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DEVELOPMENT AND EVALUATION OF PERFORMANCE ASSESSMENT IN ECONOMICS: A LITERATURE REVIEW ARTICLE

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Abstract

abstract
Giving assessment should be authentic and measurable. Development and evaluation of performance assessment in Economics will help the teachers in diagnosing learners' performance and giving feedbacks. The goal of this study is to discuss the brief history and present-day view of performance assessment, importance of performance assessment in education, teachers' perceptions on the evaluation of performance assessment, students' behavior on the evaluation of performance assessment and challenges in using performance assessment connected with the development and evaluation of performance assessment in Economics. Thus, it provides an equitable measurement of student's performance and produce accurate measurement of the knowledge, skills and abilities of students in a given performance assessment based on the developed evaluation. Lastly, it analyzes how evaluation of performance assessment could help educators in giving an accurate judgement. Relative studies expose that development and evaluation of performance assessment.

Keywords:

Performance Assessment, Evaluation, Economics

I. INTRODUCTION

Performance assessment plays an important part in education especially in the K to 12 Curriculum. One of the biggest concerns' educators face is assessing student performance in the classroom. The increasing emphasis on competency means that educators must devise methods that measure the ability to perform. Social Studies Teachers, specifically, Economics Teachers must find ways to measure whether a student can use knowledge and skills to confront real-world tasks successfully. There are teachers who traditionally relied on some sort of test to assess learning. Tests may assess how much information a student has learned but they do not often evaluate how well a student can use this knowledge to perform a task. Multiple-choice exams, for instance, make it difficult to measure performance task.

D. Sweet (1993) defined the performance assessment as alternative or authentic assessment that is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. R. Stiggins (1987) described the performance assessment as a type of educational assessment in which judgments are made about student knowledge and skills based on observation of student behavior or inspection of student products. L. Fuchs (1994) stated that performance assessment is a newer variety of assessment designed to forge a tight connection with instruction. The purpose of performance assessment is to direct teachers and students toward important learning outcomes, enabling teachers to design superior instructional plans and effect better student achievement. R. Mitchell (1992) stated that performance assessment is a broad term, encompassing many of the characteristics of both authentic

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assessment and alternative assessment. R. Marzano, D. Pickering & J. McTighe (1993) described performance assessment that refers to variety of tasks and situations in which students are given opportunities to demonstrate their understanding and to apply knowledge, skills, and habits of mind in different contexts. A. Maier, J. Adams, D. Burns, M. Kaul, M. Saunders & C. Thompson (2020) describe performance assessment as an approach to educational assessment that needs students to directly demonstrate what they know and are able to do through open-ended tasks like constructing a solution, producing a project, or performing an activity. This demonstration can include generating a short-written response, writing an analytical essay, conducting a science investigation, creating a curated portfolio of work, or developing an ingenious research paper. L. Darling-Hammond & F. Adamson (2010) cited that performance assessment is most easily defined by what it's not: specifically, it's not multiple-choice testing. In a performance assessment, instead of choosing among pre-determined options, students must construct a solution, produce a product, or perform an activity. From this angle, performance assessment encompasses a really big selection of activities, from completing a sentence with some words (short-answer), to writing a radical analysis (essay), to conducting and analyzing a laboratory investigation (hands-on). S. Kahl, P. Hofman & P. Goodwin (2015) affirms instead of requiring students to pick a response from two or more options, performance assessment asks students to use their knowledge and skills in creating some type of product, presentation, or demonstration focused on key aspects of educational learning. Based on the context of 21st century skills, the term 'performance assessment' commonly refers to substantive activities it is either short-term, on-demand tasks or curriculum-embedded, project-based tasks that yield reliable and valid scores. B. Stecher (2010) clarified that within the literature, different authors use the term "performance assessment" to mean various things. Some emphasize the cognitive processes demanded of the scholars, some the format of the specified response, et al. the character and content of the particular response.

T. Palm (2008) discusses the differences in emphasis underscore one among lingering problems facing performance assessment, which is that different educators and policy-makers have different implicit meanings for the term. He defines a performance assessment primarily in terms of the performances required of test takers involved in large-scale assessments: *performance task* means a structured situation wherein stimulus materials and asking for information or action are presented to a personal, who generates a response which will be rated for quality using explicit standards. The standards may apply to the ultimate product or to the method of making it while *performance assessment* is collection of performance tasks. R. Tung (2017) believes that performance assessment can be a personalized and meticulous alternative to standardized testing, provides a chance for teachers to create on individual students' strengths and foster more equitable learning outcomes. S. Kahl & P. Hofman (2013) determine the main types of performance assessment: *events* and *tasks*. This division is somewhat inconsistent, and it is determined by the time needed for assessment and whether students are provided the chance to revise or improve their initial responses. These types of performance assessment require students to carry out some activities. *Performance Event* is an on-demand performance assessment on which students are given little or no time to rehearse before performing or responding, and limited opportunities to boost their initial performance. These assessments may take a class period or less to administer. *Performance Task* where during this kind of performance assessment, students have days, weeks, or months to organize a response. The resultant work could also be lengthy and comprise multiple parts, involving multiple prompts. Embedded within the task could also be be written-response items, presentations, papers, student self-reflections, performances, and then forth.

II. DISCUSSIONS

Brief History and Present-Day View of Performance Assessment

R. Arias (2010) cites performance assessments are far from being a new concept; Madaus & O'Dwyer (1999) situate their origins as early as 210 BC, during the Han Dynasty in China. Similar forms of assessment were employed by the guilds during the Middle Ages and within the universities for assessing students. S. Kahl, P. Hofman & P. Goodwin (2015) clarifies that performance assessment is not

new. Indeed, it is likely as old as assessment itself. Over 100 years ago, progressive educators encouraged the use of portfolios to gauge students' higher-order skills. The authentic assessment era of the late 1980s and early 1990s saw the adoption of portfolios and performance tasks in several places in U.S.—assessment programs that persist today in some school systems. During this era, educators and assessment experts alike learned much about the importance of aligning the assessments with key content and ensuring scoring reliability so results might be used for accountability purposes. Even newer advances in technology (e.g., electronic portfolios and distributed scoring) can relieve a number of the logistical challenges that hampered these efforts in the past, making the utilization of performance assessment more feasible. Despite this early progress, they hit a bump on the road to better integrating performance assessments into the learning process when increased annual testing, quick turn-around of test results, and high-stakes accountability prompted states to cut back or eliminate performance-based components of their large-scale assessments, while the requirement for deeper learning to prepare students for college, career, and citizenship grew more evident. In recent years, though, the decision for school and career readiness and growth of competency-based reforms have prompted more widespread use of performance assessment. As a result, now could also be a much better time than ever to more significantly embed performance assessment in K–12 education.

Importance of Performance Assessment in Education

L. Rudner and C. Boston (1994) pointed out that advocates of the motivator and empowerment viewpoints concur that performance assessments can form a solid foundation for improving schools and increasing what students know and might do. R. Arias (2010) mentions that in educational assessment, strong criticism of the multiple-choice format within the 1960s and 70s led to the inclusion of tasks supported performance assessment. R. Hambleton (2000) remembered way back 1990s, the exclusive use of multiple-choice formats gave way to mixed formats for the assessment of performance, featuring written essays, problem-solving sequences, oral presentations, and even student portfolios. The reasons for the change are diverse, but basically must do with the constraints of multiple-choice tests for achieving certain educational objectives: 1) the assessment of high-level cognitive abilities; 2) the evaluation of life-long learning skills such as independent thinking, flexibility, etc.; 3) the assessment of strategies for solving problems and addressing with difficulties; 4) the alignment of skills and abilities with competencies that are important in life and with realistic contexts, and 5) the integration of assessment and instruction in line with theories of learning and cognitive psychology. R. Linn (1993) noted such objectives are included in educational reforms that place the emphasis on the teaching of higher-order cognitive skills and therefore the bond between assessment and instruction, assessment being considered a valuable instrument for the development of instruction and learning as noted by J. Frederiksen & A. Collins (1989) and R. Stiggins (1987). G. Wiggins (1989) stated these forms a part of efforts to deal with the widely discussed issue of the "dumbing-down" of curricula resulting from the use of multiple-choice tests, in the belief that assessment determines what teachers teach and students learn. S. Kahl & P. Hofman (2013) cites performance assessment is beneficial because students are asked to organize a unique response to one or more prompts included in the assessment. This item type helps educators see what students are literally ready to do – not just what they will know. Exquisite performance assessments will be able to help teachers gauge the degree of student understanding, help the teacher to correct any student misunderstandings, and provide instruction needed to move thinking and learning along. Additionally, this kind of assessment can provide interesting and informative learning opportunities in themselves to students, especially if students are asked to make a response to a prompt that is not highly structured. The process of assessment can promote deeper student learning about the assessment topic, which is one reason why using performance assessment can help drive improved student learning and higher student achievement. These assessments can also have the advantage of improving student engagement in their learning since loosely-defined performance assessment may present such a big amount of different and interesting ways for students to respond. L. Rudner & C. Boston (1994) and G. Wiggins (1989) observes performance assessment uses tasks that need students to demonstrate their knowledge, skills, and strategies by creating a response or a product.

L. Darling-Hammond & F. Adamson (2010) stipulate that performance assessments are common in high-achieving countries, which have long relied on open-ended items and tasks that require students to analyze, apply knowledge, and write extensively. Performance tasks can prepare students to succeed on the challenging end-of-course tests that demand high-level applications of knowledge. Just Like the behind-the-wheel test given for all new drivers, these performance assessments evaluate what students can do with what they know. The road test not only reveals some important things about drivers' skills; preparation for the test also helps improve those skills as novice drivers practice to induce better. Teachers can get information and supply feedback to students as required, something that traditional standardized tests cannot do. Additionally, as teachers use and evaluate these tasks, they become more intimate with a way to teach to the standards and about their students' learning needs. Thus, the method improves the quality of teaching and learning. R. Wolf (1995) reported that variety of individuals are actively promoting the utilization of performance assessment as a major and, in some cases, an exclusive way of appraising student proficiency. There appear to be two streams of thought contributing to the present. First, variety of individuals feel that multiple-choice and short answer questions don't seem to be able to measure the important proficiencies that students should be acquiring in their education. For them, performance assessment is the only way to measure higher order thinking skills and problem-solving abilities. Second, there is a belief that performance assessment can function as a lever for educational change. There is also a term called "measurement-driven instruction" which reflects a belief that teachers and students will focus their time and energies on acquiring the proficiencies on which students will be tested. Consequently, by changing the nature of the questions and problems that students are asked to answer, one can change an entire educational system. These two streams of thought have resulted in a very considerable amount of enthusiasm for the use of performance assessments in examination systems and even in research studies. Advocates of the use of performance assessments, no matter their motivation, are highly enthusiastic about its possibilities according to J. McTighe & S. Ferrara (1998).

Teachers' Perceptions on the Evaluation of Performance Assessment

Based on the study of A. Maier, J. Adams, D. Burns, M. Kaul, M. Saunders & C. Thompson (2020), they examined students' and educators' perceptions of outcomes associated with participation in their district performance assessment initiatives. Overall, students and educators reported a range of advantages related to their experience, which were aligned with previous research. Teachers reported a variety of advantages related to their performance assessment experience. Regarding with alignment, the performance assessment process within the three districts (Los Angeles Unified, Oakland Unified, and Pasadena Unified in U.S.) highlighted the importance of aligning curriculum, instruction, and assessment practices across subjects and grade levels. Where educators saw performance assessment as a core element of teaching and learning, they shifted instruction to create students' skills in advance of the culminating performance assessment. Teachers reported backward mapping their instruction to confirm that students could prepare for the culminating defense by selecting from a variety of rigorous artifacts, developing research products, and presenting their work. For continuous reflection, the performance assessment process helped teachers reflect on the ways in which they could better support students. This led to a sustained improvement approach to their instruction. Particularly, this happens when students developed research papers and other portfolio artifacts and publicly presented their work, it quickly became apparent which assignments and areas of instruction had prepared students for success and which required more attention. On relationships with students, they found that the performance assessment process can help to make closer relationships between teachers and students. This is often partly because students are encouraged to bring their own interests and personal context into the process. In turn, teachers can get to grasp their "students as learners" in more profound ways, give students more ownership within the learning process, and help students to feel better known in the classroom. Based on the learning sciences, positive teacher–student relationships are student motivation, engagement, learning, behavior, and psychological support. As for relationships with students, teachers in two of the three districts reported the chance to collaborate closely and develop their relationships with colleagues.

L. Rudner & C. Boston (1994) affirm performance assessment can play a vital part within the school reform/restructuring movement: performance assessment can be seen as a lever to promote the

changes needed for the assessment to be maximally useful. Among these changes are a redefinition of learning and a unique conception of the place of assessment in the education process according to Mitchell (1992). So as to implement performance assessment fully, administrators and teachers must have a transparent picture of the skills they want students to master and a coherent plan for how students are going to master those skills. They have to think about how students learn and what instructional strategies are presumably to be effective. Finally, they have to be flexible in using assessment information for diagnostic purposes to assist individual students achieve. This level of reflection is persistent with the best practices in education. As Joan Herman, Pamela Aschbacher and L. Winters note in their excellent book named A Practical Guide to Alternative Assessment (1992). J. McTighe & S. Ferrara (1998) discovered that several teachers have observed that students are motivated to put forth greater effort when they perform before "real" audiences of other students, staff, parents, or expert judges. Schools also benefit from positive public relations when students perform for the community. Many teachers have observed that students are motivated to put forth greater effort when they perform before "real" audiences of other students, staff, parents, or expert judges.

Students' Behavior on the Evaluation of Performance Assessment

A. Maier, J. Adams, D. Burns, M. Kaul, M. Saunders & C. Thompson (2020) demonstrated that students reported a range of advantages related to their performance assessment experience. In regards with deeper learning, teachers and students reported that the performance assessment initiatives provided students with a chance to demonstrate deeper learning competencies, including engaging in critical thinking and the concept of "learning how to learn" by reflecting on their experiences and growth. On top of that, research, inquiry, and writing skills played a key role in the performance assessment process within all three districts, as did metacognition like self-reflection. This method also helped students build their public speaking confidence and develop their ability to ask and answer questions. English learners particular seemed to greatly take pleasure in the experience. In terms of college and career readiness, students and teachers reported that engaging with performance assessments helped to prepare students for the future demands of college and career by raising the level of academic rigor to which students were exposed. As for social-emotional skills, students in all three districts felt that the performance assessment process was challenging and provided a chance for personal growth and development of social-emotional skills, including perseverance, creative problem-solving, and a growth mindset. Teachers had the chance to embed skill development within the overall instructional process in an exceedingly way that emphasized reflection and improvement, thereby creating new possibilities for growth and agency.

Challenges in Using Performance Assessment

There are several challenges in developing and using performance assessments. These assessments can be so "meaty" (high quality assessments like these may contain many parts), they take longer and energy to administer. Additionally, these assessments can take longer to get, since students are creating responses to the prompts (multiple prompts in some cases). This needs more instructional time to administer the assessments, and more teacher time to score student responses. These challenges may increase the cost of using these items since teachers may need to be reimbursed for addition-al non-instructional time needed to attain student responses supported P. Hoffman, B. Goodwin & Stuart Kahl (2015).

L. Darling-Hammond & F. Adamson (2010) explained the challenges of performance assessment. The primary challenge in using performance assessment is *reliability and validity*. A serious concern for any assessment is the credibility of results, which rests in large part on the reliability and validity of the measures—that is, whether or not they actually measure the skills and knowledge that are intended, and whether or not they do so consistently and comparably across students, schools, tasks, and raters. Researchers agree that ingenious performance assessments offer more valid means to measure many forms of learning, but many stakeholders have raised concerns about their reliability. Second is the *task design*. A high-quality performance assessment relies on what we all know about student learning and

cognition within the specific domain, still as a clear understanding of the particular knowledge and skills (or construct) to be assessed, the purpose of the assessment, and therefore the interpretations to be drawn from the results. It is also closely aligned to the relevant curriculum and built to scale back what is called "construct irrelevant variance"—that is, aspects of a task that may confuse the measurement of the innermost knowledge or skill being assessed. As an example, the utilization of unnecessarily complicated vocabulary or syntax during a task may undermine the accurate measurement of mathematics skills for English learners. Third is the ***review and field testing***. Researchers have found that more valid and reliably scored tasks result from careful review and field testing of items and rubrics to make sure that they measure the knowledge and skills intended. This includes interviewing students as they reflect on what they think the task is asking for and the way they tried to unravel it. The individual piloting of tasks also provides a chance for the examiner to pose inquiries to students regarding their understanding of task wording and directions, and to judge their suitability for various subgroups of students, such as students whose maternal language is not English. Fourth is the ***scoring.*** Maybe the most frequently asked question surrounding these assessments is a way to ensure comparability in scoring across different raters. Most of the methods described earlier, both within the United States and abroad, use common scoring guides, or rubrics, and interact graders in training, calibration, and moderation processes to ensure consistency. Fifth one is ***measuring growth.*** There is much work to be done on assessments, generally, to make sure that they can better measure gains in student learning. One of the problems with many tests currently used to measure gains is that they may measure items that reflect what states define as grade-level standards, but they do not measure student progress along an adequately justified scale representing growing understanding of concepts or development of skills. These concerns are true no matter the forms of item types being used.

L. Rudner and C. Boston (1994) emphasized the issues and warnings of performance assessment. Performance assessments, like standardized tests, have their shortcomings, particularly when used for high-stakes purposes. Many of the criticisms leveled against such assessments center around corruptibility. The appropriateness of using tests as motivators and equity issues. There are also serious psychometric issues related to the use of performance assessments. One of these is corruptibility. Will high-stakes performance tests become corrupted over time: that is, will teachers teach to the test and therefore destroy its value? Proponents of this view need only point to the New York State Regents Examination, a high-stakes, high-standards, curriculum-relevant testing program that was established and later abandoned because of its unforeseen adverse effects as Goslin (1963) noted. One of these also is motivation. Will high-stakes tests tied to rewards and sanctions be a motivator for all students? The Regents example indicated that many can be motivated by such a test. The minimum competency testing movement however, has shown that tests have little motivational value for students who see the standards beyond their easy reach. Conversely, students who pass such tests easily may not challenge themselves to reach higher levels. The equity issues are also mentioned. Will assessment tasks he sensitive to the linguistic and cultural diversity of our schools'? Will a single set of goals and standards be appropriate for all Americans? Is it realistic to expect students in wealthy and poor school districts to demonstrate the same levels of achievement? Some argue that any standards must he fixed to have meaning, claiming that second-class standards will lead to second-class learning. Others argue that instructional decisions should he kept at the local level where diversity can best address reasonably according to Garcia (1993). Both advocates and opponents of performance assessment recognize that performance tasks can place a significant linguistic demand on students and that this is an issue that needs further thought and consideration. Pointing to past practices, some opponents fear that other equity issues, such as the fact that schools vary greatly in terms of resources available will be ignored. Even advocates of performance assessment recognize that psychometric issues dealing with generalizability and reliability need to be overcome. While performance assessment tasks can accurately measure outcomes that they closely resemble, it is not at all clear that they generalize to more globally desired outcomes. It may not be apparent, for example, what general skill is being assessed by a complex item drawing on reading, mathematics. And science skills. And when performance-based assessments such as portfolios are used raters judging the same work can diverge greatly in their evaluations. The recent evaluation of portfolio assessment in Vermont is but one illustration of this reliability concern based on Koretz and others (1992)

S. Kahl & P. Hofman (2013) noted that there are several ways in which the challenges might be overcome. First, if a pool of performance assessments is developed, teachers might be asked to select only a couple of them for use, and to spread out their use throughout the school year. It will help to both reduce the burden of assessment administration and better embed the assessments when instructionally relevant. Scoring costs can be "rationalized" by considering these as opportunities for professional learning on the part of educators. By collaborating on scoring, teachers can sharpen their understandings of what high-quality student performances seem like and improve their ability to measure the extent of student understandings of the key concepts assessed.

R. Wolf (1995) mentioned that problems arise when an attempt is formed to standardize performance assessment across classrooms, schools, regions of a nation, and even between countries. Standardized performance assessments need considerable compromises in order to work. Most of the time, the effort to standardize performance assessments has resulted in widespread dissatisfaction since the kinds of tasks that would be appropriate in one setting may not be appropriate in another. Moreover, when performance assessment is incorporated into a large-scale research study or examination system, the time demand on both students and teachers increases dramatically. For instance, it has been reported that in England a new national examination scheme required over thirty hours of student time plus incalculable hours of teacher time to prepare and grade. The matter of deciding what to assess and the way to assess it may appear straightforward but is not. Where there is a standard curriculum, decisions about exactly what to assess become extremely problematic since, with performance assessment, one is sort of limited in what will be assessed due to time constraints. There are decisions about how to structure performance assessments are also difficult since there are typically a variety of different ways in which particular competencies can be assessed. Hence, even some educators who are committed to undertaking performance assessment on a large-scale face formidable problem. There is also problem in the use of performance assessment centers around the scoring of student responses. However, there is often considerable variability in the scoring of student responses to performance assessment tasks. To some extent this problem is ameliorated through the utilization of carefully developed scoring guides and a training program for scorers. This has led to some successes in managing the matter of scoring, but in many cases it has not. Much more work is required in this area if one is to obtain dependable scores.

S. Elliott (1994) viewed that the most of the statewide performance assessments being developed in the United States are apparently intended to be high stakes. In other words, their results would lead to significant consequences both for individuals and for schools or school districts. Given this assumption, the technical qualities of the instruments and the scoring procedures must meet high standards for reliability and validity. The twin characteristics of traditional tests, reliability and validity. These require close examination and extension, because the new models of assessment, including performance assessments. They are "located conceptually midway on the continuum between construct approaches and ideographic demonstration of complex performance" as noted by Baker, O'Neil, Jr., & Linn (1993). Four related clusters of conceptual issues dominate most discussions about providing evidence for the reliability and validity of performance assessment instruments. These are: (1) assessment as a curriculum event, (2) task content alignment with curriculum and important educational outcomes, (3) scoring of results and subsequent communications with consumers, and (4) linking and comparing results over time. J. McTighe & S. Ferrara (1998) remarked that despite their positive features, performance assessments can be time- and labor-intensive for students and teachers. Ample time must be allotted for rehearsal as well as for the actual performances. The evaluation of performances must be sensitive to evaluator biases, making fair, valid, and reliable assessment a challenge.

III. SUMMARY

This paper studied on the development and evaluation of performance assessment in Economics. It discussed the brief history and present-day view of performance assessment. Performance assessment is not new in education. Researchers dates back its origins as early as 210 BC, during the Han Dynasty in China. Educators were using similar performance assessment techniques in evaluating their students.

Performance assessment plays an essential role in education until today. It gives many opportunities for students to discover and demonstrate their skills. This paper also determined the importance of performance assessment in education especially in high achieving countries. Researchers concluded that it can form a solid foundation for improving schools and increasing what students know and can do. This study found out the teachers' perceptions on the evaluation of performance assessment. Teachers reported a variety of benefits associated with their performance assessment experience. Performance assessments helped teachers reflect on various ways that they could better support students. Likewise, they found that the performance assessment process can also help to build closer relationships between teachers and students. In getting to know more about students' behavior on the evaluation of performance assessment, researchers found that students reported a variety of benefits associated with their performance assessment experience. Regarding deeper learning, teachers and students reported that the performance assessment initiatives provided students with a chance to demonstrate deeper learning competencies including engaging in critical thinking and learning to do things on their own through experiences. Performance assessment helped students build their public speaking confidence and develop their ability to ask and answer questions. Performance assessment has its challenges to overcome. There are several challenges in developing and using performance assessments. One of these is that it can be so high-quality assessments such as these may contain many parts, teachers take longer time and effort to administer like taking the scores of students. Furthermore, there are several ways in which the challenges might be overcome. If so, teachers could be asked to select only a handful of them for use, and to spread out their use throughout the school year. For evaluation of performances, teachers must be sensitive to biases, making fair, valid, and reliable assessment a challenge. In a nutshell, performance assessment should be fair and free from any bias.

IV. CONCLUSION

Performance assessment plays a vital role on the evaluation of students' learning. Through the help of this assessment, students can demonstrate and improve their skills. Performance assessments have been an integral part of educational systems in most high-achieving countries like in the United States. There are evidences show the nature and format of the assessments affects the depth of knowledge and types of skills developed by students, and that performance assessments are better suited to assessing high level, complex thinking skills. Moreover, there is evidence that engaging teachers in these assessments can strengthen curriculum and instruction, and support more diagnostic teaching practices. However, developing and evaluating performance assessment is indeed challenging for teachers. It takes time and effort to get the scores of the students in order to evaluate their performance task. Teachers need also to develop a meaningful performance assessment that is fit to the lesson and capability of the student. It is important to get to know the capabilities of each students. There are students that need ample time to create or demonstrate their skills. In addition, positive and negative feedback from students and teachers shows performance assessment's potential for improving teaching and learning and better preparing all students for college, career, and life. Research shows that performance assessment can help students to build their self-confidence and discover their talent. It improves their interpersonal skills and relationship to others through collaboration. Through the use of performance assessments, teachers are able to directly observe the application of desired skills and knowledge. Performances are commonly used to assess learning in certain disciplines, such as vocal and instrumental music, physical education, speech, and theater where performance is the natural focus of instruction. Nevertheless, teachers in other subjects can include performances such as oral presentations, demonstrations, debates, role playing and groupings. These can be also integrated into all subjects because students are becoming more creative and artistic. From these performances, students can discover their talents and skills. In developing performance assessment, teachers must create a suitable criterion and scoring tools, such as rubrics, rating scales, or checklists, to evaluate student performances because it helps students to internalize the elements of quality embedded in the criteria. Additionally, teachers must also take note this: performance assessments should be fair and free from bias. For this reason, performance assessment is important and should be included in teaching and learning process because it will lead to quality education and success of learners.

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