

Creating and Using Performance Assessments
Online Course
Learning Journal

This Learning Journal is designed to encourage you to record your reflections on the knowledge and skills you acquire as you move through the course. In each module you will be prompted to turn to this Learning Journal to respond to a few specific questions. There is also an “Other notes” space for each module where you can include thoughts, ideas and questions of your own. Be sure to save this document to a location where you will be able to access it throughout the course.

Module 1 Introduction to Performance Assessment

Introduction: Think about the potential benefits of using performance assessment in your classroom or school. What are you hoping to achieve?

Lesson 3 Reflection Activity Question 1: Based on what you’ve explored in this introductory module, what are areas that you would like to focus on as you go through this course? What are your individual learning goals for this course?

Lesson 3 Reflection Activity Question 2: One key benefit of performance assessment is that it supports measurement of knowledge and skills that are not easily measured on other types of assessments. As you think about a performance assessment that you will create as part of this course, what knowledge and skills do you want to measure? How will using a performance assessment be beneficial for measuring the knowledge and skills you identified?

Other notes:

Module 2: Developing a Performance Assessment Part 1

Lesson 1 Question 1: After reading the Guiding Questions for determining an assessment's purpose, what are your thoughts? What will you do, and what will students do, with the results of your assessment? Will the assessment...

- provide evidence of student comprehension that will inform subsequent teaching?
- be geared toward providing students with feedback on their progress toward learning targets?
- allow students to conduct a self-assessment or peer assessment of their current understanding?
- inform students or their parents/guardians about the students' current level of achievement during a given period?
- help in making decisions about students who need additional learning support?

Lesson 1 Question 2: When defining your assessment's population, consider:

- What is the population of students you want to assess?
- Is the population specific to one course or subject area?
- And are there any unique qualities or characteristics about this group that should be considered?

Other Notes:

Module 3: Developing a Performance Assessment Part 2

Lesson 2: Think about a time when your students were engaged in their learning or in the process of developing an assessment. What worked well? What did not work well? Why?

Other Notes:

Module 4: Developing a Performance Assessment Part 3

Lesson 1 Reflection Activity: Reflect on the performance assessment you have started to develop. Take a few moments to think about how you might evaluate student performance for your assessment. Consider the following questions:

- What criteria or essential elements must be present in a student's work to ensure that it is high quality?
- How many levels of performance do I wish to illustrate for students?

Other Notes:

Module 5: Performance Assessment: The Big Picture and Next Steps

Lesson 1: After applying your rubric to evaluate your students' performance, take a few minutes to reflect on the results. Did the students perform as you expected? Describe some ways in which you and your students will use the evidence.

Lesson 2: How does performance assessment fit into your assessment system?

Lesson 3: Reflection Activity Question 1: How was the administration of your assessment?

Lesson 3: Reflection Activity Question 2: What have you learned from this experience?

Lesson 3: Reflection Activity Question 3: What will you do next?

Lesson 3: Reflection Activity Question 4: Reflect on the goals that you set for yourself in Module 1

Other Notes: