



Laying the Foundation for Performance Assessment: Lessons Learned from the Innovation Lab Network Pilot in New England

A webinar developed and conducted by the Center for Collaborative Education
May 27, 2015

Who are you?

In the Questions/Chat Box, please tell us:

- Who you are?
- Where you are from?
- What your role is in your organization?
- What you hope to learn today?



Welcome

Who are we?



Council of Chief State School Officers



Student Center for Assessment, Learning, and Equity



Stanford Center for Opportunity Policy in Education



Educational Policy Improvement Center



Center for Collaborative Education



Agenda

- What is the Innovation Lab Network (ILN) Performance Assessment Pilot?
- Voice of the Teacher (First Practitioner)
- Findings from First Year
- Voice of the Teacher (Second Practitioner)
- Q&A
- Closing

Learning Objectives



- Share the experiences, successes, and lessons that practitioners have learned doing this work.
- Examine early research findings from year one.
- Explore how the ILN pilot integrates with the ongoing work of the three New England states.
- Based on your questions, discuss the implications of performance assessment in your schools and districts.



Do you have any questions?

You will see this prompt throughout the webinar. You may enter a question into the **questions** box at any time. We will address them at the end of the presentation.

The Innovative Lab Network Performance Assessment Pilot



Performance Assessment

Asks students to think and to produce – to demonstrate learning through work authentic to the discipline and/or real world.

A Quality Performance Assessment

- ... is open-ended
- ... is a multi-step process
- ... uses rubrics
- ... addresses content, skills, and/or habits
- ... requires higher-order thinking
- ... requires application and transfer
- ... results in original products or performances

The Pilot, briefly

- The ILN Performance Assessment Pilot is a research and capacity building project taking place over a number of states (ME, NH, RI, IA, CA, OR).
- 10 to 30 teachers in each state implement high quality performance assessments in their classrooms, receive training, and report back the results of their implementation.
- The experience of teachers and students is examined.
- 2015 is the second year of the pilot.

Goals of the Pilot

- **Support states in better assessment of deeper learning** by:
 - Providing high quality performance tasks aligned to CCSS and NGSS in an online resource bank
- **Developing educator capacity to effectively use performance tasks** through:
 - Piloting tasks at school sites
 - Training educators to design, review, implement, and score performance tasks
 - Creating a resource bank to support the implementation of Performance Assessments at all levels
- **Helping states in designing policy frameworks** that support performance assessment implementation.



Do you have any questions?

Teacher Experience

Voice of the Teacher

Abby Asciola is an ELA teacher at Gilford High School, part of SAU 73 in New Hampshire. This is her first year participating in the pilot.





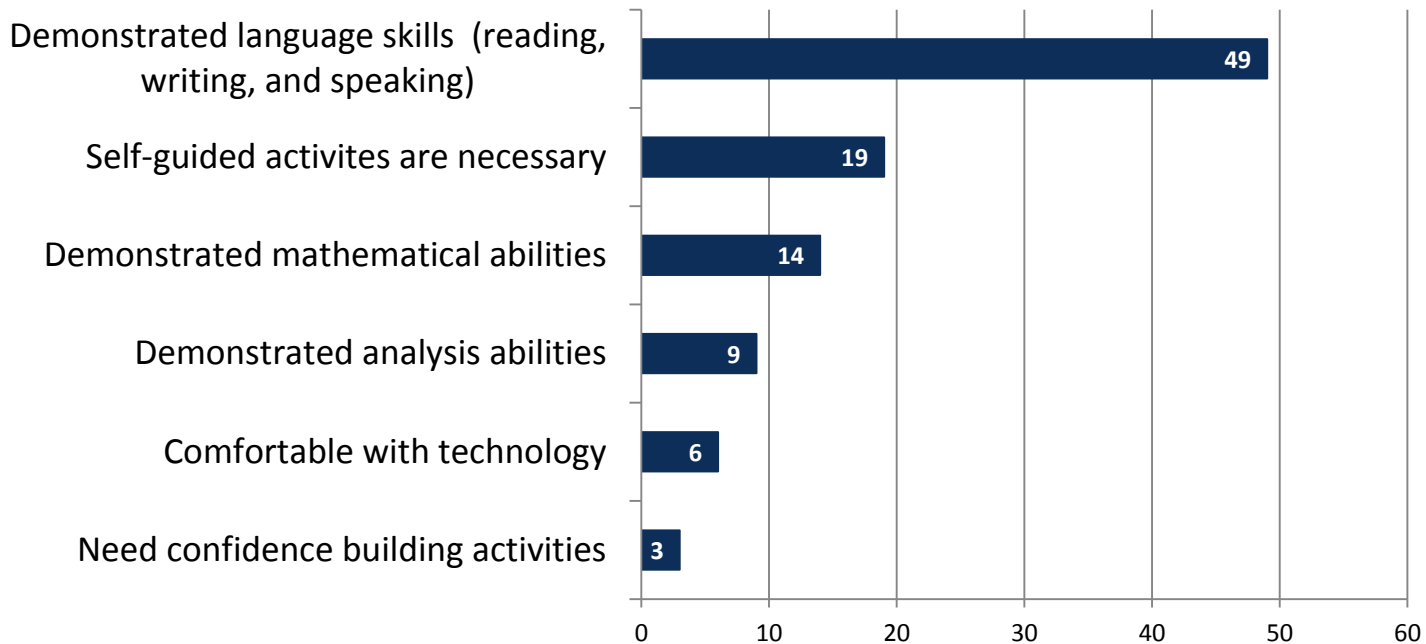
Do you have any questions
for Abby?

Research Findings

Findings from the first year

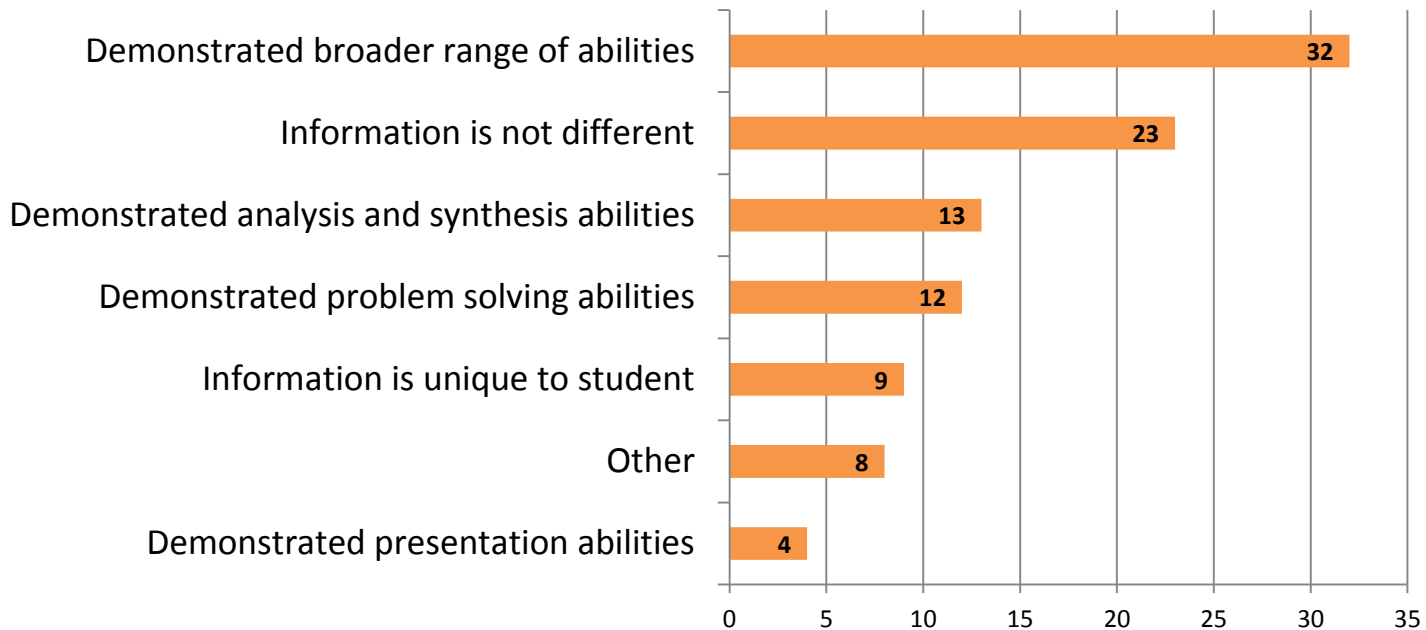
The first year of the pilot was launched in Spring of 2014. As part of the pilot, teachers were asked to take pre- and post-surveys and students completed a short reflection after completing the performance assessment. Here are some findings from those surveys.

What did you learn about what your students know and can do from implementing this performance assessment?



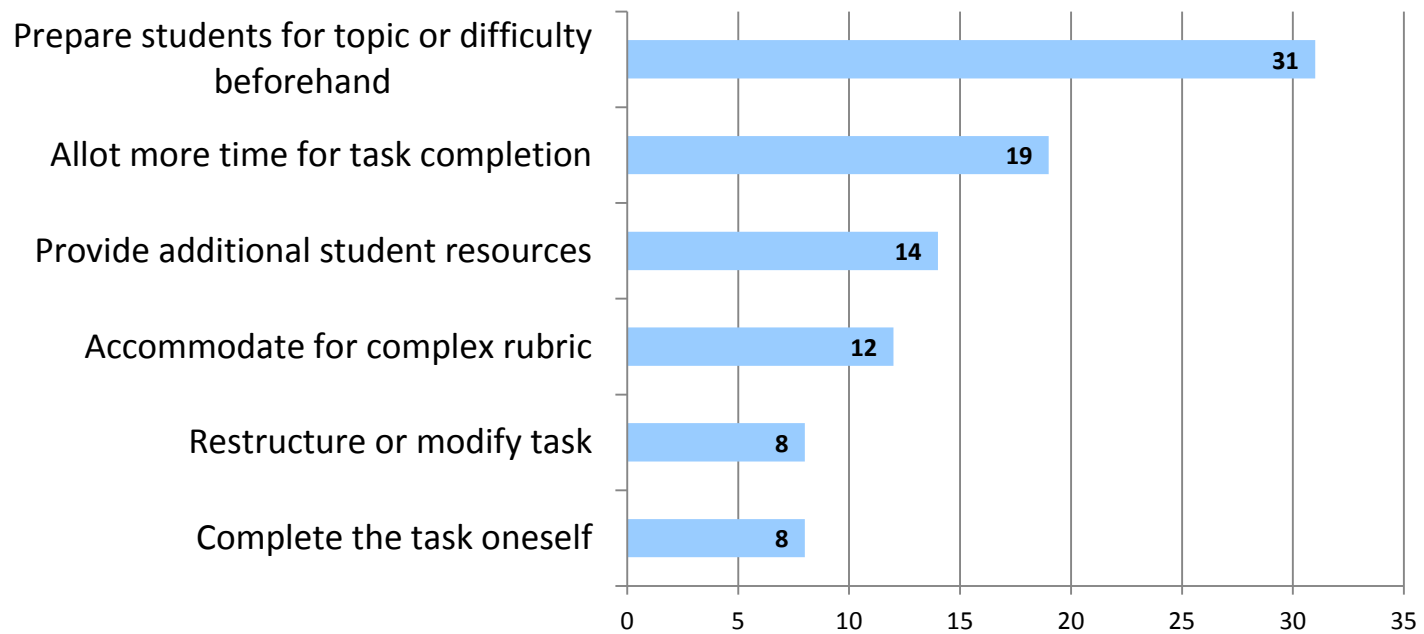
“I was really able to see what the English teacher talks about when she says students lack the use of supporting evidence in their writing”

How is the information gathered from these tasks different than the information you derive from other types of assignment or assessments?



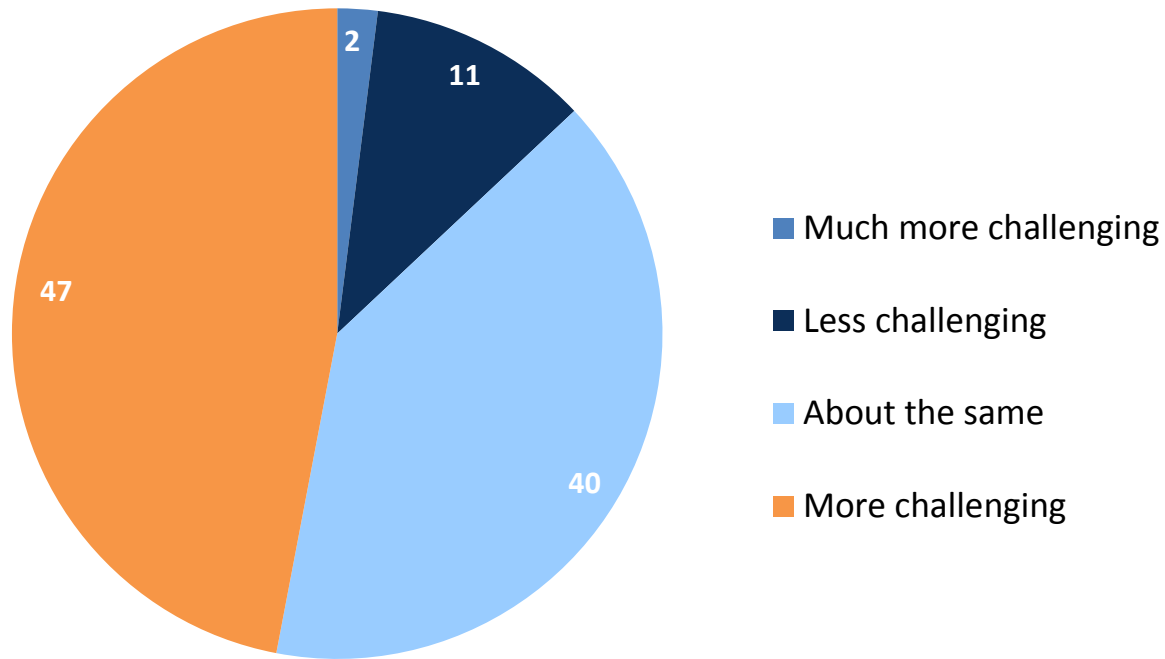
“Much of the information I derive from other assessments is purely the ability to do math. This task also required students to do research, write, design, and use technology.”

What would you share with other teachers using this task?



Compared to the other work you typically do for school, was completing this task more challenging, less challenging, or about the same? ($n = 375$)

Student Responses



What parts of the task were most interesting to you?

Student Responses

1. Interesting subject matter (30%)
2. Investigation/Research (17%)
3. Acquiring new skills or knowledge (14%)
4. Hands-on activity (11%)
5. Presentation (10%)
6. Relevant to student (9%)



Do you have any questions?

Teacher Experience

Voice of the Teacher

Jonathan Doughty is a science teacher at Oak Hill High School in Wales, ME (a part of Regional School Unit 4). This is his second year implementing the pilot.





Do you have any questions
for Jonathan?

Practice to Policy Connections in New England States

Maine

- Legislature passed the Proficiency Based Diploma (PBD) requirement in 2011.
- The Maine DOE sponsored yearlong, statewide cohort focused on developing Performance Assessments around the Guiding Principles (21st Century Skills) in 2013.
- Performance Assessment is seen as central to PBD and the Maine Cohort for Customized Learning, an organization comprised of 25 Maine school districts.
- Has participated in the ILN Pilot both years.



New Hampshire

- Competency education is in the Minimum Standards for School Approval.
 - 2005: HS graduation by competency beginning in 2008
 - 2014: K-8 by 2017; performance assessment integrated
- Capacity building in the Performance Assessment Network led by CCE since fall 2012.
- NH Task Bank with reviewed, teacher-designed tasks.
- Began PACE Accountability pilot in 2014.
- Participant in the ILN Pilot both years.



Rhode Island

- Proficiency-based Graduation Requirements (PBGR) approved by RI Board of Regents in 2003 – includes performance assessments as one of multiple measures.
- Strengthening PBGR initiative in partnership with CCE to build assessment literacy since fall 2012 and will continue that work through 2016.
- Legislature postponed state assessment for graduation purposes in order to build capacity in state (effective for Class 2020).
- Rhode Island participated in ILN Pilot this year.



Learning Progressions

- ELA and math learning progressions/trajectories
- Skills/dispositions - collaboration, communication, creativity, self-direction

Performance Tasks

- With rubrics and benchmark papers
- Mapped to standards and, as appropriate, learning progressions

Portfolio Frameworks

- Frameworks for collecting and evaluating evidence from performance tasks, exhibitions, internships / applied learning experiences, and oral defenses

Protocols for Designing, Reviewing, & Scoring Tasks

- Guidance for performance task design and development
- Task quality criteria and rubrics
- Scorer training materials and moderation processes

Learning Resources

- Materials for supporting professional development
- Professional learning opportunities (MOOCs, institutes, workshops, coaching)

Policy Supports

- Briefs and case studies describing policy designs and state work with performance assessments
- Implementation guidelines and strategies

What can you do to get involved?

- Check out upcoming opportunities to participate in performance assessment work in your state
- Join us in Boston July 13-16 for the Quality Performance Assessment Summer Institute
- Coordinate professional development time with a neighboring school and implement a common performance assessment next fall
- Share your ideas about what performance assessment resources you would like to see with your principal, your state leaders, and the ILN PA project

Why Common Performance Assessment 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





Putting Performance Assessment into Practice

Questions & Answers

Thank you!

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