.

(3) Performance assessment VS

Conventional assessment

: The degree to which it approximates the assessment domain about which educators wish to make inferences.

※ Figure 11.1.

: Assessment choices that vary in the degree to which the student's task approximates the desired assessment domain.

Student's skill in solving problems collaboratively

5. Students work in small groups to solve previously unencountered problems. Teacher observes and judges their efforts.

Assessment Choices

4. Students are given a new problem, then asked to write an essay regarding how a group should go about solving it.

3. Students are asked a series of questions regarding ways of solving problems collaboratively, then asked to supply short answers to the questions.

2. Students answer a series of multiple-choice tests about the next steps to take when solving problems in groups.

1. Students respond to true-false questions about the best procedures to follow in group problem-solving.

(4) "Genuine performance assessments must possess at least three features."

- Multiple evaluative criteria
- Prespecified quality standards
- Judgemental appraisal

⇒ 4,5 = Performance test

(5) Another name of Performance assessment.

- Authentic assessment
- Alternative assessment

1) The Rationale for Performance Assessment

※ Mehrens (1992)

- Disillusionment with selected-response tests.
- Impact of cognitive psychology.
- Negative influence of conventional tests.

2) Performance Assessment Tasks

※ Critical components of a performance test.

- task
- rubric

(1) Definition

: The constructed response assignment that a performance test presents to the student.

(2) What performance assessment must measure.

- truly powerful skill
- truly teachable skill

(3) The number of performance assessment tasks.

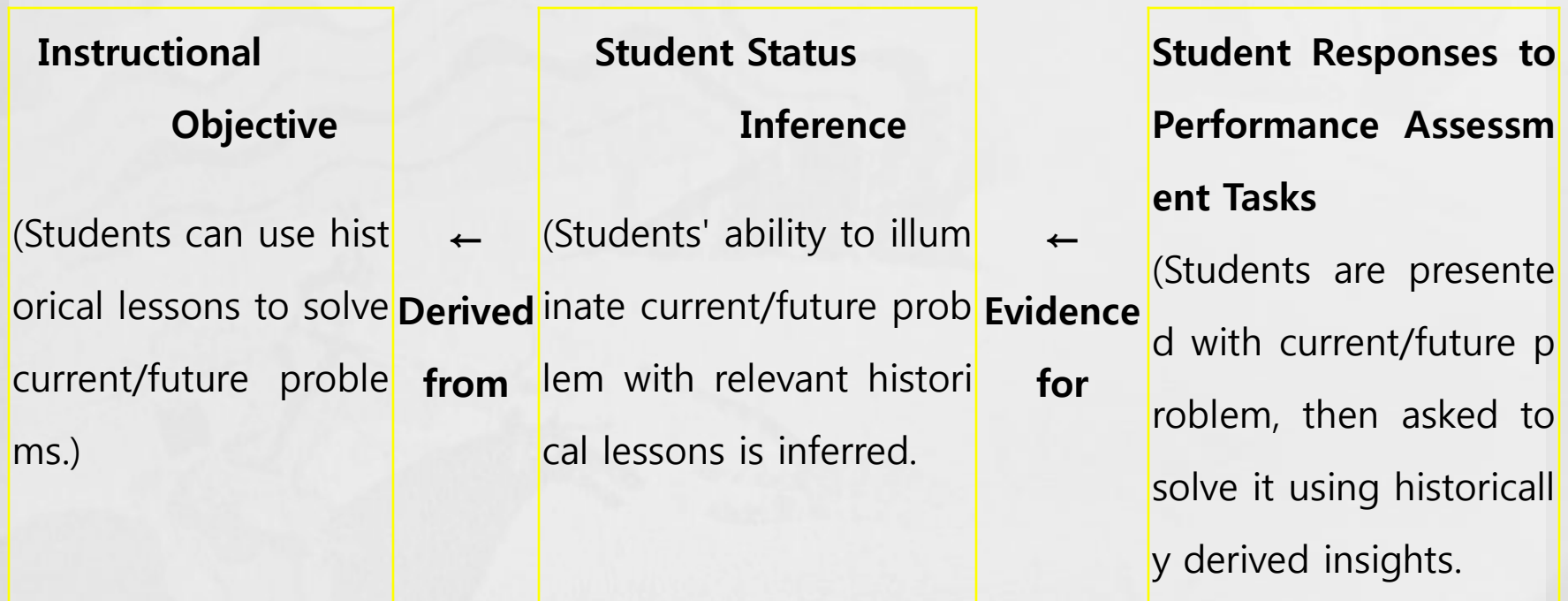
: many > small

3) Tasks and Skill-Focused Inferences

- ※ The chief determinants of how teachers ought to assess students.
- The inferences that teachers want to make about their students.
- The decisions the teachers will base on these inferences.

※ Figure 11.2.

: Relationships among a teacher's instructional objective, the assessment-based inference derivative from the objective, and the performance assessment task that will provide evidence for the inference.



4) The Generalizability Problem

: Because students respond to fewer tasks than would be the case with conventional paper-and-pencil testing. It is often more difficult to generalize accurately about what skills they possess.

ex) – If a student does well on the test

☞ really possess the assessed skill vs lucky

– If a student messes up on the test

☞ really doesn't possess the assessed skill vs misleading test

⇒ Teachers are faced with two horns of a classic measurement dilemma.

so) The inferences that teachers make about students on the basis of their responses to performance test must be made with increased caution.

A Formidable Assessment Tool : Rubrics

*Rubrics, according to their backers, were incontestably good things.

*But, for many educators, rubrics inspire a series of questions.

- What are rubrics, and where did they come from?
- What is an educationally appropriate role for rubrics?
- Why do so many current rubrics fail to live up to their promise as guides for both teachers and students?
- What should educational leaders do to make rubrics better?

1) Components of a Rubric

(1) Definition

: A scoring guide used to evaluate the quality of student's constructed responses.

(2) A rubric has three essential components.

: evaluative criteria, quality definitions, scoring strategy

① Evaluative criteria

- * The factors that are used to distinguish acceptable responses from unacceptable responses.
- * The criteria will obviously vary from rubric to rubric, depending on the skill involved.

② Quality definitions

- * Theses describe the way that qualitative differences in student's responses are to be judged.

③ Scoring strategy

- * A scoring strategy may be either holistic or analytic.
 - holistic strategy
 - : Using a holistic strategy, the scorer takes all of the evaluative criteria into consideration but aggregates them to make a single, overall quality judgement.
 - analytic strategy
 - : An analytic strategy requires the score to render criterion-by-criterion scores that may or may not ultimately be aggregated into an overall score.

2) Rubricity Wrongdoing : Three Flaws

- Flaw 1 : Task specific evaluative criteria
- Flaw 2 : Excessively general evaluative criteria
- Flaw 3 : Dysfunctional detail

3) Task-Mastery versus Skill-Mastery

- * Teachers must instruct toward the skill represented by the performance test, not toward the test.
- * Although the more performance tests a student completes, the more accurate will be teacher' inferences about skill mastery, teachers usually rely on one or two efforts by a student on a performance test.
⇒ Skill-Focused instruction

4) Applying a Rubric's Evaluative Criteria

- * The more clearly the teacher understands what each evaluative criterion is, and what it means to award a different number of points on whatever scale has been selected, the more accurate the teacher's scores will be.
- * Evaluative criteria involve qualitative factors vs quantitative factors

5) Error Sources in Judging Student Performances.

- ① Scoring-Instrument Flaws
- ② Procedural Weaknesses
- ③ Personal Bias Problems
 - * generosity error
 - * severity error
 - * central-tendency error
 - * halo effect

Portfolio Assessment

(1) Definition

: A systematic appraisal of students' collected work samples.

(2) character

: Portfolio must be updated as a person's achievements and skills grow.

※ Differences in Assessment Outcomes Between Portfolio and Standardized Testing Practices.

Portfolio	Testing
<ul style="list-style-type: none"> • Represents the range of reading and writing students are engaged in. • Engages students in assessing their progress and/or accomplishments and establishing ongoing learning goals. • Measures each student's achievement while allowing for individual differences between students. • Represents a collaborative approach to assessment. • Has a goal of student self-assessment • Addresses improvement, effort, and achievement. • Links assessment and teaching to learning. 	<ul style="list-style-type: none"> • Assesses students across a limited range of reading and writing assignments that may not match what students do. • Mechanically scored or scored by teachers who have little input. • Assesses all students on the same dimension. • Assessment process is not collaborative. • Student's assessment is not a goal. • Addresses achievement only • Separates learning, testing, and teaching.

1) Classroom Use

(1) Teacher

- * The relationship between instruction and assessment will be strengthened.
- * The major consideration is that the teacher uses portfolio assessment as an integral aspect of the instructional process.
- * Portfolios can be tailored to a specific student's evolving growth.

(2) Students.

- * Students' self-evaluation capabilities are enhanced.
- * Students' self-evaluation skills are nurtured not only during portfolio conferences, but throughout the entire school year.

⇒ Working portfolio > Showcase portfolio

2) Guidelines for Application

- * Make sure students "own" their portfolios.
- * Decide on what kinds of work samples to collect.
- * Collect and store work samples.
- * Select evaluative criteria by which to evaluate portfolio work samples.
- * Require students to evaluate continually their own portfolio products.
- * Schedule and conduct portfolio conferences.
- * Involve parents in the portfolio assessment process.

3) The Weakness of Portfolio Assessment.

- ① Students' constructed responses are genuinely tough to evaluate.
 - * It is quite difficult to come up with consistent evaluations of different student' portfolios.

- ② Portfolio assessment takes long time.
 - * But, proponents of portfolios are convinced that the quality of portfolio assessment is worth the time such assessment takes.



Thank you.