

Strengthening K–12 Assessment Systems to Advance College & Career Readiness

Tuesday June 30, 2020



Event Goals

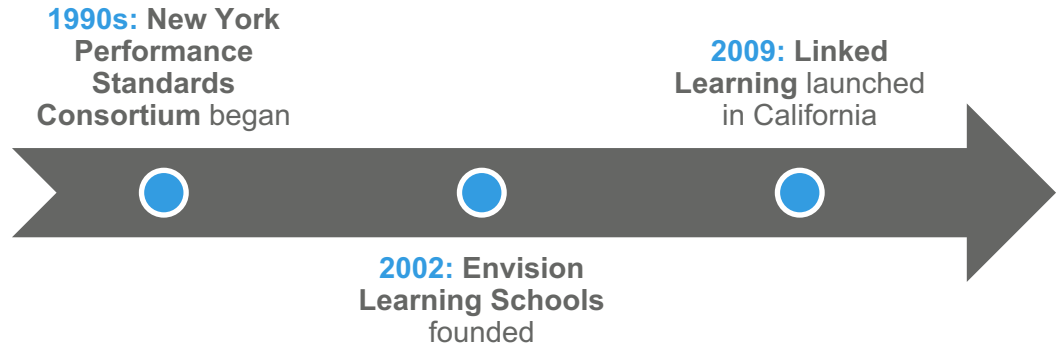
- Explore how performance assessments **prepare students for college, career, and post-secondary life**
- Identify **conditions that support performance assessments** both generally and in times of school closure
- Discuss how performance assessment **can be supported and scaled through K-12 and higher education policy**

Agenda

- **Welcome and Introductions**
- **Overview of Performance Assessments**
- **Overview of LAUSD Portfolio and Defense**
- **Student Defense and Q&A**
- **Panel Discussion with LAUSD Educators**
- **Debrief Discussion and Closing**

History of Performance Assessment

- Social justice educators have been using this practice for many decades
- Global assessment practice (International Baccalaureate curriculum)
- Provided by elite institutions and progressive educators



What is Performance Assessment?

The demonstration & evaluation of applied skills that can be taught and learned

Examples of Performance Assessments:

- Open ended short response
- Essay
- Laboratory investigation
- Portfolio and defense
- Capstone research project

High Quality Performance Assessment

- ✓ Eliciting evidence of learning that matters
- ✓ Tight on its criteria for success
- ✓ Inclusive of different learner approaches, with a lens of equity
- ✓ Authentic
- ✓ A learning experience in and of itself

Performance Assessment Research Base

Research shows performance assessment can:



Improve **instructional quality**¹



Encourage **teacher collaboration**²



Help to increase **student achievement** on traditional standardized tests³

Performance Assessment Research Base

Research shows performance assessment can:



Improve students' **deeper learning** and **social emotional learning** competencies



Contribute to more **equitable outcomes** in higher education admissions⁴

California Performance Assessment Collaborative

A statewide network of schools and districts working to advance innovative, high quality, and equitable performance assessments for high school graduation



THE CALIFORNIA PERFORMANCE ASSESSMENT COLLABORATIVE



CPAC

- 60+ schools across 16 districts
- 6 districts with active leadership
- 6 school networks
- 5 technical assistance partners

Beyond CPAC

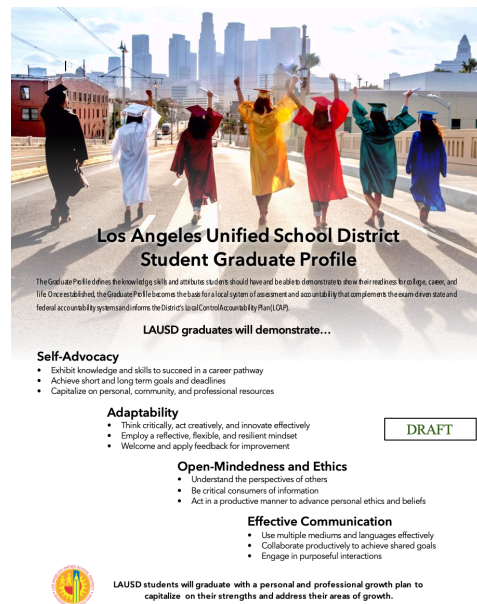
- Linked Learning pathways
- Bay Area Writing Project
- K-12 Alliance for NGSS
- Y-PLAN



Los Angeles Unified School District Portfolio and Defense

12th grade **portfolio** and **defense**

- Curated collection of student work (Artifacts)
- Demonstrate mastery and growth
- Student Learning Outcomes (SLOs)
 - **College, career,** and **civic life**
- LAUSD Linked Learning graduate profile



Portfolio and Defense Artifacts

- **Compile artifacts in 9th, 10th, 11th, and 12th grade, aligning to:**



College preparedness competencies: analysis, creative problem solving, argument, and inquiry



Work readiness artifacts: Resumé, job application, mock interview



Personal accomplishments: Evidence of community engagement and student achievement, written personal statement

- **Complete a portfolio defense presentation**

Performance Assessments at STEM Boyle Heights



Portfolio Defense since 2017-18 to live panel with industry board members



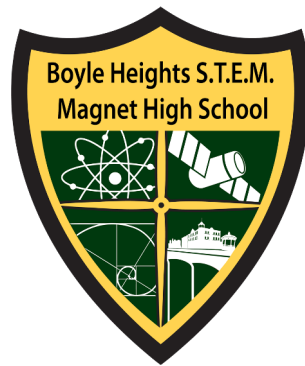
Two interdisciplinary performance assessments & core content performance assessments per year



STEM Lab & cross department collaboration



Grade level team planning



Student Presenters



**Monse Moreno-
Valadez**



**Giuseppe Mendoza
Torres**

As you're watching the students, what evidence do you see to indicate that they are ready for **college, career, and civic life?**

Panel Discussion



Esther Soliman, Linked Learning Administrator, LAUSD



Lindsey Corcoran, Linked Learning Director, LAUSD



Adriana Trejo, Principal, Boyle Heights STEM Academy



Abby Benedetto, Deeper Learning Coach, Envision Learning Partners

Group Discussion

1. What did you **learn** today?
2. What are the implications for **higher education**?
3. What are the implications for **state and local K-12 policy** related to college and career readiness?
4. What can you do in your role to **influence mindsets** and **break down barriers**?
5. What do you still have **questions** about?

Action Steps

- Watch LAUSD's video on their performance assessment process⁵
- Be a part of a student defense panel in your local community.
- Share resources with your colleagues and engage them in critical dialogue about the nature, purpose and impact of assessment



Moving This Work Forward

1. **Chat your next step(s)** into the chat box
2. **Learn more** through forthcoming research
3. **Stay involved** with CPAC, Linked Learning Alliance, and Envision Learning Partners

Stay Engaged



@EnvisionSchools



@LPI_Learning



@linked_learning



cpac@learningpolicyinstitute.org

Sources

¹ [Darling-Hammond, L. & Rustique-Forrester, E. \(2005\). "The consequences of student testing for teaching and teacher quality." *Yearbook of the National Society for the Study of Education* \(104\)2, pp. 289-319.](#)

² Maier, A., Adams, J., Burns, D., Kaul, M., Saunders, M., & Thompson, C. (2020). *District Initiatives to Meaningfully Assess Student Learning: Lessons From the California Performance Assessment Collaborative*. Palo Alto, CA: Learning Policy Institute.

³ [Darling-Hammond, L. \(2014\). *Next Generation Assessment: Moving Beyond the Bubble Test to Support 21st Century Learning*. San Francisco, CA: Jossey-Bass.](#)

⁴ Fine, M. & Pryiomka, K. (2020). *The New York Performance Standards Consortium CUNY Collaboration: An Empirical Study of Equity and Access*. Palo Alto, CA: Learning Policy Institute.

⁵ Los Angeles Unified School District (2020). LAUSD Portfolio Defense, from <http://lausdportfoliodefense.weebly.com/>

Thank you for joining!

**Participants observed
student defenses in
breakout spaces during
this time.**