Implementing Performance-Based Assessments

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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
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
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)
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

<table>
<thead>
<tr>
<th>Category (Rubric Group)</th>
<th>Possible Points (circle one in each row)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Paragraph Form</td>
<td></td>
</tr>
<tr>
<td>(For both paragraphs)</td>
<td></td>
</tr>
<tr>
<td>Paragraph One</td>
<td>6</td>
</tr>
<tr>
<td>Content</td>
<td>2</td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Paragraph Two</td>
<td>6</td>
</tr>
<tr>
<td>Content</td>
<td>2</td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
</tbody>
</table>

Total Points (add all columns together) ________________

Examiner’s Signature ________________________________
<table>
<thead>
<tr>
<th>Student</th>
<th>Content</th>
<th>Grammar</th>
<th>Format</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
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<td>B</td>
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</tr>
</tbody>
</table>
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
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.
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

<table>
<thead>
<tr>
<th>Total Possible Points</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph form:</strong></td>
<td></td>
</tr>
<tr>
<td>Paragraph (s) form (i.e. title, indentation, margins) is correct</td>
<td>1 point</td>
</tr>
<tr>
<td>Paragraph (s) form is not correct</td>
<td>0 points</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td></td>
</tr>
<tr>
<td>Each paragraph that includes 3 required components and content is clear and appropriate</td>
<td>6 points</td>
</tr>
<tr>
<td>Each paragraph that includes two of the three components and content is comprehensible and appropriate</td>
<td>4 points</td>
</tr>
<tr>
<td>Each paragraph that includes at least one of the three required components. Content is appropriate but may include inappropriate or irrelevant items.</td>
<td>2 points</td>
</tr>
<tr>
<td>Each entire paragraph in which content is not appropriate or incomprehensible or task not submitted</td>
<td>0 points</td>
</tr>
</tbody>
</table>
## 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
- Oral Rubric Samples- casas.org/elc