Using Integrated Performance Assessments to Transform Teaching and Learning Across the Curriculum

Emily Gratson, Cornerstone University

Structure of Integrated Performance Assessments (IPAs)

Integrated Performance Assessments are three-part projects that can be integrated into a current unit of study. Students are asked to perform three tasks that build on each other and reflect the three modes of communication:

<table>
<thead>
<tr>
<th>Interpretive Task</th>
<th>Interpersonal Task</th>
<th>Presentational Task</th>
</tr>
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<tbody>
<tr>
<td>Assesses learners ‘ability to: interpret meanings that occur in spoken or written form; make connections across cultures and disciplines.</td>
<td>Assesses learners ‘ability to: actively negotiate meaning with others; initiate, maintain, and sustain conversation on a given topic.</td>
<td>Assesses learners ‘ability to: create an oral or written message to facilitate interpretation by an audience.</td>
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<tr>
<td>Performance Criteria: literal comprehension (key word recognition, main idea/supporting detail detection); interpretive comprehension</td>
<td>Performance Criteria: Language function, text type, communication strategies, comprehensibility, language control</td>
<td>Performance Criteria: Language function, text type, impact, comprehensibility, language control</td>
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</tbody>
</table>

Performance Evaluation
Exceeds Expectations ➔ Meets Expectations: Strong ➔ Meets Expectation: Minimal ➔ Does Not Meet Expectations

Feedback
• While each column is equated with a “letter grade”, all pre and post test feedback should be based on the narratives provided in the descriptive rubrics.
• One way to foster autonomous learning through feedback is by engaging students actively in what is known as a co-constructive feedback approach: instructor meets with students individually to help them reflect upon and assess their performance as well as make suggestions for improvement (Adair-Hauck & Troyan, 2013).

Sample IPA: Introduction to Hispanic World Literature & Culture

Introduction: Throughout the semester, we have read a number of authentic texts by a variety of authors from different time periods. All have helped us, in one way or another, identify, understand, and appreciate the underlying cultural beliefs and attitudes in the Hispanic world that have played an important role in defining and shaping the broader “Hispanic identity”. Though many of the literary works and cultural movements studied in this course date back hundreds of years ago, the questions, dilemmas and even solutions presented through them remain relevant to this day.

Interpretive: First, you will read an article about a present-day issue facing the Ecuadorian community. You will then perform an interpretive task based on the text, taking into consideration other readings studied throughout the course.

Rubric modifications: specified the “Cultural Connections” section by asking students to make connections between the article and literary works studied throughout the semester.

Interpersonal: Next, you will converse in small groups, initiating, sustaining, and closing the discussion on your own. You will be asked to identify, describe and analyze the most influential events and ideologies that have played a role in initiating and exacerbating this problem. You will then decide the impact this problem has had in shaping the “Hispanic identity” at-large. Be sure to listen carefully to one another, commenting on each other’s observations and discussing how they tie into the essential questions from class.

Rubric modifications: added the category of “content & depth”

Presentational: One of the suggestions found in the article for battling this issue is through education. You will have the opportunity to educate your fellow Cornerstone students traveling to Ecuador in January on this topic. You will prepare a 15-minute presentation during which you will open their eyes to this issue in the broader Hispanic community. You will do this by:
1) summarizing and evaluating relevant historical events and/or cultural movements that played a role in initiating and/or exacerbating the problem; 2) referencing literary works that highlight the diverse perspectives on the issue; 3) making cross-cultural connections that facilitate deeper understanding and engagement; and 4) suggesting solutions(s) to the problem, focusing specifically on what we can do to help.

Rubric modifications: included more specific content-related items in the “impact category” and weighted it heavier (50%)

Making a Case for IPAs Across the Curriculum
Questions to consider when assessing the potential benefits of using IPAs in other disciplines:
• assessing real-world competencies?
• enriching my daily instruction?
• developing autonomous learners?
• developing students’ reading and communication strategies?
• allowing students to showcase their work to a larger audience than the instructor?
• assessing students’ progress towards the course objectives?
• drawing and building upon students’ knowledge in other disciplines?
• clearly identifying individual students’ strengths and weaknesses and giving them a clear picture of how they can improve?

If you’ve answered “no” or “I don’t know” to any of these questions, you may want to consider adapting elements of the IPA for your class.

Modifying IPAs for Use Other Disciplines
In addition to modifying the rubrics (performance criteria) for each task to better reflect your course objectives, other possible changes by task are to:

Interpretive:
• Eliminate sections based on your objectives
• Place a greater emphasis (grade weight) on the interpretive comprehension questions
• Require that students make connections between the text and information previously studied in class/content from other disciplines

Interpersonal:
• Only assess communication strategies/content
• Ask students to record their conversation
• Weight this task less than the other two

Presentational:
• Ensure that what is produced for this task is shared with - and even evaluated by - more than just the instructor

References