

How Performance Based Assessment Works

This handbook provides teachers with information and tools needed to plan assessment and instruction in the International Language classroom. The handbook contains:

- a step-by-step process to assist with performance-based assessment
- templates to guide the design of effective assessment
- assessment scales/rubrics for language and learning skills
- suggestions for reporting student achievement
- teaching and learning strategies
- modifications for students with special needs.

The format of this handbook allows teachers to follow the six steps needed to create performance tasks. For each step in the handbook there is:

- an outline of a step
- a sample completed step
- explanations required for the step
- a blank template at the back of the handbook for photocopying and use in planning.

The Process

The six steps in this process are listed below, then illustrated in greater detail on the following pages. Each step in the process shows a blank template with an example following. For planning units or work the full page blank templates at the back of this handbook can be photocopied.

Step 1: Identify the curriculum expectations for a focus.

Key question: What will students know and be able to do at the end of this unit?

Step 2: Design a task/performance that approximates a real-life situation that can be used for assessment purposes.

e.g., interview, oral presentation, design a brochure

Key question: How will the teacher know that students have achieved the expectations?

Step 3: Make the task precise by adding details that specifically reflect the expectations.

e.g., audience, purpose, language structures, verb tenses that would normally be used in that task/situation

Key questions: What details in the task will allow students to demonstrate their specific knowledge and skills? What specific criteria will the teacher focus on for assessment?

Step 4: Select an assessment scale/rubric that best measures the student's achievement of the performance task.

Key question: Which assessment scale/rubric from pages 25-42 will best measure the type of task the teacher has designed? e.g., oral presentation, written task, reading task

Step 5: Design teaching and learning strategies and select topics and resources.

Key question: How will the teacher design instruction to include the knowledge and skills students need to perform the assessment task?

Step 6: Provide meaningful and specific feedback to the student and the parents on the student's skills and knowledge demonstrated in the completion of the task.

Key Questions: How well did the student perform in the demonstration of the expectations? Which achievement level best describes the student's skills and knowledge?