Vocational High School Teachers' and Students' Opinions about Performance Tasks

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Abstract: The aim of the study is to determine the opinions of teachers and students in a Vocational High School about performance tasks. This study was carried out with 17 vocational high school students and 13 teachers. This study was conducted through qualitative research design by analyzing the records of the individuals who shared their own interviews, observations and documents. The data were analyzed through content analysis. The first codes were generated for each question and the collected data were arranged in an inducible approach by determining appropriate themes for these codes. All the codes and themes were checked by second researchers. Moreover, the consistency in coding was determined. In addition to the interviews, observations and document analysis were performed. The results of this study demonstrate that both the students and the teachers do not have sufficient knowledge about what the performance task is and how it is carried out. Therefore, the performance tasks carried out do not reach their goals. Performance tasks should measure higher order thinking, and they should be related to real life situations. The results of the study show that performance tasks do not demonstrate these features. In addition, students should have knowledge and understanding of the subjects in order to complete their performance tasks. On the other hand, they are supposed to perform a performance task about a subject which they mostly do not understand or they do not know. This may be the reason why performance task does not reach its goal.

1. INTRODUCTION

One of the aims of classroom assessment is to improve the quality of teaching activities. The change in primary education programs enabled the addition of new and different assessment approaches such as performance task, project, portfolio, etc. to the traditional assessment and evaluation techniques. In 2013-2014 academic year, the Ministry of National Education renewed the programs in secondary education, and the competent authority also introduced the performance task as a compulsory activity in secondary education. When teachers assess the students in order to determine their achievement level, there is a decision-making orientation based on more comprehensive and multi-source knowledge within a student-centered approach to education. In this orientation method students should not be

evaluated through a couple of exams in terms of their success status and teachers should not make a decision about students' success by means of one-type of evaluation (Berberoğlu, 2006).

The researchers suggest the use of alternative measurement and evaluation approaches which enable students to demonstrate their differences and skills, critical thinking, creativity, and higher order thinking skills, to put their information into practice in real life, to construct their new knowledge by using the old ones and to establish a connection among them (Kan, 2007). Ignoring the alternative assessment procedures when measuring the student's achievement also leads students to acquire one-way work habits, and predominantly being one-sided of their learning (Berberoğlu, 2006). For this reason, the researchers have started to focus on new approaches enabling to find out the characteristics of the students such as knowledge, skill, motivation, interest, attitudes, and to recognize these characteristics. One of these approaches is the performance-based assessment.

Performance is the vigorous effort of the students in the process of producing a product by using the knowledge and skills they acquire (Kutlu, Doğan & Karakaya, 2014). The performance-based assessment measures the knowledge and the skills students have. The Ministry of National Education (MoNE) has obliged the use of performance tasks at high schools pursuant to a circular issued in 2013. In the same circular, the ministry defined the performance tasks as the activities of groups or individual students who shared their experiences based on the research by using the skills of critical thinking, creativity, problem-solving and reading comprehension. In addition, these tasks should be conducted under the supervision of teachers.

Students are expected to think critically and to solve complex problems during the performance-based assessment process (Wright, 2008). At the same time, students should use their knowledge and skills in a situation that is linked to daily life (Başol, 2010). For an evaluation process which is based on performance, the observable performance of the product should include higher order thinking process, social skills and study process, interdisciplinary transition and exchange of information (Berberoğlu, 2007). Performance-based assessments are linked to real life situations (Neukrung & Fawcett, 2010), and they give students the opportunity to demonsrate their own knowledge in real life situations (Russel & Aurasian, 2012). Performance-based assessments should have a clear purpose, identify observable performances or product, provide appropriate setting for assessing the performance and provide scores for performance (Russel & Aurasian, 2012).

Performance tasks are a type of assessment that is critical for the determination of students' real life skills. However, it requires both students and teachers to get out of their usual learning and assessment patterns. For this reason, many studies have been carried out in order to determine the views of students and teachers on performance task. Some of the studies on this subject were summarized below.

Teachers stated that projects and performance tasks were useful but evaluating them was time comsuming (Güvey, 2009). Similar to these results, Dağhan and Akkoyunlu (2005) found out that if performance-based assessment was used effectively, it contributed to the lessons. However, these tasks are not preferred because of time constraints and difficulty in using these methods. Teachers say that they give performance tasks to their students since the tasks make them bring together the topics taught in everyday life, direct them to individual work and research, and help them to make self-assessments. Most of the teachers taking part in the study also agree that performance tasks are useful (Doğan-Temur, Bayındır & İnan, 2010). In the research conducted by Duruhan & Çavuş (2013), teachers say that performance tasks reinforce the students' learning, encourage the collaboration and socialization among the students, direct the students to research, and develop creative thinking and sense of responsibility. But they also say most of the tasks do no reach their specific goals. Another research which was conducted

with the teachers reveals that performance tasks make students think critically and ensure more permanent learning for them. Teachers also give feedback and make guidance to students while preparing performance tasks. In addition, they consider their students' needs, interests and requests while determining the subjects (Yılmaz & Benli, 2011). Another research conducted by Birgin and Baki (2012) shows that teachers have difficulties in implementing alternative assessment methods in classrooms, and that they have lack of knowledge about them. On the other hand, other researchers state that teachers prefer performance tasks more commonly than other alternative methods and that they think they are more proficient at perfomance tasks (Duran, Mıhladız & Ballıel, 2013). In addition, these teachers say that they use performance tasks to support students' learning, and that they give the tasks to their students due to compelling reasons (Kaya, Karaçam, Eş & Tuncel, 2013). According to the results of the study performed by Çiftçi (2010), the teachers state that performance tasks have positive effects such as developing creative thinking and sense of responsibility and that it contributes to classes when it is used effectively.

In addition to these statements about performance task, teachers express the problems encountered in the system such as negative attitudes of parents and their lack of interest (Çiftçi, 2010; Yılmaz & Benli 2011), time constraint (Dağhan & Akkoyunlu, 2005; Güvey, 2009; Yılmaz & Benli 2011), lack of equipment and crowded classes (Çiftçi 2010) and high costs (Yılmaz & Benli, 2011). Another point that teachers complain about is that the students copy the tasks from the internet (Çiftçi, 2010; Yılmaz & Benli, 2011) or that the tasks are performed by the parents (Yılmaz & Benli, 2011). Insufficient physical facilities of schools and classrooms are also considered as a problem while using alternative assessement methods in classes (Yiğit & Kırımlı, 2014).

In the studies conducted on students about performance tasks, it has been found out that the tasks contribute to the development of students' numerous skills such as establishing connection between the knowledge and real life and communicating and doing research, that the students can associate the mathematics with the daily practices, that they improve their communication skills with their friends and environment, that the performance task enables students to do self-criticism, that the tasks reveal the real achievements of the students more efficiently, and that the performances allow the students to be aware of their deficiencies by making positive contribution to their learning (Bal, 2012; Çetin & Çakan, 2012). In those studies, students have talked about some negative aspects of the performance tasks such as time-consuming, exhausting and stressful nature of the preparation process, the difficulties encountered while drawing a picture in comparison with the task of writing a document, and limited access to the resources to be used for the tasks. (Bal, 2012; Karaçam, 2013). The students who watch TV less frequently, and who benefit from the books as resources instead of internet have higher scores in performance tasks (Hastürk & Özkan, 2015). Akay and Küçükkaragöz (2016) stated that there was a positive, high and significant correlation between performance task scores and mathematical achievement scores and that there was also a positive and significant and moderate correlation between performance tasks and attitudes towards matmetamics. Therefore, they conclude that performance tasks increase the students' achievements.

Sayhan (2017) conducted a study in order to determine the opinions of high school students about performance tasks, and she found out that the students preferred doing performance tasks because they could do them out of school, and performance tasks increased their grades. Half of the students say that the performance tasks enhance their knowledge, make them active and help them in making self-assessments, revealing their real achievements more efficiently, and contributing to the discovery of their interest and talents. In contrast to these positive statements, students also remark that doing performance tasks in all courses is time

consuming, and that they cannot study for the exams effectively because of these tasks. Preparing tasks is not easy and they have some difficulties in affording the materials.

1.1. Purpose of the research

MoNE changed the curriculum in 2005-2006 academic year, and it became compulsory for the students to prepare performance tasks for each lesson in primary education. In secondary education, from 2013-2014 academic year on, students have to prepare performance tasks for each lesson in every semester. Secondary school teachers have encountered these regulations for the first time although the students who are in secondary education are familiar with these concepts. For this reason, it is important to determine the problems that teachers have especially in secondary education. Since the students will also suffer from the problems faced by the teachers, the opinions of the students should also be evaluated.

Evaluation of the skills in vocational courses at the vocational high school through the performance evaluation will ensure that students determine their ability to acquire skills in these areas more efficiently, and it will also provide effective feedback to teachers and students. In addition, the students at this vocational school have low achievement grades, and performance task requires higher order thinking skills and connecting their knowledge with real life situations. In this sense, it is important to identify what the teachers and students at the vocational high school understand about the performance-based assessment and the problems they experience in the performance-based assessment. For this reason, this study was carried out on the students and teachers of a vocational high school.

This study has aimed to determine what the students and teachers at the vocational high school understand about the concept of performance task, to evaluate the performance tasks at a vocational high school and the process of preparing and evaluating performance tasks, and to identify the problems encountered in this process.

1.2. The Importance of Research

There are many studies about performance tasks in the literature. However, these studies are mostly based on the views of primary school students, teachers and/or parents because the performance tasks were compulsory in primary education. (Ayva, 2010; Bal, 2012; Çetin & Çakan, 2010; Güneş & Soran, 2013; Karaçam, 2013) (Birgin & Baki, 2012; Doğan-Temur, Bayındır & İnan, 2010; Duruhan & Çavuş, 2013; Güvey, 2009; Yılmaz & Benli, 2011). There are not many studies on the views of secondary school teachers and students in the literature. From this point of view, it is thought that this study will contribute to the field.

Since the students at vocational schools in Turkey receive professional education, the students have to adapt the information they have learned in vocational courses to their daily life. Hence, performance evaluation is more important for vocational high schools than other high schools. We consider that the results of this study focusing on the implementation of performance tasks and the problems faced by both the teachers and the students and the suggestions which will be made in the light of these results for the solution of above mentioned problems will be useful for more effective implementation of the performance task at the vocational high school.

2. METHOD

This study aims to to get more detailed and comprehensive information about the opinions of the teachers and students at a vocational high school on performance tasks. Therefore, a qualitative method was chosen.

2.1. Participants

In this study, we chose the appropriate sampling design among purposeful sampling types. Purposeful sampling assumes that the researcher has to choose a sample to learn, develop insights into any subject, and learn in great detail what s/he wants to learn (Merriam, 2013). We carried out this study with the participation of 17 students and 13 teachers who were thought to represent the views of the teachers and students at the vocational school on performance tasks. Before asking the people to participate in the study, we explained the purpose of working with teachers and students, and we stated that we would usethe results of the interviews. Volunteer teachers and students participated in the study, and we provided detailed feedbackon the participants' performance tasks. All of thirteen teachers who were willing to cooperate were included in the study. Table 1 shows the distributions of the teachers according to their gender, the faculties they graduate from and the years of service.

Table 1. Demographics of participants teachers

Features	f	%
Gender		
Female	5	38,46
Male	8	61,54
Faculties they graduated		
Science and Literature	5	38,46
Education	8	61,54
Service year		
5 years and less	6	46,15
6-10 years	2	15,38
11-15 years	2	15,38
15 years and more	3	23,08

In Table 1, it is seen that the majority of the teachers are male, that they graduated from the Faculty of Education and that they have been working for 5 years or less.

The school where we conducted the study is located in a district of Ankara, and mostly the students who were not able to succeed in the high school entrance exams receive education at this high school. We selected one successful (the students whose average scores are above 3 have been considered as successful), one unsuccessful (the students whose average scores are below 2 have been considered as unsuccessful), and two moderately successful (whose average scores are about 2) students at each grade level. We interviewed 17 students in total – 4 of them were from the 10th grade, 4 from the 11th grade, 4 from the 12th grade and 5 from the 9th grade.

2.2. Data Collection Tools

We prepared semi-structured interview forms in order to determine the opinions of the teachers and students about the performance tasks in the research. We drew up these forms by analyzing the relevant studies in the literature, and we put the forms into their final form by taking the opinions of two teachers who did not take part in the study and two experts of measurement and evaluation in terms of the reasonableness of the statements and the clarity of the questions.

We ensured the methodological diversity by analyzing the documents (criteria or scales that teachers use when evaluating the performance tasks) of the teachers who shared their interviews, observations and documents during the data collection phase. We made the observations at the same time during the data collection process in the school but we did not use any data collection tool the observation. During the observation, we examined the

performance tasks prepared by the students within the scope of the performance evaluation and presented on the walls and panels of the classrooms. In addition, we took into consideration the attitudes and discourses of the teachers in the teachers' room, and we took notes for these aspects out of the school.

2.3. Process

We collected the data of the study from the teachers and students from a vocational school in Ankara. At the beginning of the interview, we informed the teachers and students about the purpose of the research and the process of data collection, and we stated that the data obtained in the research could be used for a scientific study. We arranged the appointments with students and teachers, and then we held the interviews with the teachers and students at appropriate times. We made negotiations when the teachers were free or in the afternoon. We also held the interviews during lunch breaks or after lessons. In this way, we tried to remove the obstacles to the collection of research data.

We asked the questions in the forms to the students and teachersr, and we recorded the interviews with the tape recorder. Two teachers who did not want their interviews to be recorded answered the questions by writing. Then we deciphered and wrote down the data obtained by voice recording. The interviews with the teachers of cultural courses took 125 minutes 36 seconds, while the interviews with the vocational teachers lasted for 63 minutes 51 seconds. The interviews with the teachers took 189 minutes and 27 seconds in total. We prepared a 50-page document as the written copy of these interviews. The interviews with the students took 121 minutes and 7 seconds in total. When we wrote down these records, we obtained a 23-page document. The interviews with the teachers and students lasted for 5 hours 10 minutes 35 seconds, and when we put these negotiations in writing, we drew up a 73-page document in written form. There was no restriction on the answers of the participants in the interviews. The teachers and students made important explanations by expressing their own ideas. In general, we asked the same questions to the participants in the same order. However, we also asked the questions such as "Do you open up a little more, explain what you mean, what exactly do you mean?" in order to get more comprehensive answers from the participants who gave general answers. Thus, we sought detailed and comprehensive information on the performance task from the point of view of teachers and students. We examined the documents of the teachers who shared the evaluation criteria they used in performance evaluation so as to determine how teachers prepared and evaluated the performance tasks. The students did not give any document because they told they submitted their assignments to their teachers.

2.4. Validity and Reliability of Study

Reliability in qualitative research is based on whether the results are consistent with the collected data, rather than whether they give consistent results when applied at different times. Internal validity is related to the fact that the findings reflect the actual situation (Merriam, 2013). Throughout the process, the researcher must act with a critical approach and check to what extent the results obtained reflect the reality (Yıldırım & Şimşek, 2005). Internal validity of the qualitative research can be controlled by means of member control or member inquiry, adequate and appropriate participation in data collection processes, examination of a specialist (Merriam, 2013). While preparing interview forms, first of all, we took expert opinion from the specialist of measurement-evaluation and two teachers not involved in the study for the evaluation of expressiveness of the expressions, the clarity of the questions and the provability of the questions. Thus, we tried to ensure the validity and reliability of the study.

In this study, we have tried to determine the ways of completing the performance task and the opinions of the teachers and students at vocational high schools about the tasks by examining the interviews of the participants, the observations made in the school, the records

of the teachers sharing the documents and the results obtained from the collected data. Then the second researcher checked all the codes, and we decided the ones thought to be faulty together. Since a second person did not do any re-coding of the data, we did not calculate the consensus percentage. In addition, the researcher encoded the randomly-selected interview forms of two teachers and of two students for the second time in two weeks so as to determine the consistency in coding. Consistency in coding for student interviews is 0, 89 while this rate was calculated as 0, 91 for teacher interviews.

2.5. Analysis of the Data

Before starting the analysis, we made an encoding of SxÖy for the students to express the following components: S: class, x: class level, Ö: student and y: the order in which the interview was done. For example, S9O1 means that we firstly interviewed the student in the 9th grade. Similarly, the teachers were coded as Öx: Ö: teacher and x: the order in which the interview was made. For instance, Ö9 means the teacher who was interviewed was in the 9th rank.

We analyzed the data by content analysis. Because of the lack of a conceptual structure according to the purpose of this research, we attempted to reveal a structure as a result of the analysis of the data with an induction approach, and in this way, we made the content analysis. We generated the codes for each question and we arranged the collected data in an inducible approach by determining appropriate themes for these codes. We read the raw data obtained from the students and the teachers and in some cases we generated the according to the meaning of the data. Then, we put together the related codes in order to create themes. In the following phase, the second researcher checked the codes, and we made the final decision on what was believed to be faulty.

3. FINDINGS

We asked 15 questions to the students in order to determine their perceptions on the performance task, and we asked 17 questions to the teachers for identifying their views. We have arranged the answers to these as follows. We have determined the views of the students and teachers on the performance task.

The codes and the themes including the opinions of the students regarding the performance task are presented in the table below.

Table 2. Thoughts of students towards the content

Theme	Code	f
Requests topic / content of the task	Easy for the student to do	15
	The tasks with which students can show their performance	2
	Different	3
Determining the subject	Teachers choose the subject	14
	Sometimes we learners sometimes teachers choose it	3
Who will determine the subject	I can determine the subject	16
Who will determine the subject	The teacher can state the subject	1

In Table 2, 15 students expressed that they wanted the performance tasks to be easy, and understandable, and to focus on more different subjects. Only two students wanted to prepare performance tasks on the topics that they can prove themselves. 14 of the students stated that the performance tasks were determined by the teachers while 16 students remarked that they wanted to determine the subjects by themselves.

Students expressed their demands in the following sentences.

S9Ö3: "Our teachers. I want. For example, everyone is doing the same kind of homework. It is better to do different kinds of assignments."

S10Ö3: "Teachers give us 4-5 topics to choose from. Is that what it usually is? In most of them. Did you want to determine why? Yeah. I choose easier. I choose the subject that i know. I don't have any difficulty in doing research on the subject."

S9Ö4: "Our teachers. ... I was willing to do it if I was better. I wanted to show my own thoughts and abilities."

Codes and themes about the teachers' opinions on content of performance tasks are given in the table below.

Table 3. Points to consider while teachers determine the performance task

Theme	Code	f
	Purpose of the course	1
The way of detirming content of task	The curriculum	5
	The students' level	5
	Students' Interest	1

As seen in Table 3, six of the teachers stated that the performance task's content was based on the curriculum, while eight teachers selected the content by considering the students. Teachers expressed their opinions as follows:

Ö9: "I gave the most easily understood subjects to this year's ninth grade and tenth grade."

Ö11: "According to the level of the class, I gave the subject (9th grade students' subjects are different from 10th grade students' topics) ... For example, I am asking what they can do before they have seen and for example, which topic do you want to study, the students answer and I say okay for the topic. I say to the students: tell me the subject and present it to me. Then, for instance, I told them to solve 20 questions for the performance: question-answer, question-answer."

While the students preferred to do the performance tasks that they chose, it is seen that the teachers took into consideration the needs of the students and the curriculum when determining the subjects.

The table below includes the themes and codes of the student expectations regarding the performance task.

Table 4. The expectations of the students from the performance tasks

Theme	Code	f
	Mark	11
Expectation	Understand the subject	7
	Test what they can do	1
	Admiration of teachers	1

Table 4 shows that the majority of the students expected good scores from the performance tasks, that 7 students expected to learn in a better way, one student aimed to test himself about what a student can do and what he can not do, and one student's aim was to win the approval of his teacher.

The students expressed their expectations from the performance task as follows:

S10Ö1:"Taking a high score and raising marks. Learn the topic"

S11Ö4: "Of course, it is our only goal to be able to pass high grades and pass only that course. Otherwise, nobody has a desire to do performance work."

The codes and themes related to the expectations of the teachers regarding the performance tasks of the students are given in Table 5.

Table 5. Expectations of the teachers from students regarding the performance task

Theme	Code	f
Study	Study	3
	Something to do individually	3
	Learning of the subject	2
	Inquiry	1
Make the students love the subject	Make the students love the subject	1
Responsibility	Be serious	1
	Create a question bank	1

Three of the teachers stated that there was no expectation from the students regarding the performance task. While 3 of the teachers were waiting for the students to do something individually, 2 of them wanted the students to learn the subject. There are teachers who asked the students to make inquiry, made the students enjoy the subject, took the tasks seriously and prepared a question bank. Teachers explained their views on this issue as follows:

Ö1: "I did not receive any results from my homework. While assigning the performance task, my expectation was that student had to learn the meaning of the homework, the study, the research, the research. My expectation was not met because we think of our students as well; they have no infrastructure, no resources in their hands, not a lot of computers""

Ö6: "Actually, I did not have any anticipation while giving the performance task. I just waited for my students to deliver the assignment."

MÖ1: "My expectation is that learner should take it seriously. I would have wanted that the students cared product more than the exam."

When we compare the expectations from the performance task, it seems that both groups are expected to learn the topic. It seems that the priority of the students is the score while the priority of the teachers is to teach the subjects.

The code and themes of the points that the students took into account while doing the performance task were given in Table 6 below.

Table 6. Points about which students are careful when they doing the performance task

Theme	Code	f
	Physical appearance	17
Points to note	Content	5
	Study	2
	Wishes of the teachers	3
	My behaviors	1

As it can be seen from Table 6, the students paid more attention to physical appearances while doing the performance tasks. On the other hand, there are 5 students who expressed that they are attentive to the content. The students expressed their expectations from the performance task as follows:

S10Ö2: "To the layout, cleanliness, content. What do you mean with content? Does it explain the subject better? Are you impressed when you read it or is it a normal homework? That's it."

S12Ö1: "The front cover, the beautifulness of the writing, the bibliography and something else? Nothing else."

S12Ö4: "First of all, I pay attention to the order. The page should be nice, the writing should be nice, the cover should be beautiful. What else? The content should be nice, too, my teacher. Now I can give full information; also, I can give semi-informative information. It is necessary to give the right information in the right place."

The code and the themes of the student opinions on how the teachers evaluate the performance task are given in Table 7.

Table 7. Students' opinions on how teachers evaluated the performance task

Theme	Code	f
Evaluation criteria	Writing beauty and rules	4
	Appearance	14
	Scale	2
	Content	5
	Personality and behaviors against teachers	4
	Exam mark	2
Fair scoring	Taking the rightful mark	8
	Usually taking the rightful mark	6
	Marks are given according to the person	4
	Not taking the rightful mark	1
Scoring results	No surprise if criteria are known	5
	Marks which students took are not surprise	5
	Marks which students took become surprise	3
	Don't know the criteria	5
	Sometimes it becomes surprise	5

As seen in Table 7, the students thought that the teachers evaluated the performance task according to the physical appearance. While 5 of the students said that the performance tasks were evaluated according to the contents of the tasks, 4 of the students said that they were evaluated according to their personality and behaviors against the teacher. Only 2 students said that their tasks were evaluated according to scales. Likewise, two students said that their performance tasks were graded according to the exam grade. One of the students stated that he did not get the score that he deserved in the performance task. There are 6 students who remarked that they received noteworthy scores, and that they have received the scores they deserved. There are 5 students stating that the scores from the performance task were not a surprise, and 5 students stated that they were not surprised if the criteria were known in advance. There are 3 students who said that it was a surprise, 5 students remarked that they did not know the criteria, and 5 students stated that some of the results were surprising and that they knew the scores in certain tasks.

The opinions of the students on the evaluation of the performance tasks are as follows:

S11Ö2: "Sometimes. Now, it is up to teachers. How is it happening? So if the teacher loves you, he/she gives you a lot of mark. If there is a teacher we do not meet, he just looks at the homework; if we have a teacher we meet, he/she who says this student is good, and honest gives high marks. That's a bit of respect for this point."

S12Ö3: "First they are looking at the writing, and if the writing is nice then they are starting to read it. Then they look at the contents, they think we write beautifully in the content and we have good information, and if the content and information are good, we get a nice oral exam mark."

S11Ö3: "It's a bit of a surprise ... I'm getting higher."

S10Ö2: "The teachers don't give points. They give the mark according to the person. I did homework. Our teachers say your marks are low and don't give you a good mark for your performance task. They give the points according to the exam marks. But some of them do not do this and they give the score we deserve."

The following table includes the codes and themes related to the criteria teachers use for evaluating the performance task.

Table 8. Criteria used by teachers to evaluate performance task

Theme	Code	f
Information	Understanding the topic	7
	Content	6
Appearance	Bibliography	4
	Materials	2
	Plan	2
	Presentation	4
Responsibility	Submitting on time	6
According to teachers 'views	In line with the goodwill of the teachers	5
	In line with the active participation in the lessons	1

According to the table given above, 7 of the teachers said that their criterion in the evaluation of the performance task was the students' comprehension ofthe meaning in the task, and they said that they evaluated the tasks according to the content. The main criterion was the bibliography for 4 teachers, material for 2 teachers, plan for 2 teachers, and presentation for 4 teachers. 6 teachers made evaluation according to timely submission and 5 teachers evaluated the performance tasks in line with their own initiatives. Only one teacher said that he/she evaluated the students according to their participation in the lessons.

Teachers expressed their views on this subject as follows:

Ö4: "...preparation process, writing phase and presentation phase. I pay attention to how they create and finalize them."

Ö6: "I used. Bibliography, content, I wanted presentation from some classes; If the material is something visual I paid attention to the timely delivery of the material. I gave them topics. Are there topics in the assignment? I look at them."

MÖ2: "My criteria are that do the students catch the essence of a subject first? Do they realize what they're doing? Do they reflect this?... Then I have time criteria. How soon did they bring it? Then, how is the layout, layout and presentation? What did they gain from this research? I'm asking if I think that the students have worked. I have the information criteria. I have criteria. Of course I do not ask if I notice they do not work."

While evaluating the performance task, the teachers said they attached more importance to the subject, then to the content and then to the appearance. However, since the students thought that the teachers paid more attention to the appearance, it was determined that the students first attached importance to the the physical appearance.

Table 9 contains the codes and themes on how students received help or guidance from their teachers when performing performance tasks.

As it can be seen in Table 9, 11 students stated that the teachers guided them efficiently, 2 students expressed that they weren't guided; 4 students indicated that they did not need help. In addition, 9 students stated that both written and oral explanation were done, 7 students said oral explanation was done, and one student claimed that written explanation was done.

Table 9. Students' views on teachers' guidance during performance task

Theme	Code	f
Whether or not guidance is given	Guidance at enough level	11
	Not enough guidance	2
	Not want	4
Guiding style	Oral	7
	Written	1
	Written or oral	9

The students explained their views on this subject as follows:

S9Ö2: "They give it, help is good. Some of our teachers give the help on paper and some give help orally. "

S11Ö1: "They said it orally. The teachers chose the topic from the book, so we did it by taking the material and searching it by reading it beautifully. So the teachers said and us write it: do the performance task from here and we didn't do anything."

S12Ö4: "No. Now, the teacher says us your homework is this, do it and bring it to me…He/she doesn't give any detailed information… Each teacher doesn't do this…I mean generally oral. … For example; we do performance tasks, everyone comes to the class, the topics are determined according to the class list and the deadline for the homework's are stated. That's all."

Table 10 provides the codes and themes for the guidance of the teachers for their students during the performance task.

Table 10. Guidance of teachers during the performance task

Theme	Code	f
	Done	8
Guidance	Sometimes	2
	Never done/never asked	3

As seen from the table above, 9 teachers said they guided students, 2 of them sometimes guided them, 1 teacher said that he did not intervene in the process because he did not think his guidance would work, and 2 teachers did not offer their assistance because the students did not demand it. Teachers explained their views on this subject as follows:

Ö5: "If you show the subject as practical at the first week of the school, then they do not need guidance."

Ö11: "During the task. I always say to the students that if you do not understand, if there is a place you have difficulty while doing your performance assignment, come and ask me again ... Because the important thing is that students should learn. I mean, I lead my students and this is very good. Teacher must have a leading role anyway. …"

MÖ4: "…Now we already have a problem: I have been in this profession for two years, but the level of students is a bit low, in general the numerical and comprehension skills of the students are miserable, so we have students who do the task wrongly although we tell them how to fulfill the tasks very much, but they definitely need guidance, hence we have to do guidance. We can not get feedback when we are not guiding."

During the performance task, the students generally stated that they were guided efficiently, and the teachers expressed that they guided the students.

The codes and themes of the resources that the students use while doing the performance task are given in Table 11.

Table 11. Resources that the students use while doing the performance task

Theme	Code	f
	Internet	17
Resources	Books	12
	Encyclopedia	5
	Notebook	2
	My sister	3

When asked about the resources they were using while performing the performance task, all of the students answered the question as internet (one student said that s/he used internet only if s/he couldn't find the data in other sources). 12 students stated that they used books, 5 students said that they referred to encyclopedias, 2 students stated that they benefitted from notebooks, and 2 students remarked that they received supports from their siblings.

As it can be understood from these results, students are most likely to benefit from the internet and books while doing their performance tasks. Students describe the resources they use in the performance tasks as follows:

S9Ö1: ''Internet, books, books related to the lesson, my sister.''

S9Ö5: ''Internet, books, notebook.''

The codes and themes related to the problems students encounter when performing performance tasks are as follows:

Table 12. Problems students encounter when performing performance tasks

Theme	Code	f
No problems	No problems	2
Problems encountered	Layout and appearance	13
	Preparing product	5
	Time	3
	Research	5
	Presentation	1

It is seen in Table 12 that the students had the greatest difficulty in preparing the external appearance which was considered to be the most important point for the students in the performance task. There are 5 students who had problems in preparing the materials with which they would present their performance tasks. The students explained the time-related problems by stating that they were supposed to prepare performance tasks for all courses and that the submission period of the tasks coincided with the exam dates. In addition, 5 students said that they had difficulty in finding a subject and reaching the sources while doing research. Students expressed the problems of the performance tasks as fellows:

S9Ö1: "I have encountered difficulties with external appearance. In writing, the cover is intended to correct the picture when I make the picture, to do it properly."

S10Ö1: "...Time is becoming a problem. There are exams, so it's been trouble when there are exams."

The themes and codes of the teacher's views on the nature of the problems encountered during the preparation phase of the performance task are given in Table 13.

Table13. Problems of performance task according to teachers

Theme	Code	f
Student-oriented	Do not study by trusting the performance task	5
	High mark expectation	1
	Irresponsibility	3
	Doing carelessly	2
	Do not submit on time	5
	Bringing printout from the internet	1
	Do not understand- do not have the ability to do so	3
	Make someone else do (not themselves)	4
System-oriented	Giving performance task to each student from every lesson	5
	Giving performance task to one who doesn't want to do it	1
Teacher-oriented	Work load	4
	Different shape	2
	Evaluation	1
	Time	1
Nothing	Nothing	3

As observed in Table 13, 5 of the teachers thought that giving performance tasks to every student was a problem. One of the most common problems during performance tasks was that students did not study by relying on the scores to be obtained from the performance tasks and that they doid not submit the tasks in a timely manner. The teachers stated that the students did not do their tasks and that the performance tasks were a burden on teachers. Teachers expressed the problems of the performance task as follows:

Ö1: "The fact that every student is given a performance duty and that their deadline is also the same date as the exams, so the student is doing the homework carelessly and I see this as a negative side. At the same time, when he gets his performance duties from all the courses, he makes his sister, brother or a friend do it, or prints it out on the internet."

MÖ3: "I do not think there is anything negative about it. I think the negative aspect of the performance task is misunderstanding. It is understood by both students and teachers as if it is a term paper. In other words, it is understood that the student has to bring out a document or business with the province and bring out the product, which is the negative side."

Ö9: "It is workload on a teacher if I think of it from my own perspective. The paper consumption was incredible and students say, for example, I have practiced almost every performance task, so I didn't do my homework, I did not study the writing, I did not have my homework, because I had my homework, but they do not do the homework properly. They do not study properly in the classroom, so when the child makes four or five pages of homework and spends it on the complex internet, they are expecting a high grade from you. From that point of view, I think that the oral note scale of the teacher is better."

While preparing the performance task, the students stated that they often had problems with the appearance of their tasks. On the other hand, the teachers stated that the students mostly did not bring their tasks on time, that they did not understand the tasks, and that they did not study for the lessons since they relied on the performance tasks, etc.

The positive and negative aspects of the performance task according to the students' thoughts are given in the table below.

Table 14. Positive and negative points of the performance task in terms of students

Theme	Code	f
No benefits	No benefits	3
Benefits of the performance task	Mark	10
	Studying and learning	14
	Research	1
	Improving the skills of writing and drawing	2
	Self-recognition	1
Negative sides	Doing homework from each lesson	2

There are 3 students who said that the performance task had no benefit. 10 students stated that the benefit of the performance task was the scores. When the code and the themes related to the performance task are examined, 14 students indicated that the performance task was beneficial in terms of studying and learning the subject. Some of the students said that they benefited from research, self-recognition and writing skills development (1 student benefited from the research and self-recognition, and two students found the opportunity to improve the writing skills). Two of the students stated that they had difficulties in doing tasks and getting prepared for the exams because they were supposed to do performance tasks in each lesson, and they remarked that there was no negative aspect of the performance task if there was not any time constraint.

The statements of the students on the benefits of the performance task are as follows:

S12Ö3: ''Of course, there are also benefits outside the note, and if we mention about them, we learn different things. Last year I got my performance assignment from mathematics: logarithma, now we study it in the same classroom, but most of my friends have forgotten it but I did not forget.''

S9Ö2: ''There was no benefit. Nothing usually happened, it was a point upgrade. It would not have been very beneficial in terms of learning the subject. Even if ı didn't take a performance task, it wouldn't make a difference.''

S10Ö2: "There is no positive side. I think so. You just said we get the information, the students' marks rise. Another? On the other hand, even if you write directly from the internet, it actually teaches you something... For example, I do not want to get a performance task as ı have high points from it. But we are obliged to have it. At the end, I have high mark and what happens whether I do my homework or not, then I am doing badly and my average decreases."

The code and the themes generated from the teachers' views on the contribution of the performance task to the students are expressed in the following table.

Table 15. Contribution of students to the performance task in terms of teachers

Theme	Code	f
No positive side	No positive side	3
Learning	Completing my shortcomings	5
	Learning individual study	1
	Making research	2
Communication	Improving communication skills	2
	Discovering students	1
Student-centered	Making students active	1
	Measuring high-level skills	1
Document	Document for oral exam	1

As shown in Table 15, three teachers thought that there was no positive effect of the performance task. While 5 of the teachers indicated that the students understood the topic better with the help of the performance task, 2 teachers expressed that they started to do research and to learn how to do it. In addition, a teacher said that the students learned to work individually and to produce an individual product. 2 teachers indicated that the performance tasks allowed for student-centered assessment. One teacher remarked that the performance tasks enabled them to obtain written documents for giving the scores of oral examination. The contribution of the performance task to the students is expressed by the teachers as follows:

MÖ2: "The positive side is that as I said, if they come to such curious students who are willing, they are really trying, learning. They come during this research, asking what they do not understand, what else they can do ..."

Ö2: "Positive aspects, as I said, it shows us silent students, their different features, creativity that we do not fully see and the different thoughts of them during teamwork. Also, students can prove their existence with these homework."

Ö6: "The student realizes his / her shortcomings when he / she makes a performance assignment. He/she realizes the missing aspects and tries to complete them... At least they do research and realize where they can use the information gained from the homework in everyday life."

Getting high scores and learning the topics were the positive aspects of the performance tasks from the students' points of views while the teachers stated that the main positive aspects of the tasks were the acceleration of the students' learning process and the development of their communication skills.

The code and the themes of the student opinions on whether the performance task is necessary are given in Table 16.

Table 16. Necessity of performance task according to students

Theme	Code	f
Whether the performance task should be or not	It shouldn't be	3
	I should take it from the lessons that I want or I am bad at	6
	Better if it is	8

As seen in the table above, 3 students said that there should be no performance task. 6 students expressed that they should do the tasks for the lessons that they wanted or in which they failed. 8 students stated that the performance tasks should be given. Five of them said that the performance tasks were beneficial because these tasks increased their scores. A student stated that the tasks contributed to the learning process since they enabled him/her to revise the subjects. Another student said the performance tasks were necessary since they gave responsibilities to the students.

S10Ö4: ''I think it should be like the project… I think that if you are not good at a lesson, you can take homework from it and prepare it better and pay more attention to upgrade that course mark. It may be from the lessons we want. So free. It isn't similar to the project, I mean you can take homework as much as you want…''

S12Ö2: ''Actually, we should go to 12 this year, so I do not need performance work from my point of view. However; in my opinion, the performance task should be for class 9, because when the students prepare for university, they will not forget the information and it will help them.''

The codes and themes on the necessity of performance tasks according to the teachers are given in Table 17.

Table 17. The necessity of performance task according to teachers

Theme	code	f
Necessity	Unnecessary	6
	It should not be given to every student	2
	It should not be at the same time with the exams	2
	Necessary	1

Table 17 shows that six of the teachers found the performance tasks unnecessary, only one teacher thought that the tasks were necessary. Two teachers remarked that the tasks should not be given to all students, and two teachers stated that the submission period should not coincide with exam dates. Teachers' expressions about the performance task are as follows:

Ö8: "I think it is unnecessary because I follow them in the course of time for example, I am giving to + according to the attendance to the course and if the student answers a question. I check their notebooks and books."

Ö11: "I think it is unnecessary. Then why is it given? Actually, I do not understand why it is given. Because you are giving to your students something, he /she has not already done it properly... For example, you ask one of the questions which the student finds but he/she cannot answer any of the questions s/he finds. Because he/she just wrote something to take notes and brought something only for show not to learn."

MÖ2: "I cannot say it is necessary but I can say that it is useful. So it is not necessary to say, but it would be useful if this job is done voluntarily."

The majority of the teachers participating in the study thought that the performance tasks should not be used, while the majority of the students thought that they should be given. The codes and the themes on how the teachers defined the performance tasks are given below.

Table 18. Definition and the aim of the performance task according to teachers

Theme	Code	f
Learning the given topic	Study	2
	Understanding	2
	Struggling	1
Evaluation	Broad evaluation	3
	Reflect His/ her learning	3
	Process	3
	Instead of an oral note	3
Creativity	Developing creativity and adapting to the real life	1
Responsibility	Developing responsibility	2

The teachers were asked to explain what the performance task was and what the purpose of these tasks might be. Five of the teachers stated that their students studied and learned the topics. Twelve of the teachers said that they used performance assessment to evaluate students. Teachers indicated that the performance based assessment under the evaluation theme allowed for a wider assessment and reflected students' learning. 3 teachers stated that the performance task provided a written document for oral examination and it ensured the participation of the students in the class.

Ö1: "I think that the task of performance should be the mission that brings the creativity of a studend to the forefront. At the same time, it is useful in terms of understanding the parts that the student does not understand about the course."

Ö3: "The performance task is the reflection as the performance of what students learn in their own way, beyond what they have learned in class, or actually what they have learned

in class. So when we look at the meaning of performance, it means that students have to make an effort to do about that lesson."

Ö5: "Activities that cover a period. It should not be just homework."

The following table shows the code and themes on how the teachers understand whether the students do their performance tasks by themselves or not.

Table 19. How teachers determine whether students do their performance task themselves or not

Theme	Code	f
I do not understand	I do not understand	2
The method of understanding whether the student has done the homework himself/herself	Asking	7
	I made students have presentation	1
	I know the student	5
	Performance tasks are the same or similar	2
	I assess the process	1
	I listen to the students one by one	1
	I give tasks which somebody else cannot do.	1

The most common way for the teachers to understand whether the students did their performance tasks by themselves or not was to ask the students the afore-said question directly. Five of the teachers stated that they could understand whether the student did the task because they knew the students, one teacher stated that he/she made them present their tasks, two of them said that they checked the similarity among performance tasks, one teacher said that he assessed the process so the students could not have his/her performance task done by someone else.

Ö3:"…For the homework I gave, somebody else cannot do that…Because we have already told about it in the classroom. He/She will comment on what we talked about. Students can make anybody commented on what I'm talking about.…"

Ö7: "For example, homework was delivered in a perfectly fine, uniform, well understood manner… I said you did not do this homework. Student already said "yes, my teacher I did not do that" He/She confesses. He/She confessed because his/her writing is not so smooth, I know he/she did not understand the topic. You have already know the student."

MÖ1: "It is already emerging from the student's success. What he can or cannot do…"

The codes and themes related to the responsibilities and the performance task according to the teachers' point of view are given in the table below.

Table 20. Responsibilities and tasks related to performance tasks according to teachers

Theme	Code	f
Teacher	Being a guide	4
	Checking	3
	Determining appropriate content and standards according to my students level	4
	Take it seriously	1
Student	He /She should be responsible	3
	He /She should cooperate with the teacher	2
	Take it seriously	2
	Study	1
Parents	They will follow	6
	They will support	4
	They will provide resources	2
	Not doing homework	1

Four of the teachers indicated that the teachers should guide the students about the performance tasks; four of them said that teachers should determine appropriate subjects and standards for students. In addition to this, three teachers said that performance tasks should be checked by the teachers, one teacher said that the tasks should be taken seriously. Teachers stated that the students should be responsible for their performance tasks, that they should cooperate with their teacher, and that they should carry out study on the topic. The teachers stated that the the parents should be responsible for the follow-up of the performance tasks of their children, that they should support them, provide resources and not intervene in their homework.

Teachers expressed the responsibilities and duties related to the performance task as follows:

Ö7: "The task of the students, the student is fully aware of the task and he /she will begin immediately to investigate. They will led their teachers constantly check their homework... He/She will always keep in touch with the teacher. Parents at least, our parents are a little uninterested in this issue... If the parents knew, followed their child, warned the child...

Ö10: "...Does the performance tasks provide student with a benefit or not? Does the student enjoy or not? We need to talk about these aspects...We cannot give it exactly because we do not know each student very well. We have lots of students."

MÖ1: "...the parents have to stop to entrust their student to school. Teacher, school and parents have to act together ..."

The codes and themes regarding the teachers' proposals to make the performance task more effective are shown in the following table.

Table 21. The proposals of the teachers about the performance task

Theme	Code	f
Topics	Related to the Daily life	1
	Developing creativity	1
	Suitable for the level of the learner	4
	The one which the students will like	2
	Student determine the topic	1
	Teacher teaching the same lesson determine the topic	1
	It should add something to student	1
Time and Place	It should been spread broader time	1
	There must be appropriate environment and facilities	1
Responsibility	There must be family support	1
	It should be taken seriously	1
	Good guidance should be done	1
Education System	Education policy must be changed	1
	Exams should been removed	1
Obligation	It should not been given the students who do not want	2
	It should be removed	3
Method	Process can be evaluated in the course	2

In Table 21, most of the teachers indicated that the selection of the topics for the performance tasks should be taken into consideration in order to improve the quality of the performance task and to make it more effective. In addition to this, the teachers thought that the performance tasks could become more efficient with the help of the improvements in the conditions and physical facilities of the school, the allocation of broader time periods for the performance tasks, and the fulfillment of the responsibilities by the families and teachers. Apart from that, there are teachers who said that the educational policy should be changed in order to

increase the functionality of the performance task. Moreover, it was indicated that the performance task should not be mandatory and that process assessment in the course was also a performance evaluation. Three teachers said the performance task should be removed from the evaluation process.

Teachers' suggestions for performance tasks are expressed as follows:

Ö10: " ……So you increase the effectiveness of the performance task in this way, all students are included in, there should be suitable environment to enjoy. .. I have no factory. I have no place to do this in my lab…"

Ö9: " …Group teachers who teach the same lesson must come together and set a standard, draw a sketch. Secondly, maybe… he studies can be done about what your students want to do, what they are expecting… As teachers we have been pushing performance assignments for two weeks to three weeks. Maybe it is more likely that we will give it at the beginning of the year and spread it over a wider period of time, students can be expected to do something more efficient…"

Ö7: "If I think of it in the name of our school, I do not think that it will be implemented properly. For example; in our school, performance task should completely be removed... The children assume that they will get 100 when they take a colorful piece of paper and paste two pages on it. In order that this work properly, the learner needs to change, the student must change his mind…"

In addition to these findings, 10 teachers who participated in the study stated that the performance task did not reach its goal, only 3 teachers' stated that it reached its goal.

4. DISCUSSION, CONCLUSION, SUGGESTIONS

This stuy examines the opinions of the students and teachers at a vocational high school about performance tasks. According to the result of this study, the expectations of the students from performance task are to have high grades and to understand the subject. Although there have been teachers who do not have any expectations from the students regarding the performance task, it has been determined that the teachers generally expect the students to study, to enjoy the course, and to take responsibility.

The teachers have stated that they assess the performance task firstly according to the content and secondly according to the physical appearance. Most of the students, on the other hand, have remarked that the teachers assess the performance task according to the physical appearance, and that they do not give grades fairly. Thus we have concluded that the students pay attention to the physical appearance rather than the content (Çetin & Çakan, 2010) and it is the most difficult part for them.

Similar to the results of the study carried out by Yılmaz and Benli (2010), we have concluded that the teachers guided the students sufficiently, and that they helped the students while doing the performance tasks.

In addition to these, the performance tasks have many advantages from the perspective of the students. The most positive aspect of these tasks is to encourage the students to study the subject and to learn it. The grades that the students get are other positive aspects of the performance tasks. We have found out that the positive aspects of the performance tasks from the perspective of the teachers are the acceleration of students' learning process and the development of their communication skills.

We have also concluded that the students generally prefer much easier subjects they can do for the performance tasks. On the other hand, the teachers mostly take into consideration the needs and levels of the students and the content of the lessons while determining the subject of the performance tasks. These findings are similar to the findings of the study carried out by

Yılmaz and Benli (2011) in which the interest, motivation and the needs of the students are taken into consideration while determining the subjects of the performance tasks.

We have determined that the students have problems in making the physical appearance of the task proper, while the teachers state that they encounter student-based problems such as irresponsible behaviors, not understanding the task and the topic, and having the tasks done by someone else. The teachers also perceive the tasks as an extra workload for them. The problem of having the performance tasks done by someone else is also seen in the studies carried out Yılmaz and Benli (2011). This study also has similar results with the studies carried out by Duruhan and Çavuş (2013) in terms of doing the performance task for the sake of getting a high grade and downloading and getting it printed from the internet.

Generally, the students have a positive attitude towards the performance task. This finding is parallel to the findings of the study with the primary school students by Ayva (2010). The teachers express that the performance task have not reached its goal. These results also show similarities to the results of the study carried out by Duruhan and Çavuş (2013).

The results of this study put forward the fact that both the students and the teachers do not have enough information about what the performance task is and how it should be done; therefore, the performance tasks have not reached their goals. Performance tasks should measure higher order thinking and they should be related to real life situations. The results of the study show that performance tasks do not possess these features. Moreover, the students should have knowledge and understanding of the subjects in order to do performance tasks. Students try to do a performance task about a subject which mostly they do not understand or they do not know. This may be a reason why performance tasks do not reach its goal. Like other alternative assessment methods, performance tasks make the students active in the process and enable them to take more responsibilities. But in the current study, teachers complain about irresponsibility of students, and most of them say that performance task should not be given to all students. They even say that the performance tasks should not be used for the evaluation of the students anymore. Teachers' lack of knowledge about performance task may be the reason of these opinions. In general, the habits of the students which they bring from their primary and secondary school, the insufficient experience and knowledge of the teachers about the performance task can be the most important reasons of these problems mentioned in the study. The applied education can be given to both the students and the teachers in order to eliminate these problems. Similar studies may be carried out at different high schools.

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