An Alternative Approach
to

Assessment
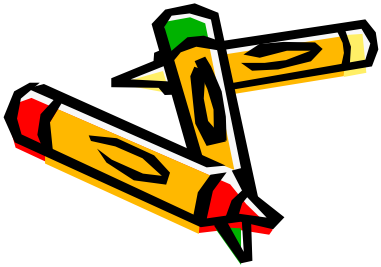
Performance Assessment

By
Yelena Novakovskiy
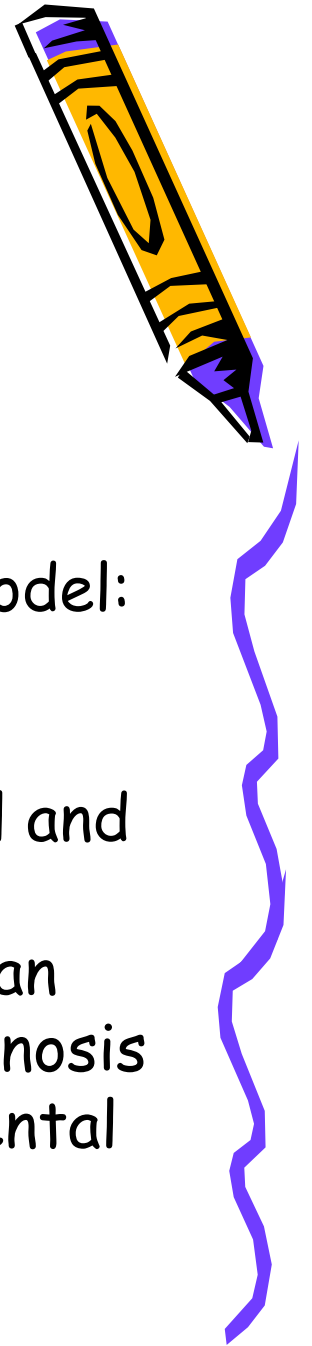Cynthia Quintero
Wani Bhatti

Traditional Method

- A child's performance on a standardized test is compared with the typical performance of other children of same age and gender utilizing the discrepancy model.

- Discrepancy model: A significant discrepancy between actual and expected performance can result in a diagnosis of a developmental disability

Individual with Disabilities Education and Improvement Act (IDEIA)

- In addition to use of the discrepancy model, IDEIA also encourages alternative methods of assessment when identifying children with a Learning Disability

- IDEIA requests to consider one's culture and primary language, prior opportunities to acquire skills and motivation to perform.
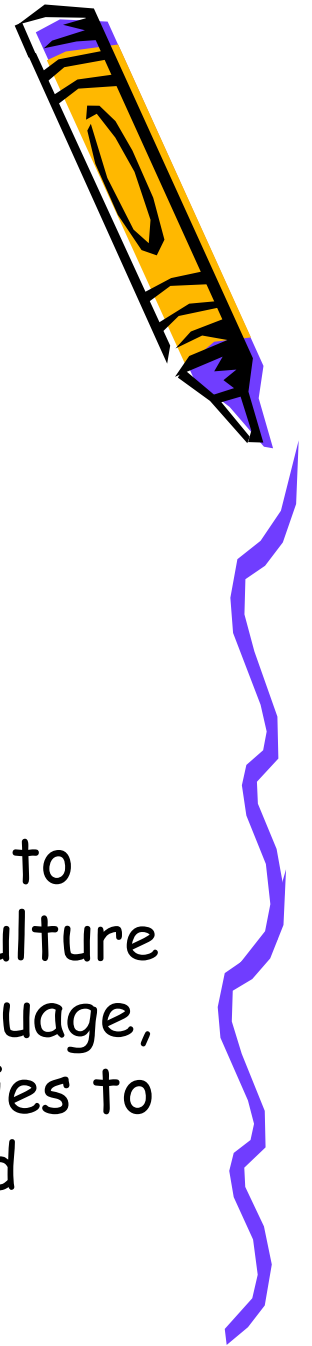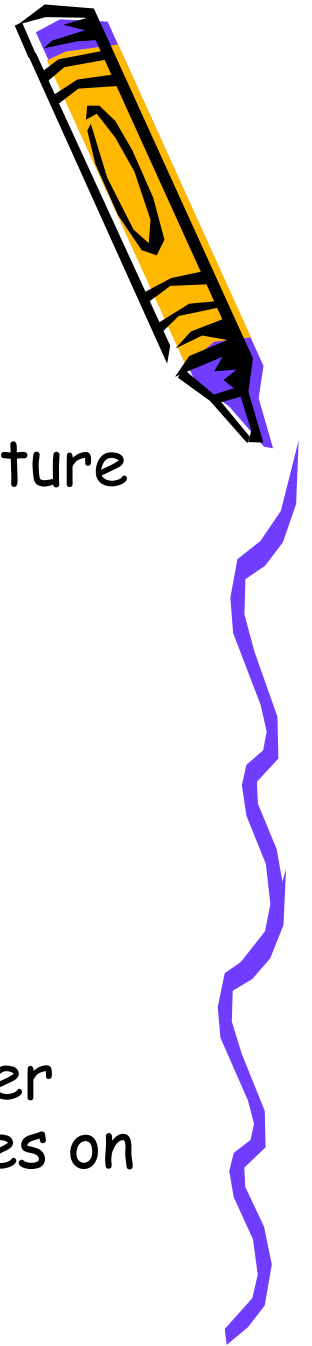
What is Performance Assessment?

- An alternative form of assessment that requires students to construct rather than select responses; it measures students' higher order thinking skill, deep understanding of concepts, and general inquiry strategies.

- Involve authentic, real world problems that help students demonstrate their ability to apply academic knowledge (theory) to practical situations. (Ryan, 2006)

Theoretical Framework

Social Constructivist Approach:

- Emphasizes the social and cultural nature of mental activity.

- Children actively construct their own development and learning within culturally defined activities

- Performance assessment requires student to construct knowledge rather then select a response. It also focuses on tasks that have meaning within the child's daily life experience.

Theoretical Framework

<u>Ecological Approach</u>:

- Stresses the interconnection among diverse environments

- Home influences school; school influences home

- Performance assessments use documentation to connect what happens at home and school

Six Key Components

1. <u>Basic knowledge</u>:
   determine what facts and detail the students already knows

2. <u>Inquiry</u>:
   observe how the students obtaining information and then applying it to form hypothesis and interpretations

3. <u>Explanation</u>:
   The student demonstrate understanding beyond basic knowledge by using factual knowledge to explain concepts and principles

Six Key Components cont.

4. Problem Solving:
   the student solves the problem and is able to explaining how he/she solved it

5. Representation of knowledge:
    the student's ability to choose the most important ideas and communicate understanding effectively

6. Metcognition:
   the student's ability to sets challenging yet attainable goals and evaluate their own progress
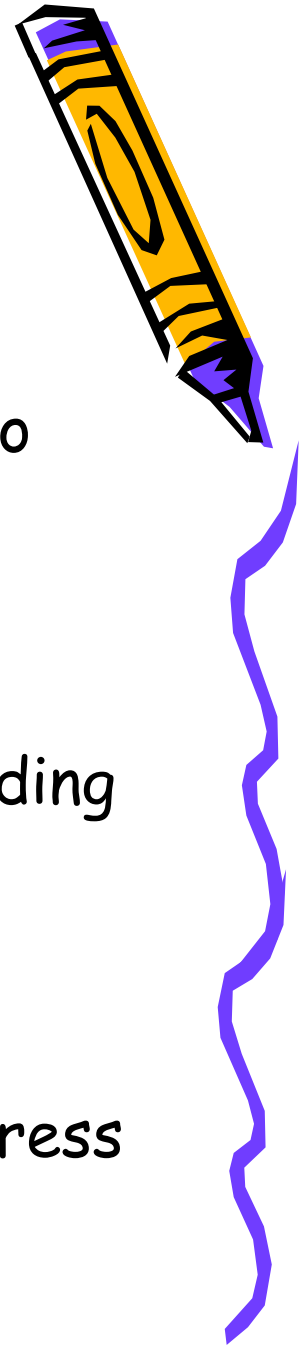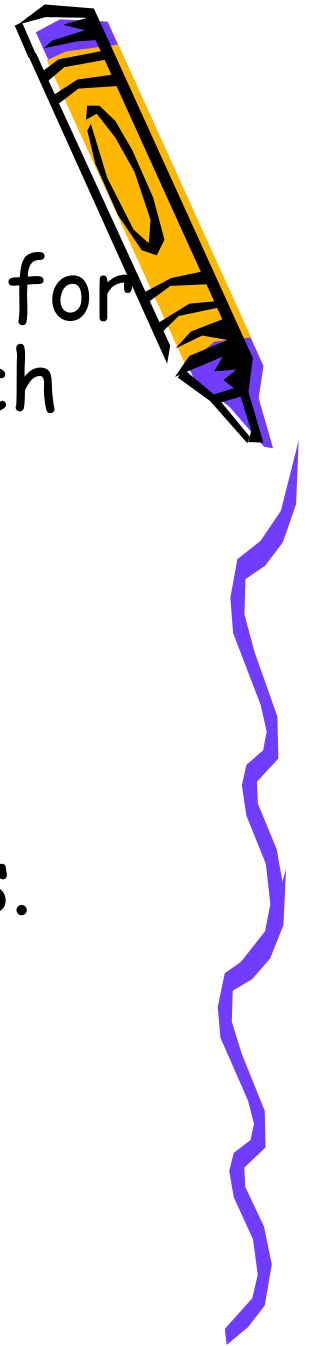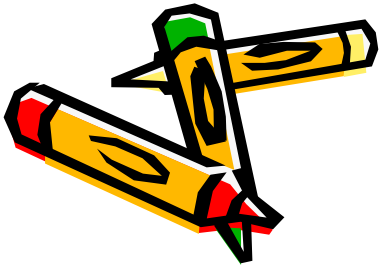
Vignette: Jamie

Performance-based assessments allow for accommodations and adaptations, such as:

- assistive technology or
- augmentative and alternative communication (AAC) systems for children with significant impairments.

This is shown in the following vignette about Jamie:

Vignette: Jamie

- Jamie, a 6-year old child with severe cerebral palsy, had just received a new wheelchair. His parents said it was important that Jamie learn to move around in it during community outings and wanted that to be one of Jamie's IEP goals.
- How could the team and the parents collect data on progress?
- The traditional check-lists were of no use because they did not address wheelchair use.
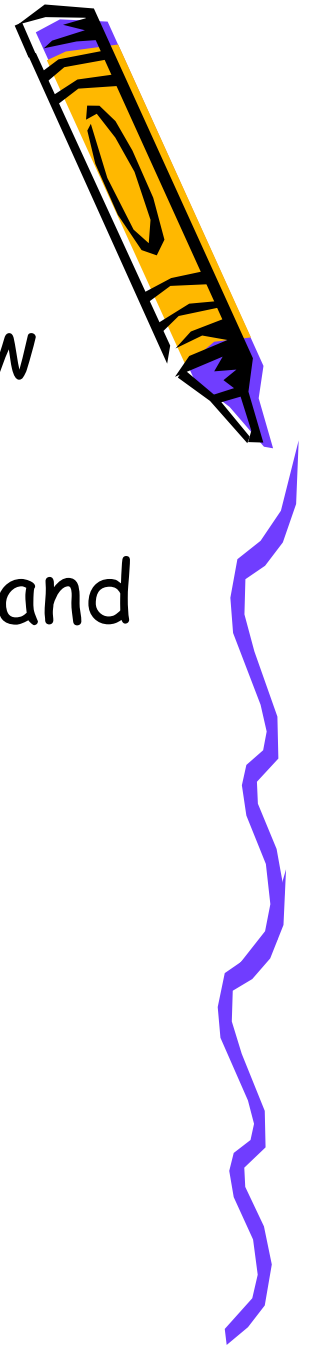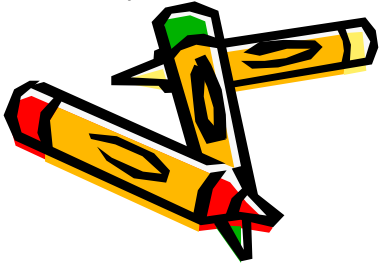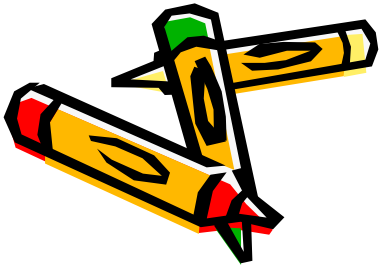
Vignette cont.
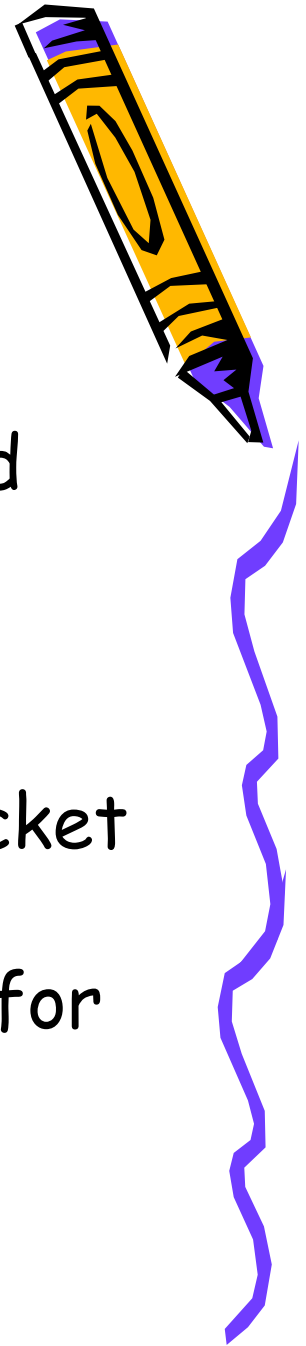
Ms. Nagasawa, Jamie's teacher, used:

- anecdotal notes to record how Jamie performed getting on and off the bus and going to the playground.

Because the observations would take place outside the classroom, she used:
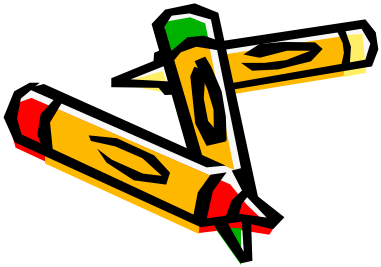
- a small notebook that would fit in her pocket and

- a larger notebook affixed to a clipboard for more extensive observations.

Vignette cont.

Jamie's family was willing to be involved.

- His parents had a camcorder and could videotape Jamie during visits to the grocery store and to his grandmother's house on Sundays.

Models/Applications

Project Approach

A project is an in-depth study, conducted over an extended period of time by small group of students. Assessments conducted by:
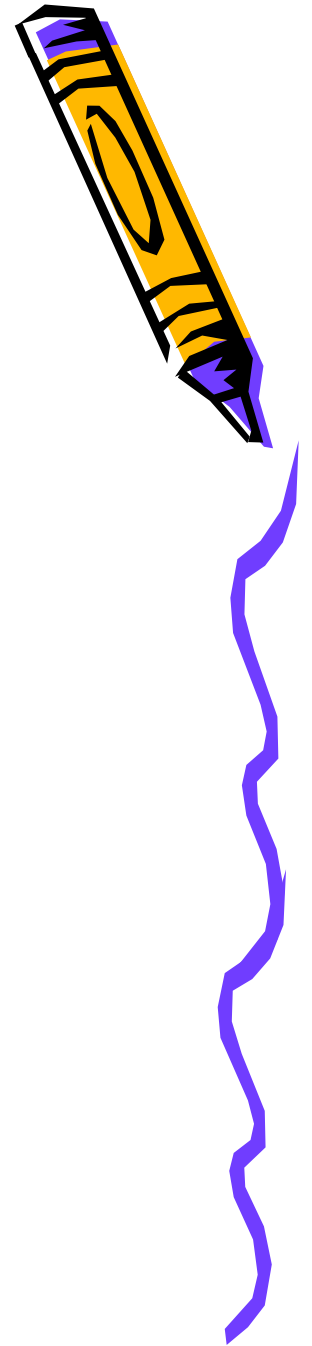
    using checklists

    anecdotal notes

    work samples

Teacher documents skills and concepts learned while student participates in project.

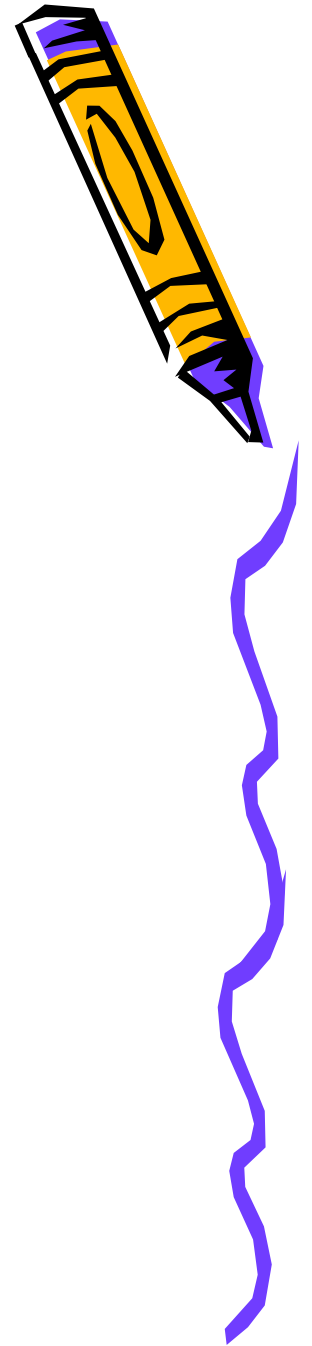At end of project, work samples are collected.

                                    (Katz & Chard, 1989)

Models/Approaches cont.

Documentation Web Approach
- Includes 5 types of documentation:
- 1. project narratives
- 2. observations of child development
- 3. individual portfolios
- 4. products by individuals or group
- 5. child self-reflections

Approaches and Methods

- Observation
- Anecdotal Records
- Videotapes
- Audiotapes
- Photographs
- Transcriptions of children's comments and discussions
- Work samples (various media)
- Documentation (comments from teacher, family, child explaining reason, process, and meaning for each work sample)
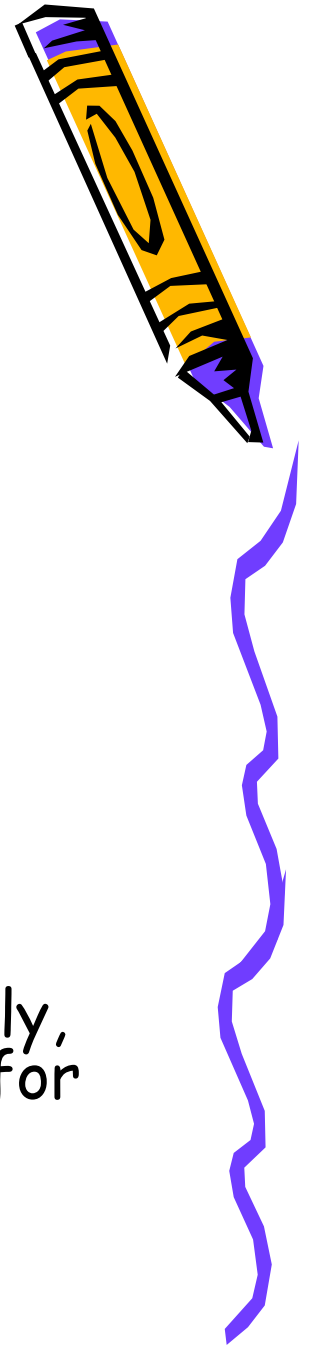
IEP Objectives

- Performance assessment be can easily linked to classroom curriculum by designing assessment tasks that incorporate a student's IEP objectives by using a **point-based holistic scoring system** to evaluate student progress.
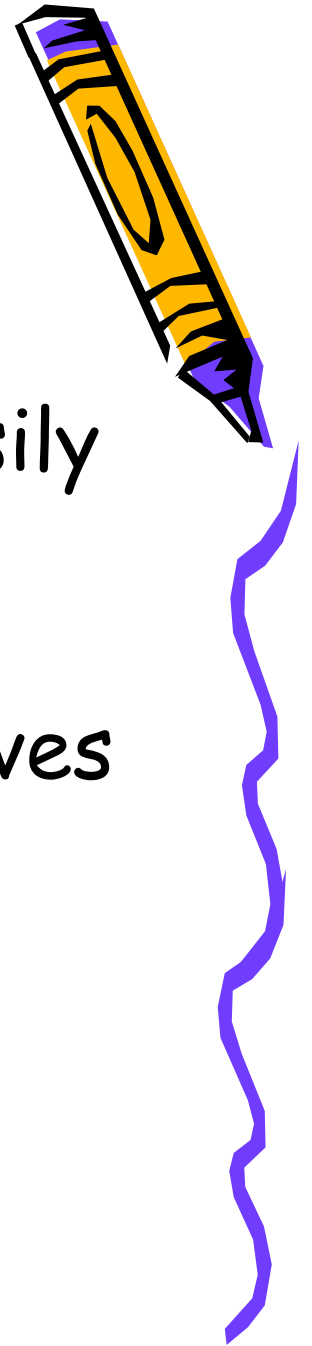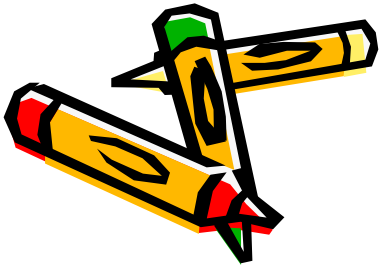
IEP Objectives cont.

Six-point scoring rubric for evaluating writing sample:

- Scores determined according to criteria
- Score of 6 – well-developed responses; elaborate with specific details; strong organization and sequence
- Score of 1 – very brief responses; few descriptive details, lack of organizational sequence and awkwardness.
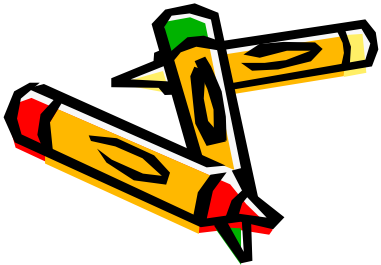
(Day & Skidmore, 1996)

IEP goals & objectives
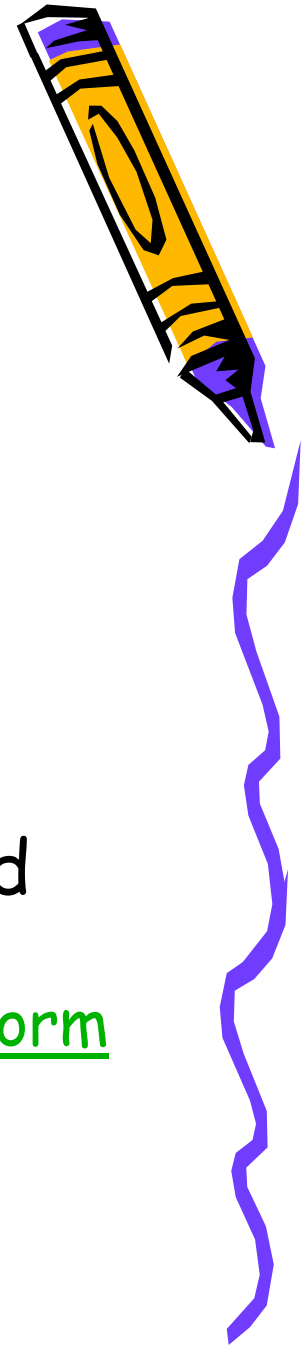
Some Assessment forms used are :

- Performance Assessment: IEP/IFSP Objectives Individual Observation Form

- Performance Assessment: IEP/IFSP Objectives Data Collection Form

- Performance Assessment: Things My Child Can Do at Home

http://textbooks.brookespublishing.com/losardo/forms/datasheets.pdf

Performance Assessment: IEP/IFSP Objectives Individual Observation Form
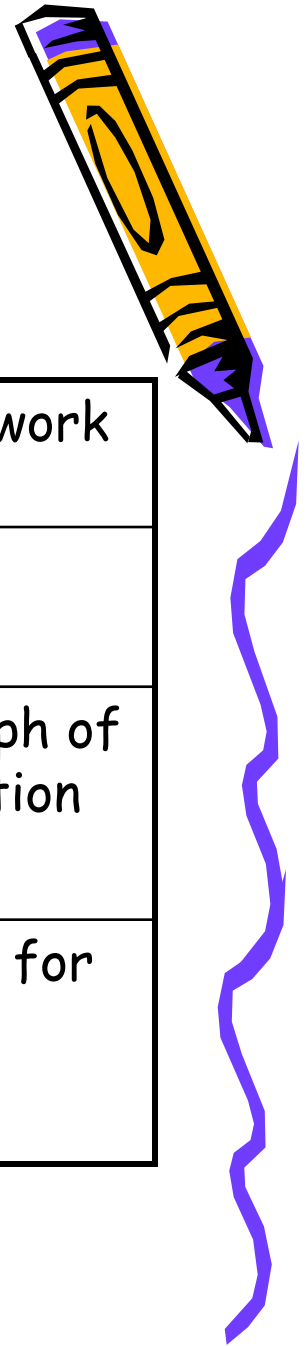
Dates	Observer	Observations	Product/work samples
11/28/00	R.N.	Strung 5 large beads	
12/5/00	M.L.	Built five-piece tower with Lego	Photograph of construction
12/20/00	R.N.	Strung 8 large beads & 5 small beads	Necklace for display

Implementation

- Start slowly.
- Focus on one area, one IEP goal, or one activity.
- Identify developmental goals.
- Use different types of performance methods:
- Children's work
- Photographs
- Checklists
- When recording notes, provide a clear description of specific events.
- Generate hypothesis for further observations.
- Set aside time to meet with team.
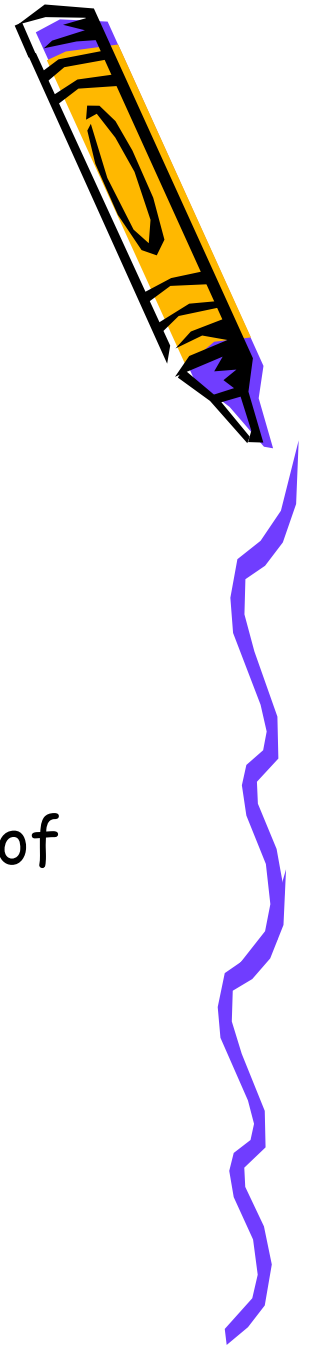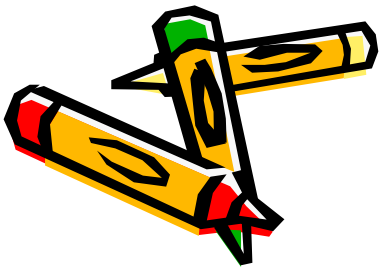
Advantages

- Focuses on a child's strengths
- Takes place in a meaningful context
- Allows for collaboration and communication between professionals and families
- Involves non-intrusive data collection

Limitations

- Lack of standards for scoring and therefore should be used in combination with other methods of assessment

- Requires planning time

- Resources required to effectively conduct assessment
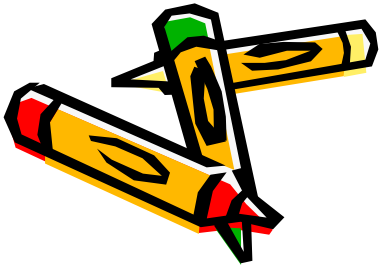
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- Performance assessment forms. Retrieved October 10, 2007, from http://textbooks.brookespublishing.com/losardo/forms/datasheets.pdf