

# PROCESS-ORIENTED PERFORMANCE-BASED ASSESSMENT



# Process-Oriented Performance-Based Assessment

- concerned with the actual task performance rather than the output or product of the activity.
- measures the ability of students to perform tasks that correspond to important instructional objectives.
- achievement is expressed specifically through the student's performance, and then measuring the skills involved while it is ongoing and being observed.

## Advantages

- It provides a more accurate picture of a students' abilities than traditional assessments that focus only on the end result.
- It provides opportunities for students to receive immediate feedback and learn from their mistakes.

## Disadvantages

- More time-consuming and challenging to design and implement than traditional assessments.
- It requires well-defined criteria for evaluation and a clear understanding fo the skills and competencies being assessed.

# Learning Competencies

*Competencies are defined as groups or clusters of skills and abilities needed for a particular task.*

*The specific objectives identified constitute the learning competencies for this particular task.*



## Process-Oriented Performance-Based Assessments

**Skills or the Learning Competencies**  
*for acquiring, organizing, and using information in the process-oriented performance-based assessments:*

### Skills in acquiring information

#### Communicating

Explaining  
Modeling  
Demonstrating  
Graphing  
Displaying  
Writing  
Advising  
Programming  
Proposing  
Drawing

#### Measuring

Counting  
Calibrating  
Rationing  
Appraising  
Weighing  
Balancing  
Guessing  
Estimating  
Forecasting

#### Investigating

Gathering references  
Interviewing  
Using references  
Experiments  
Hypothesizing

## Process-Oriented Performance-Based Assessments

**Skills or the Learning Competencies**  
*for acquiring, organizing, and using information in the process-oriented performance-based assessments:*

### Skills in organizing and using information

Organizing

Classifying  
Categorizing  
Sorting  
Ordering  
Ranking  
Arranging

Problem-solving

Stating questions  
Identifying problems  
Developing a hypothesis  
Interpreting  
Assessing Risks  
Monitoring

Decision-making

Weighing alternatives  
Evaluating  
Choosing  
Supporting  
Defending  
Electing  
Adopting

# Task Designing

## Standards for designing a task:

1

Identifying an activity that would highlight the competencies to be evaluated.

2

Identifying an activity that would entail more or less the same sets of competencies.

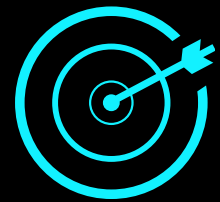
3

Finding a task that would be interesting and enjoyable for the students.

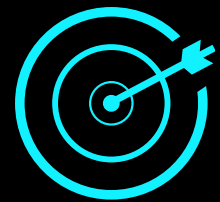
# Task Designing

## Guide Questions

in selecting objectives for performance-based assessment tasks (Borich and Kubiszyn, 2000):



What kinds of essential tasks, achievements, or other valued competencies am I missing with paper and pencil tests?



What accomplishments of those who practice my discipline (historians, writers, scientists, mathematicians) are valued but left unmeasured by conventional tests?

# Assessment Instrument

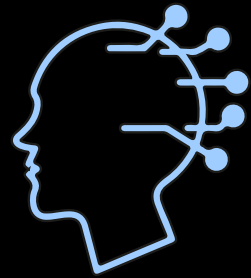
## Scoring Rubrics

- consists of objectives, performance characteristics, and points or score that indicate the degree to which the objectives were met.
- scoring scale used to assess student performance along a task-specific set of criteria.
- allow students to understand the criteria for assessment before they start the project.



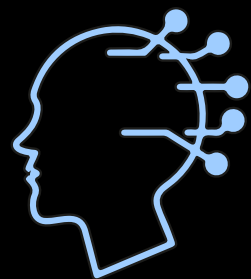
# Assessment Instrument

## Scoring Rubrics



### Analytic Rubrics

- articulates levels of performance for each criterion so that the teacher can assess students' performance on each criterion.



### Holistic Rubrics

- it assigns a level of performance across multiple criteria as a whole.

# Types of Performance Criteria

## **Impact of the performance**

- the success of the performance, given purposes, goals, and the desired results.

## **Work quality and craftsmanship**

- the overall quality, organization, and difficulty of the work.

## **Adequacy of method and behavior**

- the quality of procedures and manner of presentation proper to and during the performance.

## **Validity of the content**

- the correctness of ideas, skills, and materials used.

## **Sophistication of knowledge**

- the complexity or maturity of knowledge employed.

It's a wrap!

Thank you!  
All the best for the quiz!

