

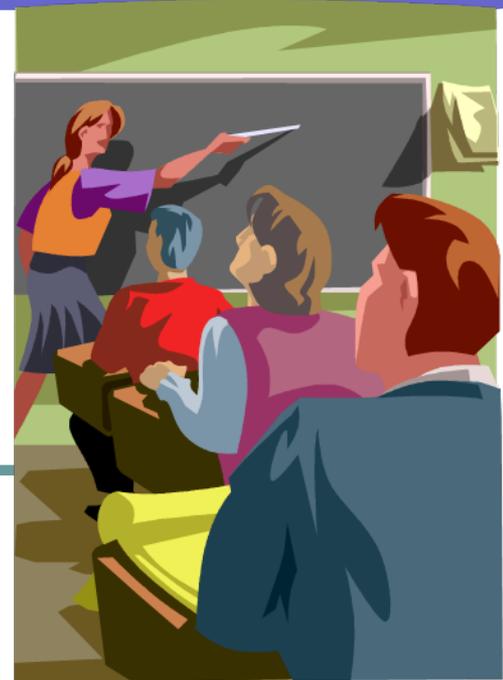
# Implementing Performance-Based Assessments

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**Presenters:**

**Lori Howard** [lbhoward@casas.org](mailto:lbhoward@casas.org)

**Jan Forstrom** [jforstro@sdccd.edu](mailto:jforstro@sdccd.edu)



# Objectives

**At the end of this training, participants will be able to:**

- Recognize the differences between instruction and assessment
- Identify strategies for creating and administering performance based assessments
- Identify the components of appropriate training for examiners and teachers
- Score written and oral assessments with a variety of rubrics
- Identify appropriate record keeping strategies

# Instruction vs. Assessment

## Instruction

- Instructor uses variable content, simplified speech as needed and clarification until student understands
- Student has several opportunities to practice or demonstrate mastery
- Instructor/fellow students may offer assistance
- Criteria for success is variable and open-ended
- Informal feedback is given by instructor and classmates

# Instruction vs. Assessment

## Assessment

- Examiner uses fixed content and procedures, natural speech and a prescribed amount of clarification
- Student has a fixed number of attempts to demonstrate mastery
- Examiner may not coach or give assistance
- Criteria for success is explicit and fixed
- Formal feedback is given by examiner

# Create Assessments - Part 1

1. Determine skills to assess based on objectives
2. Select assessment tasks
3. Create rubric and rating scales to evaluate performance

# Create Assessments - Part 2

## 4. Create assessment materials

- Score sheet with rubrics
- Examiner's script:
  - exactly what examiner will say during assessment including rules for repetition, clarification and rephrasing
  - expected student utterances (oral assessment)
- Written instructions for examiners (set up, implementation procedures, paper work procedures, communications with teachers before/after assessments)
- Materials for implementing assessments (pictures, charts, checklists, written instructions to students, etc.)

# Create Assessments - Part 3

5. Produce demonstration video (for oral assessments) or samples of written task

# Align Assessment and Curriculum

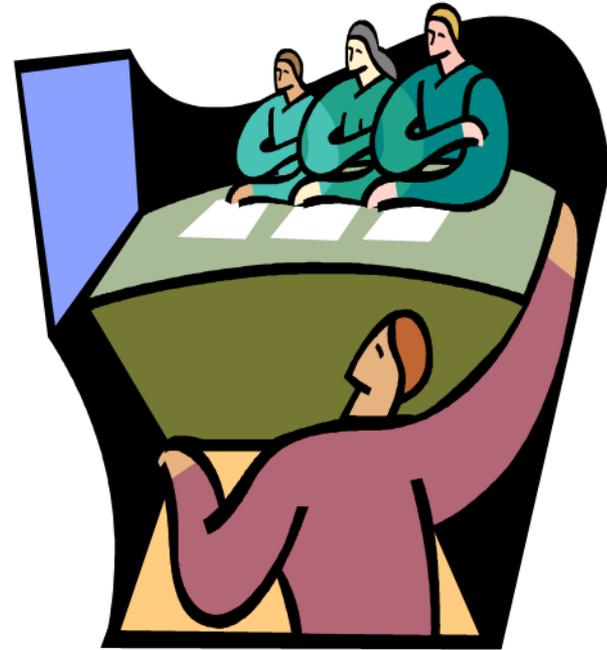
- Develop or locate curriculum that:
  - introduces all vocabulary that will appear in assessment tasks
  - offers plentiful and varied practice activities that prepare students for assessment
  - Includes simulation of assessment task

# Curriculum Extras

- Needs Assessment: use to introduce objective and identify specific student needs to guide instruction
- Variety of curriculum formats
  - Teacher's Guide with lessons, answer keys and background
  - Student Packets of lessons
  - CD of curriculum (teachers can revise materials to best suit students)
  - Website activities
  - Language Master Cards (for oral assessments)
- Practice tests that simulate assessment

# Decide Who Will Assess

- Outside examiners?
- Teachers?
- Instructional aides?
- Other?



# Qualifications of Outside Examiners

- Relate well to teachers and students
- Speak clearly
- Have good paperwork skills
- Demonstrate understanding of standardized assessments

# Train Examiners - Part 1

- Define difference between instruction and assessment
- Explain competencies to be assessed and the assessment tasks
- Outline responsibilities (paperwork, communicating with teachers, etc.)
- Review examiner directions and script and/or samples of written task

# Train Examiners - Part 2

- Demonstrate how the assessment activity is to be conducted including use of script, use of rubric and rating scales:
  - Show video demonstration (oral assessment)
  - Review samples of written task
- Practice scoring assessments
- Develop inter-rater reliability
- Provide on-the-job training

# Train Teachers

- Present assessment task
- Show demonstration video (oral assessment) or samples of written task
- Review rubric
- Review/suggest curriculum and instruction that matches assessment
- Demonstrate how to conduct key practice activities
- Detail teacher responsibilities (paper work, room arrangements for oral assessments)

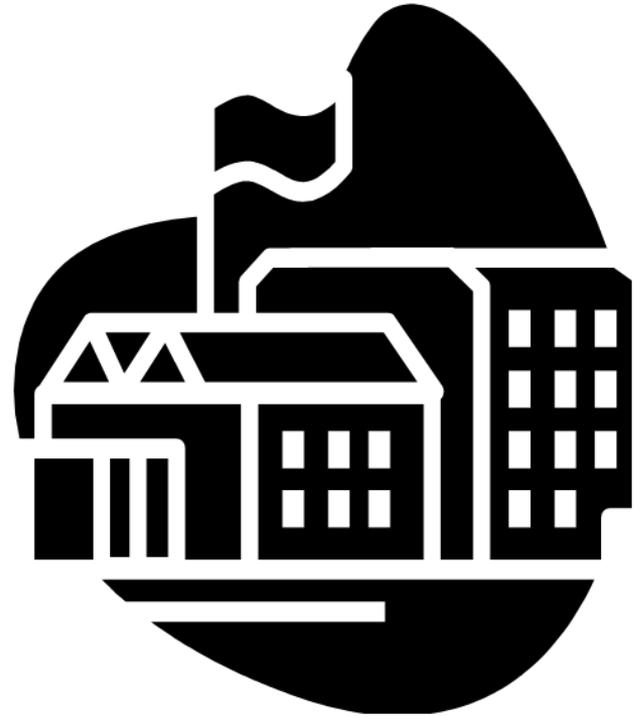
# Logistics of Assessment



# How and where will you do the assessment?

- In-class?
- Pull-out?
- Other?

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- Regular Classroom?
  - Separate Classroom?
  - Office?
  - Hallway?
  - Other?

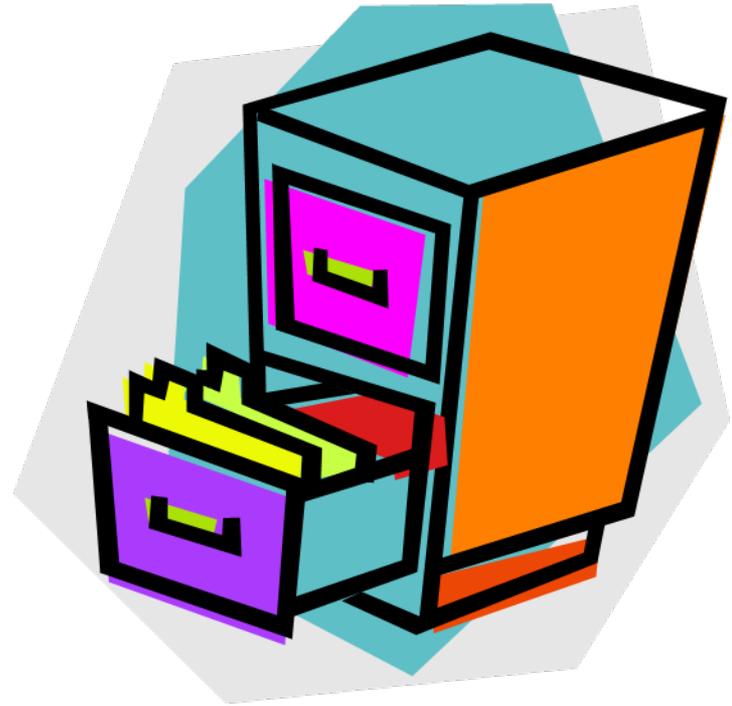


# When will you assess?

- Frequency of testing



# Record Keeping



# Individual Score Sheet

## Writing Assessment Score Sheet

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

	Category (Rubric Group)	Possible Points (circle one in each row)			
Paragraph Form	(For both paragraphs)			1	0
Paragraph One	Content	6	4	2	0
	Language		2	1	0
Paragraph Two	Content	6	4	2	0
	Language		2	1	0

**Total Points (add all columns together)** \_\_\_\_\_

**Examiner's Signature** \_\_\_\_\_

# Summary Score Sheet

Student	Content	Grammar	Format	Total Score
A				
B				
C				
D				
E				
F				
G				

# What kinds of records do you keep?

- Test descriptions & scripts
- Rubrics
- Rating Scales
- Individual Score Sheets
- Summary Score Sheets
- Samples of a few students' work



# Practice Scoring

## Written Assessments

### **Assessment Type: Writing**

- **Description: Part 1**

**BL-A**: The student will write a paragraph describing:

- 1) a personal goal,
- 2) the education/training needed to attain the goal, and
- 3) the name or type of educational resource that could be utilized to acquire that goal.

# Practice Scoring

## Written Assessments

### **Assessment Type: Writing**

- **Description: Part 2**

**IH-A:** The student will write a second paragraph describing three or more additional details related to the goal and education/training required to attain it (i.e., 3 or more steps planned, 3 or more details about educational resource, etc.)

# Rubrics for Sample Writing Assessment

## Total Possible Points

17

### Paragraph form:

Paragraph (s) form (i.e. title, indentation, margins) is correct	1 point
Paragraph (s) form is not correct	0 points

### Content:

Each paragraph that includes 3 required components and content is clear and appropriate	6 points
Each paragraph that includes two of the three components and content is comprehensible and appropriate	4 points
Each paragraph that includes at least one of the three required components. Content is appropriate but may include inappropriate or irrelevant items.	2 points
Each entire paragraph in which content is not appropriate or incomprehensible or task not submitted	0 points

# Rubrics for Sample Writing Assessment

## Language:

Each paragraph that is legible; contains no errors in language (spelling, punctuation, grammar) or only minor errors which do not interfere with meaning 2 points

Each paragraph that is legible with effort; errors in language slow comprehension and/or interfere with meaning 1 point

Each paragraph that is not legible or is incomprehensible 0 points

# Practice Scoring an Oral Assessment

- **Assessment Type:**  
Oral
- **Description:** Given a picture or series of pictures, student will report an emergency or crime. The examiner will play the role of the police dispatcher and will follow a script to elicit required responses from the student.



# Sample EL Civics Assessment Rating Scale

## **Combined Written and Oral Tasks Total Points = 36**

Points needed to pass :

Advanced(90%) - 32

Int. High (80%) - 28

Int. Low (70%) - 24

# Sample Credit Course Assessment Rating Scale

## **Combined Written and Oral Tasks**

**Total points = 36**

Points needed for a grade :

A (90%) = 32

B (80%) = 28

C (70%) = 24

# Resources

- Writing Rubric Samples- [casas.org/elc](https://casas.org/elc)
- Oral Rubric Samples- [casas.org/elc](https://casas.org/elc)