

Piloting Common Performance Assessments to Maximize Teacher and Student Learning

December 10, 2013

Introductions

Presenters:

- Christina Brown, CCE Senior Director for Instruction and Assessment
- Michael Brownstein, QPA Senior Associate
- Priti Johari, Redesign Administrator, Chelsea Public Schools

About



CCE's Vision for Schools

- Equity and data are embedded in all conversations and practices,
- Teaching and learning are purposeful, challenging, and have value beyond school,
- Assessment demonstrates the competence of students in multiple ways, and
- Collaborative practices improve teaching and learning.



A CCE Program

- Performance assessments with technical quality:
 - Quality aligned instruction
 - Quality task design
 - Quality data analysis
- Meaningful student and teacher learning
- Professional development to build assessment literacy
- Communities of practice
- Balanced assessment policy

Logistics

Questions:

- Please use the chat box in the lower left-hand corner of the screen to ask questions. We will answer as many as we can throughout the presentation.
- We will have a few questions for you to answer in chat box during presentation to encourage interaction.

Materials posted:

- Webinar recordings, slides and other resources will be archived at <http://www.qualityperformanceassessment.org/webinars/>.
- All tools in the QPA Guide and referenced in this webinar are available on the QPA website for free with login.
- We will send follow up email when materials are posted.



Learning Objectives



Participants will:

- Develop a vision for piloting common performance assessments with technical quality to promote student and teacher learning;
- Understand the roles that rubric development, scoring, alignment and administration play in piloting common performance assessments for instructional improvement and teacher impact ratings;
- Learn from one school's journey in developing performance assessments aligned to common, skill-based rubrics as part of their Common Core implementation and teacher professional development plan.

Agenda

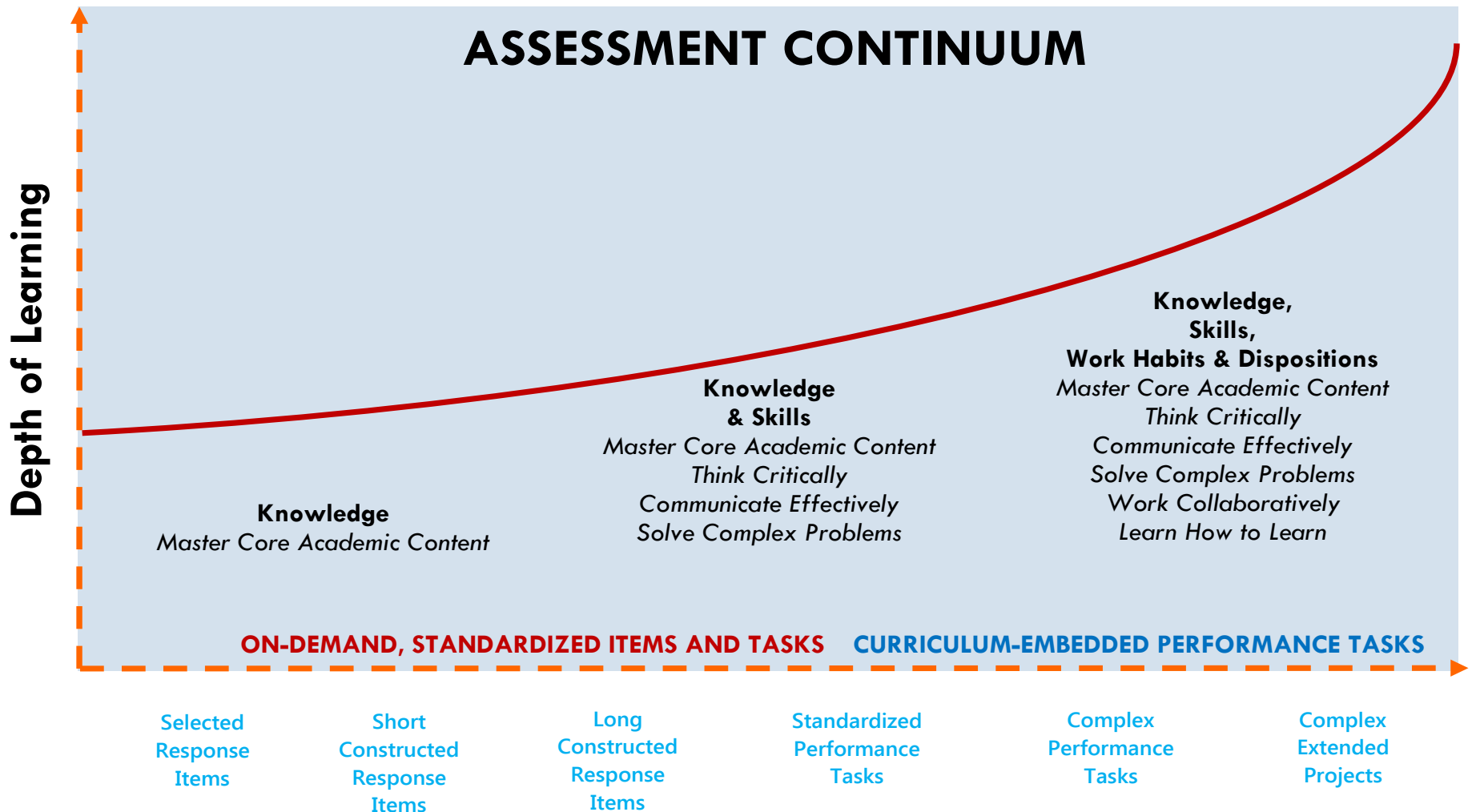
- **A Vision for Piloting Common Performance Assessments**
Christina Brown, Center for Collaborative Education
- **A Leader's Perspective on Piloting Performance Assessments**
Priti Johari, Redesign Administrator, Chelsea Public Schools
- **Questions and Response**
- **Steps and Tools for Piloting Common Performance Assessments**
Michael Brownstein, Center for Collaborative Education
- **Questions and Response**
- **Tools, Resources, and Closing**

QPA's Guiding Question:

How do we place teachers and students at the center of the assessment process at the school, district, state and national levels?



Why Performance Assessment?



Performance Assessment for the Common Core

Common Core research-based shifts in practice which can lead to students who are significantly more college and career (and citizenship) ready in ELA and Literacy:

1. Writing and reading for different tasks, purposes, and audiences
2. Connecting reading, writing, speaking, & listening
3. Engaging students in reading with a critical eye
4. Reading and writing a wide variety of text types

Nell K. Duke, University of Michigan, 2013

Using Performance Assessment Tasks Across Disciplines

Clear and Effective Communicator:

- Construct viable explanations and arguments
- Use a variety of modes of expression

Exhibition

Oral presentation

Written Proposal

Debate/Discussion

Independent
capstone research
project

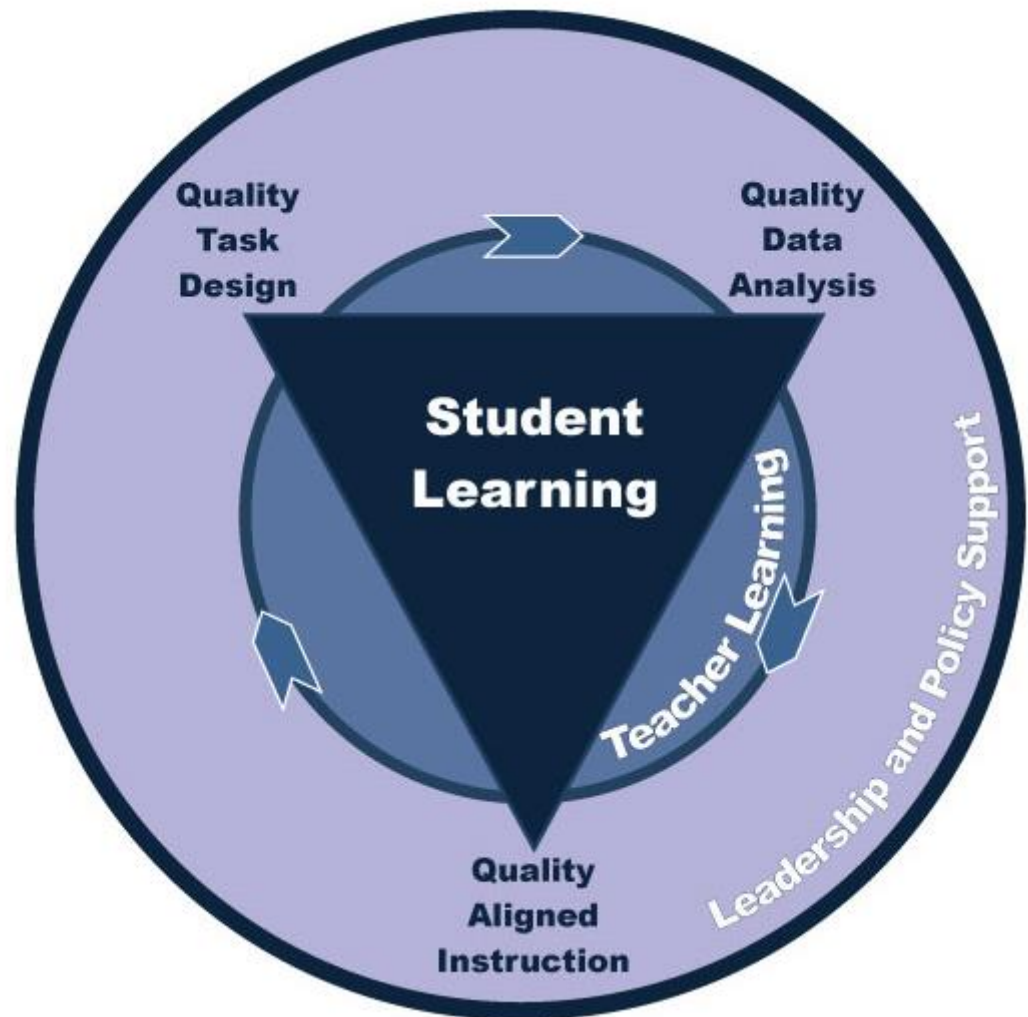
Science:
Present to the local
natural resources
committee about
the health of a local
lake

Math:
Based on costs and
student interests,
what should we sell
at our school store?

Social Studies:
Which American
Revolutionary figure
was most
courageous?

QPA Framework for Technical Quality

Performance assessments are **multi-step** assignments with **clear criteria**, expectations, and processes which measure how well a student **transfers** knowledge and **applies complex skills** to create or refine an original product.



Power of Common Performance Assessments

- 1. Professional Engagement:** Teachers and administrators are engaged in the development and scoring. (Darling-Hammond and Falk, 2013)
- 2. Ownership:** Professional learning teams shape the learning, gather data and guide adjustment to practice.
- 3. Assessment of Deeper Learning:** Learning linked with curriculum and high quality instruction is likely to promote desirable changes in practice as test content and format mirror high-quality instruction (Rand Report, 2013).
- 4. Student Engagement:** Students are active participants in their learning and assessing their effort and outcomes.



Student Perspective from Chelsea High



Perspectives of a District Leader

- Priti Johari, Redesign Administrator, Chelsea Public Schools



CHS Process for Creating a Meaningful Assessment System

Instructional Model:

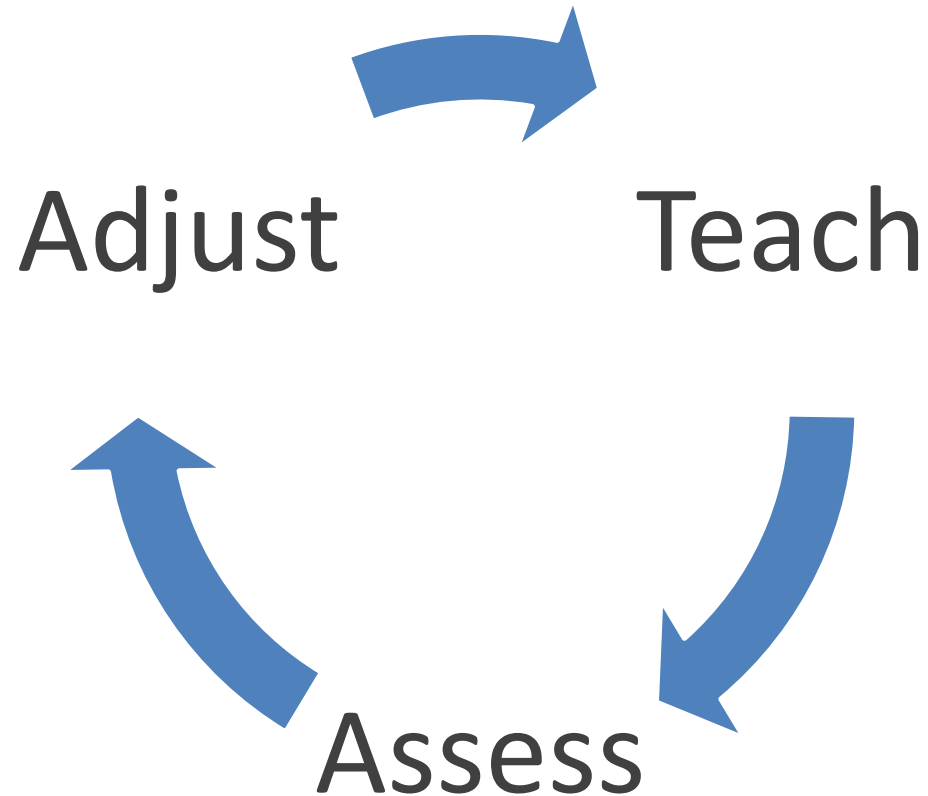
- Created a Vision of a Graduate (VOG); [QPA Tool 39: Vision of the Graduate Protocol](#)
- Adopted Understanding by Design as an instructional model to support the development of our VOG;
- Created systematic spaces for teacher learning (PLCs).

Assessments Embedded in a Cycle of Learning

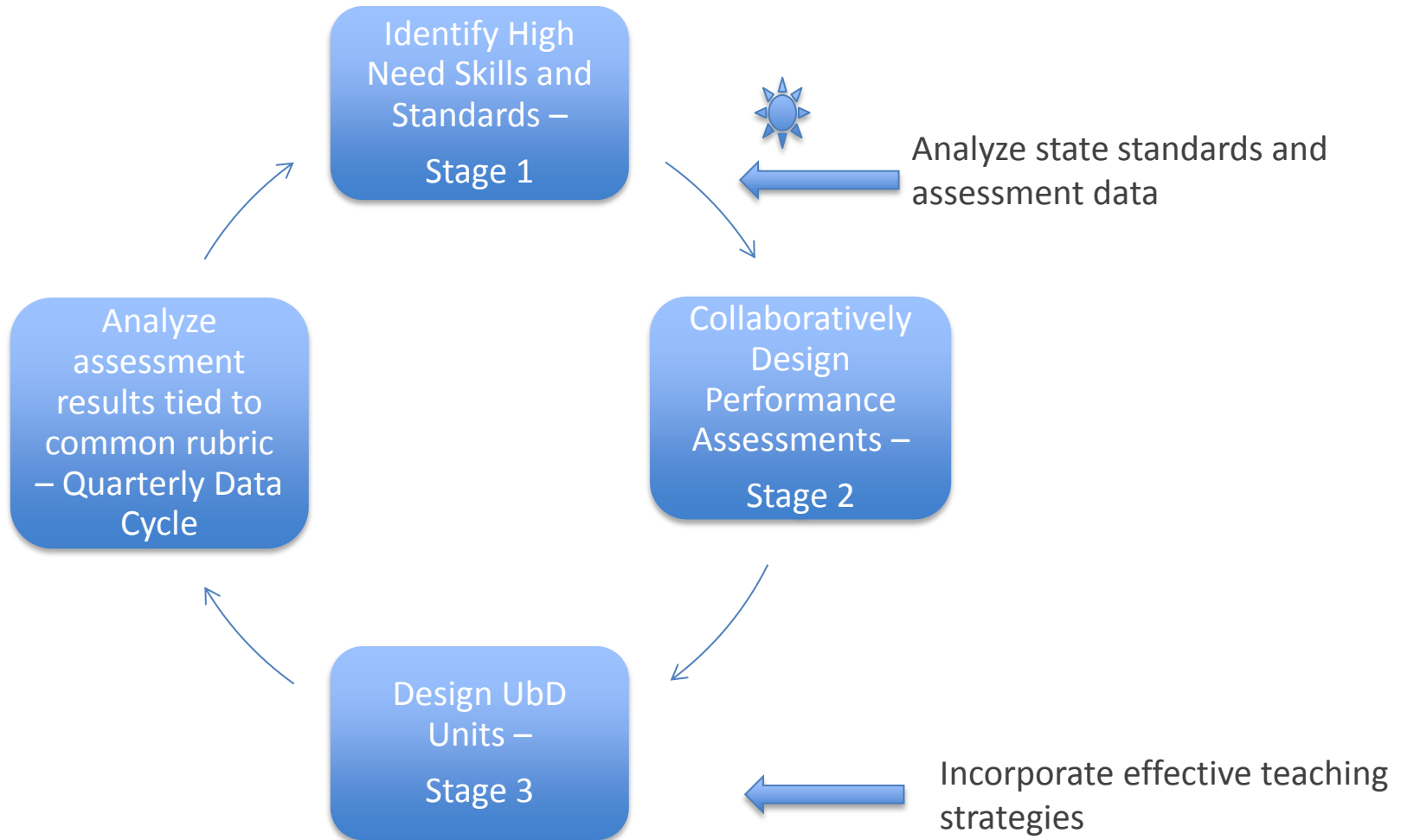
Assessment should be embedded in a cycle of learning for BOTH students and teachers.

- Performance assessments are themselves a learning opportunity for students.
- Reviewing student work from performance assessments provides valuable learning to teachers.

CHS Learning Cycle



CHS Teachers and the Student Learning Cycle



Rubric Development

■ Rubrics

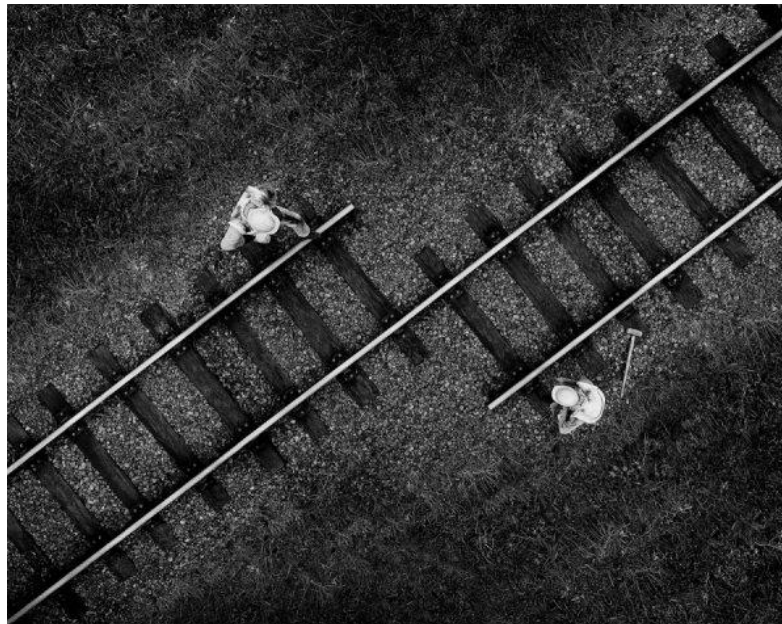
- Aligned to the Common Core State Standards (CCSS)
- Assess student work in a variety of formats
- Used to measure growth in skills over time

■ Development Process

- Pilot team reviewed rubrics from several sources
- Pilot team provided input on key skills important to their department
- Adopted an existing rubric from Envision Learning Partners (ELP)
- ELP vetted the rubric alignment to the CCSS

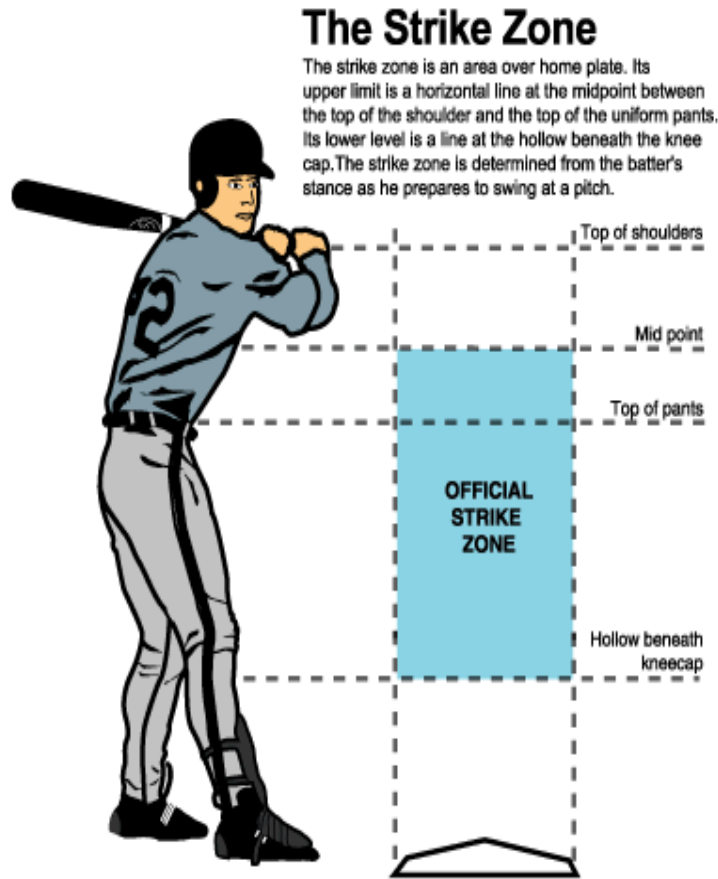
Validity means...

...alignment to standards including the Common Core, Depth of Knowledge, and/or 21st Century skills is critical to ensure assessments achieve their purpose.



Reliability means...

...calibration of scoring is critical to ensure the assessment criteria are interpreted consistently across scorers.



Why Calibration Matters

Calibration provides an opportunity to:

- Make sure assessment criteria are consistently interpreted
- Further unpack the standards/rubric and develop a deeper understanding of the skills we are trying to teach students



D/P	PROFICIENT	P/A
	<ul style="list-style-type: none"> • Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking • Makes relevant claims that support the argument • Acknowledges relevant questions or counter-claims when appropriate • Briefly explains background and context of topic/issue • Draws general or broad connections or conclusions 	
	<ul style="list-style-type: none"> • Refers to sufficient evidence (reasons, examples, and quotations from print and/or multimedia sources) relevant to argument • Information and/or examples are used to illustrate at least two points of view • Makes note of different information or a difference among authors on the same topic (when appropriate) 	

Why Calibration Matters

- Calibration matters because you cannot successfully teach the skills embedded in the Common Core unless there is a consistent interpretation of them.
- Calibration must happen at and across all levels of the school (e.g., Administrators, Coaches and Teacher Leaders, All Teachers).

CHS Teacher Learning Through Calibration



Setting Up a Calibration Process

Stream 1

Teacher leaders determine anchor products:

- Review a ton of student work;
- Start by focusing on one or two domains; and
- Establish vetting process.

Stream 2

Teacher leaders build familiarity and investment in the calibration process:

- Teacher leaders practice calibration with a rubric for chocolate chip cookies;
- Teacher leaders lead faculty to calibrate with a rubric for chocolate chip cookies; and
- By department we calibrate using CHS student work.

Bringing the Common Core to Life

- Teachers unpack common rubric(s);
- Teachers independently or collaboratively design performance tasks aligned to the common rubrics;
- Teachers/students implement tasks;
- Lead Teachers determine anchor products;
- Teachers use the anchor products to calibrate and better understand the rubric language;
- Teachers score task individually; and
- Teachers engage in data cycle.

CHS Process for Creating a Meaningful Assessment System

Takeaways Building an Instructional Model:

- Pilot!
- Balance between learning from within and reaching out for support; and
- Provide strategic and tiered support for adults (faculty meetings, departments, PLCs, one-on-one).

What's Next for CHS?

Small “Performance Assessment:” Tasks

- Complete a data cycle and action plan from the Quarter 1 performance assessments;
- Repeat the calibration process Quarter 2 and Quarter 3, use the learning to develop performance assessments; and
- Refine the system (rubrics, performance assessments, data cycle) in the summer.

Big “Performance Assessment:” Capstone Project

- Continue to develop the Capstone Project 12th graders and benchmarks for 9th, 10th, and 11th graders; and
- Pilot the Capstone Project and Benchmarks.

Measuring Growth

- DDMs Pilot Team
 - Breaking the questions of growth and impact

What is the amount of growth we think students should make in ONE school year?		
<i>CHS Rubrics</i>		
Overall increase of one level on 50% of domains	Overall increase of one level on all domains	Write in option: An increase of $\geq .5$ in 60% of the domains

Increase measured by overall delta (change in score from Q1 to Q4)

Measuring Growth

- CHS Quarterly Performance Assessments and Common Rubrics as a District Determined Measure
 - On a rubric with multiple domains, all students must make a minimum of .5 growth on rubric scale in 60% of the domains
 - The rubrics are aligned to the CCSS, so each rubric spans two grade levels
 - A stagnant score actually represents growth because the task complexity increases over time and students receive less scaffolding

Measuring Impact

- CHS Quarterly Performance Assessments and Common Rubrics as a District Determined Measure
 - ≥ 85 percent of students must make the required growth for a teacher to have high impact on student learning

What percentage of students should make the desired level of growth for a teacher to be low/moderate/high impact?		
<i>Low</i>	<i>Moderate</i>	<i>High</i>
0 to 15 percent (≤ 19 of 125 kids make one year of growth)	16 to 84 percent (20 to 105 of 125 kids make one year of growth)	≥ 85 percent (≥ 106 of 125 kids make one year of growth)
0 to 50 percent (≤ 63 of 125 kids make one year of growth)	51 to 84 (64 to 105 of 125 kids make one year of growth)	≥ 85 percent (≥ 106 of 125 kids make one year of growth)
Write in option: 0 to 50 percent (≤ 19 of 125 kids make one year of growth) <i>Students with excessive absences will be excluded from the count.</i>	Write in option: 51 to 84 percent (20 to 105 of 125 kids make one year of growth) <i>Students with excessive absences will be excluded from the count.</i>	Write in option: ≥ 85 percent (≥ 106 of 125 kids make one year of growth) <i>Students with excessive absences will be excluded from the count.</i>

Guiding Question for Piloting Common Performance Assessments

How will this
assessment
contribute to
teaching and
learning?



Questions and Discussion



Selecting the Process and Level of Technical Quality that Aligns to the Vision and Purpose



How Common is Common?



Components of a Common Performance Task for Instructional Improvement

- **Common Rubric:** Used by students to clarify requirements of the assignment and by teachers for consistent scoring.
Tool 24: QPA Common Position Paper Rubric
- **Anchor of proficient student work:** Ensures that students and teachers interpret the rubric with an agreed-upon standard. Anchors are selected after the first use of the task.
Tool 37: QPA Training with Anchors Protocol
- **Calibration Protocol:** Used by teachers to calibrate scoring of student work and explore the instructional implications of the prompt/task, student work.
Tool 4: QPA Calibration Protocol

Components of a Common Performance Task for Measuring Teacher Impact

- **Task description:** Given to students for each component of the assessment rubric.
Tool 23: QPA Common Position Paper Task Description
- **Teacher directions:** Set common guidelines for students while still allowing for variations in how tasks are embedded in curriculum.
Tool 28: QPA Common Task Directions
- **Scoring Guidelines:** Set common guidelines for students while still allowing for variations in how tasks are embedded in curriculum.
Tool 27: QPA Scoring Guide

Impact on Teacher Practice and Student Learning

"Our work of creating common assessments and rubrics and scoring them across classrooms has created a culture of inquiry and a collaborative atmosphere. Four years ago classroom doors were closed and there was no collaboration...Now I believe 100% of the teachers [work in a professional learning community]."

This is a result of our process of learning about the Common Core, unpacking standards, writing lesson plans and tasks, sharing those plans, giving each other feedback, creating common rubrics, and collectively examining student work."

-- Priti Johari, Redesign Administrator, Chelsea High School, MA

Darling-Hammond, L. & Falk, B. (Sept. 2013). Teacher Learning Through Assessment, How Student-Performance Assessments Can Support Teacher Learning



QPA Analysis of Media Task:

Writing to Text

Compare and contrast how multiple types of media portrayed one (1) event or story from literature, current events, or history. Analyzing how words, sounds, and still or moving images are used in each medium.

Specifically:

- Use relevant, specific and accurate evidence from research, real life, and your prior knowledge to support your argument.
- Write an argument that is 600-750 words in length.
- Support your thesis by citing at least three (3) sources, using at least two (2) different types of the following media:
 - Print media (newspapers, magazines, books, pamphlets, documents, etc.)
 - Online media (online newspapers and magazines, websites, blogs, Twitter, etc.)
 - Audio and visual media (radio, podcasts, CDs; TV, webcasts, film)
 - Emerging Technologies (media not listed above)
- Convince your audience to take your position by using facts, descriptions, examples, counterarguments, alternative viewpoints, etc. grounded in evidence from one of the media sources.

Chelsea's Western Expansion

10th Grade Curriculum-Embedded Tasks

Compare and contrast the following documents and images and explain the expansion of the United States in the Nineteenth Century. Write a strong thesis using evidence from all the sources provided:

- Excerpt from Thomas Jefferson's Annual Message to Congress, October 17, 1803
- Lewis and Clark "Great White Father" speech
- Painting: *American Progress* by John Gast- 1872
- Painting: *Trail of Tears* by Robert Lindneux- 1942
- Map of United States territorial acquisitions

Tool 17: QPA Common Analysis of Media Task

Tool 18: QPA Common Analysis of Media Rubric

Chelsea 10th Grade Student work from On-Demand Analysis of Media

“During the 19th century expansion Americans believed that it was their “manifest destiny” to own all of America as shown on page 4 in the painting American Progress by John Gast from 1872. This painting shows Americans colonizing the land as wherever they move light is brought to the land. It shows an angel putting up wires as she moves with the Americans (she is meant to be the angel of destiny). It shows Indians being pushed out of their land to show the land was meant for the Americans and no one else. The painting shows that Americans had the power to push whatever was in their way out so it could become a great nation.”

Excerpt from on-demand student essay



Design, Development, and Implementation of a Performance Task

Phase 1

Planning and Design of the Performance Task

1. Establish a Planning and Development Team and Vision for your work
2. Determine the content area(s) and grade level(s)
3. Design a task
Tool 8: QPA Curriculum Planning Template

- Find a balance between breadth of coverage and depth of knowledge
- Consider needs and interests of students
- Consider purpose, audience, and modes of communication



Design, Development, and Implementation of a Performance Task

Phase 2: Preparing to Pilot the Performance Task:

4. **Tune the Task:** A group of teachers and administrators convenes to fine tune the task [Tool 38: QPA Tuning Protocol for Tasks](#)
5. **Craft Clear Criteria:** Build criteria into common rubric and clear student directions for administration of the task
6. **Try out a common task:** Task try out with students provides early data that guides adjustments to the process
7. **Teachers and administrators score student work:** Assess levels of student performance and calibrate the scoring [Tool 4: QPA Calibration Protocol](#)
8. **Planning and Development Team refine assessment:** Team to tunes and validates the assessment [Tool1 : QPA Validation Checklist](#)

Design, Development, and Implementation of a Performance Task

Phase 3: Piloting the Performance Task

9. **Pilot the Performance Task**
10. **Score and analyze performance levels:** Conduct collaborative teacher scoring, review and communicate growth changes from the Try-out task to Pilot administration of task [Tool 4: QPA Calibration Protocol](#)
11. **Seek feedback from**
 - **students** whose self-assessment of the task and their progress in learning is valued and useful
 - **teachers** on the task, professional learning, student learning, and to gain suggestions for future revision
12. **Conduct an analysis of the process:** Analysis includes performance data, including preliminary indicators of student growth that is shared with teachers and administrators district-wide [Tool 10: QPA Data Analysis Protocol](#)

Why Piloting Common Performance Assessments is Worth the Investment of Time and Resources?

- Collaborative engagement of teachers in development, scoring and data analysis



- College and career-ready students who are engaged life-long learners



Questions and Discussion



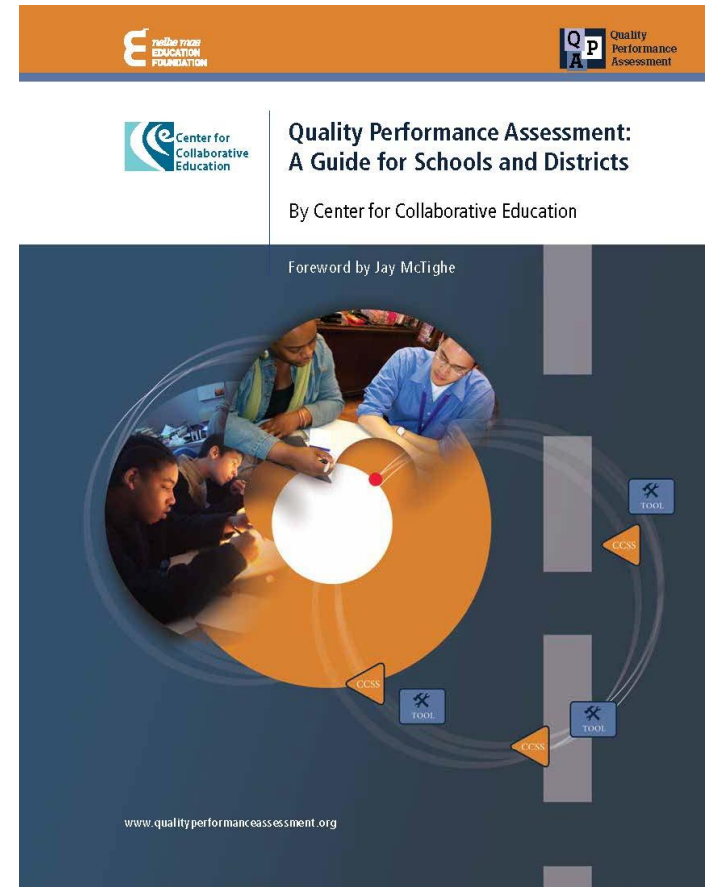
Remembering the Purpose of Assessment

- Poll Question:
What is one key idea you want to explore or try out in your practice?



Tools and Protocols

- Analysis of Media Task and Rubric (*Example of Writing to Text*)
- QPA Curriculum Planning Template
- QPA Common Task Scoring Guide
- QPA Common Task Teacher Directions
- Calibration Protocol
- Assessment Validation Checklist
- Data Analysis Protocol
- Training with Anchors Protocol
- Tuning Protocol for Tasks



Upcoming CCE Webinars

Digging Deeper into Performance Assessment

- Creating a Performance Assessment Culture:
The Power of Professional Learning Communities
Winter, 2014

References and Resources

For more about implementing performance assessments:

- Center for Collaborative Education (2012). *Quality Performance Assessment: A Guide for Schools and Districts*. <http://www.amazon.com/Quality-Performance-Assessment-Schools-Districts/dp/0988311607/>

For more about the intersection of performance assessment and effective teaching practice:

- Conley, D.T., & Darling-Hammond, L. (2013). *Creating systems of assessment for deeper learning*. Stanford, CA: Stanford Center for Opportunity Policy in Education. https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeper-learning_0.pdf
- Darling-Hammond, L. & Falk, B. (Sept. 2013). Teacher Learning Through Assessment, How Student-Performance Assessments Can Support Teacher Learning. <http://www.americanprogress.org/issues/education/report/2013/09/12/73978/teacher-learning-through-assessment/>
- Faxon-Mills, S., Hamilton, L., Rudnick, M. & Stecher, B. (2013). *New Assessments, Better Instruction? Designing Assessment Systems to Promote Instructional Improvement*. Rand Corporation. www.rand.org
- Duke, Nell K., Caughlan, Samantha, Juzwik, Mary, Martin, Nicole. (2012) . *Teaching Genre with Purpose*. Educational Leadership. 69:6, 34-39.

References and Resources

For more about performance assessment research and theory:

- Gagnon, L. (2010). *Ready for the Future: The Role of Performance Assessments in Shaping Graduates' Academic, Professional, and Personal Lives*. Center for Collaborative Education, Boston, MA http://ccebos.org/research/publications_assessment.html
- Tung, R, & Stazesky, P. (2010). *Including Performance Assessments in Accountability Systems: A Review of Scale-up Efforts*. Center for Collaborative Education, Boston, MA http://ccebos.org/research/publications_assessment.html

Contact Information

Center for Collaborative Education

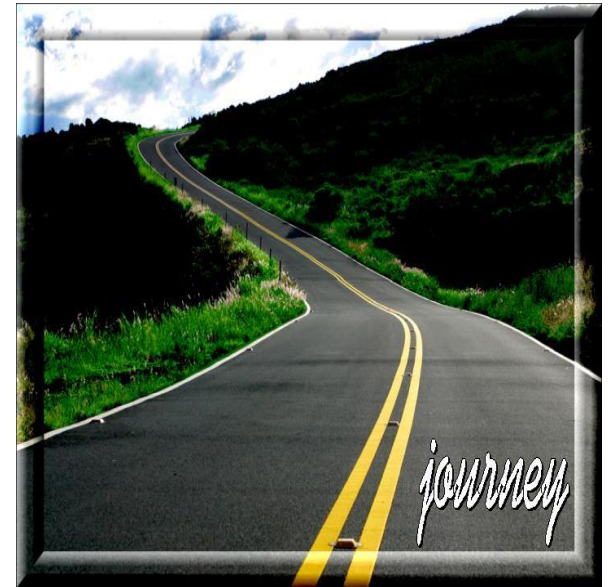
[Email: info@ccebos.org](mailto:info@ccebos.org)

Phone: (617) 421-0134

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