

Performance-Based Assessment: Techniques for Resourceful Teaching, a comprehensible plan how students can to dominant the skills

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ABSTRACT--Assessment plays a vital role in a student's life. The complete motivation cycle is based on it. Performance-based assessment is a teaching technique that permits the student to create his or her own answers or response as compared to simply selecting from a list provided in the question paper to evaluate the knowledge of the student. Both student and teacher are made aware in advance of the skills and knowledge to be learned, as well as the criteria for judging performance. The research done in this paper on 100 students of King Khalid University, and it makes an attempt to present an overview of what performance-based assessment is, role of teacher, student motivation which is one of the most important aspect and likewise disadvantage of the technique for the university students. The main purpose is to involve this technique for assessments and to determine a student's strengths in a particular skill which will further help him in the global business world.

Key words--Performance-based assessment, skills, performance

I. INTRODUCTION

History speaks, teachers spend ample amounts of time testing students and trying to come up with resourceful ways to test students which may be different from basic pencil and paper test. One of the best ways to get students involved in the assessment process is by switching over from the basic tests and start using performance based assessments. A performance based assessment is testing that requires students to create answers based on their knowledge and skills (Sweet, 1933, ("What Should"). Performance-based assessments provide key opportunities for students to involve which are based on their knowledge on the course taught in the university and further such tasks may be asked in further higher studies and of course careers for which the students' are preparing themselves.

According to, The Office of Technology Assessment (OTA) of the U.S. Congress (1992) simple, yet insightful, definition of performance assessment: testing that requires a student to create an answer or a product that demonstrates his or her knowledge or skills.

Cognitive research (Gardner 1993) indicates that most learning goes on within an active, rather than a passive, context and "that children construct knowledge from their actions on the environment" (Wadsworth 1989, p. 156).

The various researchers in the field of academics proves that Performance tasks and assessments ts designed for the students' just with one main factor that is to display higher-order rational skills and to incorporate knowledge, skills, and conceptual understanding in order to successfully complete the assignment with the

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knowledge they had acquired during learning . The act of learning at the university level is to obtain content knowledge, obtain skills, and improve work habits—so as to enhance the skill for “real world” situations.

Performance-based student assessments play a dominant role in authenticating and checking the overall growth of students at the university level and the success of curriculum and instructional programs definitely lies in preparing the students for the real business world rather than just making them a dumb box of knowledge that they are not able to use in the practical world.

II. ROLE OF TEACHER

The role of the teacher is very crucial in the assessment of his or her student. As Joan Herman, Pamela Aschbacher, and Linn Winters(1992) note in their excellent book, ‘No longer is learning thought to be a one-transmission from teacher to students, with the teacher as lecturer and the Students as passive receptacles. Rather, meaningful instruction engages students actively in the learning process.

A good teacher is always the demand of the time who guide and helps to draw on and create discipline-based knowledge for the student which will be help full for him in the future. But the most important aspect in order to implement performance assessment fully, the teachers themselves should have first a clear idea of the skills which they want their students to master and then create a coherent plan for how students are going to master those skills and further those skills will prove beneficial for them.

III. PERFORMANCE ASSESSMENT TECHNIQUES

The paper does not hold all the techniques of the assessment but one of the most important and common which are very beneficial for the university students. Students’ involvement in the assessment of their learning provides an avenue for empowerment where they take ownership of their learning. A performance-based assessment is open-ended and without a single, correct answer, and it should demonstrate authentic learning, such as the creation of a newspaper or class debate. The benefit of performance-based assessments is that students who are more actively involved in the learning process absorb and understand the material at a much deeper level. Performance assessment in the classroom is offered as an alternative assessment measure. For teachers to truly understand the complete abilities of students there should be a variety of assessment instruments used.

- Writing(a very important skill required for all field)
- Laboratory work
- Playing a sport
- Drawing, sketching(creativity)
- Building structures
- Conducting research or small projects(science fair)
- Creating files, databases on computer(to practice the latest development in the field of Technology)
- Giving a speech(oral communication)
- Read aloud
- Construct a graph and so on.

IV. METHODOLOGY

The survey was done among 100 students of King Khalid University who were the students of Graduation final year. The students were selected randomly in order to complete the survey. The inclination of the graduates was marked as they were eager to be the part of the research which will definitely prove beneficial for the. A questionnaire was distributed to them to answer the questions. It was based on the Likert method and 1 was for strongly agree 5 was for strongly disagree.

Table 1: Like the practical approach of learning

	Frequency	Percent	Valid Percent	Cumulative Percent
1	93	93.0	93.0	93.0
2	6	6.0	6.0	99.0
3	1	1.0	1.0	100.0
Total	100	100.0	100.0	

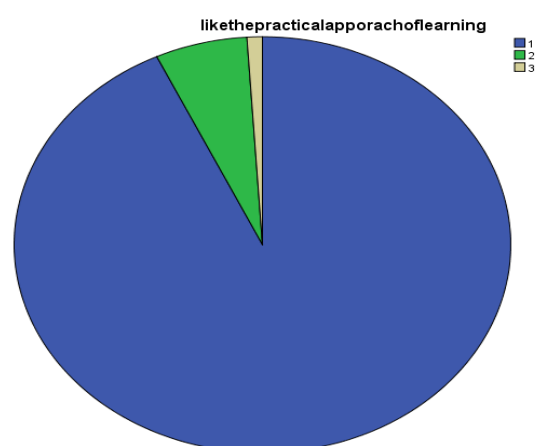


Figure 1: As the statistics report

As the statistics report of table 1 and figure 1 of one of the question clearly indicates that the student's motivation towards grasping the knowledge practically is at the higher side. This proves that the students are carrier oriented and just not merely store the knowledge but want to incorporate it in the real world.

Table 2 : Better than traditional assessment

	Frequency	Percent	Valid Percent	Cumulative Percent

1	96	96.0	96.0	96.0
2	2	2.0	2.0	98.0
Valid 4	2	2.0	2.0	100.0
Total	100	100.0	100.0	
1				

Table 2 shows that 96% of the graduate respondents totally agree that Performance based assessment is better than the traditional one which is just answering the question answers during the exam. And it does not give them the practical knowledge of the course they are learning.

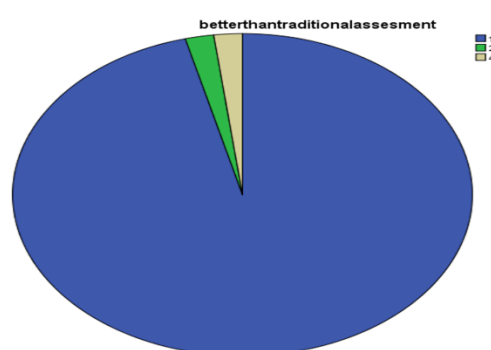


Figure 2: strongly agrees that such a technique

As shown in the table 3 below the students strongly agrees that such a technique is going to prove very beneficial to them in the future. As the global market is full of heavy competition and learning with such and a technique is definitely going to prove fruit full for their future.

Table 3: Will prove helpful for future

	Frequency	Percent	Valid Percent	Cumulative Percent
1	94	94.0	94.0	94.0
Valid 2	6	6.0	6.0	100.0
Total	100	100.0	100.0	

Types of PBA

According to the research done in the field the Performance Based Assesment can be further divided into two types.

- Restricted PBA is usually done for formative assessment
- Extended PBA is usually done for summative or for “placement” assessment

Restricted PBA (restricted to a specific, limited skill like “opening a computer file”) has the purpose to ensure that students have learned skills that will later on become part of a larger task in future. Extended PBA (comprehensive, includes a variety of skills; stretches students to a greater liberty for selecting, performing, and self-assessing on tasks)

V. DISADVANTAGES OF PERFORMANCE-BASED ASSESSMENTS

Even though the performance based assessment is very beneficial to the university students it also has some disadvantages. However such disadvantages are not going to prove as a hindrance in the practical learning of the students. The performance assessments are important in creating a holistic look at a student’s overall performance; these assessments can’t necessarily be used in the same way as standardized assessments. As with any assessment tool, there are disadvantages of performance-based assessment. Not more drawbacks are counted here in the paper but only one from the students’ perspective. That this is time consuming as compared to the traditional assessment. This is clearly indicated in table 4 and Fig.4 from the response of the university students

Table 4 : It is time consuming

	Frequency	Percent	Valid Percent	Cumulative Percent
1	94	94.0	94.0	94.0
Valid 2	6	6.0	6.0	100.0
Total	100	100.0	100.0	

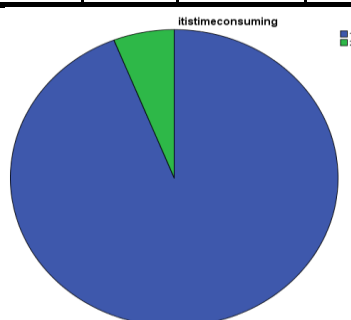


Figure 4: university students

VI. CONCLUSION

Performance-based assessment trials a student's capability to relate the skills learned in an accurate way. When students have fun with their assessments or task they are doing which is related to their course, it automatically allows them to enjoy and participate whole heartedly in what they are learning. Working independently or in small group as self-regulated learners and to interact with peers is some of the magnitudes of students' social development and also boosts their confidence. In terms of skills, all aspects concerning students' values, attitudes, and behaviour are emphasized when performance based assessment technique is applied in the class. As all these positive response is shown by the university students in the survey. There are few drawbacks of this technique, but all such things should be ignored in order to give students a better and strong platform for the future.

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