



# Study Guide

## *Performance Assessment: Showing What Students Know and Can Do*

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This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular chapter. This guide is designed to help you reflect on and apply the ideas presented in *Performance Assessment*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

## **Introduction**

1. Differentiate between performance assessment and authentic assessment.
2. What are the two parts of performance assessment as a method?
3. Define performance assessment.
4. How does subjective scoring require professional judgement?
5. What are you most looking forward to learning about performance assessments?

Chapter 1

## Match Performance Assessment to Learning Outcomes: Task Design

1. Differentiate between content standards and performance standards.
2. Why is it important for performance assessment to set intentions about learning outcomes?
3. Describe, in your own words, the task design process.
4. Explain the features of the task you can control.

<b>Time</b>	
<b>Group/Individual</b>	
<b>Process/Product</b>	
<b>Task Structure</b>	
<b>Cognitive Level</b>	
<b>Difficulty</b>	

## Chapter 2

### Match Performance Assessment to Learning Outcomes: Rubric Design

1. Rubrics \_\_\_\_\_ student performance, but they do it through the mechanism of “ \_\_\_\_\_, then \_\_\_\_\_.”
2. Define rubric.
3. Explain the benefits of using rubrics.
4. Differentiate between analytic and holistic rubrics. Give an example of each.
5. The text describes five strategies for using rubrics. Have you used any of these strategies in your own classroom? If so, which one(s) and how did it go? If not, which one(s) are you most likely to use going forward, and why?

## Chapter 3

### **Performance Assessment of Simple Processes**

1. In what way does the task design process become “telescoped” for simple skills?
2. Why is it necessary to specify the process of interest and the context in which the students will perform it, for a simple task?
3. Give an example of a simple process from your subject area, and identify the content and thinking skills to be assessed.
4. Why is a checklist a useful tool for evaluating simple processes?

## Chapter 4

### **Performance Assessment of Simple Products**

1. Explain what a simple product is.
2. Why does the author recommend simple rubrics for grading simple products?
3. What is the difference between a general rubric and a task specific rubric?
4. Give an example of a simple product that is specific to the grade and subject area you teach.

## Chapter 5

### **Performance Assessment of Complex Processes**

1. Learning goals that involve doing or saying something complex include processes that have multiple \_\_\_\_\_ or \_\_\_\_\_.
2. Why is it of particular importance that students have had an opportunity to learn the content when assessing complex outcomes?
3. Which evaluation measure does the text recommend for complex processes, and why?
4. Give an example of a complex process specific to your grade level and subject area.
5. Design a rubric to assess the complex process of the previous question.

## Chapter 6

### **Performance Assessment of Complex Products**

1. When are complex products appropriate performance assessment tasks?
2. Complex products are tasks that integrate \_\_\_\_\_ and \_\_\_\_\_ and show what students can do.
3. Why are design principles of particular importance for tasks involving complex products?
4. Give an example of a complex product from your grade level and subject area.
5. Describe the ways in which you would assess the complex product from the previous question.



## **What About Group Work?**

1. What are the two substantive considerations that help determine if group work is important to the task?
2. List and describe the four ways learning inside school is different from learning outside of school.
3. Explain the principle of positive interdependence.
4. Give an example of a group project from your grade level and subject area. Would it be a true collaboration or would students be assigned individual parts?
5. How would you assess the group project described above? Be specific.

### **Making Performance Assessment a Routine Part of your Instruction**

1. The text lists “three formal, but routine, planning opportunities where you should intentionally consider performance assessment and plan for it.” What are these opportunities, and why are they a good time to plan for performance assessment?
2. List and describe the three steps of mapping performance assessment to the standards.
3. Why should the main performance assessments be planned with the unit?
4. Describe some of the classroom management implications of using performance assessments.
5. Explain why grades based on multiple performance assessments might be more “valid and reliable” than grades based on tests alone.