

Using Performance-based Assessment to Improve Learning

Dr. Ruth Greenblatt
Professor Philip Hallinger

Using Performance-based Assessments to Improve Learning

Part I:

Setting the Stage

Prof. Philip Hallinger

Why are we here?

- CMMU is trying to increase the *standard* and *consistency* of
 - Curriculum
 - Teaching quality
- Student feedback and our own observations suggest weakness in student assessment
 - Consistency and fairness
 - Quality of assessment and feedback
 - Linkage of assessment to learning

What is performance-based assessment?

- Method for assessing products, skill applications, and performances
- Used to increase reliability, transparency and and fairness of performance assessments
- Used for a variety of purposes:
 - Learning outcomes
 - Staff selection
 - Competition results

Why CMMU wants to use performance-based assessment

- Student often don't understand instructor expectations for project assignments
- Student often don't understand the basis for grades assigned to individuals or teams
- Students perceive different standards applied by instructors in different course sections

Why CMMU wants to use performance-based assessment

- A high proportion of grades at the high end suggests a need for better criteria for distinguishing superior performance
- Links to desire to improve our consistency of quality
- Want to use assessment to foster learning among students

Your Instructor

- Dr. Ruth Greenblatt
- Doctorate in Education, Fordham University
- 40 years of experience as teacher, school director, university instructor, director of leadership training center, and consultant
- Current focus of consultancy is implementation of standards-based learning

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Part II:

Introduction to Performance-based Assessment and Scoring Rubrics

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Workshop objectives

1. Understand the role of performance-based assessment and assessment rubrics in improving learning process and results
2. Identify components of a rubric
3. Apply rubric writing skills
4. Compare holistic and analytic rubrics
5. Design rubrics to use for PBL modules, class projects, and skill assessments

Workshop outcomes

- Ability to *evaluate* student work and activities using different rubrics
- Develop skills in *designing* performance-based assessments that can be applied to your courses
- *Create* assessment rubrics that are appropriate for college wide use

Agenda

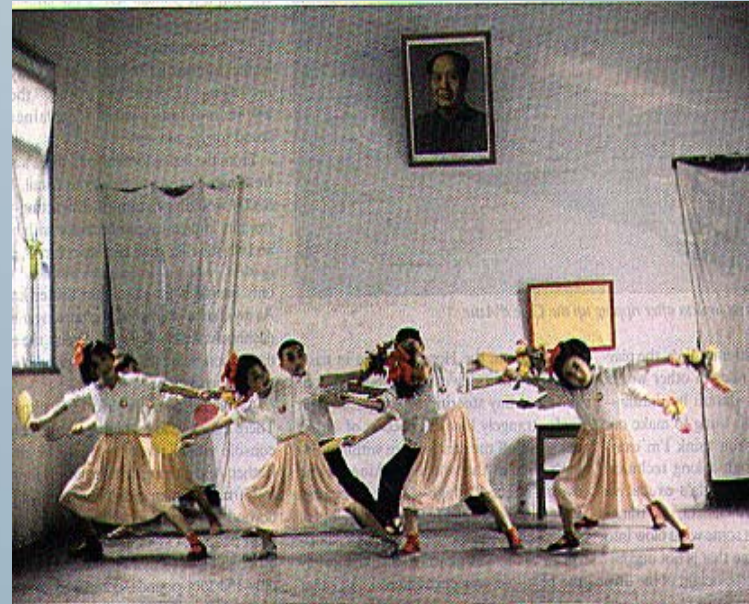
- 9:00 - 10:30 Introduction to PBA
- 10:30 - 10:50 Break
- 10:50 - 12:00 How to create rubrics
- 12:00 - 1:00 Lunch
- 1:00 - 2:30 Creating your rubrics
- 2:30 - 2:50 Break
- 2:50 - 3:30 Present your rubrics
- 3:30 - 4:00 Wrap-up

Performance-based assessments improve

- *The learning process*
 - Clarify instructor expectations
 - Identify performance criteria in advance thereby increasing the efficiency of learning
- *Learning results*
 - Increase accuracy and ability to distinguish levels of performance
 - Ensure fair application of outcome criteria
Link grades to visible, justifiable criteria
 - Focus attention on strengths and areas for future improvement

What is a rubric?

A rubric is a set of criteria that clearly defines and describes a range of acceptable performances



What types of rubrics are there?

- Holistic rubric:
 - useful for assessing a final product or skill performance
 - describes what the final product should be
- Analytical rubric:
 - allows for different criteria to be assessed separately
 - is a roadmap that aids students in directing their learning towards the desired outcomes
 - assesses the final product

Example of a holistic rubric: What is "A" standard work?

- Exceptional in quality
- Insightful
- Goes beyond basic requirements
- Looks at details as well as the larger context
- Synthesizes materials to come up with something new and original
- Has a goal and reaches it
- Organized
- Accurate
- Free of mechanical errors

Example of an analytical rubric: Presentation

| Categories | Novice or Beginning | Apprentice or Emerging | Practitioner or Proficient | Expert or Exemplary |
|--|--|---|---|---|
| Voice and audience contact and participation | Presenter is tentative. Presentation needs more opportunity for audience involvement | Voice is clear but needs more confidence. Audience has some opportunity to be involved. | Voice is clear and confident. Audience has much opportunity to be involved in presentation | Voice and style gives audience a clear sense of presenter's purpose. Audience involved throughout presentation. |
| Higher order thinking | Approach to subject is at knowledge level of thinking. | Approach to subject is at knowledge, comprehension, and application levels of thinking. | Unique approach to subject. Uses analysis and synthesis levels of thinking as well as lower levels. | Unique and insightful approach to subject. Uses all levels of Bloom's Taxonomy. |
| Idea and content | Central idea needs more development. | Central idea has details and examples. | Central idea is focused, specific, presents insights. | Central idea is specific, has fresh and original insight. |

When should you use a rubric?

For student performances or products where students are expected to include certain curricular content or skills and perform to a desired standard



What performances or products are appropriate for rubrics?

- Writing assignments
- Teamwork
- Presentations
- Team participation
- Meeting management
- Learning products
- Role plays and performances

Specific Applications at CMMU

- *Project papers*
- *Student performances* (e.g., meeting management, presentations, role play, interview of candidates)
- *Project products* (e.g., website, strategic plan, marketing strategy, movie, business plan, employee selection process)
- *Examinations*, especially where there are multiple instructors (e.g., core, foundation CP subjects; comprehensive exam)

Suggestions for writing rubrics

1. Make a list of *categories* for the performance or product. These could include content, skills, or both. These will be your row titles.
2. Develop a 4 step *progressive scale* by columns (see rubric template in your packet)
3. Start with the column that will be your *standard*---usually the 3rd column
4. Decide if you want to use your rubric for *grading*: assign points for each category (row); assign a point value for each column
5. Use your "how to" sheet as you work

Develop a 4 step progressive scale

| Content and Skills Categories | Novice or Beginning Standard | Apprentice or Emerging Standard | Practitioner or Proficiency Standard | Expert or Exemplary Standard |
|--------------------------------------|-------------------------------------|--|---|-------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Break



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Part III:

Activity: Design and present sample rubrics for College-wide skills

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Possible categories for business presentations

- Voice and audience contact
- Poise and self-confidence
- Higher order thinking
- Idea and content
- Clarity of organization
- Use of technology and media
- Teamwork
- Creativity

Possible categories for team participation

- Quality of work
- Quantity of work
- Initiative
- Interaction
- Support of team members
- Dependability

Possible categories for meeting management

- Attention to role/responsibility
- Completion of assigned tasks
- Punctuality
- Contribution to consensus
- Active participation
- Expression of views and opinions

Possible categories for business writing assignments

- Achievement of communication objective
- Comprehensibility of response
- Coherence
- Persuasiveness
- Format
- Style
- Grammar
- Vocabulary

Rubric for presentation: A model

| Categories | Novice or Beginning | Apprentice or Emerging | Practitioner or Proficient | Expert Or Exemplary |
|--|--|---|---|---|
| Voice and audience contact and participation | Presenter is tentative. Presentation needs more opportunity for audience involvement | Voice is clear but needs more confidence. Audience has some opportunity to be involved. | Voice is clear and confident. Audience has much opportunity to be involved in presentation | Voice and style gives audience a clear sense of presenter's purpose. Audience involved throughout presentation. |
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Rubric for writing assignments: A model

| Categories | Novice or beginning | Apprentice or emerging | Practitioner or proficient | Expert or exemplary |
|---------------------------|---|---|---|---|
| Task completion | Minimal completion; content needs development; ideas are repetitive | Partial completion; content needs more development; paragraphs need main idea and supporting details. | Task complete; content developed; ideas relevant; paragraphs have topic sentences and supporting details. | Task complete; ideas original; content is supported by well developed and thought provoking paragraphs. |
| Comprehensibility | Text needs more prompts to aid reader interpretation of purpose. | Reader able to use some text prompts and ideas to interpret purpose of text. | Text clear and allows reader to interpret ideas and purpose without prompts. | Text is easily comprehensible. Clarity makes interpretation of purpose simple. |
| Level of discourse | Sentences need more complexity. | Some use of multi-clause sentences. | Good blend of single and multi-clause sentences. | Good blend of single and multi-clause sentences with coordinating clauses as well. |

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Using a rubric for scoring

- Assign a value (X) for each category (row) based upon its overall importance. The points assigned to a category may differ (see slide 25)
- Assign a value (Y) for each column. The column value should be progressive so it is worth more to be an “expert” than a “novice”.
- Total the points in *each row*: $X * Y = ?$
- Add the points and create a scoring scale for each range of points (e.g. 60-64 is an A).
- The scale can be flexible for each assignment

Using a rubric for scoring a presentation

| Categories | Novice (1) | Apprentice (2) | Practitioner (3) | Expert (4) | Total points |
|--|---------------|-------------------|---------------------|---------------|-----------------|
| Voice (x3) | | X | | | 6 |
| Higher order thinking skills (x6) | | | X | | 18 |
| Idea and content (x5) | | | | X | 20 |
| Total Score | | | | | 44 |

A possible grade scale for the presentation rubric score

52-56=A

47-51=B

42-46=C

41-45=D

Evaluating rubrics

- Now that we have learned about different kinds of rubrics and how to create one, we will have an opportunity to look at some from different colleges and other schools.
- Look at the rubrics in your packet and discuss with the people at your table. Afterwards, you will share your evaluations with the whole group.
- Look at the following questions as you explore the rubric collection.

Questions to evaluate rubrics

- Which ones do you think might be useful for your classes? Why?
- Which ones do you feel would not be useful for your teaching? Why?
- What might make these rubrics more effective?
- What qualities of the rubrics that you like can you adapt for creating your own?

Lunch



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Part IV:

Activity: Design and present sample rubrics for your course

Designing a rubric for your course

- Begin with the project or assignment description that you brought with you.
- Review your learning objectives and outcome specifications.
- You will develop a rubric to use with this project.

Your rubric should

- Be clearly linked to your project or assignment description (i.e., deliverables and objectives)
- allow students to be guided in their learning towards Mastery
- provide you with a method for converting scores into grades

Working process

- Work as individuals or teams
- Use the “rubric template” and “how to” sheets that are in your packet
- Create a complete rubric set for one project or assignment
- Be prepared to present it for feedback to another group

Self-assessment of your rubric

- Once you have created your rubric, you can try it with the sample of student work that you have brought.
- See if it provides a path for learning.
- See if it provides a score that makes sense to you.
- Revise your rubric as needed.
- Then we will share rubrics with others for their feedback.

Presentation Guidelines

- Present your rubric to two other individuals or teams (thus there will be 3 presentations) per group
- First indicate the expectations for the product or assignment
- Then share the rubric that you designed
- Give constructive feedback to the others in your group

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Part V:

Conclusion

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Use of PBA and rubrics at CMMU

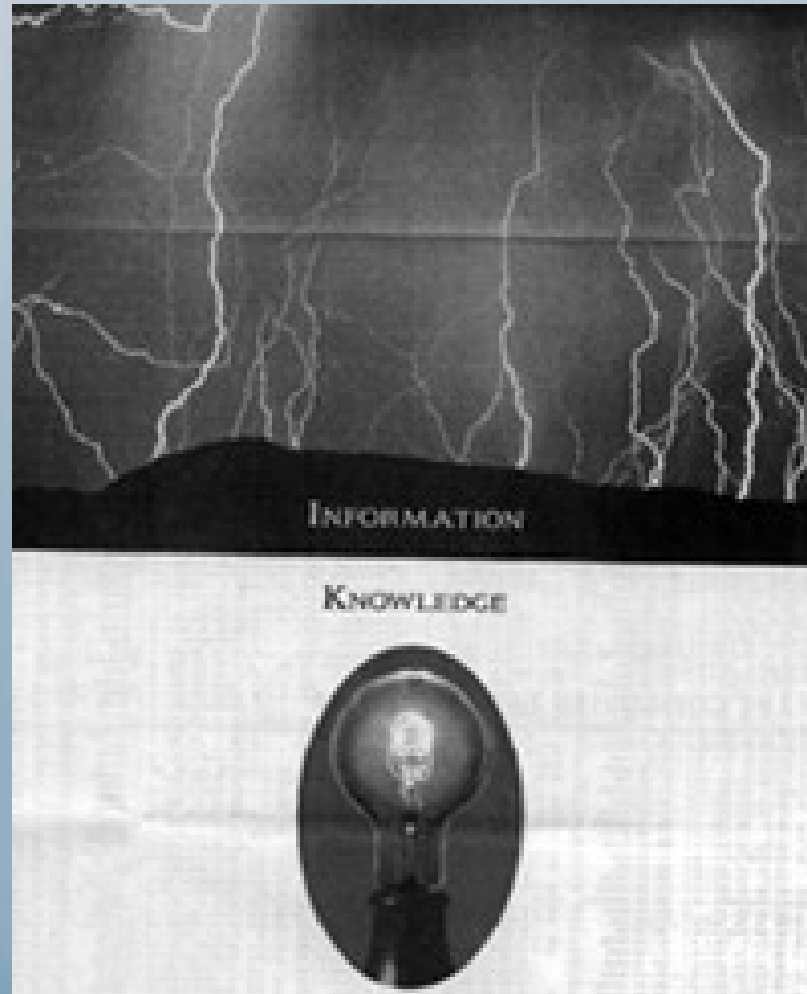
- Our goal is to incorporate gradually PBA into our curriculum where appropriate
- We will start with CP, Core and Foundation courses, but would like to see all instructors using this where appropriate

Our Dream

- At exit student competencies will be assessed by portfolios
- PBA will guide students towards mastery
- Assessment will be fair, justifiable, transparent, reliable and useful



Thanks for Coming!



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