

Appendix B

PBA Evaluator Course

Introduction

Thank you for serving as an evaluator for performance-based assessment (PBA). Your participation makes this type of evaluation possible. This short course will introduce you to the essentials of being a PBA evaluator.

From participating in this course, you will gain:

1. Information about the career and technical education program for which you will evaluate
2. Knowledge of possible activities the students may be asked to complete for their assessment
3. Knowledge of the tasks you will be asked to complete as an evaluator
4. Instructions for how to use the rubric to evaluate the students
5. Information about test security

Overview

What is performance-based assessment?

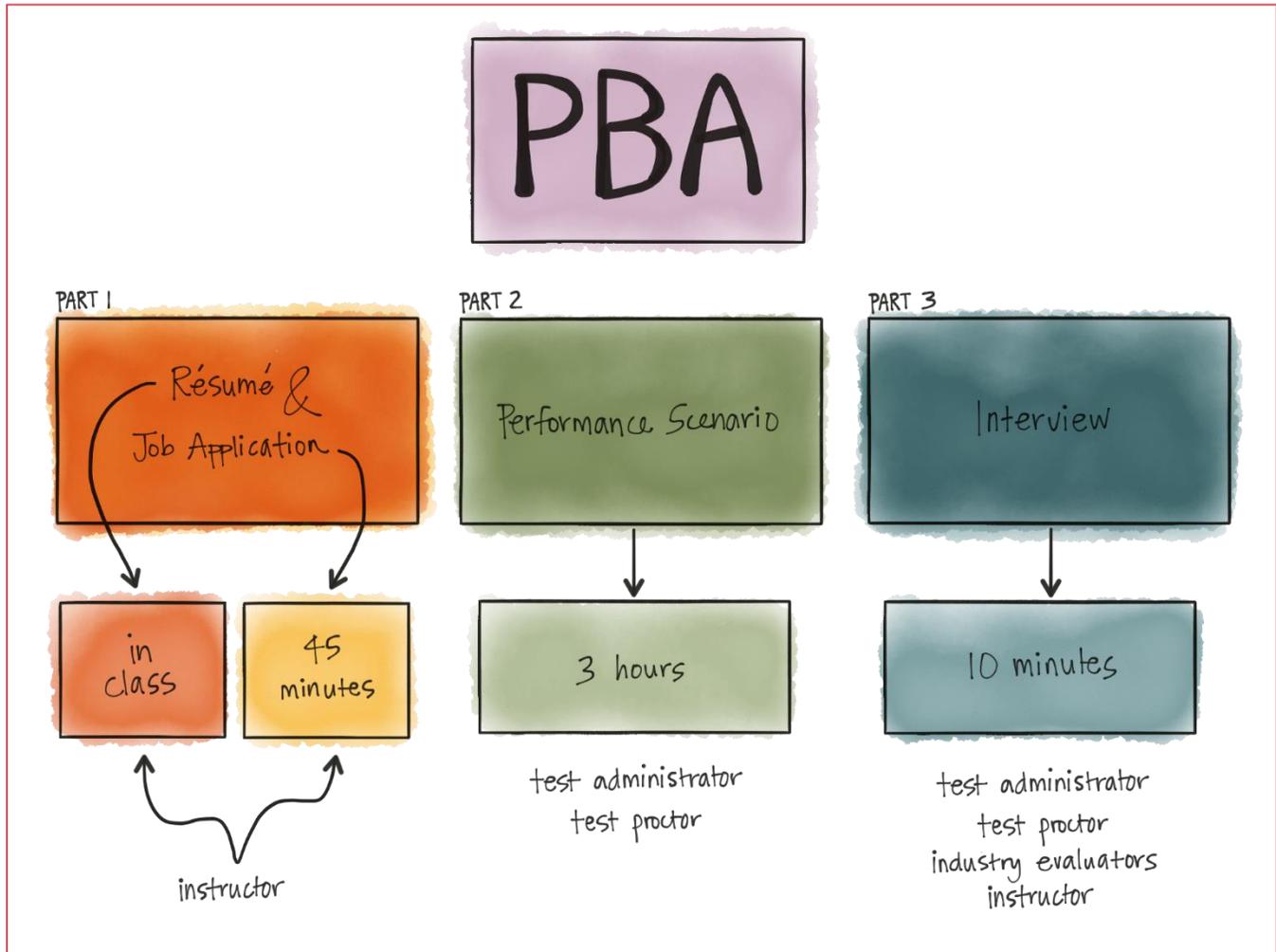
Purpose

In career and technical education (CTE) classes, students learn and demonstrate their ability to use skills that can later be used in careers. Because these programs are grant-funded, a measure of technical skills attainment must be taken for accountability purposes. A multiple-choice exam is ideal for measuring the basic understanding of course material taught during the first year of a CTE course, and a performance-based assessment, given at the end of the second and final year of the course, allows students to prove their ability to carry out the skills gained and refined during the course. Including industry personnel to serve as evaluators provides an essential connection between the industry and the CTE students.

History and Vision

During the spring of 2013, the Mississippi Department of Education (MDE) and the Research & Curriculum Unit (RCU) at Mississippi State University piloted performance-based assessment (PBA) in four CTE courses. Second-year students in Early Childhood Education, Polymer Science, Simulation & Animation Design, and Teacher Academy completed a multifaceted assessment consisting of a résumé, a job application, a performance scenario, and an interview about their work. CTE instructors joined with industry employees to evaluate students on a broad set of criteria taken directly from material taught in the course. For the 2013-2014 academic year, four additional programs were selected to test with PBA: Architecture & Drafting, Digital Media Technology, Energy, and Transportation Logistics. For the spring of 2018, the program is being revised. Early Childhood Education, Teacher Academy, and Transportation Logistics will continue in the tradition of the past four years, and Architecture and Drafting, Digital Media Technology, Polymer Science, and Simulation and Animation Design will take a revised version of the test.

Assessment Structure



PBA has three parts:

Part 1: Résumé and Job Application (45 minutes): Students use their résumés, completed ahead of time in class, to fill out a job application. The course instructor scores each résumé and application according to a standardized rubric under the guidance of the test coordinator.

Part 2: Performance Scenario (3 hours): The performance scenario is a set of tasks aligned with the units, competencies, and assessment blueprint of the course and designed to reflect a real-life situation that one might encounter in career practice. Examples of a Part 2 task would be to create a product to meet a specific need and then troubleshoot various issues that could arise from the product or to modify an existing product for a new type of use.

Part 3: Scoring & Interview (10 minutes per student. This is where you come in!): The course instructor and two evaluators from industry score the Part 2 materials according to a standardized rubric. When the scoring of student products is complete, students are called in one at a time for a brief interview about their work. **This is not a job interview.**

Checkpoint 1

1. Which phase(s) of the PBA do industry evaluators attend?
 - A. Job application and resume
 - B. Performance scenario
 - C. Scoring and interview
 - D. All of the above

2. What is the main topic of the interview?
 - A. Employment / a job
 - B. The students' work ethic
 - C. The students' work from Part 2
 - D. All of the above

Information about CTE Programs

It is very important that you have an understanding of what students have been learning in the course for which you will serve as an evaluator. In addition to discussing this with the course instructor, you may refer to the curriculum documents for the program you will evaluate. Links to specific documents are below (clickable if viewing in a .pdf reader). These documents are also available for download from the Curriculum Download page on [the RCU website](http://www.rcu.msstate.edu/) (<http://www.rcu.msstate.edu/>).

Please take the time to download and look over the curriculum for the program you will evaluate. ***You are not required to read the entire document, but please do look over the unit information, especially for the second year of the course, to see what the students have been learning.***

Blueprint

Just as you would use a blueprint to build a house, we use a blueprint to build a test. To see what content you will be evaluating, please download the appropriate blueprint using the links below or by navigating to the Curriculum Download page on [the RCU website](http://www.rcu.msstate.edu/). Remember, you will be evaluating the second year of the course.

Checkpoint 2

1. With which course documents should evaluators become familiar prior to the assessment event?
 - A. Student roster and gradebook
 - B. Course curriculum and test blueprint
 - C. Teacher lesson plans and seating chart
 - D. Class textbook and previous assessments

Duties of the Evaluator

On the day of the evaluation, your duties will include:

- Reading and comprehending the student materials (for scoring purposes)
- Scoring student work using the provided rubric
- Interacting with students during the 10-minute interviews
- Ensuring the security of all test materials and scores

You will receive additional instruction at the CTE center on the day of the evaluation.

What will I see when I sit to score the students' work?

- A rubric
- The students' assignment
- The students' work from Part 2

Using the Rubric

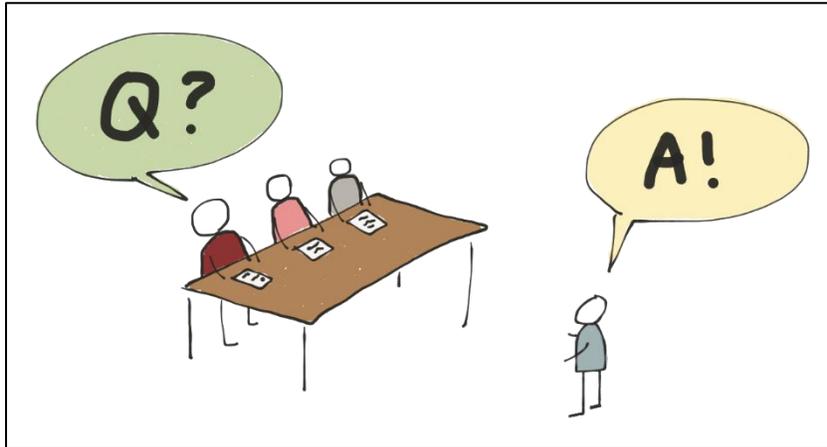
To evaluate the performance-based assessment materials, you will be given a criterion rubric. This rubric will detail the specifications for each level of score (0-3) on each criteria (10 total).

Rubric				
Criteria	3	2	1	0
Example criteria	The work meets the highest expectations set forth in the task.	The work comes close to meeting the expectations, but misses one or two components.	The work is incomplete, requiring more information before it would be complete.	The work is missing or does not meet the expectations set forth in the task.

- The rubrics have been designed to align to the test blueprint.
- The rubric serves as your guide to scoring the student work as fairly as possible.
- There may be portions of the student response that are not assessed by the rubric.
- You should only be concerned with scoring what is detailed in the rubric criteria.

Accuracy of scoring is very important to the validity of PBA. To help you score consistently, use a highlighter to mark the rubric criteria which correspond to the level of work demonstrated by the student. **If you find yourself torn between two levels for one criteria, score the work at the lower level.** This may seem harsh or unfair, but if only part of the work has achieved the higher score, the student’s work does not completely measure up to the higher score and should not be scored as such.

Interviewing Students



Once scoring of written materials is completed, you, the course instructor, and the other evaluator will interview students one at a time for ten minutes each. During this time, you will have the opportunity to question students about their written work.

You will primarily be scoring the students on how professionally they respond to interview questions.

Types of questions you may ask:

- Why a student responded a certain way to a PBA task
- Why a student chose one strategy over another
- How a student might accomplish something in the real world
- What a student was thinking when he or she completed a PBA task

Specific suggestions for interview questions will be included in the student test materials. You may stick to these questions, but they are not meant to limit you. You are encouraged to ask questions about any part of the students' work on which you would like the student to elaborate or explain further.

If, during the course of the interview, a student's explanation indicates that the student's product did in fact meet a level in a criterion that was previously not credited, the evaluator may change the score in that criterion to reflect the level that the product meets. A score should not be changed if a student explains their work well but the product still does not meet a higher criterion level on the rubric.

Evaluators should not ask leading questions of students. A leading question is intended to elicit a particular response and would result in skewed data. Leading questions will be treated as a test security violation.

Please remember that the ten minute time limit is strict. Some CTE programs will have many students taking PBA, and timeliness is very important.

Independent Evaluations

It is very important that evaluators score student work **independently**, meaning that evaluators should score student work without influencing or seeking influence from the instructor or from other evaluators.

Why?

The PBA system uses two evaluators in addition to the course instructor to score student responses to the PBA. The two evaluators are selected from the industry of each PBA program as content experts. Having multiple evaluators increases the accuracy of students' final scores over scores provided by a single evaluator. Evaluators should not discuss their scoring of student work.

Test Security

What is it?

Test security is the practice of keeping private the details of an assessment.

Why is it important?

In order for test results to be used for any purpose, it is important that they be valid and reliable. One way to establish these qualities is to take measures to ensure that every test taker comes to the assessment on as level a playing field as possible. Test security helps to remove any possible advantage one group of students may have over another.

Test security also helps to ensure that test materials can be used in the future. It is expensive and time-consuming to develop quality assessment items, and the security of the items must be maintained in order for testing to be fair for everyone involved.

How does this apply to PBA?

As with any standardized test, security is of utmost importance to performance-based assessment. On the day you serve as an evaluator, the test coordinator will discuss the district's specific test security rules with you. There are some general rules that apply to PBA no matter where you evaluate:

1. Discussion of the assessment (content, student scores, etc.) should not occur outside of the time period of the evaluation.
2. No student should be given an advantage over another student.
3. No person should attempt to influence the judgment of any evaluator (including the instructor).

Additional Information

The standards of test security are documented in detail in the [Mississippi Public School Accountability Standards 2016](#), Appendix F.

Checkpoint 3

1. Which of the following is NOT a responsibility of an evaluator?
 - A. Providing a scoring rubric
 - B. Evaluating and scoring student products of their performance
 - C. Interviewing students about their products
 - D. Ensuring the security of all test materials and scores

2. According to what criteria are student products to be scored?
 - A. The class textbook
 - B. The practice of the individual evaluators
 - C. The instructor's directions
 - D. The provided rubric

3. Which of the following would violate PBA security?
 - A. Asking leading questions of a student
 - B. Discussing PBA content with colleagues
 - C. Photographing or reproducing PBA materials
 - D. All of the above

4. For how long are students interviewed?
 - A. Five minutes
 - B. Ten minutes
 - C. Fifteen minutes
 - D. Students are not interviewed

Thank you for your time. Please be sure to fill out the evaluator agreement, available from the test coordinator at the CTE center where you will evaluate.

Evaluator Course Checkpoints Answer Key

Checkpoint 1

1. C
2. C

Checkpoint 2

1. B

Checkpoint 3

1. A
2. D
3. D
4. B