

A BIRD'S EYE VIEW ON THE STUDENTS PERFORMANCE-BASED ASSESSMENT

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ABSTRACT: Students must generate rather than choose a response in a performance-based assessment. Authentic assessments, alternative assessments, and integrated performance assessments are part of it. Rather than selecting an answer from a list of possibilities, students are required to complete a task, generate an answer, or produce a product that demonstrates mastery of information or skills. This study consisted of 20 students who were enrolled in SS Assessment and Evaluation at Rizal Technological University, the first semester of the school year 2020-2021. Data were collected with an open-ended questionnaire that had 1 item, particularly about the performance-based assessment stated in this case study. Is performance-based assessment a substitute for the traditional method of assessing the performance of students? Yes or No? Why? The gathered data were analyzed with the use of a computer-assisted qualitative data analysis software, particularly the maxqda analytics pro2020 and examined under themes that matched the question. Results showed that the performance-based assessment is an alternative to the traditional method of assessing the students. Students are free to do whatever they want, which boosts their creativity and allows them to express themselves regardless of the topic matter. Furthermore, it demonstrated that while the traditional method is effective, adopting performance-based assessment is far superior to technological advancements and it contributed a lot to their professional development as future educators.

KEYWORDS: Performance-Based Assessment, Traditional Assessment, Online Class, Student's Assessment

1. INTRODUCTION

Performance-based assessment is a method of observing students' real performance based on a predetermined performance criterion in a direct and systematic manner (Zimmaro, 2003 as cited by Gabuyo, 2012). It is a method of evaluating students' performance that consists of set tactics for applying information, abilities, and work habits through the completion of activities that are meaningful and engaging to them (Hibbard, 1996).

The performance-based assessment also gives teachers information about how students comprehend and apply knowledge, as well as allows them to plan learning activities for their students in the classroom.

One of the most important aspects of instruction is assessment. People in the educational community, such as legislators, educators, students, parents, and administrators, all have various perspectives on how assessment systems should be implemented (Dietel, Herman, and Knuth, 1991)

Assessment is one of the most important aspects of classroom management. While some people believe that traditional methods of assessment are more successful, others argue that performance and portfolio assessment tools are preferable. Due to a growing awareness of the impact of testing on curriculum and instruction, alternative assessment began to be employed as a tool for educational reform. Alternative assessment methodologies are currently challenging. The thing is, which type of assessment process is best for evaluating students? Is it better to use traditional or alternative assessment methods?

Meanwhile, learning is measured indirectly through traditional assessment or paper-and-pencil tests. The traditional assessment is preferable for assessing factual knowledge and answering well-structured arithmetic problems. The teacher in this situation provides questions that reveal talents or go above memory levels. Teachers, schools, and assessment organizations frequently use them since they are inexpensive, objective, and simple to score (bailey, 1998). True/false items demand students to make a choice between two possible responses and determine which is correct. It's simple to score and administer them. Guessing, on the other hand, could boost your chances of success by 50% (Simonson et al., 2000). Items are written either as a direct inquiry requiring the learner to fill in a word or phrase or as statements with a space left blank for a quick written answer in a short-answer test (Simonson et al., 2000, p. 270). Finally, because the questions are adaptable and test higher-order learning skills, essays are great evaluation tools. However, they are not particularly practical because scoring essays is extremely difficult and time-consuming. Furthermore, subjectivity may be a factor in scoring.

In this context, the objectives of this research are to identify whether the performance-based assessment is an alternative to the traditional method of assessing the students' performance or not so that it can be possible to develop recommendations for organizing performance activities more efficiently in the education of teachers.

2. THEORETICAL FRAMEWORK

The theoretical framework adopted in this study is SCL, which refers to the situation in that students play an active role in their learning and are responsible for organizing, analyzing, and synthesizing content by Means, 1994 as cited by Trang Phan 2021. Students can take control of their learning, set learning goals, choose learning tactics, and track their progress with the help of professors. (Hannafin, Hannafin, & Gabbitas, 2009; Hannafin et al., 2014). In SCL, students have an opportunity to investigate complex problems by leveraging different available resources, come up with different solutions for addressing problems, and collaboratively decide and present final solutions to these problems. Faculty design curriculum to facilitate engagement rather than deliver content. SCL emphasizes authentic experiences, encourages active learning, and results in the creation of new products. The theoretical foundation of SCL is constructivism, which indicates that learning should be constructed by and for students (Duffy & Jonassen, 1992; Jonassen, 1992). Social constructivist, Vygotsky (1980), considered learning as a social interaction process in which learners interact with the surrounding environment. He advocated that the instructional environment should provide opportunities for learners to explore concepts, discuss, and negotiate meanings with peers. Later, research thought that SCL should provide a curriculum that motivates students to participate in challenging and authentic activities to solve problems (Brush & Saye, 2000). Students should be able to work cooperatively on different answers to challenges and try out different solutions in an authentic setting in these learning environments.

Two primary reasons for using SCL in class were categorized: (1) making learning enjoyable, and (2) improving students' learning outcomes (Froyd, 2008). SCL emphasizes the importance of learners' prior experiences, highlighting individual needs, encouraging active participation, enhancing higher-order thinking, and promoting life-long learning. Especially the studies have indicated that SCL has a positive influence on cultivating and developing higher-order skills such as critical thinking and problem-solving. In addition, it was advocated as a means to increase academic performance (Hannafin & Foshay, 2008; Mergendoller, Maxwell, & Bellissimo, 2006), help students develop lifelong learning skills such as self-regulation and problem-solving (Bereiter & Scardamalia, 2006), and increase information and communication technology skills (Kozma, 2003). The instructor's role and responsibilities are significantly altered from a traditional lecture environment (Onurkan, Gulen, & Ozer, 2017). Faculty are charged with preparing students for SCL and collaborative engagement (Doyle, 2008; Onurkan, Gulen, & Ozer, 2017).

3. CONCEPTUAL FRAMEWORK

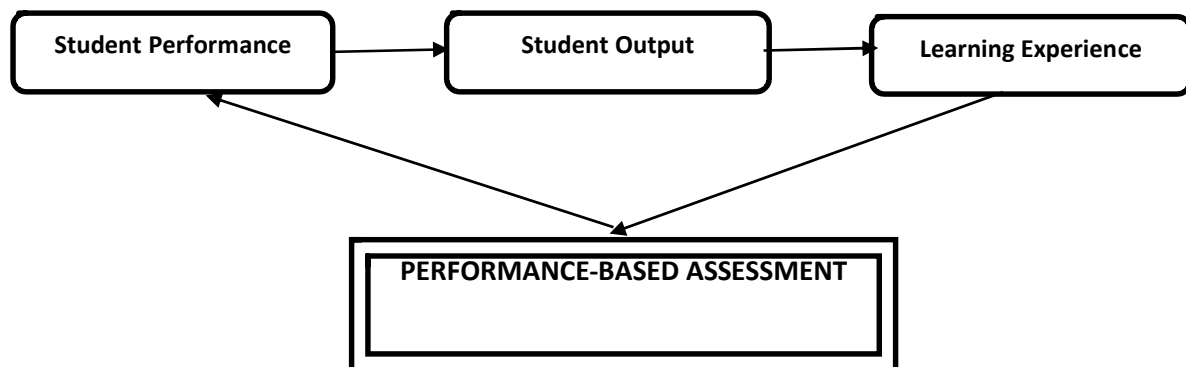


Figure 1: Research Simulacrum

A Bird's Eye View On The Students Performance-Based Assessment

In figure 1, the performance-based assessment is the main variable. It is a process with a lot of factors such as student performance, student output, and learning experience. As learners strive toward their objectives, new knowledge, behaviors, and abilities are added to their repertoire of learning experiences, and these variables interact. A transition of knowledge from teachers to students can be regarded as the teaching and learning process. It is known as the mixture of aspects in the process by which a teacher defines and establishes learning objectives and develops lesson plans to implement the teaching and learning technique with the help of teaching resources. The student performance and output are affected by the teaching and learning experience, which is teaching entail more than just speaking on course material. It includes the student in topic facilitation, learning technology is known to today's students, and they are motivated to succeed when they can interact with content. While the learning experience is the best part of student performance-based assessment. Even while this may offer difficulties for the children at first, it encourages their creativity and sense of ownership by allowing them

to work together in-depth on a topic. The instructors' decision to serve as facilitators rather than lecturers. Students have found that engaging in the discussion has provided them with a stress-free discussion environment. The students' deep learning and topic comprehension have benefited from the open atmosphere for sharing knowledge and points of view.

4. METHODOLOGY

Research Design

A qualitative research method used in the present research is a case study. A case study is defined as researching a fact where boundaries of context and fact are not precisely definite in the context of real life (Yin, 2003), and is described as a research method that requires careful design of each stage, being based on firm justification, and technical research knowledge (Yıldırım and Şimşek, 2006).

A case study is an in-depth study of a single person, organization, or event. It examines practically every aspect of a person's life and background in order to find patterns and reasons for behavior. It is very useful in many domains, including psychology, medicine, education, anthropology, political science, and social work (Kendra Cherry, 2021). The intrinsic case study was used to understand a particular case that may be unusual or unique. The case addressed in this research was to determine the performance-based assessment as an alternative traditional method of assessing students' output.

Data Collection Tools

Data were collected in a structured form that was developed by the researcher and revised in line with the view of experts to give it a final form. The online survey questionnaire includes 1 open-ended question.

Research Sampling

The basic purpose of sampling is to obtain a representative sample, or a small group of units or instances from a much larger group or population so that the researcher can investigate the smaller group while making correct generalizations about the larger groups (Neuman, 2007). Qualitative researchers look at how a small sample of cases, units, or activities reveals essential aspects of societal life.

Convenience sampling which is non-probability sampling was used in this study. As the name implies, convenience sampling involves choosing participants at the convenience of the researcher.

Analysis of Data

A computer-assisted qualitative data analysis software particularly the maxqda analytics pro-2020 was used in this study. This has taken the place of decades of meticulous hand coding and labeling. These tools help analysts be more efficient when it comes to data storage and retrieval, as well as applying codes to data. Many tools provide time-saving in editing, reviewing, and coding, allowing for job collaboration, peer review, and recursive data analysis.

5. RESULTS AND DISCUSSIONS

As seen in the views of students, the most expressed answer is "YES" which includes the ability to express their thoughts, experiences, and the opportunity to demonstrate their different skills and talents. Other positive views include the opportunity provided by performance-based assessment to express feelings and thoughts in writing, encountering real problems during activities, and being a free environment to convey the experience. Besides this, learning is not limited to classes, it concretizes the problems encountered in practice and reinforces the solutions.

" ... in this type of assessment, students are allowed to do their thing. It boosts their creativity and is free of expressing their thoughts regarding the subject matter."

"... traditional Method may be one of the best ways in assessing students on a particular season, but due to the progressive evolution of the new generation of students, it doesn't fit anymore since students are more advanced due to technology advancements."

Performance evaluation is recognized as having improved opportunities for measuring complex skills and communication, which are considered vital competencies and disciplinary knowledge needed in today's society according to Palm 2008. As Law and Ecke 2005, alternative evaluations can take a lot of time and effort on the teacher's part. For example, the variety of goods in portfolios, which is regarded as one of the most important assets, might pose practical difficulties for the teacher.

The technology advancements in education are very powerful, students can use technology-based tools to work on group projects or even individual activities. Technology is a powerful instrument that can help and

improve education in a variety of ways, from making it easier for teachers to generate instruction materials to allowing individuals to learn and collaborate in new ways.

“ ... since the traditional method is assessing and requiring the students to answer questions correctly, performance-based assessment measures the knowledge and skills of students by demonstrating what they learn through activities like role-playing, research papers, and others that are not limited by an answer key but assess by rubrics and criteria.”

“ ... most of the teachers nowadays are using the performance-based assessment which allows the students to demonstrate their knowledge and skills through the performance task that are engaging and meaningful to them.”

“ ... it gives chances to the students to showcase their different skills and develop new ones. Unlike the traditional method of assessing performance that I think is dull and not totally assess every student for it is stagnant and not covers all the ability that the student possesses.”

Miller, Linn, and Gronlund (2009), comparing traditional assessment with performance assessment, stated that teachers can use performance assessment to examine both the effectiveness of the process or procedure used (e.g., approach to data collecting or instrument manipulation) and the product produces as a result of completing a task (e.g., completed report of results or completed artwork). Unlike simple factual knowledge assessments, there is unlikely to be a single correct or optimum response. Rather, there could be a number of good performance and problem-solving alternatives. Problem formulation, idea organization, different types of evidence integration, and creativity are all significant aspects of performance that paper-and-pencil assessments may not effectively assess.

“ ... gives space to the uniqueness of every child and assists the teacher to understand children’s capability in improving herself/himself and knowing appropriate ways to help all her students.”

According to Elliott (1995), performance evaluation is divided into two major concepts: Authentic, the nature of the task and situation in which the assessment occurs is relevant and portrays “real world” problems or difficulties; and performance of a student’s active development of a response that is observable either directly or indirectly via a permanent product.

“ ... in the traditional type of assessment it is more focused on the knowledge of the students, but the performance-based more rely on the Higher order thinking skills in which it includes creating, evaluating and analyzing that will help the students perform a task like role-playing.”

There has been a shift away from traditional evaluations and toward performance and portfolio evaluations. Due to a growing awareness of the impact of testing on curriculum and instruction, alternative assessment began to be employed as a tool for educational reform (Dietel et al 1991).

“ ... performance-based assessment assesses higher-order thinking skill, it focuses the student’s growth and performance. It also allows the students to reflect on their own and apply /her knowledge and skills in a real-life situation, for instance, role play.”

Indeed, performance-based assessment encourages students to apply what they’ve learned in the classroom to real-life situations. Listening to, observing, and talking with students while they execute these tasks constitutes performance-based evaluation. It is a continuous process that aids teachers in discovering a student’s ability to reason and think.

In the 1990s, performance-based assessments have proven to be a viable alternative to multiple-choice tests. Legislative regulations moved the emphasis to standardized testing in the years after resulting in a reduction in alternative testing methods (Darling-Hammond and Adamson 2013).

6. CONCLUSIONS

Traditional techniques of assessing student accomplishment are being replaced by performance evaluation. While traditional testing requires students to accurately answer questions that are mostly knowledge-based, performance assessment asks students to exhibit their knowledge and skills, as well as their problem-solving process. It should be highlighted that regardless of the benefits and drawbacks of each type of assessment technique, the objective of the assessment should always come first when deciding whether to utilize one or the

other. While traditional evaluation processes are sufficient for some knowledge and abilities, additional assessment procedures such as portfolio and task performance are required for others.

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