

13th Annual

Thinking & Learning Conference

DR SUSAN BROOKHART

Saturday 21 May

Performance Assessment

Session 3

MELBOURNE

DR SUSAN BROOKHART

Dr Susan M Brookhart is a consultant, author and speaker. Her interests include the role of formative and summative classroom assessment in student achievement and the connection between classroom and large-scale assessment.

A former primary and middle school teacher, Susan was a faculty member at Duquesne University from 1989 to 2003. She continues to serve as senior research associate at the Center for Advancing the Study of Teaching and Learning at Duquesne.

Susan has been a columnist for Phi Kappa Phi's *National Forum* journal and editor of *Educational Measurement: Issues and Practice*. She is author or coauthor of several books and over 50 articles on classroom assessment, teacher professional development and evaluation.

Susan holds a master's degree in religion from Lutheran Theological Seminary and a doctorate in educational research and evaluation from Ohio State University.



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Performance Assessment

Sue Brookhart

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Melbourne – Adelaide – Perth
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Session Summary

In performance assessment, students perform a task that requires they demonstrate a process, create a product, or both. The performance is evaluated by observation and judgment based on established criteria. In fact, behind most learning standards, even those that seem completely didactic, stands the assumption that students are learning facts and concepts because they are useful for something. Performance assessment takes that next step, gauging how well students can use their knowledge.

Objectives and Outcomes:

- Identifying learning outcomes appropriate for performance assessment
- Designing performance tasks to match and assess learning goals
- Creating rubrics that link student work on the task to learning goals

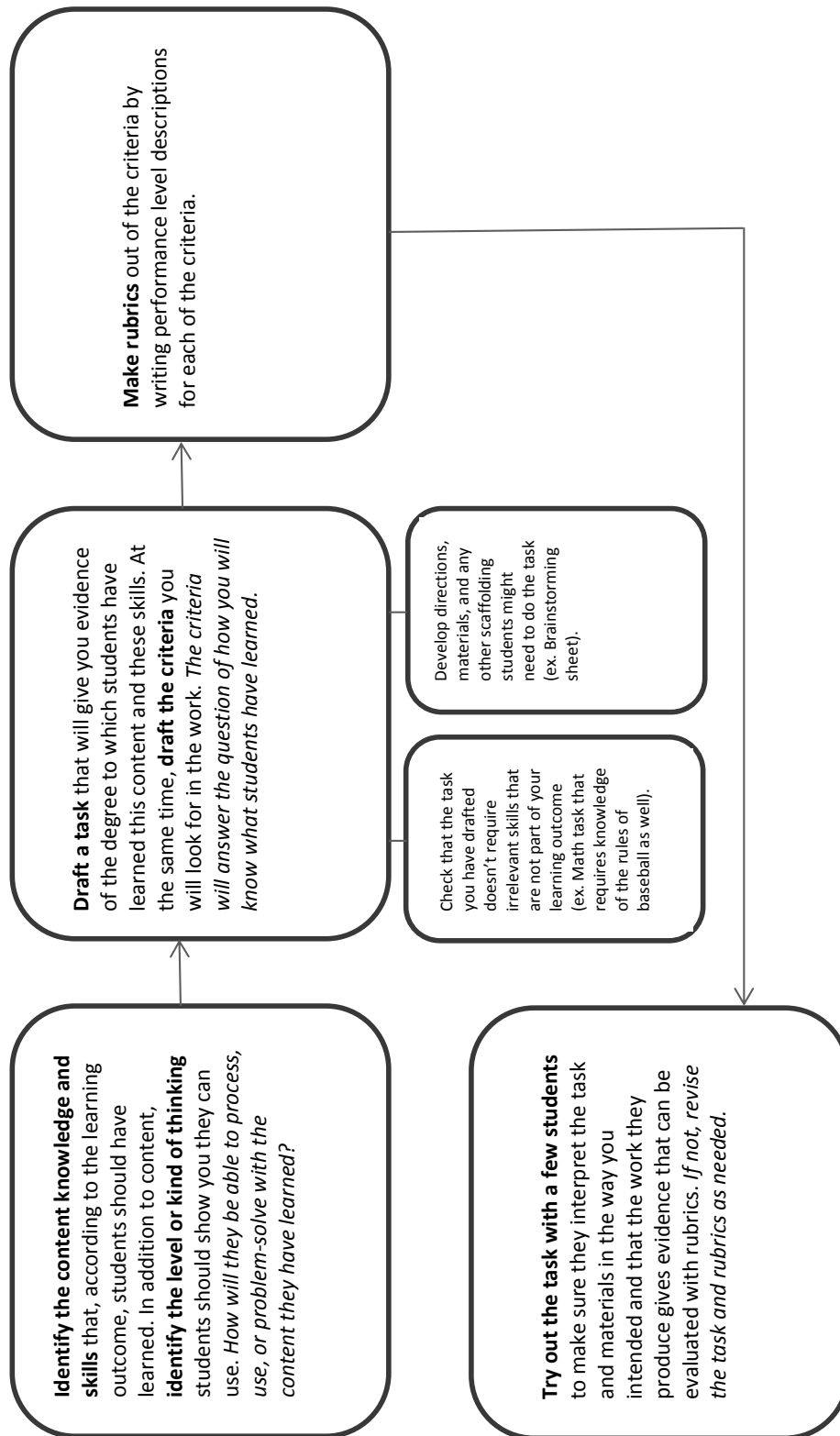
Session Outline

- Definition and uses of performance assessment
- Learning outcomes appropriate for performance assessment
- Task design for performance assessment (p. 2)
 - Analyzing tasks (pp. 3 – 11)
- Rubrics for scoring performance assessment

For More Information:

Performance Assessment: Showing What Students Know and Can Do, by Susan M. Brookhart,
Learning Sciences International

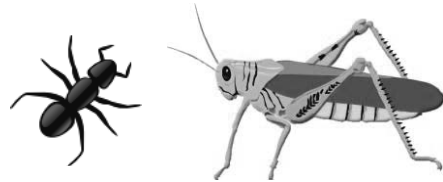
Performance Assessment Design Process



Language Arts: “The Ant and the Grasshopper”

Assume the students have not read this fable before. It is novel material that presents something for students to think about.

The Ant and the Grasshopper



In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew:

It is best to prepare for the days of necessity.

Four examples of essay or performance assessment tasks based on this fable are presented below. (They are not fully developed and would need more complete directions for students and rubrics for scoring before using with students.) Answer the questions by analyzing the features of each task.

Example #1:

Three students picked different words to describe the grasshopper. The words they picked were: Lazy, short-sighted, and talkative. Which student do you think picked the best word to describe the grasshopper? Explain your thinking, and use details from the fable to support your choice.

1. What content knowledge and thinking skills (including cognitive level) does this task require of students?
2. What criteria would you use to evaluate students' responses?
3. What could you conclude about students' knowledge and skills based on their performance on this task?
4. How much time do you think this task would take students to do?
5. Would this task best be done by an individual or group?
6. Does this task assess a student product or process?
7. Is this task highly structured, highly unstructured, or in between? Explain your reasoning.

Example #2:

Write your own fable with the moral: *It is best to prepare for the days of necessity.*

1. What content knowledge and thinking skills (including cognitive level) does this task require of students?
2. What criteria would you use to evaluate students' responses?
3. What could you conclude about students' knowledge and skills based on their performance on this task?
4. How much time do you think this task would take students to do?
5. Would this task best be done by an individual or group?
6. Does this task assess a student product or process?
7. Is this task highly structured, highly unstructured, or in between? Explain your reasoning.

Example #3:

Are you more like the ant or the grasshopper? Describe how you are more like one than the other. Use details from your life to make your case.

1. What content knowledge and thinking skills (including cognitive level) does this task require of students?
2. What criteria would you use to evaluate students' responses?
3. What could you conclude about students' knowledge and skills based on their performance on this task?
4. How much time do you think this task would take students to do?
5. Would this task best be done by an individual or group?
6. Does this task assess a student product or process?
7. Is this task highly structured, highly unstructured, or in between? Explain your reasoning.

Example #4:

Write a skit that dramatizes this fable. You may use props or costumes if you wish. Practice the skit to perform for your classmates.

1. What content knowledge and thinking skills (including cognitive level) does this task require of students?
2. What criteria would you use to evaluate students' responses?
3. What could you conclude about students' knowledge and skills based on their performance on this task?
4. How much time do you think this task would take students to do?
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7. Is this task highly structured, highly unstructured, or in between? Explain your reasoning.

Mathematics: “Phone Company Problem”**Example #1:**

Minutes	0	10	20	30	40	50	60
<i>Cell King</i>	\$20.00	\$21.00	\$22.00	\$23.00	\$24.00	\$25.00	\$26.00
<i>Globally Yours</i>	\$0.00	\$4.50	\$9.00	\$13.50	\$18.00	\$22.50	\$27.00

What linear equations describe the relationships in this table? Show your work and explain your reasoning.

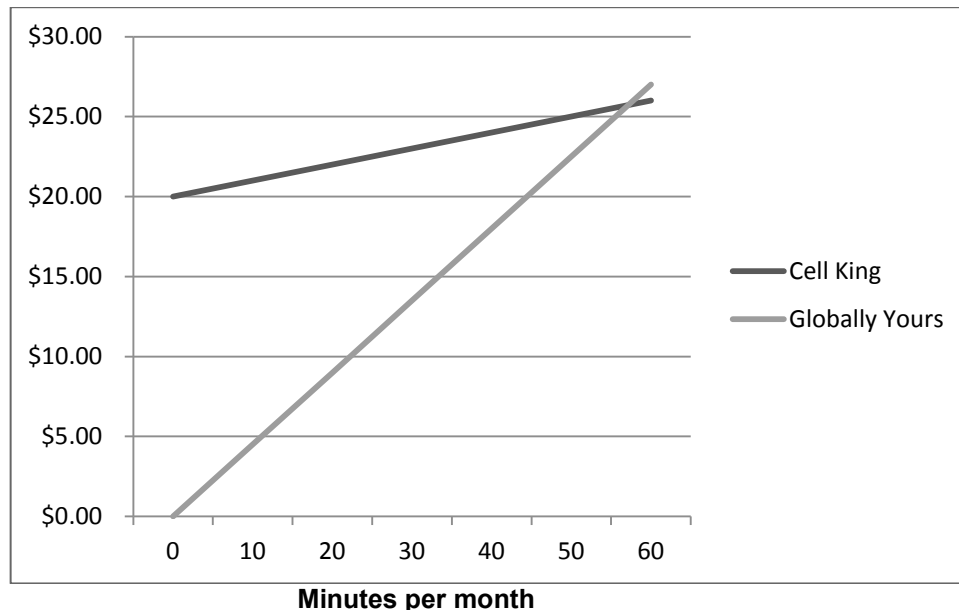
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Example #2:

Minutes	0	10	20	30	40	50	60
<i>Cell King</i>	\$20.00	\$21.00	\$22.00	\$23.00	\$24.00	\$25.00	\$26.00
<i>Globally Yours</i>	\$0.00	\$4.50	\$9.00	\$13.50	\$18.00	\$22.50	\$27.00

Compare the charges for two telephone companies in the table by representing the data in at least two different ways. Which form is the most useful to you? Why?

1. What content knowledge and thinking skills (including cognitive level) does this task require of students?
2. What criteria would you use to evaluate students' responses?
3. What could you conclude about students' knowledge and skills based on their performance on this task?
4. How much time do you think this task would take students to do?
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Example #3:

The graph shows the rates of two cell phone companies. Write the linear equation for each line, in the form $y=mx+b$. Then explain what each of the following means in terms of cell phone costs: the slope for each line, the intercept for each line, and the point of intersection of the lines. You will have a total of five explanations. Which of these five values would be the most important to you in deciding which phone company to choose? Would the same value be the most important one for everyone? Explain your reasoning.

1. What content knowledge and thinking skills (including cognitive level) does this task require of students?
2. What criteria would you use to evaluate students' responses?
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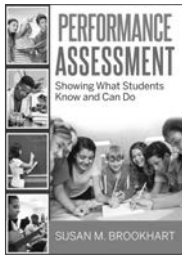
Example #4:

Two different phone companies are using different business models. One company charges a fairly large basic connection fee per month, and its charges per minute are small. The other company charges no connection fee, and its charges per minute are large. Construct a data table that shows the charges for each phone company's plan as the number of minutes used increases from zero to 120 per month. You can make up your own numbers for the connection fee and minute charges, but they must fit the business models as described. Explain how the data table can help you define a general rule for which company would be the best deal for different customers.

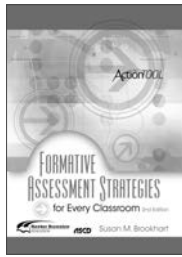
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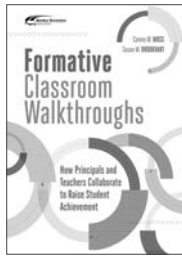
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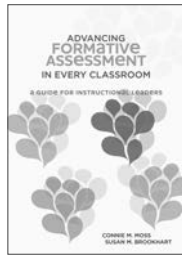
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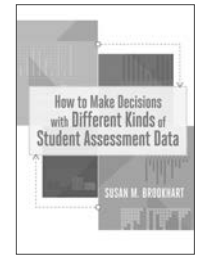
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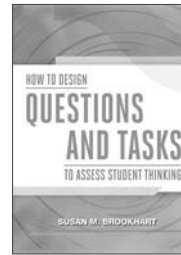


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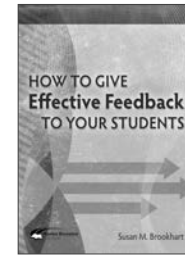


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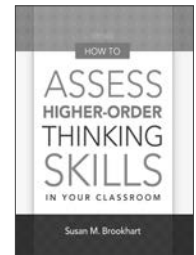
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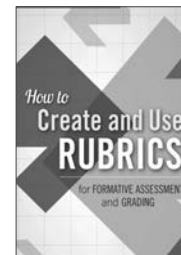
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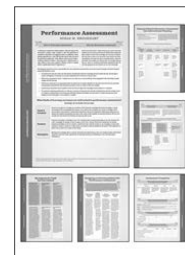
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