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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 you keep 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 the objectives that you must teach;  
 Offering breadth, depth, and opportunity  
 Ensure robustness within each learners' 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 MAT UCA ASTL 6305  
faculty, staff, students, and friends*