

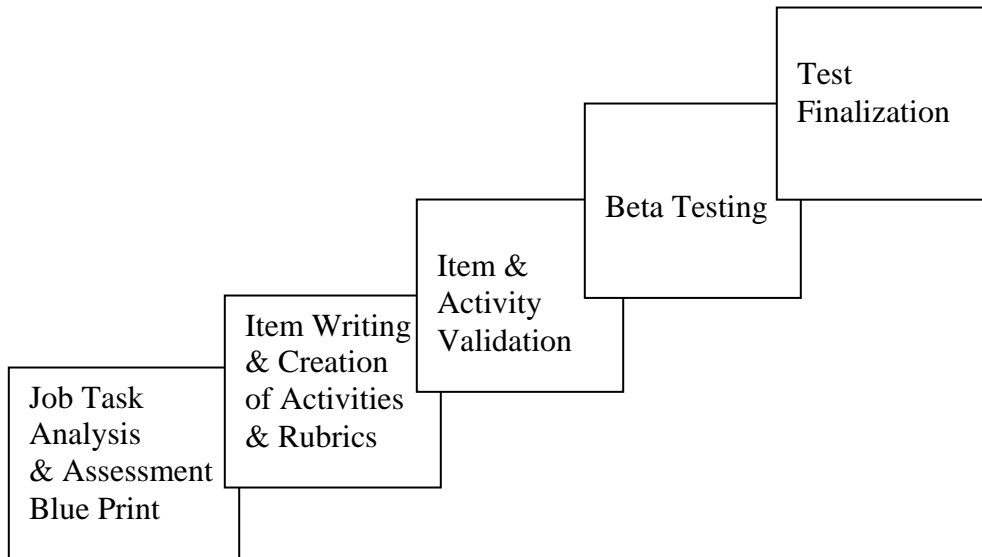
Developing Performance Based Assessments A Rapid Design and Development

Guiding Principles

- *Item or activities in the assessment requires that the individual:*
 - *Think like he/she would on the job.*
 - *Apply rules, processes, and knowledge to complete job-related tasks.*
 - *Simulates the work environment.*
 - *Uses tools, forms, processes from the work environment.*
- *The process, system and assessment Is compliant with regulatory standards (e.g. Department of Labor, AERA).*
- *Assessment is secure and confidential.*

The Process

A concentrated and focused period of time.



Assessment Blue-Print - Template

Begin by brainstorming skills and then group into topic areas. Then decide if the skill will be assessed by a standardized item or an activity. Document any supporting references/resources. Determine how many items or activities.

<i>Knowledge/Skill</i>	<i>Topic</i>	<i>Standardized Item or Activity</i>	<i>Total Number of Items/Activities</i>	<i>Author</i>	<i>Supporting Resources/References</i>

Guidelines for Performance –Based Standardized Items

Recommended Types of Items

- Multiple Choice
- Rank Order
- Multiple response
- Fill in the Blank

Multiple Choice Items should have four answers: one correct and three distracters.

Multiple-response items (in which the test taker must select all correct answers) should have between five and eight choices, depending on the number of correct answers.

Fill in the blank should be used for absolute answers only (e.g. a number, a label).

Determining the number of items for the Assessment

- Base the assessment on the Job Task Analysis.
- Create an item pool with 160-240 items.
- Create an assessment with 40 – 60 items.
- Select items randomly from the item pool by topic and subtopic level.
- No less than 6% should be created/ selected for each topic. No more than 20% of the items should be created/selected for each topic.

Components of an Item

- Set up
- Question
- Choices or Fill in the Blank

Writing Guidelines

General Suggestions & the Set Up	Examples
Use active tone.	The customer identifies a problem.
Use job related forms and images. OR Use brief scenarios.	Check your corporate library for job forms, images, procedures, reports, client studies.
Write items at an eight –grade reading level and use vocabulary related to the subject matter.	Time Magazine is written at an eight-grade level.
Be concise. Use only relevant information.	
Spell out an acronym the first time you use it.	
Avoid absolute words like never, always, and completely.	
Writing the Question	
Avoid opinionate and subjective questions. Avoid words like: would, should, likely, and best.	
Avoid negatively stated items. If you must use capitalize NOT, FALSE	Use this: What change do you suggest for reducing errors? Instead of: What design changes do you NOT recommend for reducing scheduling errors?
Do not use trick questions.	
Ask one question per item.	
Writing the Choices	
Avoid associating the question and the correct answer. Ensure the test taker can not deduce the correct answer.	
Avoid polar opposite choices.	
Ensure choices are grammatically consistent with the question.	If the question asks for a specific response, the choices must all provide that response.
Do not use all of the above, none of the above or choices with multiple answers.	Avoid: 1. 1 & 2 2. 3 & 4 3. 1, 2, 3, & 4
Create distracters that are believable and true but not correct.	
Keep choices relatively equal in length and complexity.	Test takers often choose the longest choice if they are unsure about the correct answer.
Avoid repetitive wording in choices.	

Validating the Items

Validation of the items occurs after all of the items have been written. This part of the process requires for you to shift gears and to think of the assessment from a different perspective. Review each item and comment as a group on:

- Is it assessing the skill in the task analysis? Is it performance based?
- Difficulty level. Is the item reasonable for the test taker to answer? Is the difficulty level appropriate?
- Is the item understandable?
- Is the identified correct choice indeed correct?
- Are there any distracters (incorrect choices) easy to eliminate as a test taker?
- What are your recommended changes?

Guidelines for Performance-based Activities

Designing the Activity

Outline the following:

1. Objective
2. A description of the task, knowledge, skills and abilities that the participant will demonstrate
3. The deliverable you envision and a description of it.
4. List of resources, such as materials, equipment, internet resources, that the participant will be able to use.
5. Directions/instructions and case material
6. Estimated completion time
7. Criteria/scoring standards

Writing the Activity

Well written activities contain:

1. Clear and concise tested instruction that provided the participant with enough detail to complete the exercise.
2. Challenging exercises that represent a wide range of activities from all point in the process, project
3. Clear, fully developed sample deliverables that will serve to grade the candidates deliverables
4. Scenarios/Case material that provide enough detail for the candidate to complete the activity
5. All supporting material required to complete the exercise
6. A list of resources that the participant can use too complete the activity.

Some general guidelines for writing include:

1. Use active voice
2. Use material and images from the job
3. Write material at an eight grade level
4. Be concise. Do not use superfluous information.
5. Spell out acronyms.

Developing the Scoring Standards

Create a sample deliverable and then list the criteria that you will use to grade the participants deliverable.

Objective of Assessment:

<i>Grading Criteria</i>	<i>Total Possible Points</i>	<i>Points Awarded</i>	<i>Feedback to the Participant</i>