Measure What Matters: Performance Assessment During and Beyond COVID-19

November 17, 2021
Please introduce yourself in the chat!

<table>
<thead>
<tr>
<th>Name</th>
<th>Pronouns</th>
<th>Role</th>
<th>Where You’re Calling in From</th>
</tr>
</thead>
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[cie](https://www.cie.org)  [linked learning alliance](https://www.linkedlearningalliance.org)  [envision learning partners](https://www.envisionlearningpartners.org)
Housekeeping

- Use the **chat function** to ask questions and share reflections
- Stay **muted** if you are not speaking
- **Resources** will be shared in the chat and in a follow-up email
- **IT Issues?** Message Ava Marinelli
Performance Assessments: Grounding in Research

Roneeta Guha
Vice President, Strategy & Impact
Linked Learning Alliance
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:

1. Improve *instructional quality*
2. Encourage *teacher collaboration*
3. Help to increase *student achievement* on traditional standardized tests
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 admissions
Moderators

Yvonne Armenta
Internal Communications Manager, Healthline Media & Creator of Chats with Yvonne

Paul Leather
Partner, Education Policy and State and National Relationships, Center for Innovation in Education
Performance Assessments: 
Grounding in Experience

Vera Nguyen
Senior, Madison High School, 
Fairfax County Schools
Vera’s Performance Assessment
Performance Assessments: Grounding in Experience

Beth Blankenship
English Teacher & Cross-Curricular Program Leader, Fairfax County Public Schools

Young Whan Choi
Manager of Performance Assessment, Oakland USD

Angela Landrum
Principal Consultant, Assessment Unit, Colorado Department of Education
Learning that Matters -  To STUDENTS

A Community of Practice

Beth Blankenship
Elizabeth Dean
Erich Heckel
Katie Hovanec
Eliot Waxman

A group of friends and disrupters with long and varied careers who aren’t afraid to build the plane while flying.

Students Know What (Learning and Assessment) Matters

between different subjects, I’m able to really engage with the material
<table>
<thead>
<tr>
<th>SCORING DOMAIN</th>
<th>APPROACHING STANDARD/ NOT PASSING</th>
<th>MEETING STANDARD/ PASSING</th>
<th>EXCEEDING STANDARD / PASSING WITH DISTINCTION</th>
</tr>
</thead>
</table>
| ARGUMENT - What is the evidence that the student can present a clear argument and line of reasoning? | • Makes a clear argument that answers the research question  
• Explains background and context of topic essential for understanding the argument  
• Makes accurate connections and draws meaningful conclusions to develop the argument | | |
| MULTIPLE PERSPECTIVES - What is the evidence that the student considers other perspectives? | • Acknowledges and briefly responds to questions or alternative interpretations when appropriate | | |
| EVIDENCE - What is the evidence that the student can support the argument? | • Refers to sufficient relevant evidence from various types of sources | | |
| ANALYSIS - What is the evidence that the student can support an argument with relevant evidence? | • Elaborates on the significance of evidence in support of the argument  
• Presents some sources in a way that shows consideration of relevance, credibility, or potential bias | | |
Colorado Performance Assessment Informs Graduation Readiness

- Leveraging a policy opportunity
- Co-creation with educators and stakeholders
- Driven by a focus on essential skills
- Student-centered, equity-centered
- Supports whole system evolution
- High-Quality Development
  - 2018: Definitions and Design Elements
  - 2019: Performance Outcomes, Rubrics, System Recommendations & Pilots
  - 2020-2022: PLC Trials Validation and Calibration Processes

Final Reflections

Justin Wells
Executive Director
Envision Learning Partners
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
Feedback

or

https://bit.ly/3n0KFkp
Upcoming Opportunities

- Envision Learning Partners Lounge
  - Thursday November 18 & Thursday December 16, 4:00pm PT

- CPAC Learning Series Module 2 (Assessment)
  - Thursday, January 20, 3:30pm PT
Thank you for joining us!