

Student Survey: Meaningfulness of Performance Assessments

The purpose of this survey is to gather feedback regarding the meaningfulness of the performance assessments included in _____ (name of program) courses and how these assessments might contribute to your current or future career or educational goals.

Q1. Did you find the performance assessment you completed for _____ (course name) to be authentic/meaningful in terms of being relevant to your career path or educational goals including complex tasks, allowing for multiple topics or types of products, and the evaluation reflected how the project would be judged in a real situation? For each assessment listed below, please select a response.

Course Name:	Low in terms of Authentic Characteristics	Authentic	Highly Authentic
Assessment name:			
Assessment name:			

Comments/Suggestions

Please provide any comments or suggestions you would like regarding why you view one or more of these performance assessments as authentic/meaningful and/or ideas related to how one or more of these assignments could be improved in terms of authenticity. Please indicate the assignment(s) you are referring to in your comments.

Q2. How has each of the performance assessments contributed to your current professional practice or education? For each assessment listed below, please select a response.

Course Name:	Low in terms of Contributions	Contributes	Highly Contributes
Assessment name:			
Assessment name:			

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Q3. How might the performance assessments contribute to your future professional practice or educational goals?

For each assessment listed below, please select a response.

Course Name:	Low in terms of Contributions	Contributes	Highly Contributes
Assessment name:			
Assessment name:			

Comments

Please list any additional comments or suggestions you have regarding the performance assessments you completed for (course name)

References

Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction* (6th Edition). White Plains, NY: Longman Publishers.

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