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Performance-Based Assessment for 21st-Century Skills

By Todd Stanley



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Performance-Based Assessment for 21st-Century Skills By Todd Stanley

Performance-based assessments allow classroom teachers an alternative to traditional multiple-choice tests. We often use fill-in-the bubble assessments in education to determine the readiness of students. However, in the 21st-century workplace, these types of tests fail to truly prepare students. How many times in the real world are we called upon to take a multiple-choice test? In the real world, we are called upon to prove our merit through performance-based assessments, displaying our 21st-century skills. We should be preparing students for this in the classroom. Performance-Based Assessment for 21st-Century Skills makes the argument that teachers should use performance-based assessments in the classroom. It guides the educator step by step to show how he or she can create performance-based assessments for students, including what they look like, teaching students how to create them, setting the proper classroom environment, and how to evaluate them.



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Editorial Review

About the Author

Todd Stanley is the author of six teacher education books including Project-Based Learning for Gifted Students: A Handbook for the 21st Century Classroom. He has been a classroom teacher for the past 17 years and was a National Board Certified teacher. He recently helped create a gifted academy for grades 5–8, that employs inquiry-based learning, project-based learning, and performance-based assessment. He is the gifted coordinator for Reynoldsburg City Schools and lives in Pickerington, OH, with his wife, Nicki, and two daughters, Anna and Abby.

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