

Assessment: Performance Tasks

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14:57

We are now in Stage 2: Assessment

- why do teachers generally skip to stage 3 (instruction?)
 - chronological order
 - isn't teaching more important?
 - teaching is definitely more fun (but judgement is also fun)

from the text: "involve questions typically only asked of students in school"

Types of Evidence: (Assessments)

- performance tasks → capstone / authentic experience
- academic prompts → high-level synthesis (ICB blood sweat & tears)
- quiz & test items → scavron → inauthentic cornerstone
- informal checks for understanding → ad-hoc snapshots

Scrapbook vs Snapshot Assessment

↳ multiple/traces ↳ one-shot

↳ why?

- reliability
- multiple intelligences
- you're looking for transfer

Examples of Assessments:

- Informal Checks for Understanding
 - Socratic questioning
 - undocumented snapshots
 - guide formative assessment for teacher feedback
 - "clickers"
- Quiz and Test Items

- documented (summative) evaluations
 - quantitative evaluations
 - standard model of testing
 - typically selected response
 - mostly knowledge/skill tests
- } usually binary outcomes
- Academic Prompts
 - open-ended
 - not very authentic, but still thought-provoking
 - Performance Tasks
 - very applicable to the real world
 - realistic, unscripted scenarios (authentic)
- ↑ increased grading difficulty
↓ higher workload required

In-Class Reading

- Introduction - A whole new ball game
- assessment must be context-aware
- must be room for self-assessment → metacognition

"junior version of the game"

- performance tasks are variety?
- ⇒ academic prompts are lower pressure

We as teachers don't "let them play the game"

So, how do you create these performance tasks?

Zed with comment

Thursday for comment @ 11 pm
 Fri @ Monday @ 5 pm