PERFORMANCE = How are my students going to APPLY what this have learned in here...out there?

Select an Authentic Task
Ask yourself- “What indicates that I have met these standards/learning objectives?” This will help you develop a set of relevant tasks.

Traditional ......................... Authentic
Selecting a response ............... Performing a task
Contrived .............................. Real Life
Recall/Recognition ............... Construction/Application
Teacher-structured .............. Learner-structured
Indirect evidence ................ Direct evidence

Types of Assessment Methods
- Portfolio– Digital/electronic/web-basedSpecial projects/capstones
- Journals/learning-logs/digital learning records
- Conferences/interviews
- Oral examinations
- Self-/peer-assessment
- Collaborative projects
- Performances
- Experiments/research studies/visuals
- Case study
- Service learning
- Internships– logs/journals/reflections

Criteria
- What does good performance on this task look like?
- So, what does a good criterion look like? It should be clearly stated; brief; observable, statement of behavior, written in language students understands.
- Guidelines:
  - Limit the number of criteria; keep it to the essential elements of the tasks.
  - You do not have to assess everything on every task.
  - Smaller, less significant tasks usually require fewer criteria.

Rubrics

How well did the learner perform?
To discriminate among learner performance across criteria, you can create a rubric.

How should most perform?
This minimum level at which you want your learners to perform is your benchmark.

What do learners need to improve upon?
Information from the rubric will give learners feedback and allow to adjust for instruction.

References

Acknowledgments:
This resource was developed by Michigan State University Extension 4-H Youth Development. A great number of individuals contributed to the development of this resource. We especially want to acknowledge the following individuals:
- Dale Elshoff, specialist, 4-H Youth Development, MSUE
- Melissa Payk, educator, 4-H Youth Development, MSUE
- John Burhans, educator, 4-H Youth Development, MSUE
- Rebecca Krans, educator, 4-H Youth Development, MSUE
- Karen Waite, specialist, 4-H Youth Development, MSUE

Project coordinators:
- Jacob DeDecker, Ph.D., program leader, 4-H Youth Development, MSUE
- Theresa Silm, educator, 4-H Youth Development, MSUE

Produced by ANR Communications