

Performance – Based Assessment and Rubrics webinar FAQ

Follow up to the Performance-Based Assessment & Rubrics webinar presented on 10/14/2020

TAC = Texas Administrative Code

PBA = Performance-Based Assessment

1. Does a PBA have to be created for every course offered throughout the duration of the program coursework and training?

The standards taught in the course will determine whether or not a course needs to have a performance-based assessment. [19 TAC §228.35\(a\)\(2\)](#) requires coursework provided by the preparation program to be sustained, rigorous, intensive, interactive, candidate-focused, and performance-based. If the standard requires candidates to demonstrate a skill, then a performance-based assessment could be used to measure mastery of a skill.

2. I work at a university and we often have candidates who take courses that are offered outside of the EPP for their degree plan, such as a music course offered by the university's music program. Are courses outside of the EPP required to have a performance-based assessment?

Courses that are not a part of the required clock-hours of coursework offered by the educator preparation program do not need to follow the TAC rules regarding coursework and training. It is the program's responsibility to ensure candidates are receiving coursework that includes the required educator standards for their certificate area(s) sought.

3. Our program uses a generic rubric to evaluate a candidate's level of proficiency in multiple courses. Is this okay or do we need to have a rubric for each course?

A performance-based assessment that evaluates a candidate's level of proficiency should have a rubric aligned to the assessment. The PBA and rubric should measure the standards assessed.

4. What is the best way for my EPP to address "chunking standards" into a performance-based assessment?

As mentioned in the webinar, the program can look at the verbs in the standards to identify what the candidate is required to do/know. The program can then look for similarities among standards and/or standards that are related to each other when determining which standards to cluster together. Since there are numerous educator standards to include in the program's course curriculum, clustering the standards can be an efficient way to teach the required educator standards.

5. Should I focus my performance-based assessments on just the skills part of a standard, or is it better to combine knowledge and skills statements?

EPPs should consider the intent of the standard when determining how to evaluate it. Once the EPP identifies the intent, the EPP can choose the best method to assess their candidates.

6. For a performance assessment to be acceptable to TEA, does it HAVE to have a rubric to accompany the assessment? If so, we have many rubrics that we use – can it be one of the rubrics we commonly use?

When evaluating EPPs for alignment with TAC or in the context of adding a new certificate field or class, TEA expects performance assessments to be submitted with an aligned rubric to indicate candidate proficiency. If there is not a rubric to evaluate a performance-based assessment, it is not possible for TEA to consider and view the standards alignment and expected performance levels of the candidate.