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# Appendix C

## *Performance-Based Assessments Are Our Friends*

Let's think about assessments:  
They're more than merely tests.  
When used properly in classrooms,  
They help learners do their best.

Assessing means collecting  
Clear evidence of progress;  
Being holistic, authentic, and natural.  
They reduce the learners' stress.

Many assessments will be formal,  
Announced well in advance;  
Some assessments are informal,  
Anecdotal records kept with a glance.

Evidence is called data,  
And two supportive kinds prevail;  
Quantitative gives numbers;  
Qualitative shares details.

When planning assessment measures,  
Consider two radically different forms,  
Referencing lists is called criterion;  
Referencing people uses norms.

Assessment is continuous;  
You start collecting before you teach;  
First, you gather baseline data  
To set the goals you want to reach.

Amass the formative data  
Throughout the teaching and learning;  
When finished, the summative data,  
Report the grade that one is earning.

All assessments must have validity,  
To prove purpose in what you ask;  
Then strive for reliability,  
To be consistent in every task.

Assessments also need fidelity,  
Fulfilling objectives you must teach;  
Offering breadth, depth, and opportunity  
Ensure robustness within reach.

Align curriculum, instruction, and assessment  
With the end in sight all the way;  
Seek unending understandings, continuous concepts,  
And immediate information for today.

Keep in mind that concepts are proven,  
Accepted like solid rocks;  
And concepts are formed with constructs,  
The supporting notions or building blocks.

Concepts provide the outcomes  
That you hope your learners acquire;  
Constructs provide the scaffolding  
Upon which new ideas grow higher.

You can teach with spiral learning,  
Or compact and integrate,  
Through constructivist and project-based approaches,  
Holistic outcomes turn out great.

Set goals or long-term outcomes  
To evaluate when all is done.  
Write objectives so expectations  
Are active, challenging, and fun.

Time to teach and energies are limited,  
As all of you know so well;  
Critical, higher-order thinking means salience  
And where you need to dwell.

Deciding *how* to assess outcomes  
 Describes the forms for appraising each task;  
 Choosing *what* to assess checks the types  
 Of information you want your learners to grasp.

You can organize your assessments  
 By completing each template cell;  
 Based on the research of Stiggins,  
 This will help your instruction to gel.

There are five forms of appraisal  
 With products to mix and match;  
 They guide your curriculum and instruction,  
 Remember: Alignment is the catch.

"Selected Answers," the learners' favorite,  
 Offers items for learners to "pick,"  
 From provided lists and choices  
 They make the learning stick.

"Written Responses" asks learners  
 To "write" from memory and without help,  
 This common form of assessment  
 Causes most learners (*and teachers*) to yelp.

"Demonstrated Performances" give learners  
 Assorted opportunities to "show"  
 Their learning in every subject area  
 And how they've come to know.

"Spoken Communications" include  
 The tools teachers frequently use each day;  
 This versatile form of appraisal  
 Focuses on what the learners "say."

"Combined Forms" of appraisal  
 Involve assessments with various parts.  
 Teachers use this approach most often  
 To highlight learners' heads, hands, and hearts.

Next choose the types of information  
 Or inquiries that you'll ask;  
 You craft the questions and activities  
 To fit each specific task.

Connect assessments to the social context of schooling,  
Combining the four overarching domains;  
Psychomotor skills, affective feelings,  
Social interactions, and cognitive thoughts or brains.

The five types of information reflect research  
From taxonomies by Marzano and by Bloom.  
For "Recognition and Recall,"  
Ask "What, where, who, when, and with whom?"

For "Logic and Reasoning,"  
Delve into "Why, why not, and how do you know?"  
For "Skills and Applications,"  
Pose "How do you do that, and can you show?"

For "Productivity and Creativity,"  
Seek "How does it work and from a different eye?"  
For "Outlooks and Dispositions,"  
Ponder, "How does someone feel, and why?"

To guide effective learning and teaching,  
Rubrics provide you the best tools;  
Plan collaboratively with learners  
To establish procedures, outcomes, and rules.

The basic rubric guides planning and products,  
Built three by three by three;  
Three levels of achievement and three distinct expectations  
At first are what we see.

Then variations of three criteria  
Should be written throughout the squares;  
Appropriate evidence related to knowledge and skills  
With dispositions about life should be there.

You are held accountable  
To report progress all along the way;  
Use notes, forms, rubrics, and conferences  
And share growth without delay.

Over time, you want to collect data  
From three essential places.  
Teacher-, peer-, and self-assessments will balance  
Feedback from three insightful bases.

Most classroom teachers must administer  
Standardized tests to learners each year;  
Tests are just one more puzzle piece,  
So you should not shed a tear.

You will report your learners' progress  
Giving a percentage or how they rate;  
This score is translated into a percentile  
Analyzing learners across the state.

Your mission is to be fair  
And objective in all you do;  
Yet, for sound reasons, you will be subjective;  
Be sure your rubric is well thought through.

In addition to assessment,  
Dedicate time to think and reflect;  
Learner progress, curricular design, and your effectiveness  
Are all areas you must inspect.

You should always feature five As  
That include Active learning and Academic rigor.  
Add Authenticity, Achievement, and Alternative,  
And your success will get much bigger.

You want your learners to be successful,  
For now and lifelong learning;  
The better they feel about themselves now,  
Will improve their living and earning.

Assessment should have a clear purpose  
Offering teachers a means and an end.  
Giving voice, choice, and ownership to learners,  
Performance-based assessments become your friend!!

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*Dedicated to the UCA ASTL 6305 MAT  
faculty, staff, students, and friends*