

PERFORMANCE-BASED ASSESSMENT: A SHIFT TOWARDS AN ASSESSMENT FOR LEARNING CULTURE

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Abstract

Assessment of language learning has been the focal concern of several researchers, teachers, test developers, syllabus designers, etc. Indeed, their aim is to make from this process a tool to support students' learning and help teachers achieve the intended learning outcomes. Achieving this objective has increasingly been targeted with the current trend emphasizing the relationship between students' learning and their assessment. In light of such concern has emerged the need to introduce performance-based assessment to the language classroom. How can then this assessment approach affect students' learning views and attitudes regarding assessment? To investigate this issue, a questionnaire was administered to first year master students of Didactics and Applied Linguistics at the Department of English (Abdelhamid IBN Badis University of Mostaganem). The participants, who were attending the course of TEFL, were assessed only through performance-based assessment, i.e., doing projects and presenting them in class. To understand the impact of such assessment approach, the questionnaire also sought to find out about the participants' views regarding the way they were assessed during the bachelor degree cycle, how such assessment affected their beliefs and attitudes and how they would assess their learners more effectively in the future.

Keywords: Performance based assessment, learning views and attitudes, enhancing learning.