

Using Performances and Exhibitions in Assessment

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Some examples:

- performing a science experiment
- performing a music recital
- giving a speech
- creating a newspaper
- science fair
- mock trial
- debate

Performances are applications of learning and are integral in the learning and transfer process.

Performance – what the students actually do: researching, writing, speaking, participating in discussions, role-playing in simulations, etc.

Assessment – evolves from activities and criteria which can be designed not only by the teacher but also by the teacher *and* the students.

One of the key steps in designing an exhibition is “planning backwards.”

Why Should We Use Performances and Exhibitions?

Dewey’s philosophy of active learning (confirmed by developmental psychologists – e.g., Piaget, Vygotsky). Students get involved and take ownership in the learning process.

Some outcomes from exhibitions:

- Accessing information
- Use of technology
- Collaboration
- Higher-order thinking skills
- Problem-solving
- Written and oral communication
- Reflection on ethical issues
- Persistence
- Appreciation of disparate value systems
- Decision-making
- Conflict resolution

Philosophical cornerstone: “knowledge in use”
Represent a culminating experience of learning

How Should We Assess Performances and Exhibitions?

Set standards and criteria in advance (i.e., plan backwards). Criteria communicate your goals and achievement standards – a rubric.

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