


# FQAS-ASSESSMENT

Employ a Variety of Summative Assessment Strategies, Communicate Assessment Results to Promote Student Learning



Provide a template that helps a student show you his or her best work

## TO DEMONSTRATE THIS COMPETENCY...

You will design two Performance Assessment Tasks (PAT) that evaluate student performance. This one will measure performance indirectly.

### Where do I start?

1. Select the competency for which you will develop an **indirect** assessment of student learning
2. Think about the most authentic way to assess that competency
3. Once you've decided on the task students will perform, think about the step by step instructions they will follow to complete the task or process
4. Think about the critical, performance based parts of the task or process and decide which ones are pass/fail and which are rated on a numeric scale.
5. Create a rubric that will help students perform well and make the scoring of their work manageable.
6. Review the scoring guide for this assignment.
7. Submit your work to a peer for review and make necessary revisions.
8. Submit your completed work to your instructor.



### What's the Point?

You know what you want students to produce. The Performance Assessment Task, or PAT for short, tells students what they need to do to show competence.

# SCORING GUIDE

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You must achieve a rating of at least “2” or “yes” on each SHADED criterion to demonstrate competence. Work that does not meet these criteria may be returned to you for revision. Criteria in non-shaded rows impacts your grade, but is not tied directly to the competency evaluation.



<b>Student Rating Scale</b>	<b>Instructor Rating Scale</b>
4: I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes.	+: I agree that you have met competence but feel that you have <b>understated</b> your performance for this criterion
3: I've done more than the minimum. I've looked at other examples of work, and mine is as good or a little better.	=: I agree that you have met competence and feel that you have <b>accurately</b> assessed your performance for this criterion
2: I've done the minimum and I know the basics are covered.	-: I agree that you have met competence but feel that you have <b>overstated</b> your performance for this criterion
0: I've left something out or done something wrong.	0: You have failed to meet competence in this criterion and revision is necessary.

### Scoring Guide

<b>Criteria</b>	<b>Student Rating</b>				<b>Peer Rating</b>			
Your performance assessment task (PAT) identifies the targeted outcome(s) [competency, core ability, program, or general education-AKA Target Outcomes]	yes	no			yes	no		
Your PAT is a summative strategy that assesses the desired competency or learning outcome(s)-In other words, it actually measures what you've set out to measure	yes	no			yes	no		
Your PAT requires the learner to produce an artifact (product) that you examine after it is completed or to demonstrate a skill or process that they report out on so that your assessment of their work is indirect. You evaluate a finished product, not the process.	yes	no			yes	no		
Your PAT identifies evaluators (self, peer, instructor, outside evaluator) and a timeline for providing feedback	yes	no			yes	no		
Your PAT provides clear directions that engage the learner and help improve the learning process	4	3	2	0	+	=	-	0
Your PAT includes a prompt or scenario if needed	yes	no			yes	no		
Your PAT includes a scoring guide (rubric or checklist) with criteria, ratings, and rating scale	yes	no			yes	no		
Your scoring guide criteria describe the desired qualities or attributes of the artifact (product)	4	3	2	0	+	=	-	0
Your PAT has an attached description of how it evidences the assessment's validity, reliability, and fairness and how feedback will be delivered to students	4	3	2	0	+	=	-	0