



NORTHERN BUKIDNON STATE COLLEGE

Creando Futura, Transformationis Vitae, Ductae a Deo

The role of performance-based assessment in a new normal classroom

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The role of performance-based assessment in a new normal classroom



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The role of performance-based assessment in a new normal classroom

Assessment is an important component in the teaching and learning process.

(Butler & McMunn, 2006)

Assessment is considered one of the most important aspects of higher education

(Bram, Beemt, Watering,. van Meeuwen, Lemmens & den Brok, 2017))

This is why better ways to assess students' learning are continuously being studied and researched.

An emphasis on performance-based assessment tasks

(Department Order 8, s. 2015)

An emphasis to outcomes-based assessment (OBA)

(CMO 46, s. 2012)

It is important to know about students on their perceptions of assessment tasks. Attention to students' perceptions of assessment tasks has increased, but no consensus has been reached on what really form part of these perceptions.

(Bram, Beemt, Watering,. van Meeuwen, Lemmens & den Brok, 2017))





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Sudden shift in teaching and learning

5 challenges:

- 1 on the curricula
- 2 **on authentic learning**
- 3 on independent learning
- 4 on teachers' skills
- 5 on learning outside the classroom

(Martineau, Charland, Arvisais & Vinuesa, 2021)

Teaching and learning in the new normal calls for certain assessment frameworks and practices





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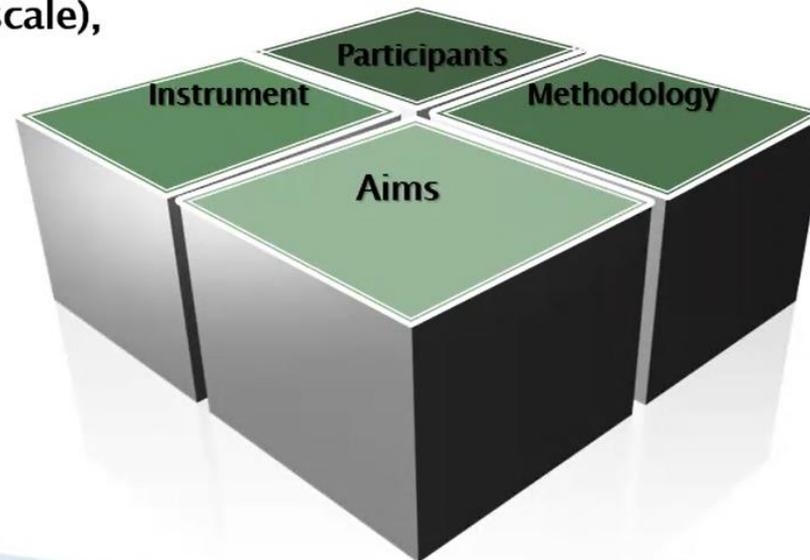
The Study

330 students, private school

Descriptive research; random sampling, Ethical guidelines were observed

Determine how students perceive the characteristics of a performance task
Discuss how these criteria can be utilized in the new normal setting.

Survey Questionnaire (rating scale),
Rasch analysis
Expert validation





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A circular icon with a silver border, a grey top half, and a blue bottom half. The word "Findings" is written in black text in the grey section.

Findings

Results showed that a performance task must fulfill these characteristics:

1

congruence to class activities.

2

authenticity of the tasks

3

clarity of rubrics



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How do students perceive the characteristics of the performance task ?

Students reported a high rating for the criteria of what is a good performance task.

They find their performance tasks congruent to the daily class activities, there is proper scaffold from teachers.

Students' perception of the assessment tasks as being congruent with planned learning was positively correlated to self-efficacy (Alkharusi, 2014)



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How can these three criteria be utilized in the new normal setting in terms of giving assessment tasks?

Teachers must decide on the frequency of performance tasks, weights, rigor and accommodations given to students who are affected by issues of access to resources.



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This highlights the **role of teachers** in constructing **meaningful** tasks which are congruent to class learning activities and authentic task with transparent and clear criteria of assessing students.

The teacher has a crucial role as he or she assigns assessment tasks, sets standards, and gives feedback. As a teacher performs his or her role, she **communicates an important message** to students about the task.



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Teachers should carefully plan classroom activities so that these are aligned with the performance task.

This can be done by allotting enough time for **repetition**, **scaffolding** and **exposure** to varied careers and real-life applications related to the topic.



Thank you very much.

Let us assess what truly matters.

