

## **Using Performance-Based Assessment with Service Learning**

**Performance-based assessment encompasses characteristics of both authentic assessment and alternative assessment. Service-learning activities provide students with real-world situations in which they can apply their knowledge to solve problems and become active participants in their own learning.**

**Performance-based assessment does not rely solely on standardized or teacher-made tests that provide a one-time evaluation of a student's performance. It measures rather what the students can do or knowledge they can apply in addition to information they know. Performance-based assessment measures task completion in a realistic context and is integrative, measuring many facets simultaneously. Performance-based assessment of service learning is applied, using the complexity of real-world situations. As a result, the measurement of service learning seems ideally matched to the aims of performance-based assessment.**

**Performance-based assessment of service learning can be done on an individual or group basis, with the type of measurement tailored to fit each individual situation or project. The evaluation procedure can be formative and/or summative, measuring developmental progress and conceptual learning.**

**Performance-based assessment allows teachers to understand the processes students use to learn and how they actively construct meaning through analysis, synthesis, and evaluation within real-world situations.**