

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

November 17, 2021



*Please introduce yourself
in the chat!*

*Name | Pronouns | Role |
Where You're Calling in From*

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



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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:



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

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

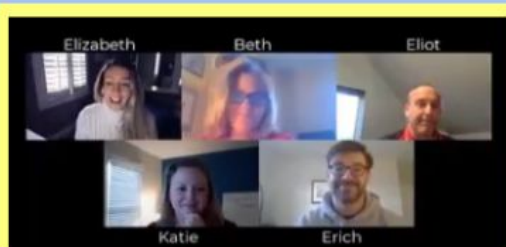
Principal Consultant,
Assessment Unit,
Colorado Department of
Education

Learning that Matters - To STUDENTS *before systems*



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



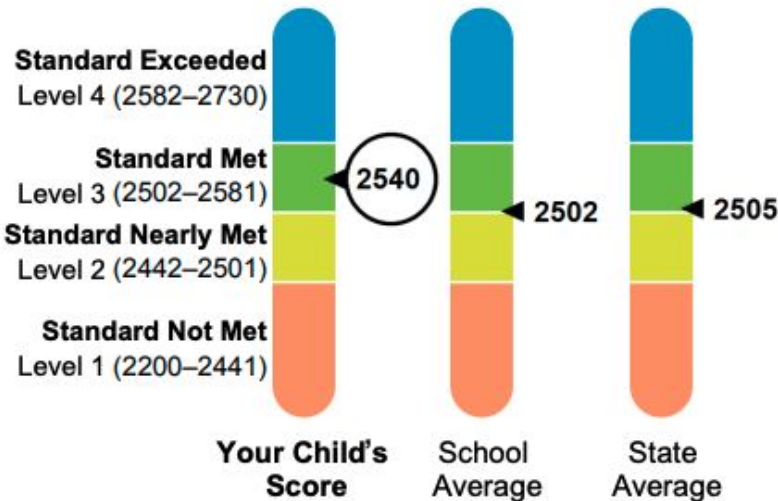
between different subjects, I'm able to really engage with the material

Sample Report from 2021

English Language Arts/Literacy (ELA)



Sophia met the grade five standard for ELA.



OUSD Capstone Rubric (single point, excerpt)

SCORING DOMAIN	APPROACHING STANDARD/ NOT PASSING	MEETING STANDARD/ PASSING	EXCEEDING STANDARD / PASSING WITH DISTINCTION
ARGUMENT - <i>What is the evidence that the student can present a clear argument and line of reasoning?</i>		<ul style="list-style-type: none"> • Makes a <i>clear</i> argument that answers the research question • Explains background and context of topic essential for understanding the argument • Makes <i>accurate</i> connections and draws <i>meaningful</i> conclusions to develop the argument 	
MULTIPLE PERSPECTIVES - <i>What is the evidence that the student considers other perspectives?</i>		<ul style="list-style-type: none"> • <i>Acknowledges and briefly responds</i> to questions or alternative interpretations <i>when appropriate</i> 	
EVIDENCE - <i>What is the evidence that the student can support the argument?</i>		<ul style="list-style-type: none"> • Refers to <i>sufficient relevant</i> evidence from various types of sources 	
ANALYSIS - <i>What is the evidence that the student can support an argument with relevant evidence?</i>		<ul style="list-style-type: none"> • <i>Elaborates on the significance of</i> 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

GRADUATION GUIDELINES | FACT SHEET

Menu of College and Career-Ready Demonstrations

Local school boards establish high school graduation requirements that meet or exceed the Colorado Graduation Guidelines for the graduating class of 2021.

Local school boards and districts select from this menu to create a list of options that their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. School districts may offer some or all of the state menu options, may raise a cut score on an included assessment and may add graduation requirements in other content areas.

Graduation Guidelines begin with the implementation of Individual Career and Academic Plans (ICAP). 21st Century Essential Skills, and Colorado Academic Standards for all content areas, including Civics.

Students must demonstrate college or career readiness in English and math based on at least one measure.

Districts have the authority to provide accommodations to students in meeting the college and career demonstrations necessary to earn a standard high school diploma for English learners, gifted student and students with disabilities.

MENU OF OPTIONS: This menu lists the minimum scores required.

ACCUPLACER		Concurrent Enrollment	
Classic	ENGLISH 62 on Reading Comprehension OR 70 on Sentence Skills	ENGLISH Passing grade per district and higher education policy	MATH Passing grade per district and higher education policy
	ENGLISH 243 on Reading OR 236 on Writing	MATH 255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)	
<p>ACCUPLACER is a computerized test that assesses reading, writing, math and computer skills. The results of the assessment, in conjunction with a student's academic background, goals and interests, are used by academic advisors and counselors to place students in college courses that match their skill levels.</p>			
ACT		District Capstone	
ENGLISH 18 on ACT English	MATH 19 on ACT Math	ENGLISH Individualized	MATH Individualized
		<p>A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects are district determined and often include a portfolio of a student's best work.</p>	
ACT WorkKeys – National Career Readiness Certificate		Industry Certificate	
ENGLISH Bronze or higher	MATH Bronze or higher	ENGLISH Individualized	MATH Individualized
		<p>Industry certificates are credentialed recognized by business and industry. They are district determined, measure a student's competency in an occupation and they include a knowledge base and skills that show mastery in a particular industry.</p>	
Advanced Placement		International Baccalaureate (IB)	
ENGLISH 2	MATH 2	ENGLISH 4	MATH 4
		<p>IB exams are awarded worldwide. Scores range from 1 to 7 (highest).</p>	
ASVAB		SAT: Scores updated for SAT (2016)	
ENGLISH 31 on the AFQT	MATH 31 on the AFQT	ENGLISH 410	MATH 360
		<p>The SAT is a college entrance exam that is accepted or required at nearly all four-year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.</p>	
Collaboratively developed, standards-based performance assessment		SAT: Scores updated for SAT (2016)	
ENGLISH State-wide scoring criteria	MATH State-wide scoring criteria	<p>An authentic application of Essential Skills for Postsecondary and Workplace Readiness, through the creation of a complex product or presentation. (To be developed)</p>	
		<p>Students who score at least 31 are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enter in the military.</p>	

District Guidance: www.cde.state.co.us/postsecondary/graduationguidelines

January 2020

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



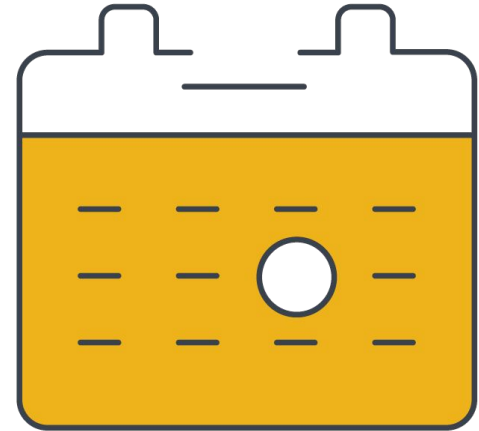
or

<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!



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