Performance Assessment
in English Education : Theory & Practice

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< 차   례 >

I. Introduction

This study aims to examine performance assessment in English education: theory & practice. What is performance assessment? What is the background information about performance assessment? What are characteristics of performance assessment? What types of performance assessment are there? And how can we assess performance of English learners in the classroom? These are some of the questions that this paper addresses.

In general, performance assessment is an alternative to traditional tests, such as paper and pencil test, multiple choice test, fill-in-the blank test, true or false test. Traditional tests assess only students' recall or recognition of knowledge. These are not effective in

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measuring complex problem solving skills, higher-order thinking skills and communication skills. So educators and teachers are planning and developing performance assessment which is particularly useful for assessing understandings, complex skills, and habits of thought that are not usually addressed by conventional tests.

II. The Definition of Performance Assessment

In contrast to traditional tests that focus on isolated facts and discrete skills, performance assessment requires students to use knowledge and skills in the context of real life situations. As Hart(1994: 40) indicates, it is designed to test what we care about most-the ability of students to use their knowledge and skills in a variety of realistic situations and contexts. It requires students to show that they can integrate knowledge and apply it in diverse meaningful contexts. They are asked to accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic and authentic problems. In short, performance assessment is any form of testing that asks the actual demonstration of students' knowledge or skills.

III. Theoretical Background to Performance Assessment

In this chapter we shall examine the theoretical background to performance assessment. Performance assessment is based on constructivism and multiple intelligence theory.

Constructivism argues that knowledge is presented explicitly as being constructed, both personally and in interaction with others as well as the physical world.(Darel Benaim and The Dalton School, 1995: 1). This contrasts with objectvism viewing knowledge as fixed. Rather than a passive absorber of information, the learner is

viewed as "actively engaged in constructing new information and prior knowledge about the world" through active and dynamic mental process.

This analysis of knowledge and learning provides direct implications for using a test to assess multiple dimensions of student learning. It is just the performance assessment.

The other information on which performance assessment is based is a new view on intelligence. Traditionally, intelligence is defined and measured in terms of linguistic and logical-mathematical abilities. In this concept of intelligence, a "smart" person is a man of high linguistic and logical-mathematical intelligence. However, intelligence is much more complicated than that. It doesn't mean memory storage and recall that can be measured by discrete point tests consisting of hundreds of little items. Thus, Gardner(1983) extended the traditional view of intelligence to seven different components. They are linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence and intrapersonal intelligence.

To measure these seven ways of knowing effectively, it is necessary to introduce a new way of test, which is different from the multiple choice test. That's performance assessment.

Ⅳ. Characteristics of Performance Assessment

We examine the characteristics of performance assessment in this chapter. Some of the characteristics of performance assessment are the following.

1) It requires students to use complex reasoning strategies. Students typically use higher-order thinking in constructing responses to open-ended questions.

2) It provides for a more relevant and comprehensive evaluation of achievement, including students' strengths and weaknesses; helps focus curriculum on critical thinking and multidisciplinary under-standing; and encourages the use of effective instructional practices in the classroom.(O'Brien, 1997: 54)

3) It assesses what students learn what they know and what they are able to do in the various authentic contexts.

4) It requires students to apply what they know, not merely to recall or recognize information. It provides information about students' abilities to analyze and apply information.(Marzano, 1994: 44)

5) The process of learning is assessed as well as the product.

6) It asks students to use knowledge and skills in the context of real life situations.

7) It must be an integral part of teaching and learning. That is, assessment and instruction are inseparable aspects of teaching.

8) It allows teachers, students and parents to evaluate other students' strengths and weaknesses. This is quite different from the traditional test in that only teachers play an important role in the standardized tests.

V. Types of Performance Assessment

As noted above, performance assessment is one which asks students to demonstrate that they have mastered specific skills and competencies by performing or producing something. Thus, there are numerous types of performance assessment that teachers can generally use in the classroom.

They include writing essays, making an oral presentation, joining discussion or debate, performing hands-on experiment, participating in an oral interview, making observations, presenting oral and written reports, making self-evaluation, completing creative projects,

carrying out exhibitions and keeping portfolios.

For example, teachers can ask students to write or speak on a topic, to produce oral and written reports, to complete a project on a specific topic or exhibit their work, to answer the questions about personal background, activities, readings, and interests, to conduct an experiment in science. In addition, teachers can observe students' attention, response to instructional materials, or interactions with other students to assess students' progress or development.

Keeping portfolios is also a kind of good performance-based work. Portfolios are systematic, purposeful, and meaningful collections of student's works in one or more subject areas.(De Fina, 1992: 13). They might include a student's best pieces of work and various samples of a student work.

VI. Performance Assessment in English

Here in this chapter 6, we present some types of English performance assessment with their scoring criteria for each performance level in order to test four skills of the English learners, including several techniques for self-evaluation and classroom observation.

6.1. Performance Assessment of Speaking

Some useful formats for testing English speaking ability are oral interview, oral presentation, verbal essay, role play and so on. There are two ways of assessing the English speaker's perform-ance. One is analytic method and the other is holistic one. Analytic scoring involves the awarding of separate scores for different traits or dimensions of a student's work, while holistic scoring is based on an overall impression of a sample of student work looked as a

whole(Hart, 1994: 73).

For example, Harris(1969: 84) assesses oral proficiency of each speaker by measuring five components of language analytically, such as pronunciation, grammar, vocabulary, fluency and comprehension. On the other hand, Carrol(1980) introduces the global impression marking scheme to test speaking skills through an oral interview. University of Cambridge Local Examinations Syndicate(UCLES) assesses the speakers' performance globally by using criteria, accuracy, appropriacy, range, flexibility and size. Each criteria is sub-divided into 4 levels of performance.

Let's take a look at UCLES' speaking assessment criteria.

	Level 1	Level 2
ACCURACY	It is acceptable for pronunciation to be heavily influenced by L1 if it is generally intelligible. With support, the candidate must be able to clarify any confusions caused by lexical or grammatical errors.	Pronunciation must be clearly intelligible even if still obviously influenced by L1. Grammatical/lexical accuracy is generally high though some errors which do not destroy communication are acceptable.
APPROPRIACY	Use of the language must be broadly appropriate to function though it may not correspond to native-speaker expectations. The intention of the speaker can be perceived by a sympathetic listener.	The use of language must be generally appropriate to function. The overall intention of the speaker must be generally clear.
RANGE	It is acceptable for the candidate to have a severely limited range of expression and to have to search often for a way to express the desired meaning.	A fair range of language must available to the candidate. Only in complex utterances is there a need to search for words.
FLEXIBILITY	The candidate is not expected to take the initiative in conversation, or to respond immediately to a change in topic. The interlocutor may have to make considerable allowances and often adopt a supportive role.	There must be some evidence of the ability to initiate and concede a conversation and to adapt to new topics or changes of direction
SIZE	Contributions limited to one or two simple utterances are acceptable.	Must be capable of responding with more than short-form answers where appropriate. Should be able to expand simple utterances with occasional prompting from the interlocutor.

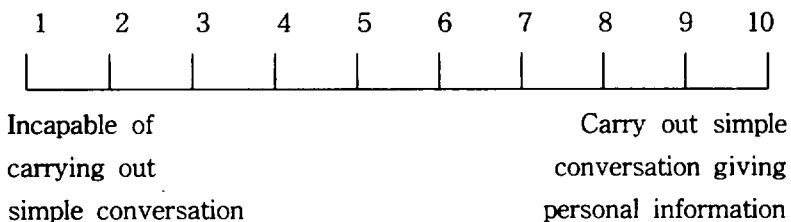|	Level 3	Level 4
ACCURACY	Pronunciation must be clearly intelligible even if some influences from L1 remain. Grammatical/lexical accuracy is high though occasional errors which do not impede communication are acceptable.	Pronunciation must be easily intelligible though some residual accent is acceptable. Grammatical/lexical accuracy must be consistently high.
APPROPRIACY	The use of language must be generally appropriate to function and to context. The intention of the speaker must be clear and unambiguous.	The use of language must be entirely appropriate to context, function and intention. There is nothing to cause confusion.
RANGE	A wide range of language must be available to the candidate. Any specific items which cause difficulties can be smoothly substituted or avoided.	There must be only occasional obvious limitations on the range of language. Few allowances have to be made for the fact that the candidate is not a native-speaker.
FLEXIBILITY	There must be consistent evidence of the ability to "turn-take" in a conversation and to adapt to new topics or changes of direction.	The candidate must be able to "turn-take" and "direct" an interaction appropriately and keep it flowing.
SIZE	Must be capable of making lengthy contributions where appropriate. Should be able to expand and develop ideas with minimal help from the interlocutor.	Must be capable of making lengthy and complex contributions as appropriate. The interlocutor does not need to support the candidate.

Here, accuracy means how correct the student's use of language is. Appropriacy means how appropriate to the given context the student's use of language is. Range is about how wide a range of language the speaker is able to use. Flexibility implies whether the speaker can adapt quickly to changes in topic or task. Size says how long the utterances are produced.

This kind of criteria seems to be convincing but complicated from the viewpoint of teaching English as a Foreign Language in Korea. We would like to devise other method of using scoring

rubrics, which is appropriate to the secondary schools in Korea. First, teachers can set up the criteria of assessment of speaking ability for middle school students and high school students in Korea as Kim(1994) did. The assessment criteria for middle school students are 1) naturalness of pronunciation, 2) accuracy of grammar, 3) appropriateness of vocabulary, 4) comprehension and, 5) adequacy of communication. For high school students, teachers can use such speaking assessment criteria as 1) naturalness of pronunciation, 2) appropriateness of vocabulary, 3) accuracy of grammar, 4) fluency of communication, and 5) adequacy of communication.

Second, as Kim(1996) has investigated, the criteria of 1) accuracy of pronunciation, vocabulary and grammar, 2) overall comprehension, 3) fluency of communication, 4) suitability of communication, and 5) appropriateness of nonverbal communication are the more suitable for assessing speaking tasks. Of course, the criteria of relevance of content and appropriateness of role-playing can be added to assess the performance of different tasks.

Third, we can simply rate the learner's speaking ability by circling the appropriate number.

1	2	3	4	5	6	7	8	9	10

Incapable of
carrying out
simple conversation

Carry out simple
conversation giving
personal information

Here level 1 means that students are incapable of carrying out simple· conversation. Level 10 indicates that they can carry out simple conversation giving personal information. In addition, we may assess the learner's speaking skills, by grading the achievement

criteria specified in the 7th National English Curriculum called Differentiated Curriculum.

Furthermore teachers are able to evaluate the conversation skills of the English learners by using the following form.

Use the following key to evaluate the conversation skills of the speakers: O = excellent, + = very good,
$\downarrow$ = satisfactory, ⁻ = needs more practice

CONVERSATION SKILLS	SPEAKER A	SPEAKER B
1. Looks directly at the other speaker during the conversation		
2. Takes an equal part in the conversation		
3. Encourages the other speaker verbally and/or nonverbally		
4. Takes initiative by making comments and/or asking questions		

Finally, students can be asked to make an oral presentation and assess their oral skills by using the following criteria, 1) delivery, 2) communicative ability, 3) content and 4) organization.

6.2. Performance Assessment of Writing

So far, we have discussed oral English assessment. We will now move to study English writing assessment. As shown in Table below, UCLES provides writing assessment criteria for measuring the learner's written production.

	Level 1	Level 2
ACCURACY	Grammar, vocabulary, spelling and punctuation may be uncertain but what candidates write is intelligible and unambiguous.	Generally good control of grammar, vocabulary spelling and punctuation though some errors which do not destroy communication are acceptable.
APPROPRIACY	Use of language is broadly appropriate to the task, but no subtlety is expected. The intention of the writer can be perceived without excessive effort. Layout is generally appropriate but may show marked inconsistencies.	Use of language is in most respects appropriate to the task, and some adaptation of style to the particular context is demonstrated. The overall intention of the writer is clear. Layout, including handwriting, is generally appropriate.
RANGE	Severely limited range of expression is acceptable. Candidates may have laboured to fit what they want to say to what they are able to say.	A fair range of language is used. Candidates are able to express themselves without gross distortion.
COMPLEXITY	Texts may be simple showing little development. Simple sentences with little attempt at cohesion are acceptable.	Texts will display basic organisation with themes and topics linked in a simple way.

	Level 3	Level 4
ACCURACY	Good control of grammar, vocabulary, spelling and punctuation. Any errors must not interface with communication.	Standards of grammar, vocabulary, spelling and punctuation are consistently of a very high level.
APPROPRIACY	Use of language is in almost all respects appropriate to the task. There is clear evidence of the ability to adapt style to the particular context. The intention of the writer, both overall and in detail, is generally clear. Layout, including handwriting, is generally appropriate.	Use of language is consistently appropriate to task, context and intention. Layout is consistent and appropriate. Handwriting does not interfere with communication.
RANGE	An extensive range of language is used. Candidates are able to express themselves clearly and without significant distortion.	Few limitations on the range of language available to candidated are apparent. There is no distortion of communication in order to fit known language.
COMPLEXITY	Texts can be organised with themes and topics appropriately linked and sequenced. There will be a clear structure to the text where appropriate.	There is clear and consistent evidence of the ability, to produce organised coherent and cohesive discourse where appropriate.

Test in English for Educational Purposes(TEEP) also develops 7 criteria to assess writing ability analytically. They are 1) relevance and adequacy of content, 2) compositional organization, 3) cohesion, 4) adequacy of vocabulary for purpose, 5) grammar, 6) mechanical accuracy (punctuation), 7) mechanical accuracy (spelling). Each of the criteria is sub-divided into performance levels on a scale 0-3. For example, in the first criterion, i.e., relevance and adequacy of content, level 3 refers to relevant and adequate answer to the task, and level 0 indicates almost total incompetence in respect of the criterion in question.

Besides these two, teachers can just rate the learner's writing ability by circling the appropriate number.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Express not appropriately to the situation or context, and make errors in grammar, vocabulary and spelling

Express meaning clearly and write relevantly and adequately to the task

There can be also one way to assess the learner's writing skills by grading the achievement standards in the 7th National English Curriculum. Here number 1 indicates that students can dictate what they learn in the classroom. Number 6 means that they can answer the questions about their family.

The other way that teachers can assess the writing ability of the student is that they make use of different techniques for different levels in the 7th National English Curriculum. For instance, for the 7-a level in the 7th curriculum, teachers can use a dictation technique. For the 7-b level, they can ask the learners to write about their daily life. For the 8-a level, writing a short essay on

their family is a good way to assess their writing skills. The 8-b levelled students are asked to write a letter in which they tell their school and hobby. For the 9-a levelled students, teachers can ask them to keep a diary. Teachers can lead 9-b students to write a short essay on general topics. For the level 10-a, it is necessary to fill in the various writing samples such as landing card , application form and the like. The 10-b levelled students are told to write their résumé.

6.3. Performance Assessment of Reading

As Routman(1994: 98) has described, performance assessment of reading involves assessment of reading comprehension, reading strategies, reading skills, reading attitudes and self-assessment. To assess the student's reading comprehension, teachers can ask student to retell a story and to respond in writing to materials the student has read by using reading response logs.

To assess reading strategies, teachers may use think-alouds, probes, interviews, strategies checklists , and miscue analysis. For example, in a think-aloud, teachers can ask students to look at the title of a story or book and ask themselves what the title means, what they expect the story or book to be about, how to guess at the meanings of words, and how to self-correct for errors in comprehension(O'Malley & Pierce, 1996: 5).

To assess reading skills, teachers had better use cloze tests and C-test. In the C-test every second word in a reading passage is partially deleted. In words with an even number of letters, half the letters are exactly missing. If the words have an odd number of letters, half the letters plus one are deleted. Students complete the words in the space provided.

It is necessary to use reading logs and anecdotal records to

assess reading attitudes. Self-assessment of reading can take such formats as checklists, reading survey and reflection logs.

UCLES develops 5 criteria to assess reading comprehension. Each of the criteria is sub-divided into 4 levels. Of course, the performance expected is relatively simple at low levels and progressively complicated at higher levels.

	Level 1	Level 2
COMPLEXITY	Does not need to follow the details of the structure of the text.	The structure of a simple text will generally be perceived but tasks should depend only on explicit markers.
RANGE	Needs to handle only the main points. A limited amount of significant detail may be understood.	Can follow most of the significant points of a text including some detail.
SPEED	Likely to be very limited in speed. Reading may be laborious.	Does not need to pore over every word of the text for adequate comprehension.
FLEXIBILITY	Only a limited ability to match reading style to task is required at this level.	Sequences of different text types, topics or styles may cause initial confusion. Some ability to adapt reading style to task can be expected.
INDEPENDENCE	A great deal of support needs to be offered through the framing of the tasks, the rubrics, and the contexts that are established. May need frequent reference to dictionary for word meaning.	Some support needs to be offered through the framing of the tasks, the rubrics and the contexts that are established. The dictionary may still be needed quite often.

	Level 3	Level 4
COMPLEXITY	The structure of the text will generally be perceived and tasks may require understanding of this	The structure of the text will be followed even when it is not signalled explicitly.
RANGE	Can follow the significant points of a text including most detail.	Can follow all the point in a text including detail.
SPEED	Can read with considerable facility. Adequate comprehension is hardly affected by reading speed.	Can read with great facility. Adequate comprehension is not affected by reading speed.
FLEXIBILITY	Sequences of different text types, topics cause few problems. Good ability to match reading style to task.	Sequences of different text types, topics and styles cause no problems. Excellent ability to match reading style to task.
INDEPENDENCE	Minimal support needs to be offered through the framing of the tasks, the rubrics and the contexts that are established. Reference to dictionary will only rarely be necessary.	No allowances need to be made framing tasks, rubrics and establishing context. Reference to dictionary will be required only exceptionally.

Teachers can set up standards for reading comprehension with 3 levels, elementary, intermediate, and advanced. If students are in the same category, teachers can establish several levels within that category as developed by ESL teachers.(O'Malley & Pierce, 1996: 107).

Emergent	· Pretends to read · Uses illustrations to tell story · Participates in reading of familiar books · Knows some letter sounds . Recognizes names/words in context . Memorizes pattern books and familiar books . Rhymes and plays with words
Developing	· Sees self as reader · Reads books with word patterns · Knows most letter sounds · Retells main idea of text . Recognizes simple words . Relies on print and illustration
Beginning	· Relies more on print than illustrations · Recognizes names/words by sight · Uses sentence structure clues · Uses phonetic clues . Retells beginning, middle, and end . Begins to read silently . Uses basic punctuation
Expanding	· Begins to read short stories and books · Reads and finishes a variety of materials with guidance · Uses reading strategies · Retells plot, characters, and events . Recognizes different types of books . Reads silently for short periods of time
Bridging	· Begins to read chapter books of moderate difficulty · Reads and finishes a variety of materials with guidance · Reads and understands most new words · Uses reference materials to locate information with guidance · Increases knowledge of literary elements and genres . Reads silently for extended periods
Fluent	· Reads most literature appropriate to grade-level · Selects, reads, and finishes a wide variety of materials · Uses reference materials independently · Recognizes and uses literary elements and genres · Begins to interpret and expand meaning from literature . Participates in literary discussion

6.4. Performance Assessment of Listening

Listening skill is not a passive skill but an active one. This means that listening demands active involvement from the hearer. Thus, the hearer must actively contribute knowledge from both

linguistic and nonlinguistic sources in order to reconstruct the message that the speaker intends.(Littlewood, 1983: 66).

To assess listening skills of the students, teachers should ask them to listen to what the speaker says and check their listening abilities. In other words, students are required to perform tasks. For example, they can arrange a series of unordered pictures or cartoon strips into the appropriate sequence while their partners speak about the sequenced pictures. They may listen to a description or dialog and draw the scene which is described. They may be still asked to listen to descriptions in order to transfer information into some other form, such as a table, chart or diagram.

Teachers can assess the students' performance of listening on the basis of the following degree of skill criteria specified by UCLES(Weir, 1990: 165-166).

	Level 1	Level 2
COMPLEXITY	Does not need to follow the details of the structure of the text.	The structure of a simple text will generally be percieved but tasks should depend only on explicit markers.
RANGE	Needs to handle only the main points. A limited amount of significant detail may be understood. Most non-standard accents will cause confusion.	Can follow most of the significant points of a text including some detail. Many non-standard accents will still cause confusion.
SPEED	Normal rate of delivery needs to be understood only generally. Slower, more deliberate tempo may lead to more detailed comprehension.	Normal rate of delivery imposes strain after a fairly short time.
FLEXIBILITY .	Rapid sequences of different text types, speakers, or topics may cause problems. Back-ground noise of any sort may hamper comprehension.	Sequences of different text types, speakers, topics impose strain after a fairly short time. Back-ground noise influences conside-rably the ability to understand.
INDEPENDENCE	A great deal of support needs to be offered through the framing of the tasks, the rubrics, and the contexts that are established. Repetition of the text/input will normally be allowed.	Some support needs to be offered through the framing of the tasks, the rubrics and the contexts that are established. This may involve repetition.

	Level 3	Level 4
COMPLEXITY	The structure of the text will generally be perceived and tasks may require understanding of this.	The structure of a text will be followed even when it is not signalled explicitly.
RANGE	Can follow the significant points of a text including most detail. Common non-standard accents do not cause confusion.	Can follow all the points in a text including detail. Only extreme non-standard accents cause confusion.
SPEED	Normal rate of delivery imposes strain only after a considerable time.	Normal rate of delivery does not impose strain.
FLEXIBILITY	Sequences of different text types, speakers, topics impose strain only after a considerable time. Only extreme background noise.	Sequences of different text types, speakers, topics do not impose strain. Background noise does not significantly hinder comprehension.
INDEPENDENCE	Minimal support needs to be offered through the framing of the tasks, the rubrics and the contexts that are established. Repetition will only rarely be necessary.	No allowances need to be made in framing tasks, rubrics and establishing contexts. Repetition will be required only exceptionally.

6.5. Self evaluation

This section is concerned with one effective type of performance assessment that is not usually involved in the traditional test. It is just the self-evaluation. O'Malley and Pierce(1996: 5) says that it promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning. It is the easiest, and quickest form of assessment. Self-evaluation, while not graded by the teacher, helps both teachers and learners become aware of learner's attitudes, strengths and weaknesses.

First, let's look at the learner's self-evaluation of oral proficiency. The learner is asked to check his or her proficiency in English

(O'Malley & Pierce, 1996: 70).

Name _____ Date _____					
Check(✓) the box that shows what you can do. Add comments.					
What Can you Do in English	Not very well	Okay	Well	Very well	Comments
1. I can ask questions in class.					
2. I can understand others when working in a group.					
3. I can understand television shows.					
4. I can speak with native speakers outside of school.					
5. I can talk on the phone.					
6. I can ask for an explanation.					

Second, learners may be asked to rate the following learning activities.

Activity	I like	It's OK	I don't like
Listening to authentic conversations			
Watching the TV news			
Singing songs			
Doing grammar			
Doing pronunciation			
Doing drills in the language lab			
Doing group work			
Doing role-plays			
Playing games			
Writting letters			
Reading the newspaper			

Third, learners are encouraged to undertake the self-evaluation of teaching materials as shown below.

Activity	I like	It's OK	I don't like
Worksheets			
Videotapes			
Cassette recordings			
Family Album U. S. A			
Streamline			
Side by Side			
Situational English			

Fourth, students are asked to put a check in the box that is most true for their reading activities as developed by O'Malley & Pierce(1996: 103).

Name _____ Date _____

Read each statement.
Put a check(v) in the box that is most true for you.

Statement	Most of the Time	Sometimes	Not Very Often
1. I like to read.			
2. I read at home.			
3. I read different kinds of books.			
4. I read easy books.			
5. I read difficult books.			
6. I read books that are just right.			
7. I talk with my friends about books I have read.			
8. I write about books I have read(literature response log)			

Fifth, students are required to check the box that indicates how they read. This is also developed by O'Malley & Pierce(1996: 104).

Name _____ Date _____			
Check(v) the box that indicates how you read.			
Reading Strategies	Often	Sometimes	Almost Never
1. I think about what I already know on the topic.			
2. I make predictions and read to find out if I was right.			
3. I reread the sentences before and after a word I do not know.			
4. I ask another student for help.			
5. I look for the main idea.			
6. I take notes.			
7. I discuss what I read with others.			
8. I stop and summarize.			
9. I choose books from the library on my own.			
10. I make outlines of what I read.			

Sixth, the following format can be used to check the reading difficulties.

I have problems
-understanding the general meaning ....
-picking out the main information ....
-because I find too many words I don't understand ....
-because I always feel I am missing some of the information

....
-following the points in an argument ....
-understanding the details ....
-following instructions ....
-reading newspapers ....
-reading stories or novels ....
-understanding official letters or forms ....

Seventh, the yes-no checklist is available for assessing the reading skills.

Recognizes Roman script upper/lower case	Yes	No
Identifies numbers in various formats	Yes	No
Comprehends key content words/phrases in context	Yes	No
Retrieves simple factual information from short texts	Yes	No
Comprehends regular sound/symbol relationships	Yes	No
Sight reads key function words	Yes	No
Identifies genre of common texts	Yes	No
Identifies topic of simple text on familiar subject	Yes	No
Uses alphabetical indexes	Yes	No
Follows written instructions	Yes	No

Eighth, students are asked how they prefer the organization of the classroom.

In class, I prefer
-whole class work   1 2 3 4 5
-small group work   1 2 3 4 5
-pair work   1 2 3 4 5
-learning alone   1 2 3 4 5

Finally, students assess themselves the degree to which they contribute to group work.

Name _____ Date _____			
How often did you do the following things in your group today? Put a check(v) in the box that best describes your response and add comments.			
Task	Rarely	Sometimes	Often	Comments
I. I listened to others in my group.				
2. I summarized what others said.				
3. I asked for information.				
4. I gave information.				
5. I gave an opinion.				
6. I agreed or disagreed.				
7. I asked for clarification.				

6.6. Observation

The other type of useful performance assessment is observation-based assessment. Observation is a valued one to assess the students' strengths, weaknesses, interests, and attitudes. Thus, Nunan(1988: 142) emphasizes that observation techniques are useful in assisting teachers to monitor student progress. Teachers can observe students' attention to tasks including group discussions or

conversation, and interactions with other students while working cooperatively.

Assessment of participation in group activities
O = excellent,   + = very good,   √ = satisfactory,
− = needs more practice

1. The leaner participates in discussion.	1 2 3 4 5
2. The leaner uses appropriate non-verbal signals.	1 2 3 4 5
3. The learner's contributions are relevant.	1 2 3 4 5
4. The learner is able to negotiate meaning.	1 2 3 4 5
5. The learner is able to convey factual information.	1 2 3 4 5
6. The learner can give personal opinions.	1 2 3 4 5
7. The learner can invite contributions from others.	1 2 3 4 5
8. The learner can agree/disagree appropriately.	1 2 3 4 5
9. The leaner can change the topic appropriately.	1 2 3 4 5

DISCUSSION SKILLS	SPEAKER A	SPEAKER B	SPEAKER C	SPEAKER D
1. Contributes ideas				
2. Asks questions and answers them				
3. Encourages other speakers verbally and/or nonverbally				
4. Plays an active role in pair work or group work				
Individual Rating				

Ⅶ. Some Questions about Performance Assessment

Despite the enthusiasm for performance assessment in English, some questions about it are often asked. One is cost. O'Neil(1992: 16-17) argues that performance assessments are likely to be at least two or three times more expensive per student.

Another problem is the time that performance assessment requires in the classroom. It takes much time to ask many students to perform tasks and to evaluate the process of performance within a limited time.

A critical question regarding the use of performance assessment is reliability. Reliability is the consistency of the assessment in producing the same score on different testing occasions or with different raters. It means that if teachers give the same performance test to the same subject on two different occasions, the test itself should yield similar results. Performance assessment, while highly valid for assessing higher-order thinking skills, lacks the test reliability. Especially it introduces the possibility of subjectivity and lack of consistency with other teachers.

Ⅷ. Conclusion

Although performance assessment has some questions to be answered, it can be a valid indicator of students' knowledge and skills. It is an adequate way to assess the full range of critical thinking skills considered important in today's curriculum and instruction.

We can't evaluate whether a student has learned English without requiring students to speak in English and we can't assess writing skills without asking students to write in English. Thus, teachers should ask students to make an oral presentation, participate in an

oral interview, make a verbal essay, write an essay, generate a variety of writing samples, complete individual and group projects, respond to open-ended questions, perform hands-on activities, make self-evaluation, or keep a portfolio of their best work.

In order to assess English speaking skills of the students, teachers are able to use an oral interview, oral presentation, verbal essay, role play and so on. Teachers can use a dictation techniques to assess writing abilities. They can ask students to write a letter, a résumé, an essay, keep a diary, or fill in the various writing samples. Performance assessment of reading involves assessment of reading comprehension, reading strategies, reading skills reading attitudes and self-assessment. To assess listening skills, teachers should require students to listen to what the speaker say. They may listen to a dialog and draw a picture or a scene which is described. They may be still asked to listen to descriptions to transfer information into other tabular forms.

It is necessary to get a balance between analytic scoring and holistic scoring to evaluate the four skills of English. For the advanced students, teachers had better use holistic scoring, which is based on overall impression of a sample of student work look at as a whole. However, in the early stages, it is desirable to use an analytic scoring rubric, in which a separate rating is given to each of the separate components in the scale.

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