

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a literature review and review of related study. In the literature review and review of related study, the researcher examines some theories that become the frames of thoughts of the study.

2.1 Authentic Assessments

2.1.1 Definition of Authentic Assessments

Evaluating students' language products and processes without the use of tests has come to be known as alternative assessment (Yildirim & Orsdemir, 2013). According to Wiggins (1998), assessments are authentic if they test the learner's knowledge and skills in real-world situations, promote doing a task rather than reciting memorized content, and give students the opportunity to rehearse, obtain feedback on, and strengthen performances and products. Therefore, authentic assessments provide an alternative for traditional evaluations, and include tasks that are relevant for both the teacher and the student. Actually, the students are actively involved in the evaluation process and may even contribute to the creation of the criteria used to assess their tasks.

When instructors implement authentic assessment in classrooms where English is taught as a foreign language (EFL), they give students the opportunity

to demonstrate their active use of English to complete tasks or solve problems (Glisan et al., 2007; McKay, 2006). Therefore, they can motivate students to see English as a real means of communication. Besides, authentic assessments help teachers to monitor student learning and progress, identify learners' strengths and weaknesses, collect evidence about what students really know and can do, monitor teaching effectiveness, and plan and modify instruction according to the students' needs (Herrera et al., 2013; Stiggings, Arter, Chappuis & Chappuis, 2007). Evidently, instructors will choose an appropriate evaluation tool according to what they want to learn from the assessment. Thus, teachers can use different types of authentic assessments like portfolios, interview-based assessments, play-based assessments, cooperative group assessments, experiments, projects, student narratives, among others. However, this project is based on a specific type of authentic assessment, which is performance-based assessment.

Authentic assessment is a technique that can be used by teachers to assess the overall growth of a student. It evaluates the learning of a student throughout the year, and requires the student to use his knowledge and skill to generate meaningful content. This method helps in inculcating various skills in a student by the use of projects, presentations, journals, etc. Authentic assessment prepares a student for upcoming professional life by inculcating several aspects like deep understanding of knowledge, social skills, problem-solving skills, time management, team work, etc.

So, Authentic assessment can be broadly classified as Formal and Informal. Formal assessment is a systematic approach that teachers use to evaluate

the students after a structured instructional program. This test helps the teachers to understand whether the students have actually acquired the skills and concepts of the program or not. Informal assessment has an informal approach through group projects, oral presentations, performances, etc. Teachers need to record their observations about a particular student during informal assessment because it can be done at anytime in the classroom.

2.2.2 Types of Authentic Assessment

Teachers should know kinds of authentic assessment before deciding which assessments are suitable with the lessons. It is important to know the types of authentic assessment that are available in order to plan a lesson with a balanced pace. It will help teachers to choose the right assessments. Authentic assessment can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and the organization they need (Brewster and Ellis, 2002: 174), such as :

- A. Performance Assessment: This technique is not new. It has always been a part of the education system to directly evaluate the acquired skill by a student. Be it dancing, woodworking, typing etc., it validates the acquired mastery by direct observation. Real-world scenarios are given to students to evaluate their performance in problem-solving tasks.

- B. Portfolio Assessment: Portfolios are maintained by students to keep a check on their overall progress, be it in any field. It gives a clear picture about the various accomplishments of a student over a particular period of time and helps the student in self assessment. This method involves the student as well in the assessment process.
- C. Self Assessment: This method should be included so that students are aware of their own accomplishments, behavior, and where they actually stand in a group. This will help them in identifying the areas they need to work on and their areas of excellence.
- D. Face-to-face Interviews: This method assesses the student's interest areas, activities, and background in an informal conversation. The interview helps the student to open up with the teacher and discuss his areas of interest and problematic areas so as to find a solution to them.
- E. Writing Articles: Students are asked to write narrative, persuasive, or expository articles to evaluate their ability to write and generate relevant content.
- F. Story Retelling: This method aims at evaluating the reading and listening skills of a student, and how well he/she can reproduce the main ideas of a text. Scoring can be done using rating scale and can be marked on language content.
- G. Demonstrations: Scoring is done using rating scale on oral presentation of the demonstration, or written report of the

experiment or both. This method evaluates how a student utilizes various materials for demonstration purposes.

- H. Projects/ Presentations: Teachers can evaluate written reports, formal presentation, or both. This method helps in identifying writing skills, thinking skills, and presentation skills. It can also be marked using rating scale.
- I. Constructed Response: This method requires the student to generate a written report for open-ended questions. This analyzes the analytical, thinking, and writing skills of the students.
- J. Observations: Teacher observes the students and marks them for class participation, attentiveness, and rapport with classmates. This requires very less time and is possible in a classroom setting.

In Short, several teaching methods are adopted in educational institutions to provide the best learning experience to the students. Proper teaching methods are necessary, but it is equally important to have a proper assessment technique to monitor overall development of the students. A positive reinforcement in the classroom will help in building a positive learning environment for the students and help them in becoming great achievers in the future.

2.1.3 Characteristics of Authentic Assessment

Khaira & Yambo (2005 : 203) mentioned some characteristics of authentic assessment, such as :

1. Are perceived by students as being authentic. Perceptions of authenticity are subjective so students and teachers may have different perceptions of what constitutes an authentic assessment .
2. Are similar to the real work done in professional contexts and highlights situational and contextual knowledge including the acquisition of relevant professional attitudes and competencies.
3. Are performance based assessment and require students to demonstrate mastery of professional practices. The closer the tasks are to real practice, the greater the degree of authenticity.
4. Reflect clear alignment between desired learning outcomes, curriculum content, and future career based knowledge.
5. Integrate required workplace skills with university academic requirements
6. Emphasise assessment for learning purposes rather than just for grading, and incorporates social, cognitive, and reflective processes of learning.
7. Are motivating, enjoyable, sustain interest, and are challenging, but achievable

8. Are based on criteria that have been developed with, or negotiated with students to ensure they understand the nature of the task and what constitutes quality in terms of the outcome.
9. Are focused in ways that ensure there is neither too little nor too much assessment.
10. Achieve an appropriate balance between tasks that are too complex and too simple.
11. Often incorporates self, peer, and client assessment in conjunction with academic teacher assessment.
12. Ensure that students have opportunities to develop critical thinking and problem solving skills needed in professional situations, as well as the cognitive and performance skills relating to graduate attributes
13. Provide clear evidence that students have achieved the desired learning outcomes
14. Require timely feedback relating to criteria that students can act upon
15. Are quite often interdisciplinary because that reflects many real world contexts

2.1.4 Advantages of Authentic Assessment

Wright (1994: 1) stated that authentic assessment can bring many advantages, when we apply it in the classroom, such as :

A. Assessment Drives Curriculum

When teachers use authentic assessment methods, the assessment drives the curriculum. In other words, rather than teaching students a concept and then testing to see if they have learned it, teachers instead base their lesson plans on the relevant standardized test and then devise a way to “teach to the test.” In traditional assessments, teaching to the test is unwise. Because authentic assessment requires a student to demonstrate understanding, mastering the test is the best way to master the material.

B. Performing a Real Life Task

In authentic assessments, students are given tasks to perform that have applications in real life rather than just selecting an answer, as is the case on a standardized test. These tasks can range from making a poster and presentation of how a volcano erupts to showing and understanding of probability by creating a game for the school carnival. Performing these tasks may demonstrate a more solid understanding of the material than simply selecting an answer, and they are more relevant to the skills students need outside of school.

C. Application of Knowledge

By giving students an opportunity to apply their knowledge rather than simply recalling it to answer a question on the test, authentic assessment often tells a teacher more about how much the student really understands. It also allows the students to deepen their understanding and construct new meaning from what they already know because authentic assessment requires more analysis and synthesis of information. While we may need to recall information in our daily lives, our jobs or higher levels of education, we are more often required to apply our knowledge to new situations.

D. Student Structured

Authentic assessments are structured around students rather than teachers, unlike traditional assessments and standardized testing. Authentic assessments allow students to find a way to demonstrate their knowledge that best suits them. While students might not understand a question on a test, they might be able to explain the answer in a way that the teacher hadn't thought to ask. Even a structured authentic assessment, like an essay or presentation, allows for more ways to demonstrate understanding than a standardized test does.

E. Direct Evidence

Authentic assessments give more direct evidence about a student's knowledge (or lack of it) than a standardized test can. Even when a student answers correctly on a test, the teacher doesn't know how he arrived at that answer, so the teacher must use indirect evidence (maybe it was just a wild guess). Authentic assessment can give the teacher more direct evidence about how the student arrives at an answer and takes some of the guesswork out of trying to understand how much a student has really learned.

So, authentic assessment can bring many advantages, when we implementing it in the classroom such as assessment drives curriculum, performing a real life task, application of knowledge, student structured, direct evidence and can be used to practice many types of communication that can help the students more easy and more interesting to practice speaking.

2.2 Performance Based Assessment

2.2.1 Definition of Performance Based Assessment

Assessment based on performance is not a new concept in education. In fact, it is one of the oldest methods used to evaluate how well a student has mastered the material that has been presented in class (Colley, 2008; Speers, 2008). Nowadays, teachers who use this kind of assessment believe that students

demonstrate their real learning and understanding by performing tasks or creating products. This is because performance-based assessments require students to use higher-order thinking skills like analysis, synthesis, problem solving, and critical thinking in order to create the responses or perform the tasks (Tzagari, 2004; VanTassel-Baska, 2013). Many educators also prefer to use performance-based assessments since they include meaningful, challenging, and engaging tasks that simulate real-world contexts, and combine language abilities with knowledge and skills of different content-areas. Besides, performance-based assessments evaluate not only the final outcome but also the procedures and strategies used to obtain that outcome. Through performance-based assessments, students' understanding and reasoning are tested to determine how well they can apply what they know (Glisan et al., 2007; Herrera et al., 2013). Therefore, these evaluation instruments provide information in depth about students' knowledge and skills.

The philosophy behind performance-based assessment is that knowledge is constructed during learning, and that students discover knowledge for themselves rather than receive knowledge from the teacher (Glisan et al., 2007; Herrera et al., 2013). Also, unlike old traditional assessment practices, in which feedback meant returning test scores to students, in performance-based assessment practices, feedback is considered an important tool to improve student learning and teacher instruction. Actually, as William and Thompson (2007) mention, "performance-based assessments give teachers and students an implicit and explicit recipe to improve future action" (p. 12). Therefore, effective teachers commonly use performance-based assessment as a formative assessment tool to

monitor and examine student progress from various perspectives and under different conditions during instruction.

So, there are several linguistic and cognitive theories that offer foundation for performance-based assessment. All of them emphasize the importance of evaluating EFL learners in communicative contexts, through authentic, contextualized, and challenging materials (Kasper et al., 2000). It is impossible to mention all the theories behind performance-based assessment. That is why the researcher will only mention the most relevant philosophies related to this evaluation methodology.

2.2.2 Foundation for Performance Based Assessment

The literature related to performance-based assessment mentions several authors that support this evaluation strategy. According to all these scholars, effective assessment practices result on student motivation and enhanced learning. One of the most important intellectuals in this area is Stephen Krashen. Krashen's Comprehensible Input Hypothesis explains that language can be easily acquired if it is taught through comprehensible input that is just beyond the learner's current proficiency level (Krashen, 1981). That is exactly what performance-based assessment promotes. Teachers who evaluate students using performance-based assessments offer learners contextualized and meaningful contexts where students can demonstrate their authentic communicative skills.

Another relevant author is Vygotsky. According to Vygotsky, social interaction plays an important role in the learning process because learners construct the new language through socially mediated communication (as cited in Wang, 2009). This idea is supported by Lightbrown & Spada (2006) who suggest that it is important to engage students in socially interactive activities that encourage them to communicate and express their intentions, thoughts, and opinions actively. Hence, this is another theoretical foundation for performance-based assessment since it evaluates students' communicative skills in real-world socially interactive contexts.

Finally, according to the environmentalist approach of second language acquisition defended by McLaughlin (1987) and Larsen-Freeman & Long (1991), learner's external environment serves as a stimulus for the process of learning. Thus, they suggest that the amount of contact that learners have with the target language and the degree to which they are exposed to it, influence their level of language development. Therefore, the closer a person is to the target language group, the more he will learn the language. This approach also supports the idea of using performance-based assessments in the classroom. When teachers use performance-based assessment, students can know their target language inside and outside the classroom because learners have to demonstrate the extent to which they can actually use the language in real contexts.

Based on the theories mentioned before, it is possible to conclude that performance-based assessments offer many benefits for teachers and students. Actually, several studies report the benefits obtained by implementing Performance-Based Assessments in EFL classrooms.

2.2.3 The Advantages of Performance Based Assessment

In recent years, there are abundant researches and articles that explore the benefits of performance-based assessments (Adair-Hauck, et al., 2006; Bekiroglu, 2008; Chan, 2008; Henning and Robinson, 2004; Liao, 2007; Miller & Linn, 2012; Pccheone et al., 2005). All those investigations conclude that performance-based assessments help to measure complex learning outcomes that cannot be measured by other means, and provide tools for assessing the process or procedure as well as the product or result of the performing task.

According to Stiggins (2001), performance-based assessment involves students directly and deeply in their own learning process, and increases their confidence and motivation to learn since it emphasizes progress and achievement rather than failure and defeat. Furthermore, in performance-based assessments, students' work is compared to a set of criteria, not to other students' performance (Davies, 2000; William & Thompson, 2007). As a result, this kind of assessment promotes learning rather than assigning grades; that is why performance-based assessments look more like teaching and less like testing. Therefore, performance-

based assessments can be a learning experience in themselves; in fact, they can motivate EFL students to learn more about the target language.

Performance-based assessment also allows students to construct their own responses instead of choosing them from a list of options as it usually happens in multiple-choice and standardized tests. According to Gardner (2006), cognitive research indicates that most learning occurs in active rather than passive contexts, and that children construct knowledge from their interactions in the classroom. Consequently, this is a suitable and useful assessment tool to evaluate learners effectively.

Moreover, performance based assessments offer teachers the opportunity to discover their own strengths and weaknesses. By using Performance-based assessments, teachers can reflect on their own teaching practices in order to identify their own deficiencies or determine if further emphasis is needed in certain areas of instruction (Speers, 2008; Stiggins, 2001). Actually, educators are better able to see all their deficiencies at the time they are assessing their students' performances.

Finally, performance-based assessments can be used to enhance instruction, determine what curriculum needs to be taught and at what level, identify appropriate strategies for grouping students, and recognize which core concepts should be emphasized or even retaught (VanTassel-Baska, 2013).

Several studies have reported the benefits of using performance-based assessments in class. For example, Adair, Glisan, Koda, Swender & Sandrok (2006) created a performance-based assessment prototype to identify the effects of

implementing this tool on EFL classrooms. The results showed that performance-based assessments let students demonstrate their knowledge and skills in real-world situations, helped learners to develop their ability to communicate in another language, provided appropriate and timely feedback to students and other stakeholders like parents, authorities, program coordinators and administrators, and helped teachers to improve their instruction. The authors also reported that implementing performance-based assessments encouraged teachers to create rich instructional contexts, and connect English with other disciplines.

These conclusions are supported by another research project conducted at the US Air Force Academy during the 2004-2005 academic year. The primary purpose of this study was to determine if using performance-based assessments had any effect on students' language learning process (Glisan et al., 2007). As a result, the article reported that performance-based assessments improved students' oral skills and encouraged teachers to connect teaching, learning, and evaluation effectively. Evidence from this research project also supports previous studies on second language acquisition (Ellis, 2005; Lightbown & Spada, 2006; William and Thompson, 2007; Wong & VanPatten, 2003). According to these studies, when learners have the opportunity to use the language in real-world situations, they easily achieve higher levels of language performance.

Moreover, according to research conducted by Yildirim & Orsdemir (2013), performance-based assessments contribute to improve speaking skills, increase vocabulary, reinforce grammar, develop motivation, and promote self-confidence in the use of language. These results support the idea that performance

assessments offer many advantages since they improve learners' self-esteem, enhance motivation and learner involvement, and promote the improvement of teaching practice.

2.2.4 Evaluating Performance Based Assessment For Students in English

First, it is important to understand that the appropriate assessment approach should always be based on the purpose of the assessment. Generally, if content mastery is being assessed, a paper-and-pencil test with close-ended items may be a good option. However, if higher-order thinking and problem solving are being assessed, a performance-based assessment would be more appropriate (Stiggings et al., 2007; VanTassel-Baska, 2013).

Performance-based assessments do not have a clear right or wrong answer, and do not determine which the best student in the class is. Instead, this kind of assessment tries to help all learners to do their best to improve their performance. That is why feedback is an important component of performance-based assessments (Sternberg & Grigorenko, 2002; Wang, 2009). Also, the main focus of these evaluations is to determine what the students have achieved, identify progress in student motivation and linguistic development, and inform teachers about appropriate accommodations for the students. Therefore, reflective teachers realize that “the most desirable goal of assessment is to move beyond a grade toward useful information about what knowledge has been gained, what capacities

have been maximized, and what skills have been developed” (Herrera et al., 2007).

Most teachers will be familiar with the concept of grading with a rubric, a table with different criteria and a grading scale. If you have never created a rubric before, it’s really quite easy. Simply choose the criteria on which you will grade students and list them along the left side of the page. Then create an even number of columns along the top of the page. Four is the easiest to start with if this is your first rubric. These columns will represent potential skill levels of your students. For each criterion, define what level of the ability a student at each of the four levels would exhibit. For example, the most straightforward way to label the boxes on the rubric would be, “Meets expectations high, meets expectations low, slightly underperforms, does not meet expectations.” The more rubrics you make, the more detailed you can be in your descriptions. Then, as you evaluate each student, determine at which level he or she is performing. Take the average level among the criteria and you have an objective grade with suggestions for areas in which your student can improve their ability.

Students may excel in one and struggle in another, and not necessarily the ones you might think. Help the students understand these qualities of effective learners. Let the students know that you will be listening for these qualities when you evaluate their progress and encourage them to improve their English in these areas. Also, listen to them both when they talk to you and when they talk with other students. They should be able to perform well in the classroom. Finally, remember that a true evaluation will take into consideration more than just the

oral interview on the final exam. Listen to your students throughout the semester. Note how they improve in these areas. Encourage them as speakers and learners, and you are sure to reap the benefits, too.

Besides that, the teacher make their own rubric to evaluating students' in English. There are some criterias included in the rubric such organization, topic knowledge, audience adaptation, language use (verbal effectiveness), and delivery (nonverbal effectiveness). Every criterias has some different weight and also has different level and description to classify each criterias more detail.

2.3 Multiple Option Assessment

2.3.1 Anatomy of Multiple Option Assessment

A standard multiple option assessment test item consists of two basic parts: a problem (stem) and a list of suggested solutions (alternatives). The stem may be in the form of either a question or an incomplete statement, and the list of alternatives contains one correct or best alternative (answer) and a number of incorrect or inferior alternatives (distractors).

The purpose of the distractors is to appear as plausible solutions to the problem for those students who have not achieved the objective being measured by the test item. Conversely, the distractors must appear as implausible solutions for those students who have achieved the objective. Only the answer should appear plausible to these students.

In this booklet, an asterisk (*) is used to indicate the answer.

3. What is chiefly responsible for the increase in the average length of life in the USA during the last fifty years?	} stem
distractor — a. Compulsory health and physical education courses in public schools.	} alternatives
answer — *b. The reduced death rate among infants and young children.	
distractor — c. The safety movement, which has greatly reduced the number of deaths from accidents.	
distractor — d. The substitution of machines for human labor.	

Table : 01 (Anatomy of Multiple Option Assessment)

2.3.2 Types of Multiple Option Assessment

Whatever purpose of a test or exam has a major factor in its success or failure as a good measuring instrument will be determined by the item types that it contains.

There are 2 types of the test items, direct and indirect. Indirect test items try to find out about students' language knowledge through more controlled items, such as multiple option questions. The multiple option assessment test items is often quicker to design and crucially, easier to mark and produce greater scorer reliability.

Harmer (2004:337) states that multiple option assessment test were considered to be ideal test instruments for measuring students' knowledge.

Because the multiple option assessment test is easy to mark and since the advent of computers the answer books for these tests can be read by machines not people or manual, thereby cutting out the possibility of scorer error.

Grondlund (2003:60) states that the multiple option assessment consists of a stem, which present a problem situation, and several alternatives (option or choices), which provide possible solutions if the problem. The stem may be a question or an incomplete statement. The alternatives include the correct answer and several plausible wrong answers called distracters.

According to Grondlund (2003:67) there are rules for writing multiple option assessment items: First, designing each item to measure an important leaning outcome, presenting a single clearly formulated problem in the stem of the item, stating the stem of the item in simple, clear language, and put as much of the wording as possible in the stem of the item. Moreover, stating the stem of the item in positive form, wherever possible, emphasizing negative wording whenever it is used in the stem of an item, making certain that the intended answer is correct or clearly best, making all alternatives grammatically consistent with the stem of the item and parallel in form, avoiding verbal clues that might enable students to select the correct answer or to eliminate an incorrect alternatives and making the distracters plausible and attractive to the uninformed.

Second, varying the relative length of the correct answer to eliminate length as a clue, avoiding using the alternative “all of the above,” and use “none of the above” with extreme caution, varying the position of the correct answer in a

random manner and controlling the difficulty of the item either by varying the problem in the stem or by changing the alternatives.

Third, making certain each item is independent of the other items in the test, after that using an efficient item format following the normal rules of grammar, and breaking or bend any of these rules if it will improve the effectiveness of the item.

So, There are 2 types of the test items, direct and indirect. When creating the multiple option assessment test we must considered the items to be ideal test instruments for measuring students' knowledge. Because all too often students have been disappointed with their scores not because of incorrect answers, but because they filled in their answer sheets incorrectly.

2.3.3 Advantages of Multiple Option Assessment

Multiple option assessment test items are not a panacea. They have advantages just as any other type of test item. Teachers need to be aware of these characteristics in order to use Multiple option assessment items effectively.

Multiple option assessment test items are appropriate for use in many different subject-matter areas, and can be used to measure a great variety of educational objectives. They are adaptable to various levels of learning outcomes, from simple recall of knowledge to more complex levels, such as the student's ability to:

- A. Analyze phenomena
- B. Apply principles to new situations
- C. Comprehend concepts and principles
- D. Discriminate between fact and opinion
- E. Interpret cause-and-effect relationships
- F. Interpret charts and graphs
- G. Judge the relevance of information
- H. Make inferences from given data
- I. Solve problems

The difficulty of multiple option assessment items can be controlled by changing the alternatives, since the more homogeneous the alternatives, the finer the distinction the students must make in order to identify the correct answer. Multiple option assessment items are amenable to item analysis, which enables the teacher to improve the item by replacing distractors that are not functioning properly. In addition, the distractors chosen by the student may be used to diagnose misconceptions of the student or weaknesses in the teacher's instruction.

2.4 Previous Study

In this study, there were some previous studies. The first study was conducted by Semire (2013) the title of his study is **Assessment at a distance: Traditional vs. Alternative Assessments**. The results showed that, there is no best way to assess distant learners. As discussed earlier, there are pros and cons of

both types of assessments. A balanced approach between traditional and alternative assessment is critical. While deciding what assessment strategy to use, instructors need to consider the issues such as content, context, audience. Having clearly defined the objectives, appropriate assessment tools need to be utilized. Depending on the nature of the instruction, a combination of both assessment techniques might be useful.

Second, Nasab (2015) the title of his study is **Alternative versus Traditional Assessment**. The result showed that variety in assessment is undoubtedly a virtue. Even for similar learning objectives, there are a number of compelling reasons to evaluate in more than one way in order to ascertain a sound measurement and to maintain the development of a robust understanding (Mazzeo et al, 1993). To ensure assessment fairness in class contexts, students should be able to display their competence under different conditions which work best to their advantage. We should also bear in mind that good assessment has an eye on students' weaknesses and strengths to ascertain that they have gained the necessary skills and knowledge. In order for this to happen, teachers must be attentive to the diverse ways of assessment and not to rely too heavily on a single method of assessment.

Third, the title of this study is **The Comparison Between Multiple Choice Test and Performance Task**. According to Kreig and Uyars (2001) that perception stems from the belief that each question on multiple option assessment test has exactly one right answer, it's mean that multiple option assessment is objective test for assessing the students. Beside that, based on Espinosa (2015)

that performance-based assessments let students demonstrate their knowledge and skills in real-world situations and also help the learners to develop their ability to communicate in another language.

Fourth, Rosaroso (2015) the title of his study is **Performance Based Assessment In Selected Higher Education Institution In Cebu City, Philippines**. The results showed that the performance-based assessment is one meaningful form of assessment. Although many researchs have been conducted even the result have shown that performance-based assessment is good for today's evaluation system also its use have broadened in many countries, but there are still many teachers who are still hesitant to apply it in the classroom. This is possibly caused by the lack of teacher competence in understanding the performance-based assessment and its contributions that can be generated if implemented properly.

Fifth, Klufa (2010) the title of his study is **Multiple Choice Question Tests – Advantages and Disadvantages**. The finding is Multiple choice question tests are optimal for entrance examinations at University of Economics. These tests are objective (there is clearly no impact of any subjective factor in evaluation). Moreover, results can be evaluated quite easily for large number of students. From results of this paper follows that risk of acceptance students with lower performance levels is negligible. On the other hand, number of students in the basic course of mathematics is not large.