



ÜNİVERSİTEPARK Bülten

ISSN 2147– 351X (Print)

ÜNİVERSİTEPARK Bülten • Volume 5 • Issue 1-2 • 2016

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To cite this article: Kirmizi, O., & Komec, F. (2016). An Investigation of Performance-Based Assessment at High Schools. *Üniversitepark Bülten*, 5(1-2), 53-65.

To link to this article: <http://dx.doi.org/10.22521/unibulletin.2016.512.5>

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An Investigation of Performance-Based Assessment at High Schools

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Abstract

The current study was undertaken in order to investigate teachers' and students' perceptions of performance-based assessment in English lessons at Turkish high schools. The study employs both a qualitative and a quantitative approach. The participants of the study were 20 high school teachers and 124 high school students. In order to collect qualitative data, semi-structured interviews were conducted with the teachers; and for quantitative data, a questionnaire was administered to the students. According to the qualitative data, teachers in general complain about problems in application, lack of time, and lack of effort on the part of students who use the Internet improperly. The quantitative data indicates that the most preferred method on the part of students is exams, and that students find exams the most effective testing method, enabling them to demonstrate their language potential. In addition, performance-based assessment is not considered fair by either teachers or students. Teachers expressed concerns about evaluating performance tasks properly.

Keywords: performance-based assessment, exams, participation.



DOI: 10.22521/unibulletin.2016.512.5

ISSN 2147– 351X © 2016

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Introduction

With the 2013 Secondary Schools Regulation, the Turkish National Ministry of Education introduced performance-based assessment for all lessons, including English. The Regulation states that students are to be marked on performance tasks in addition to written exams, participation and projects. This study aims to investigate English teachers' and students' perceptions of performance tasks as a means of assessment, as well as to reveal the problems faced in their implementation and evaluation, and to offer professional development strategies for a better assessment of English tuition in high schools.

Assessment is a crucial part of any learning and teaching activity. It not only informs instructional decisions made on a day-to-day basis and helps diagnose students' strengths and weaknesses related to classroom instruction, but also provides specific feedback to students in support of their learning (Pierce, 2002). Therefore, greater emphasis should be placed on assessment in language teaching.

A variety of assessment methods have been developed and tried out by language instructors. These various methods can be broadly classified into two categories: traditional assessments in the form of tests including matching, fill-in-the-blank, multiple-choice, or true-false questions; and alternative assessments including portfolios, self- and peer-assessments, performance assessments, and participation.

Tests involve a limited time to respond and they have either correct or incorrect answers, and typically employ multiple-choice or fill-in-the-blank formats. The most defining feature of multiple-choice, true-false and matching assessments is that they require students to choose the correct answer from a limited set of options given. Students are not asked to create language. The guessing factor is a problem inherent in these methods. Although they are difficult to construct for teachers, they are relatively easy to administer and quick to score. Fill-in-the-blank questions differ in that they require students to construct language, usually in small amounts. Besides, they are not as difficult to construct and can be adapted to any language area; vocabulary, grammar, reading and listening comprehension and so on. What these methods have in common is their focus on the product rather than the learning process (Brooks, 1999; Brown & Hudson, 1998).

Portfolios involve students' producing, revising and editing their writing throughout the school year. Students of English collect any aspects of their language work to demonstrate the process that they are going through. The literature reports three main advantages of portfolios: strengthening students' learning, enhancing the teachers' role, and improving testing processes (Brown & Hudson, 1998).

Self-assessments require students to rate themselves by reading a situation and deciding how well they would respond to it. In peer-assessments, students rate their peers, as implied by the name. Both methods boost students' autonomy as well as increase their language awareness. However, Blanche (1988) warns that "self-assessed scores may often be affected by subjective errors due to past academic records, career aspirations, peer-group or parental expectations, lack of training in self-study, etc." (p. 81).

Participation entails in-class performance of students through the asking or answering of questions, cooperating in pairs or group works, or just attending the class (Brooks, 1999). Thus, it provides many opportunities to produce language under the supervision of the teacher.

According to Brown and Hudson (1998) “performance assessment requires students to accomplish approximations of real-life, authentic tasks, usually using the productive skills of speaking or writing but also using reading or writing or combining skills”. Similarly, the National Ministry of Education defines the performance task as:

An individual or group work which is carried out under the supervision of the teacher with the aim to share the competencies acquired through critical thinking, problem solving, reading comprehension, creativity and research in accordance with the curricula in written, oral or applied ways. (Alteration: 13/09/2014-29118 the Official Gazette)

Furthermore, performance tasks are cited among the valid means of assessment in the Common European Framework of Reference for Languages where performance is defined as “the production of language in a (relatively) authentic often work or study-related situation” (Council of Europe, 2001).

Performance-based assessment appeals to most language teachers for a number of reasons. First of all, it has as its primary purpose the improvement of learning. Performance-based assessment links assessment to instruction through the use of meaningful and engaging tasks (Pierce, 2002). It promotes application of knowledge and skills in situations that closely resemble those of the real world (Frisby, 2001; McTighe & Ferrera, 1998; Wiggins, 1998). Performance-based assessment may also focus on processes as well as products and tap into higher-level thinking and problem-solving skills (Brown & Hudson, 1998). Further, performance-based assessments allow for flexibility in meeting individual needs and provide information for teaching and learning that results in improved student performance (Pierce, 2002). All in all, traditional assessments ask “Do students know it?”, whereas alternative assessments help us learn “How well can students use what they know?”

There are many forms of performance assessments, divided into products and performances: poster presentations, interviews, dramatic performances, speech and debates are examples of performances; wall displays, computer games, board games, card games, surveys, newspaper/newsletter/articles are all examples of products. A fundamental aim of most language performance assessments is to present test-takers with tasks that correspond to tasks in ‘real-world’ settings, and that will engage test-takers in language use or the creation of discourse. Performance assessments are typically designed to assess complex abilities that cannot easily be defined in terms of a single trait, and typically present test-takers with tasks that are much more complex than traditionally constructed-response items (Bachman, 2002). Thus, the main point is assigning authentic tasks that are interesting to the students and related to the important content and skills in the curriculum. Such well-designed performance tasks provide more valid measures of students’ true language abilities and predictions of students’ performances in real life situations. Furthermore, its high degree of authenticity may be beneficial in achieving the intended consequences of assessment by bridging the gap between what the students face in the world and the way they are tested (Delandshere & Petrosky, 1998; Eisner, 1999; Khattri, Reeve, & Kane, 1998; Wiggins, 1993).

However, designing and evaluating such tasks is not a simple undertaking. Performance assessments are relatively difficult to produce and relatively time-consuming to administer (Brown & Hudson, 1998). Teachers need to specify the purpose, select the appropriate task, develop the scoring criteria, supervise the process, and finally score the product or

performance. Consequently, despite the benefits, performance assessments pose a number of difficulties to the teacher as the designer, facilitator and the rater.

It should be noted here that performance-based assessment had been in use in primary schools from 2005 to 2013; after which it was canceled. Thus, whilst it is a new phenomenon for high school teachers, it is not for the high school students who had been given performance tasks throughout their primary schooling. In this respect, performance-based assessment has been extensively studied within primary school contexts from the viewpoint of students, teachers, and also parents. However, no studies have yet considered high school contexts where teachers feel unprepared in terms of supervision and evaluation of the tasks, having not been given any in-service training prior to the Regulation. Also, most teacher training programs do not provide instruction on performance-based assessment.

A number of studies revealed problems in the implementation of performance tasks in primary and secondary schools in Turkey. Most teachers find them complicated and believe that they are not applicable to the assessment of students. They believe tasks take too much time and they have no beneficial effects on students' achievement in the high school entrance examinations that every student has to take at the 8th Grade (Anil &Acar, 2009). Ari (2010) concluded that most teachers found it difficult to find topics appropriate for performance assessments, because they wanted students to carry out authentic, meaningful and productive tasks. He reported on the difficulties in the classroom management, when students worked on performance tasks in the classroom. The teachers in his study also observed that in group tasks responsible students had to work more than the others, thus creating an inequality.

A study conducted in the Turkish province of Konya investigated the opinions of upper primary classroom teachers on performance-based assessment (Çiftçi, 2010). The results showed that while teachers believed in the benefits of performance assessments, they reported many problems and offered some changes regarding the implementation and evaluation of the tasks. Lack of time for the preparation and presentation of the tasks, inadequate facilities of the schools, negative attitudes of parents towards performance tasks are the problems faced by the teachers in this study.

Another study, by Yilmaz and Benli (2011), reached a similar conclusion about the teachers working in primary schools in the province of Hatay. With regards to the problems experienced about performance tasks; they found that tutors' negative behaviors in turn negatively affect the students, that time was deemed inadequate for assessing the tasks, that improper use of the Internet and computers negatively affect students, that students do not know why they do performance tasks, they complain about financial burdens of the tasks, that tasks are taken from the Internet just as they are, without any effort, and a great deal of the tasks are done by tutors.

Some other studies set out to investigate students' views and attitudes on performance assessments. For instance, Güven and Demirçelik (2013) found that students believed that performance tasks improved their creativity and provided them with useful skills. However, they also reported difficulties with the preparation of the tasks. Interestingly, English was rated as the second-most difficult lesson, with their number one being Math. On the basis of their findings, Güven and Demirçelik suggested that teachers should give more importance to guidance during the preparation of performance homework, instructions about performance homework should be clear and attainable for students and parents, and that

students should be informed about resources, and that teachers should be more careful about ethical values.

Besides local studies, performance assessments in English instruction have been widely examined by international researchers. Kim (2004) investigated key issues to consider in task-based performance assessment. She emphasized the importance of purpose, the authenticity of tasks and development of scoring criteria if fair and valid tests are to be created for students. This is in line with the findings of Hudson & Brown (1998), who compared and contrasted alternatives in language assessments and ended with a discussion on using a variety of assessments considering curricula, feedback and decision-making. In their study, they emphasized the role of teachers as decision makers and supervisors in assessment.

Bachman (2002) provided some reflections on task-based language performance assessment in terms of making predictions about performance on future language use outside of the test itself. He identified the problems of task selection, generalizability and extrapolation and offered a number of suggestions for both language testing research and practice. Brown (2004) started with a historical overview of the development of performance assessment sketching out some of the general trends to be found in the literature. He went on to answer questions related to the development, validity, characteristics, benefits, scoring criteria and reliability of performance tasks and concluded by offering a number of sub-questions that might prove useful for future research on performance testing.

Brooks (1999) conducted a research to investigate adult ESL students' attitudes toward performance-based assessment. She found out that they had more favorable attitudes towards performance-based assessment than tests and participation. Presentations were ranked first by the four types of assessments studied; then portfolios second, tests third and participation as the fourth. Most of the students in this study commented that performance-based assessment provided an opportunity to learn. Brooks inferred that:

If the assessment methods are viewed as a natural extension to the typical classroom activities in a communicative language classroom, then regardless of whether the stakes of the assessment are low or high for each individual student, the students are likely to find the performance-based methods relevant and engaging. (Brooks, 1999, p. 126)

In terms of the implementation of alternative assessments, Bertrand (1994) pointed out that most teachers used the same type of tests that were used when they were in school; typically traditional multiple-choice, matching, fill-in-the-blank, and true/false tests. Therefore, teachers need access to professional development opportunities that will help them learn to design and use alternative assessments. Similarly, Pierce (2002) drew attention to the need to provide teachers with long-term, collaborative training that enables them to try out their assessments and obtain feedback from colleagues, program administrators and university faculty who are more experienced in using assessments for learning.

Accordingly, the inclusion of performance-based assessment to the high school curricula can be seen as a breakthrough in Turkish education - as we understand from the literature that using multiple methods of assessment can help educators make more accurate decisions about both learners and the teaching process itself. Given more opportunities to make use of their language knowledge, students can become active participants in the learning process. They can also develop an awareness of language as a means of communication rather than a

course of study. This is in accordance with the objectives specified in the Common European Framework of Reference for languages.

In short, the current study aims at answering the following research questions:

- What are the problems encountered by teachers in the administration and evaluation of performance tasks?
- According to teachers, are performance tasks effective in monitoring and promoting language learning?
- How do students feel about performance assessment compared to traditional assessments?
- What implications can be drawn from teachers' and students' perceptions of performance assessment?

Methodology

In this study, both a qualitative and a quantitative perspective were adopted. Students' views on assessment methods were gathered through a quantitative research method. The authors considered a qualitative method useful for collecting data at the individual level, and employed it to find out, in depth, teachers' attitudes to performance tasks. A quantitative method was considered the best to collect data from a large sample of students. The authors used a semi-structured interview as it allows more scope for open-ended answers (Büyükoztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2012). They combined it with a questionnaire so as to measure the behavior, attitudes, preferences and opinions of students.

The participants of the study were 20 high school teachers and 124 high school students. The teachers were selected from different high schools in order to ensure variety of opinion. The students were selected based on convenience method.

Findings

The findings that were obtained from the interviews are presented in the following tables. Table 1 presents the exemplary performance tasks that teachers themselves have administered or those they have heard of.

Table 1. Good examples of performance tasks

Codes and themes	n
Presentation of a topic from the course book	8
Research about a grammar topic	7
None	6
Assessing portfolios of assignments done during the semester	5
Compiling useful vocabulary lists for students at different levels	4
Debate on a topic of interest	3
Suggesting Turkish names to shops instead of foreign names	1

As can be seen from Table 1, one of the most occurring performance tasks was presentation of topics (n=8). The second-most occurring task was research about grammar topics (n=7). Interestingly, six teachers reported no good examples of performance tasks.

Table 2. Problems related to the administration of performance tasks

Codes and Themes	n
Students copy and present information from the Internet	10
Tasks are considered an easy and effortless way of achieving grades	8
Lack of time for presentation and evaluation in class	7
Other people do the tasks, not the students themselves	6
It takes too much time to mark the tasks	5
Lack of control outside of school	5

The second item asked teachers what problems they faced in the administration of tasks. The most reported problem was students' copying information from the Internet and preparing the tasks without any effort (n=10). Eight teachers thought that students viewed the tasks as an easy way of achieving high grades. Seven teachers reported not having enough time for the presentation and evaluation of tasks in class. The comments of some participants were as follows:

"Students just copy and paste items from the Internet and submit it as their performance tasks. They make no effort to produce something original."

"I don't know if students do the tasks themselves as there isn't enough time to administer them in class."

"Performance tasks are just a waste of time and money, because students just print out the texts they find on the Internet. Teachers waste a lot of time checking and scoring them."

"Tasks are seen as a burdensome obligation by most of the students, because they have to do tasks for all the school subjects each semester."

Table 3. The importance of tasks in teaching English

Themes and codes	n
Tasks are good for revision and the extension of language	8
They provide opportunities to use the language in meaningful contexts	6
They improve speaking skills	5
None	4
They improve writing skills	4
They increase student interest and motivation	3
They provide opportunities to show language aptitude	2

Eight teachers found performance tasks useful for revising and learning. The tasks provide opportunities to use the language in meaningful contexts according to teachers (n=6). Some teachers thought tasks improved writing and speaking skills (n=4, n=5). Four of the teachers reported no value of tasks in terms of foreign language teaching. The following are some of the views on this item:

"It provides the opportunity to use the language creatively and meaningfully. Presentations motivate them to improve their speaking skills."

"They have no positive effect on foreign language education."

"Since students consider them easy, effortless ways of getting grades, they have no value in terms of foreign language education."

“Tasks that are related to the language taught in class provide reinforcement.”

“Some students study autonomously and use their language skills to accomplish the task.”

Table 4. Effects of tasks on assessment and evaluation

Codes and Themes	n
Tasks are unfair means of achieving good grades	10
They are unreliable and invalid means of assessment	8
They have negative effects on assessment	6
Overdue tasks lead to significant drops in the overall grades	4
The overall grades are reduced if the tasks are not submitted	4
None	4
They show how much students have learned without exam stress	2
They increase sense of responsibility	1

It can be seen from Table 4 that performance tasks are considered “unfair means of assessment” by half of the teachers interviewed (n=10). Also, eight teachers view them as “unreliable and invalid” means of assessment. Four teachers reported that tasks have no significance in assessment. It seems that negative and ambivalent comments outnumber the positive comments on the question of performance tasks’ effects on assessment and evaluation. The views on this item are as follows:

“A normally low-achiever hands in a well-prepared task and unfairly gets a good grade from it. This affects the reliability of the assessment negatively.”

“If we had enough time for the preparation and presentation of the tasks in class, they would be effective means of assessment. In overcrowded classrooms, this is hardly possible. Thus, I don’t think they are effective in assessment and evaluation.”

“They have no value in assessment, and also they have unfair and negative effects on the grades.”

“They increase the rate of success as students carry out the tasks without anxiety.”

“Twenty-five percent of the overall English grade is based on performance tasks. Some students are not aware of this and fail to submit their tasks. Then, they have very low grades.”

As for students, the findings that were obtained from the questionnaires are presented as follows.

Table 5. Results for overall preferences of assessment methods

Assessment type	N	Minimum	Maximum	Mean	Std. Deviation
Exams	123	10.00	50.00	26.1951	10.33668
Performance tasks	124	10.00	49.00	23.1613	9.67638
Participation	124	10.00	50.00	22.0565	8.98355

The results indicate that exams are rated most favorably (m=26.1951). Performance tasks are the second-most preferred assessment method (m=23.1613), and assessment based on participation is the least preferred (m=22.0565).

Table 6. T-test results for overall preferences of assessment methods based on grade level

Assessment Type	Status	N	M	t	Sig.
Exams	9 th Grade	87	25.6207	-.958	.340
	10 th Grade	36	27.5833	-.955	
Performance tasks	9 th Grade	87	22.4598	-1.241	.217
	10 th Grade	36	24.8108	-1.212	
Participation	9 th Grade	87	23.5172	2.856	.005
	10 th Grade	36	18.6216	3.322	

The results show that exams are the most preferred types of assessment for both 9th Grade (M=25.6207) and 10th Grade students (M=27.5833). Performance tasks are the second-most preferred assessment methods, followed by participation. This finding suggests that students are more comfortable with the traditional assessment in the form of exams/tests. According to *t*-test results, there are no statistically significant differences between 9th Grade and 10th Grade students in terms of exams and performance tasks as preferred methods of testing.

However, the results indicate that there is a statistically significant difference between 9th Grade and 10th Grade students in terms of participation ($p < 0.5$). We can understand from means scores that 9th Grade students (M=23.5172) prefer assessment-based on participation more than 10th Grade students (M=18.6216). Now that 9th Grade students have seven hours of English per week, whereas 10th Grade students have three hours, it can be speculated that as the number of hours increase, students become more concerned about participation. In addition, as the number of hours increase, the impact of the grade students take from a course on average grade point also increases. Therefore, students become more concerned about achieving higher marks.

Table 7. Assessment method with opportunity to demonstrate language skills

Type of assessment	N	Min.	Max.	Mean	St. Dev.
Exams	123	2	10	5.38	1.72
Performance Tasks	124	2	10	4.67	2.43
Participation	124	2	10	4.13	2.18

As we can understand from Table 7, the majority of participants viewed written exams as opportunities to demonstrate their language ability ($m=5.38$). Secondly, participants stated that performance-based assessment also provided the opportunity to showcase their abilities ($m=4.67$). Finally, the percentage of those who favored participation in providing chances to show their ability is 4.13. Surprisingly, most of the students feel written exams are more indicative of their ability than the other two methods. This finding contradicts with the assumption that performance-based assessment promotes the application of language skills, which was found to be prevalent in the literature.

Table 8. Assessment method with opportunity to show language skills based on grade level.

Assessment type	Status	N	M	t	Sig.
Exams	9 th Grade	87	5.1724	-1.333	.185
	10 th Grade	36	5.8889	-1.295	
Performance tasks	9 th Grade	87	4.5287	-1.042	.300
	10 th Grade	36	5.0270	-1.024	
Participation	9 th Grade	87	4.5747	3.576	.001
	10 th Grade	36	3.1081	4.365	

According to the results, there are no statistically significant differences between 9th Grade and 10th Grade students in terms of exams and performance tasks providing opportunities to show language skills. However, the results indicate that there is a statistically significant difference between 9th Grade and 10th Grade students in terms of participation ($p < .05$). We can understand from means scores that 9th Grade students ($M=4.5747$) believe that assessment based on participation gives them chances to show their language potential more than 10th Grade students ($M=3.1081$). As seen in Table 8, it can be speculated that as the number of hours increase, students become more concerned about participation.

Table 9. Method considered to be most fair

Assessment type		Agree	Undecided	Disagree
Exams	Frequency	87	9	28
	%	70.1	7.3	22.6
Performance tasks	Frequency	78	13	33
	%	62.9	10.5	26.6
Participation	Frequency	83	16	25
	%	66.9	12.9	20.2

The majority of the students (70.1%) find exams to be a fair means of assessment. The percentage of students that consider participation as a fair method is 66.9%. Performance tasks are considered the least fair assessment type (62.9%). Similarly, the qualitative data also found that performance-based assessment may sometimes be seen as unfair. It can be speculated that performance-based assessment is not considered fair because the tasks are not undertaken in class under the supervision of teachers. It is likely that students do not carry out the tasks themselves. Rather, they copy information from the Internet or have someone else do the tasks for them, which poses serious ethical concerns.

Table 10. Assessment method that enhances learning based on grade level.

Assessment type	Status	N	M	t	Sig.
Exams	9 th Grade	87	5.4483	-.567	.572
	10 th Grade	36	5.7297	-.565	
Performance tasks	9 th Grade	87	4.1954	-2.084	.039
	10 th Grade	36	5.1351	-1.906	
Participation	9 th Grade	87	4.3103	2.643	.009
	10 th Grade	36	3.2162	2.957	

The results indicate that exams were rated most highly by both 9th Grades and 10th Grades ($m=5.4483$ and $m=5.7297$). This finding suggests that studying for the exams enhances learning. As for performance tasks, they ranked the second; with 10th Grades favored them more than 9th Grades. Participation was not found to be as effective in aiding students' learning; it ranked third. There was a significant difference found between 9th and 10th Grades in terms of participation; however, 9th Grades favor it more than 10th Grades. It is likely that 9th Grades learn more by participation as they have twice as many English classes as do the 10th Grades.

Conclusion

The findings of this study suggest that the majority of English teachers at high schools have negative attitudes to performance-based assessment. On the one hand, they observe the benefits of properly implemented performance tasks; but on the other hand, they comment on the difficulties in implementing them properly. Teachers generally find performance tasks useful in improving productive skills: speaking and writing. Tasks provide a meaningful purpose and context to use English communicatively. They also believe tasks can be very motivating when students work on topics that particularly interest them. Teachers further suggest that tasks enrich students' vocabulary and help with retention, and they help students become autonomous learners. Studies of performance-based assessment at primary schools also report on such benefits (Coşkun, Gelen, & Kan, 2009; Güvey, 2009; Yılmaz & Benli, 2013). Teachers also think performance-based assessment is an anxiety-free method, as it allows students more time to produce and edit their works. This finding confirms the similar views expressed in the literature on performance-based assessment.

While teachers believe in the communicative value of performance tasks in foreign language education, they face a number of problems during implementation and evaluation of them. First, they cannot administer the tasks in class due to lack of time and materials. Students carry out the tasks outside the class without teachers' supervision, and some teachers doubt whether students do the tasks themselves. What most students do is copy and paste Internet resources and do the tasks with little effort. Some of them even fail to submit them on time. Similar findings were reported in many other studies that investigated performance-based assessment at primary schools (e.g.; Yılmaz & Benli, 2011; Coşkun et al., 2009). For example, Çiftçi (2010) and Coşkun et al. (2009) reported on the improper use of the Internet, lack of time and inadequate facilities at schools as factors that had negative effects on performance tasks. Teachers in those studies believed that performance tasks rarely achieved desired results because of the problems reported. Secondly, teachers find the evaluation time-consuming and pointless; seeing no point in spending time on evaluating tasks that were not even done by the students themselves. Scoring is also difficult for them, as they do not want to reduce students' overall grades or give them marks that they do not deserve. This is in line with the findings of Aykaç and Başar (2005) and Rençber (2008). They observed that teachers found it difficult to evaluate the tasks on the basis of their scoring criteria, as the tasks were not done properly.

The findings also indicate that if given the choice, students would rather be marked on exams than on performance tasks or participation. They believe exams provide opportunities to learn and demonstrate their abilities. Similarly, Brooks (1999) reports on positive attitudes of high school students to formal tests. However, this finding contradicts the assumption that performance-based assessment provides more valid estimates of learners' true language

abilities than traditional assessments (Brown & Hudson, 1998). Participation ranks last in terms of preference, enhancing learning and demonstrating abilities. However, 9th Grades, favor it more than 10th Grades, as they have more hours of English per week. It is likely that they are more concerned about getting good grades from English, because its impact on their average grade is higher.

Another interesting result is related to fairness. Performance-based assessment is perceived as being the least fair by both teachers and students. Comments on the unfairness of performance tasks were prevalent in the interviews. Marking students on tasks that were not their productions is considered unfair by teachers. Interestingly, in the quantitative data performance-based assessment ranks last in terms of fairness. It is possible that students do not find it fair to be marked on tasks that they do without any effort. In Güven and Demirçelik's (2013) study, most of their primary school participants perceived plagiarism as unethical, which is consistent with the findings of this study in terms of fairness.

Considering the results of this current study, it could be said that certain conditions must be met in order to adopt a performance-based assessment approach in Turkey. In the first place, teachers should be given in-service training on alternative assessment methods. They need professional development opportunities that provide more than mere exposure to assessment theories or examples. It must be a long-term and collaborative training provided by university faculties. Teachers should check performance tasks at regular intervals, and provide constructive guidance throughout the production. Students should be taught on how to use the Internet properly for coursework, and there must be sanctions for students who plagiarize. Alterations can be made to limit the number of performance assessments that students are given a school year.

Notes

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