

FACT SHEET

About CCSSO

The Council of Chief State School Officers (**CCSSO**) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

About SCASS

CCSSO created the State Collaborative on Assessment and Student Standards (**SCASS**) in 1991 to encourage and assist states in working collaboratively on assessment design and development across the curriculum.

About HEAP

The Health Education Assessment Project (**HEAP**) is a project of CCSSO-SCASS. The HEAP works to develop resources to help members align curriculum, instruction, and assessment in health education to improve student health literacy.



Health Education Assessment Project

6/16/04

What Are the Differences Between Selected Response and Performance-based Items?

The Health Education Assessment Project (HEAP) has developed a pool of approximately 2,000 assessment items based on the National Health Education Standards (NHES). In addition to selected response items, the HEAP developed performance-based assessment items. Selected response items—or multiple-choice questions—tend to assess students' health knowledge; that is, health facts. In contrast, performance-based assessment items elicit student responses that assess both health knowledge and health skills.

The HEAP performance-based assessment items include constructed responses and performance tasks. Constructed responses may be short constructed responses (brief written answers, such as paragraphs) or extended constructed responses (essays). Performance tasks are curriculum-embedded projects (such as brochures, posters, and skits) that students complete in or out of class and over an extended period of time.

Good performance-based assessment items make the learning process applicable to students' interests, are grounded in students' everyday lives, and engage students in the world around them. Performance-based assessment offers opportunities to view student growth in a rich and dynamic way, thus providing a more complete and authentic picture of student achievement.

The HEAP also provides support for portfolio development as another means of performance-based assessment. Portfolios are a collection, or showcase, of students' best work. Health education assessment portfolios allow students to show what they consider their best efforts at achieving specific standards of health literacy. Portfolios allow students to demonstrate over time their increased knowledge of health content and their improvement in health skills.

The following chart offers another way of looking at the HEAP assessment items. This chart shows how performance-based assessment items provide a clearer picture of how students are moving toward health literacy.

	Selected Response	Constructed Response	Performance Tasks, Portfolios
Task	selected answers	create short answers	create complex product
Time	1 class period	1 class period	1 or more classes
Scoring	right/wrong	content/skills	content/skills
Characteristics	broad coverage; little depth; objective	some depth; some coverage; subjective	less coverage; greater depth; subjective
Generally Reveals	what students do not know	what students know and what they can do	what students know and what they can do

