Credit Options: Performance Assessment

This document provides information about using performance assessments (e.g., locally designed assessments) as a part of awarding credits. For more information about awarding credit, please see Division 22, OAR 581-022-2025 and Oregon Department of Education's Credit Options webpage. For more information about supporting students during the extended school closure, please see Oregon Department of Education's Distance Learning for All webpage.

Performance Assessments

In the context of distance learning credit options, performance assessment practices become especially relevant due to three features:

1. Clear elaboration of the criteria that will be used to evaluate student performance;
2. Questions that produce rich evidence of learning; and
3. Flexible demonstrations of knowledge and skills: creative assessment design and/or ways for students to provide evidence of learning.

Performance assessments provide a way for students to demonstrate their knowledge and skills and can be used in support of any of the credit options.

What is a Performance Assessment?

Well-designed performance assessments enable students to provide evidence of their understanding and competencies relative to the Oregon State Standards, or other national or international standards (e.g., CTE, IB, AERO) through authentic demonstrations of their knowledge, skills and abilities. Performance assessments should include activities, exercises, and/or problems that are both rigorous and relevant for the student, including tasks that ask students to extend and apply content the student has had the opportunity to learn.

Teachers will need to be creative in designing or selecting performance assessments that can be completed by the student with the technical and physical constraints of distance learning.

Student Choice and Flexibility

Educators should consider creating flexible performance assessments that allow students to demonstrate their knowledge and skills in a variety of ways. For instance, in a science task, the educator may ask students to use or create a model to show how the geosphere, biosphere, hydrosphere, and atmosphere interact. The students could have the choice of: a written or verbal response, a physical or digital image with notations, a video the student has created, a song, or other creative way to convey the components of the model and how they work together. Options for student creativity or flexibility should be accompanied with clear criteria, aligned to the scoring rubric. Although group work may be incorporated in performance assessments, the parts of the performance assessment that the student uses to demonstrate proficiency should represent what the student independently knows and can do.

Rubric Development and Scoring

To develop a strong performance assessment, either start with the rubric or write the rubric early in the process of developing the performance assessment. A high quality rubric assists educators in identifying:

- the purpose of the assessment,
- the content to be assessed,
- the structure in which it will be presented to the student,
- the ways in which the student may demonstrate their knowledge and skills,
- the knowledge and skills students will demonstrate at each level of performance/achievement.

The SCALE Checklist For Quality Rubric Design is a helpful resource for evaluating and creating high quality rubrics.

Whenever possible, the scoring should be completed by the student's teacher of record. Scoring should be divided into pass/no pass and educators should identify the minimum competencies required for a student to earn a passing score on the assessment.

Accessibility Supports

Each and every student must have the appropriate accessibility supports to accurately demonstrate what they know and are able to do. Accurate assessment results are dependent upon having appropriate accessibility supports based on the constructs being measured by the performance

assessment. Accessibility supports (also known as supports) all have the purpose of providing access to the assessment without compromising the assessment. Implemented appropriately, supports do not reduce learning expectations, nor do they give a student an unfair advantage over their classmates. In addition, performance assessments may be administered and scored in languages other than English to allow students to demonstrate their proficiency as linked to the assessed standard. Examples of accessibility supports can be found in the accessibility supports for students document.

Interdisciplinary Learning Experiences

Through performance assessments, educators can provide interdisciplinary learning experiences for students to apply their knowledge and skills for the purpose of measuring a student's level of proficiency. For instance, as a part of a unit on inequalities and equations, students could complete a performance assessment where they apply their math and writing skills to help the school principal choose the best bus company to use for a field trip. Student work from this performance assessment could be scored using a mathematics rubric and a writing rubric, generating evidence of mathematics and writing performance at the same time.

Resources

For additional credit option and performance assessment resources, please visit the ODE Credit Options web page.