

Skill/Process Assessment

Competency

Design performance assessment tasks that assess Skills/Processes.

Core Abilities

Work Productively, Communicate Effectively, Think Critically and Creatively.

Directions to Learner

For this performance assessment you will design at least one performance assessment task (PAT) that includes scoring guides to measure learner performance of a skill or process using one or more target competencies and performance standards for an existing course.

Review these directions and the attached scoring guide.

Using the rubrics that you've been given as a guide create or modify a Performance Assessment Task that meets the criteria outlined in the attached scoring guide. Your Performance Assessment Task should be written in *student friendly* language.

Show your Performance Assessment Task with to a peer in order to receive feedback. Be sure to discuss any places where your ratings differ. Make adjustments as needed and submit your final draft to your facilitator for review.

Directions to Peer Evaluator

Review the work of your peer. Provide feedback as appropriate, either verbally or in writing. Complete and initial the attached scoring guide.

Skill/Process Scoring Guide

Scoring Standard

You must achieve a rating of at least “2” or “yes” on each criterion to demonstrate competence. Work that does not meet this criteria may be returned to you for revision

Student Rating Scale	Peer Rating Scale
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. 3: I've done more than the minimum. I've looked at other examples of work, and mine is as good as or a little better. 2: I've done the minimum and I know the basics are covered. 0: I've left something out or done something wrong.	+: I agree that you have met competence but feel that you have understated your performance for this criterion =: I agree that you have met competence and feel that you have accurately assessed your performance for this criterion -: I agree that you have met competence but feel that you have overstated your performance for this criterion 0: You have failed to meet competence in this criterion and revision is necessary.

Scoring Guide

Criteria	Student Ratings		Peer Ratings	
	Yes	No	Yes	No
• performance assessment task (PAT) identifies the targeted outcome(s) [competency, core ability, program, or general education]	Yes	No	Yes	No
• performance assessment task (PAT) fulfills the conditions described by the performance standards for the target outcome(s)	Yes	No	Yes	No
• performance assessment task (PAT) requires the learner to demonstrate a skill or process while being observed and assessed according to the criteria or indicators for the target outcome(s)	Yes	No	Yes	No
• performance assessment task (PAT) identifies evaluators (self, peer, instructor, outside evaluator)	Yes	No	Yes	No
• performance assessment task (PAT) provides clear directions for the learner	4	3 2 0	+	= - 0
• performance assessment task (PAT) includes a prompt or scenario if needed	Yes	No	Yes	No
• performance assessment task (PAT) includes a scoring guide (rubric or checklist) with criteria, ratings, and rating scale	4	3 2 0	+	= - 0
• scoring guide criteria describe the desired qualities or attributes of the performance/demonstration	4	3 2 0	+	= - 0
• scoring guide is compatible with your college's/program's grading policy	Yes	No	Yes	No
• PAT and completed scoring guide are turned in by the assigned due date	Yes	No	Yes	No