

ABSTRACT

The Impact of Performance Assessment on Students' Interest and Academic Performance in Science

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This study employed action research to assess and evaluate the use of performance assessment as an intervention tool to increase student interest and achievement in a Form 3 integrated science class in a secondary school in Trinidad and Tobago. Data were collected through the administration of a pre- and post-unit test, a Science Attitude Scale (SAS), a Science Motivation questionnaire (SMQ II), and an evaluation form. Results showed that the students in the treatment group performed significantly better than their peers in the control group. There was a statistically significant impact on students' pre-test and post-test (SAS), and a statistically significant difference in students SMQ II. There was a moderately positive correlation between academic performance and science attitude scale, which was not significant. It was found that the students had generally positive attitudes about their performance in science. The acquired knowledge, and the students' own experiences, increased their self-confidence and self-esteem. Moreover, performance assessment as a teaching strategy created an atmosphere in which the students felt at ease to express their ideas with their peers, and boredom was eliminated.

Keywords: Action research; Student attitudes; Secondary school students; Student evaluation; Academic achievement; Science education; Teaching strategies; Trinidad and Tobago