



Assessing Performance

Jean Marrapodi, PhD, CPLP
jmarrapodi@applestar.org

TODAY'S GOAL

At the end of this session

you should

KNOW

the importance
of aligning
outcomes &
assessments

DO

and be able to
create
authentic
assessments

Know and Do

Clarification

LET'S CLEAR UP SOME OF THE FUZZY TERMINOLOGY DIFFERENCES



Assessment



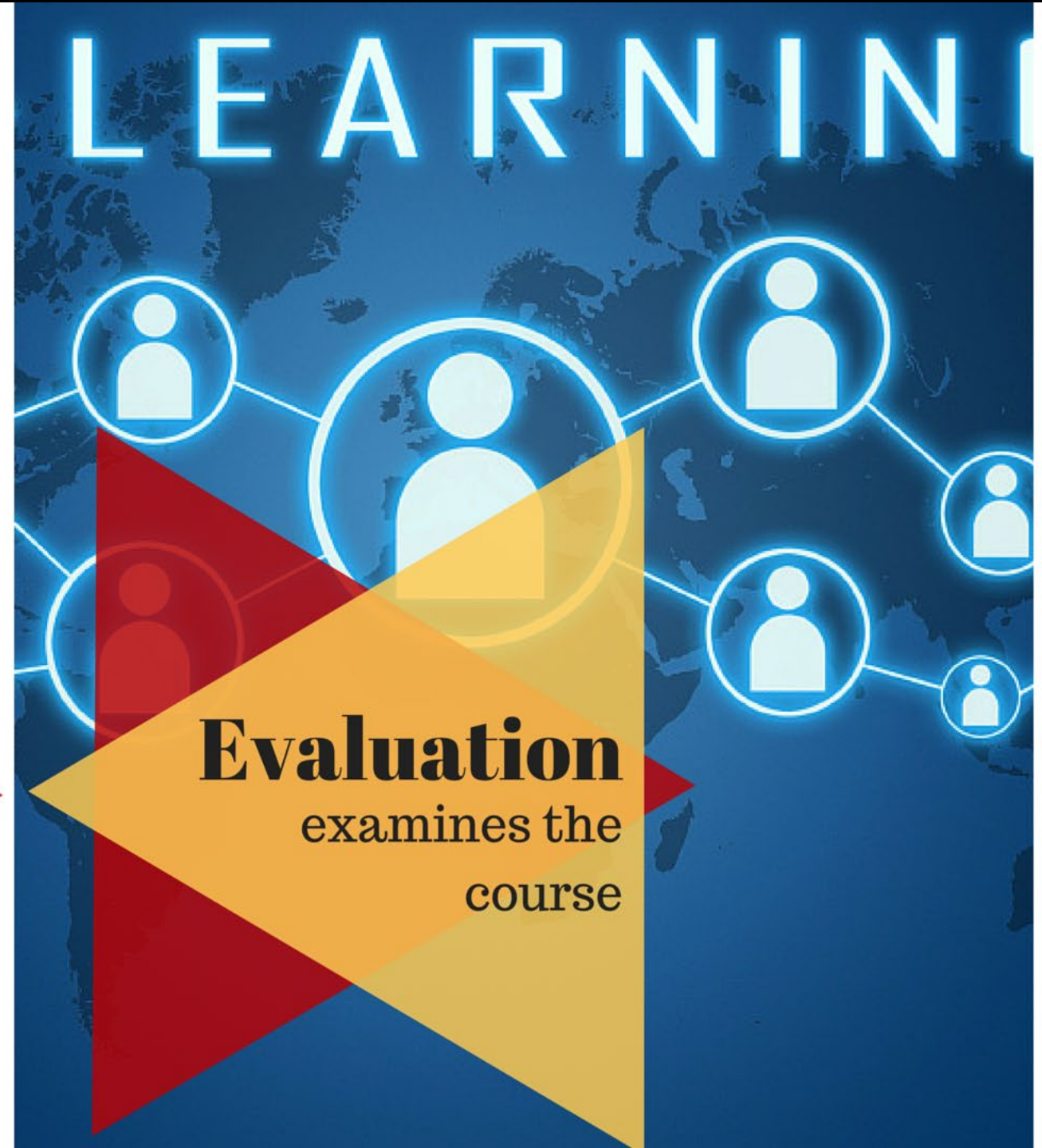
Survey



Evaluation



Assessment
examines the
learner



Evaluation
examines the
course



Kirkpatrick Levels

ASSESSMENT

EVALUATION

Level 2

Did they learn it?

Knowledge

Level 3

Can they do it?

Behavior

Level 1

Did they like it?

Reaction

Level 4

Was it worth it?

ROI/ROE



**Inquiring minds
want to know.....**





**Why do we assess
learners??**

To measure learning, right?



Thank you, Captain Obvious.

Captain Obvious is a trademark of hotels.com



A pair of hands is shown holding a metal caliper horizontally. The word "performance" is written in a bold, black, sans-serif font across the top beam of the caliper. The hands are positioned on either side of the caliper, with fingers gripping the ends. The background is plain white.

performance

Which ribbon section is used for creating a page break in Word 2010?

(Check all that apply)

- Home: Clipboard
- Insert: Pages
- Page Layout: Page Setup
- Page Layout: Arrange
- Insert: Illustrations

What's wrong with this question?




**Assessment
should measure
learner
PERFORMANCE**

or a close
simulation of it

**So why do we keep
testing vocabulary??**

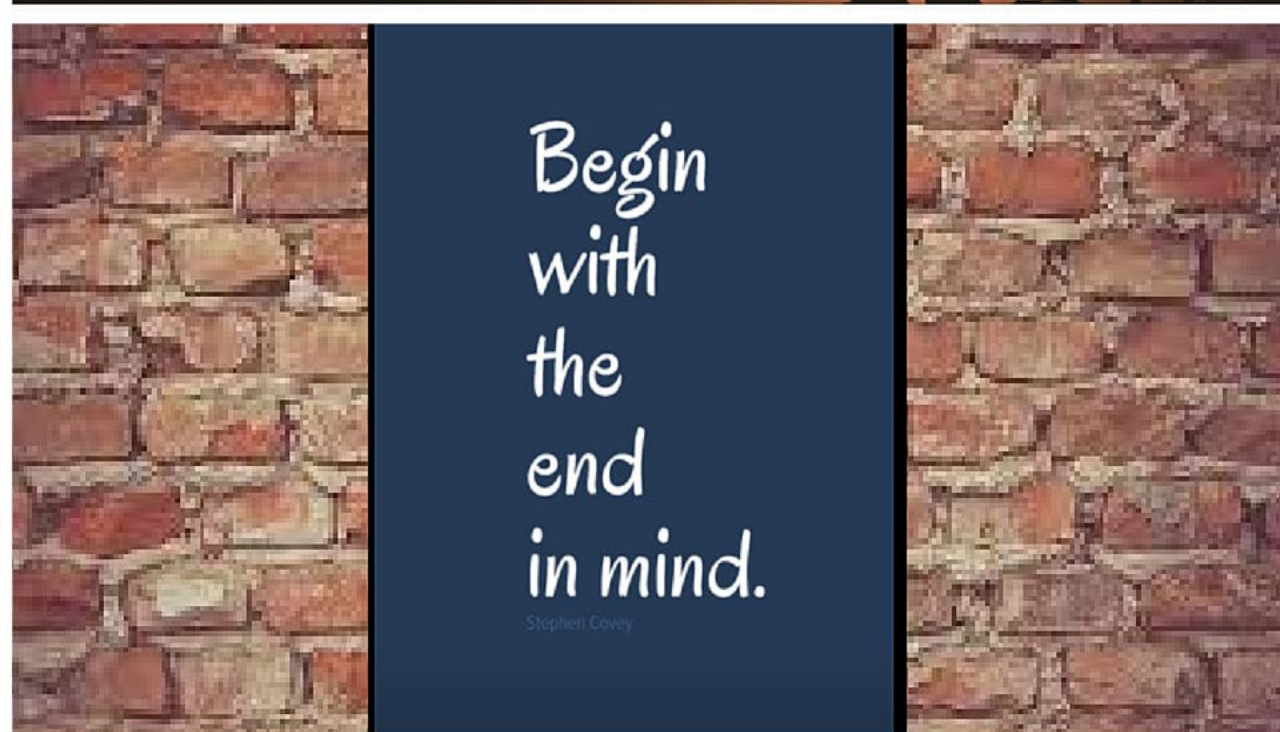
**We forget
the goal.**



A photograph of a workspace on a wooden desk. On the left is a silver laptop with a black keyboard. In the center is an open, cream-colored notebook with a grid pattern. A black pen lies on the right page of the notebook. The text 'Objective 1', 'Objective 2', and 'Objective 3' is written on the notebook page. The background is softly blurred, showing a window and a chair.

Objective 1
Objective 2
Objective 3

**Why do we write
objectives?**





WHAT IS THE GOAL?

**IN THE END,
WHAT DO YOU WANT
YOUR LEARNER TO
KNOW
AND DO?**

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

ESTABLISH THE GOAL

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

OUTCOMES

Outcome 1

Outcome 2

Outcome 3

ADD OUTCOMES TO THE GOAL

INSTRUCTIONAL DESIGN 101

OUTCOMES

- Focus on the learner
- End state results
- WIIFM

At the end of this lesson, you should be able to use the style features of Word to create professional looking documents.

Focus on **DOING**
Practical application

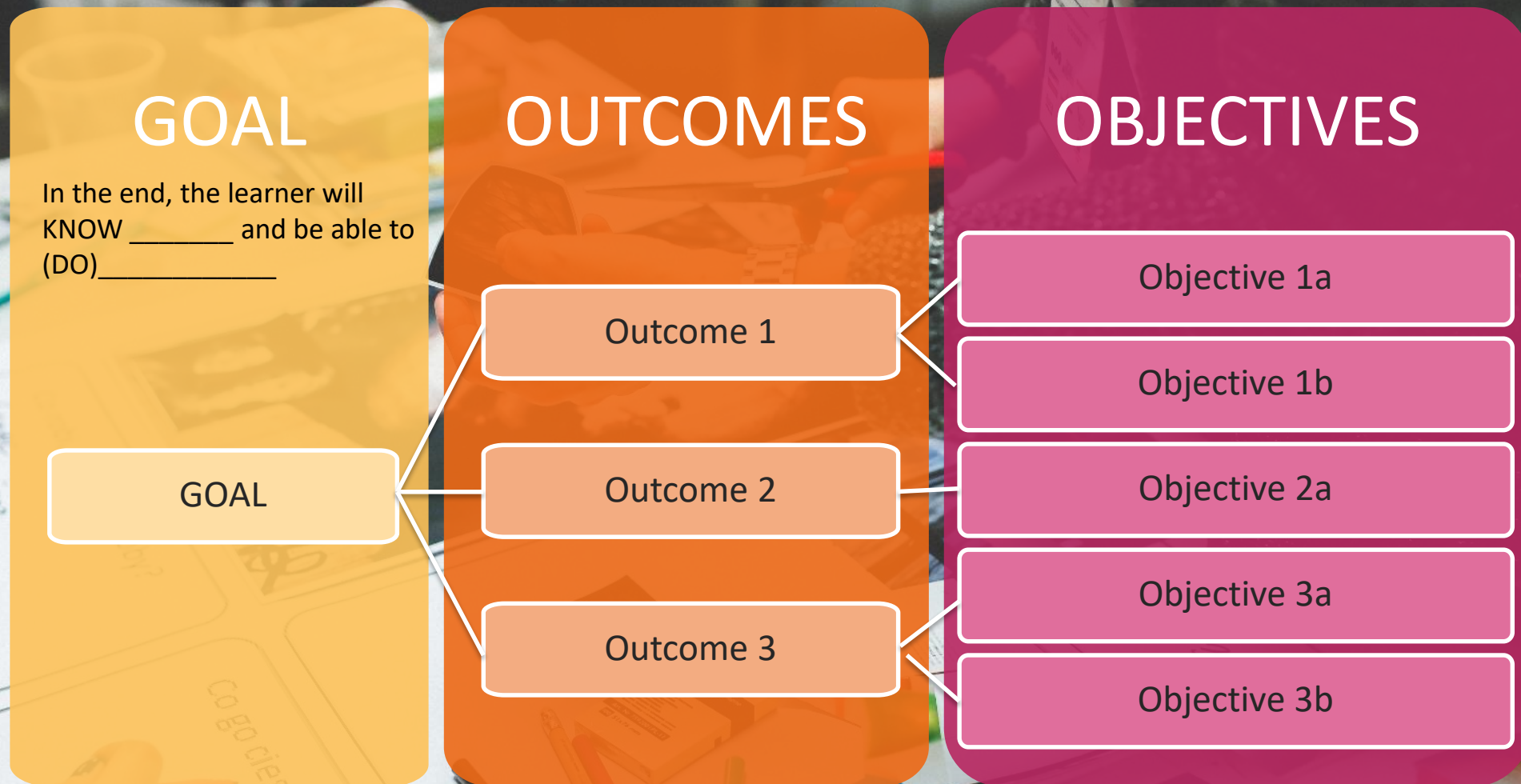
OBJECTIVES

- Focus on the teacher/designer
- Lesson plans
- How we get there

In this lesson, you will learn how to use the Format Painter to copy font styles

Focus on **LEARNING**
Task based

INSTRUCTIONAL DESIGN 101



ADD OBJECTIVES TO EACH OUTCOME

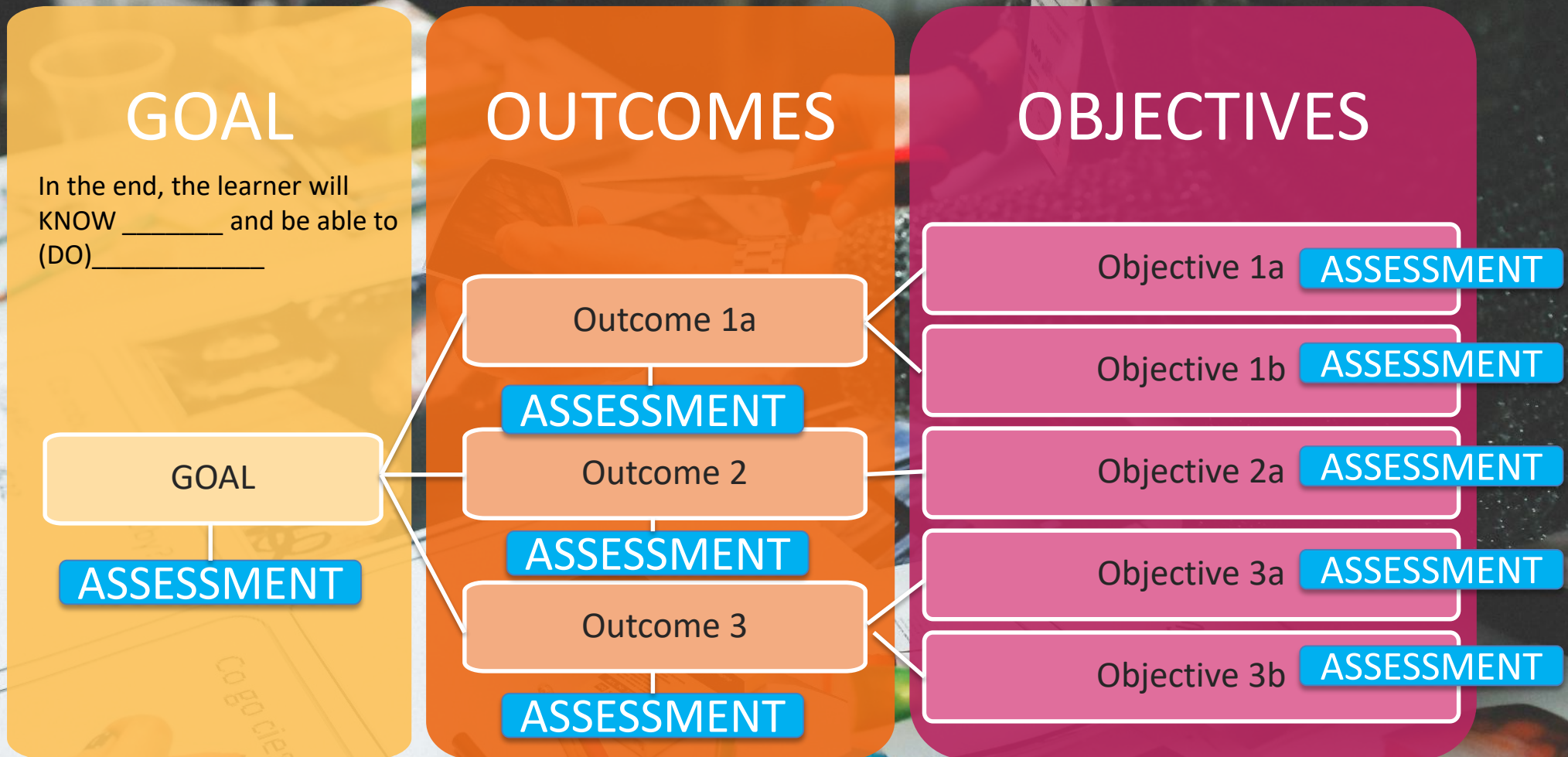


HOW DO YOU KNOW
THAT THEY KNOW?

ASSESSMENT



INSTRUCTIONAL DESIGN 101



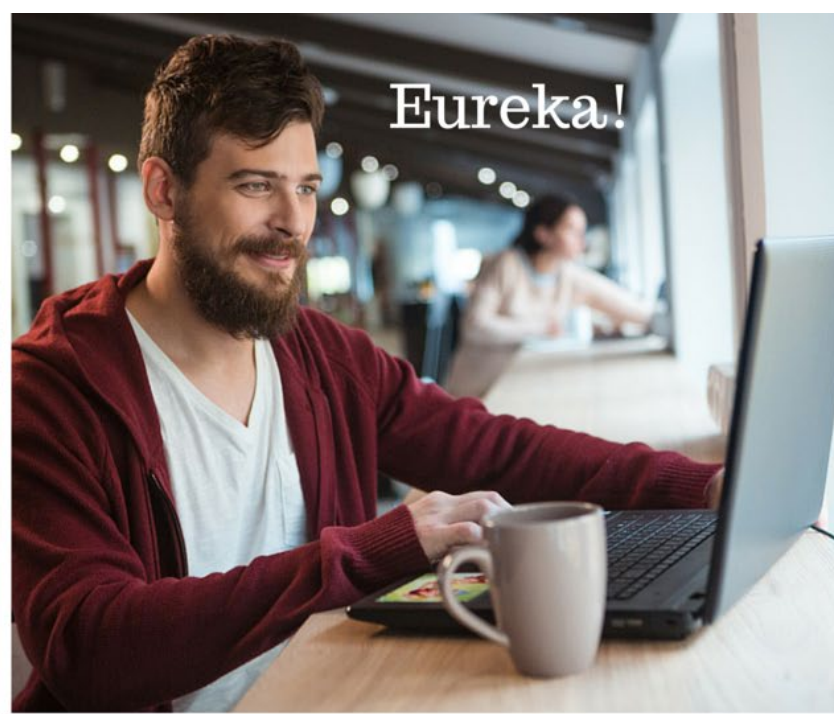
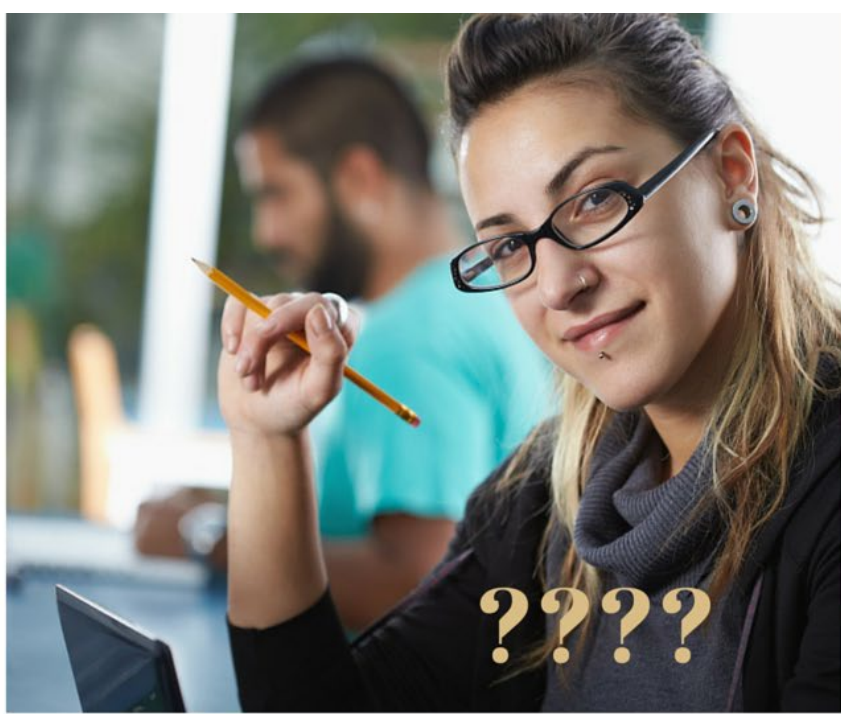
ASSESS EACH COMPONENT

HOW DO THEY KNOW THAT THEY KNOW?

- Feedback
- Self measures
- Progress checks
- Reviews and

ASSESSMENT





HOW DO YOU
KNOW THAT
THEY KNOW
THAT THEY
KNOW?



Diagnostic

Pretest

How much do you know
before we start?

Formative

In Process

How is the learning going?
May need course correction

Formative



Summative

Final Exam

Do you meet the goal of
the learning?



Think Summary

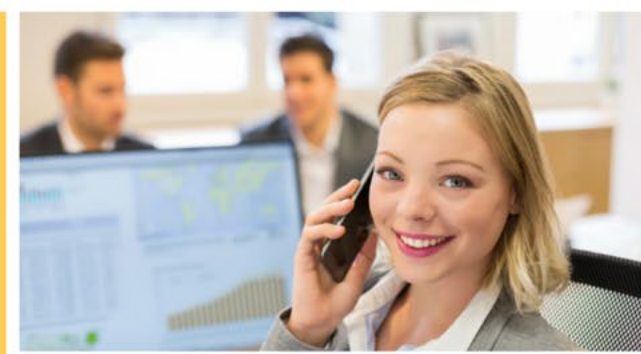
Do you know it?
Can you do it?



Assessment should measure learner **PERFORMANCE**

or a close simulation of it

HOW DO WE DO THAT?





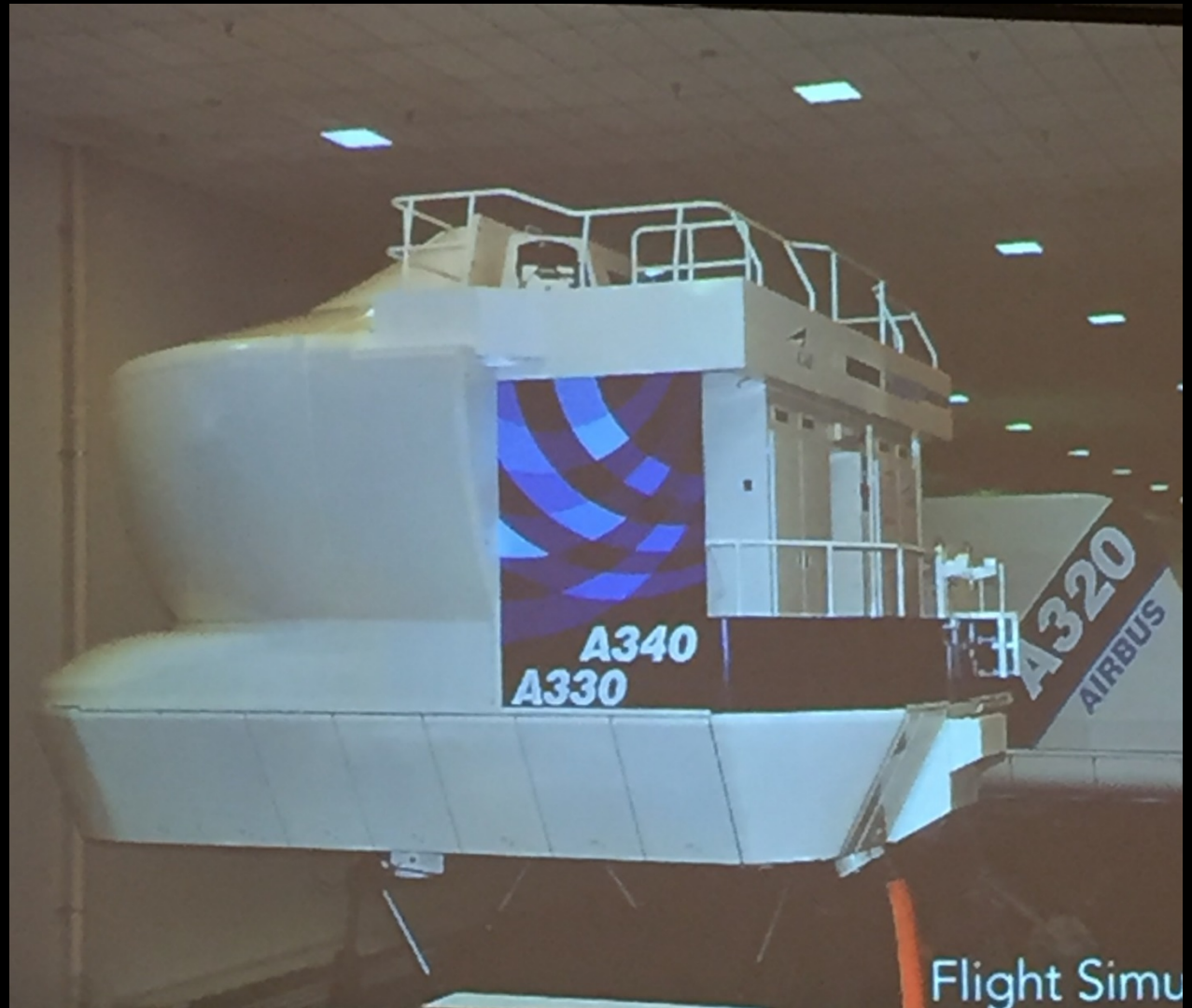
Authentic Assessment

.....
only the best will do

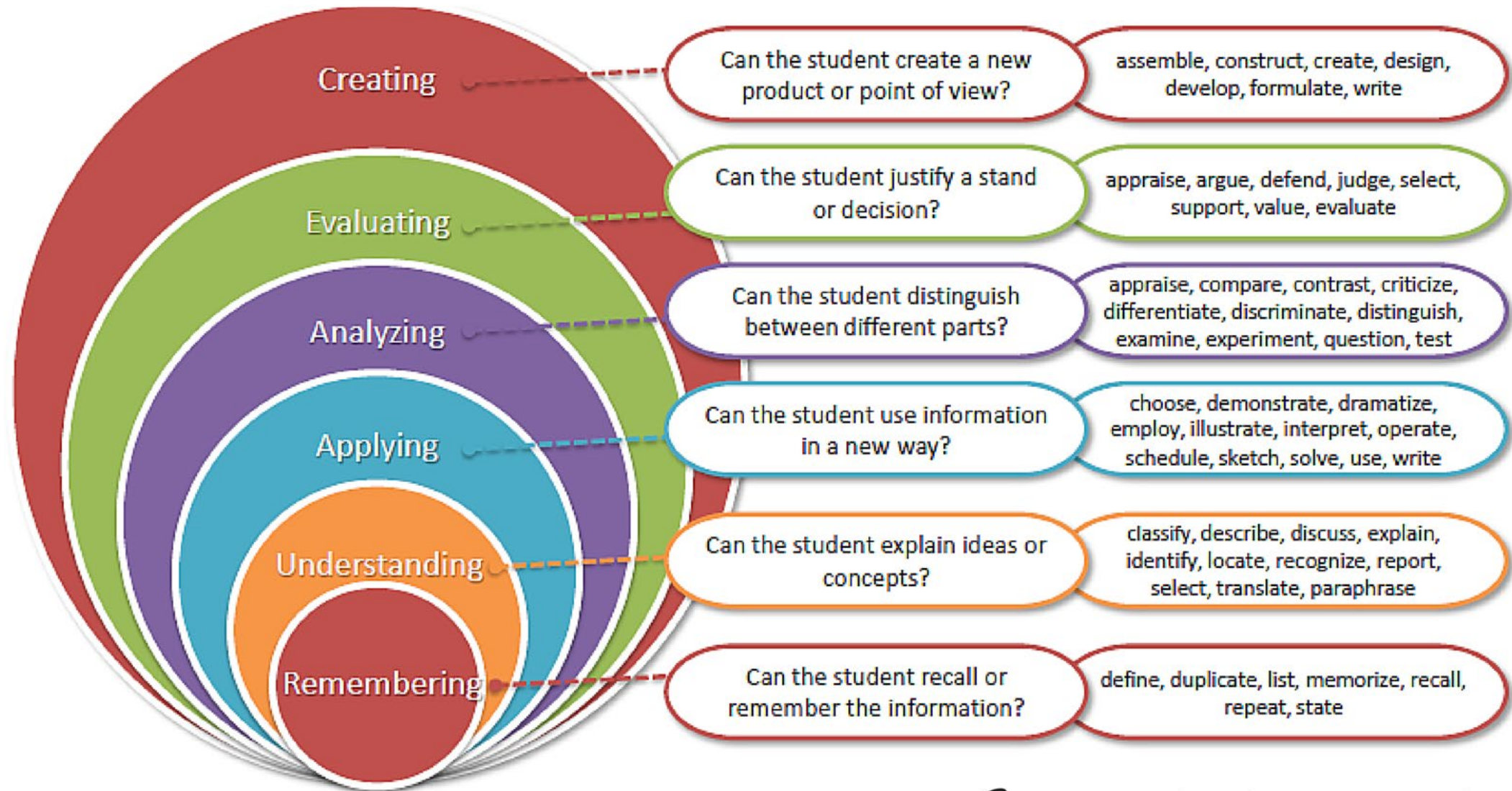
EXAMINES
LEARNER ABILITY
IN REAL WORLD
CONTEXT

PROMOTES
BETTER **TRANSFER**
BACK TO THE JOB

How can we
create this in
our learning?



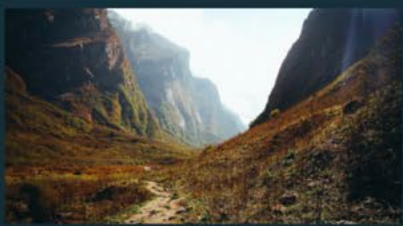
BLOOM'S TAXONOMY



Aim for higher order thinking

Always ask

**"What do you want
the learner to
KNOW and DO?"**



*Authentic
Assessment*

.....

Only the best will do

How do we ensure quality?

- Quality of understanding
- Quality of performance/product



Ask:

Does the assessment provide evidence that enables us to arrive at accurate conclusions about what students have learned?

How do we ensure validity?

- *Validity* says the assessment measures what it says it does.

Ask:

- Could the task be performed well without understanding?
- Could the task be performed poorly in spite of understanding?





Tasks for Completion



Learner Response



COMPONENTS OF ASSESSMENT

<http://files.eric.ed.gov/fulltext/ED435630.pdf>



Rules for Scoring



**Interpretation
of Response**

LET'S WORK ON
OUR CASE STUDY

**"What do you want
the learner to
KNOW and DO?"**



**"How do you KNOW
they know?"**