PERFORMANCE = How are my students going to **APPLY** what this have learned in here...out there?

Select an Authentic Task
Ask yourself- "What indicates that I have met these standards/learning objectives?" This will help you develop a set of relevant tasks.

Traditional................................Authentic
Selecting a response.................Performing a task
Contrived ....Real Life
Recall/Recognition ....Construction/Application
Teacher-structured ....Learner-structured
Indirect evidence......................Direct evidence
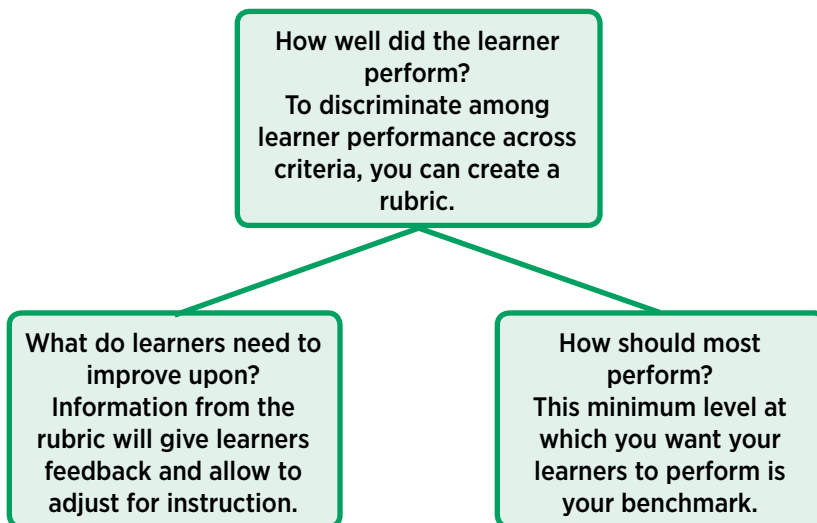
Types of Assessment Methods
- Portfolio– Digital/electronic/ web-basedSpecial projects/ capstones
- Journals/learning-logs/digital learning records
- Conferences/interviews
- Oral examinations
- Self-/peer-assessment
- Collaborative projects
- Performances
- Experiments/research studies/ visuals
- Case study
- Service learning
- Internships– logs/journals/ reflections

Criteria
- What does good performance on this task look like?
- So, what does a good criterion look like? It should be clearly stated; brief; observable, statement of behavior, written in language students understands.
- Guidelines:
  - Limit the number of criteria; keep it to the essential elements of the tasks.
  - You do not have to assess everything on every task.
  - Smaller, less significant tasks usually require fewer criteria.

Rubrics

> How well did the learner perform?
> To discriminate among learner performance across criteria, you can create a rubric.

> What do learners need to improve upon? Information from the rubric will give learners feedback and allow to adjust for instruction.

> How should most perform? This minimum level at which you want your learners to perform is your benchmark.

References
Waldvoord, B. E. (2004). *Assessment clear and simple.* San Francisco: Jossey-Bass.

Mueller, J. (2011). *Authentic assessment toolbox*. Retrieved June 28, 2011 from *http://jfmueller.faculty.noctrl. edu/toolbox/index.htm*