Harnessing the Power:  
Performance Assessment for District Determined Measures 

October 29, 2013
Introductions

- Moderator: *Lynn Stuart*, Educator Evaluation Leadership Advisor at CCE

- Presenter: *Christina Brown*, QPA Leadership Advisor at CCE

- Presenter: *Todd Wallingford*, Curriculum Director, Secondary English Language Arts & Social Studies, Hudson, MA Public Schools
About

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,
- Collaborative practices improve teaching and learning.

- Quality Aligned Instruction
- Quality Task Design
- Quality Data Analysis
  to create
- Performance Assessments with clear criteria, expectations and processes that measure student learning
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/](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
Goals for the Webinar

The purpose of today’s webinar is:

- To share CCE’s field-tested tools and important learnings from the implementation of Performance Assessments in schools and districts across New England

- Support and encourage School Districts and Charter Schools to developing high-quality performance assessments for use as District-Determined Measures of student growth in learning
Learning Objectives

Participants will

- Understand performance assessment as a dynamic opportunity for teacher and student learning that links Common Core aligned curriculum, instruction and assessment to enhanced student learning and higher levels of achievement

- Develop a vision for creating a performance assessment as a District-Determined Measure (DDM)

- Learn about the process, resources, tools and supports needed to implement a high quality performance assessment as a DDM in one or more academic disciplines
Agenda

- Laying the Foundation for Performance Assessment as DDMs
  Christina Brown, QPA Leadership Advisor, Center for Collaborative Education

- A Leader’s Perspective on Developing and Implementing Performance Assessment DDMs
  Todd Wallingford, Curriculum Director, Secondary English Language Arts & Social Studies, Hudson, MA Public Schools

- Putting it all Together

- Questions and Response

- Tools, Resources, and Closing
DDMs: MA Regulations and Guidance

- District-Determined Measures of student learning, growth and achievement…that are comparable across grade or subject level district-wide…may include, but not be limited to portfolios, approved commercial assessments, pre- and post unit and course assessments and capstone projects. (603 CMR 35.02)

- Districts are encouraged to by the regulations and ESE to look beyond traditional standardized, year-end assessments to performances and Capstone projects scored against district rubrics and scoring guides, as well as interim and unit assessments with pre- and post-measures of learning.

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

**Applying** prior learning to a novel and increasingly new and unfamiliar-looking task, in increasingly challenging context and situation (in terms of purpose, audience, dilemmas, etc.). This should occur in the learning (practice) context and not just in assessment (game) situations.
QPA Framework for Technical Quality
Criteria for High Quality Assessment

1. Assess Higher Order Skills
2. Assess Critical Abilities with High-Fidelity
3. Be Internationally Benchmarked with rigorous content, productive tasks assessing 21st century skills and high performance standards
4. Be Instructionally Sensitive and Educationally Valuable
5. Be Valid, Reliable and Fair

Effective performance assessments are:

- Valid
- Reliable
- Fair
Validity means…

Alignment to standards, Depth of Knowledge, and/or 21st Century skills is critical to ensure assessments achieve their purpose.
Depth of Knowledge (DOK) Levels

Level One (Recall)
- Describe
- Explain
- Interpret

Level Two (Skill/Concept)
- Graph
- Classify
- Separate
- Cause/Effect
- Estimate
- Compare

Level Three (Strategic Thinking)
- Revise
- Assess
- Develop a Logical Argument
- Construct
- Use Concepts to Solve Non-Routine Problems
- Compare

Level Four (Extended Thinking)
- Prove
- Apprise
- Critique
- Explain Phenomena in Terms of Concepts
- Formulate
- Hypothesize
- Draw Conclusions
- Differentiate
- Cite Evidence

- Collect and Display
- Identify Patterns
- Organize
- Construct
- Modify
- Predict
- Interpret
- Distinguish
- Use Context Cues
- Make Observations
- Summarize
- Show

- Draw
- Identify
- List
- Label
- Illustrate
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- Show

- Connect
- Synthesize
- Apply Concepts
- Critique
- Analyze
- Create
- Prove

- Design
- Recall
- Tell
- Recognize
- Use
- Quote
- Match
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Reliability means…

Calibration of scoring is critical to ensure the assessment criteria are interpreted consistently across scorers.
Fairness means…

Fairness and equity are critical to ensure that assessments are accessible to diverse learners.
Poll Question: Which of these four has the greatest potential to impact the quality of teaching and learn in your school/district?

1. Professional Engagement: Teachers and administrators are engaged in the development and scoring

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
Impact on Teacher Practice and Student Learning

“These conversations are very important because they help us consider how we ensure that all students demonstrate mastery. Reflecting on the alignment, the assessment design, and the student work makes transparent the need for a learning plan that gets students to the destination.”

Teacher reflection after a performance assessment sharing
Perspectives of a District Leader

- Todd Wallingford, Curriculum Director, Secondary English Language Arts & Social Studies, Hudson Public Schools, Hudson, MA
- Hudson Portfolio featured in DESE collection of assessments as a model task  (see References and Resources at the end of the webinar)
Portfolio Statement of Purpose

- Portfolio provides a forum for students to reflect on their own academic growth and achievement over time and set specific personal learning goals for the future.
- Students choose samples of their work (“artifacts”) and explain how they demonstrate progress toward the five English and Social Studies Learning Expectations.
- Portfolio serves as an overall skill assessment and is therefore calculated as a portion of each course’s final grade.
Student portfolios provide opportunities for students to:

- Document their learning over time.
- Examine the features of quality work and develop pride in achieving improvement over time.
- Engage in conversations about their learning with their teachers and others who may view their portfolios.
- Determine their own academic goals based on evidence and criteria and make plans to achieve those goals.
- Take ownership of their learning and reflect on their learning process.
Communication

Expressing your thoughts and opinions through writing, speech or images in a clear way that other people can understand.

Guiding questions to consider when reflecting on your learning:

- How effectively did I communicate my ideas or thoughts in this activity/assignment?
- Through which ways did I express my ideas (was this an oral presentation, written report, poster, etc.)?
- How did I communicate any problems I had throughout the process of completing this activity/assignment?
- How have I shown growth as a communicator through this activity/assignment? Or how could I have communicated better?
Electronic Platform

1. Click on “Sites” (If it isn’t there, click on “More” and then possibly “Even more”.)

2. Click on “Create”
Example of student portfolio

Letter to Next Year’s Teacher

Dear tenth-grade teachers,

My name is [redacted] and I am currently a freshman. In my free time I enjoy playing sports, watching television and reading. Playing sports is hobby as well as a lifestyle for me. Everything I eat, or do is with sports in mind. I play field hockey throughout the whole year, but in Fall I play deck hockey as well and in Spring I play softball too. I always spend a portion of my week playing sports or getting in shape for sports. However, I still find time to spend reading or watching television with my family. Spending time with my family is extremely important to me. My family members are the ones who guide me and push me to do well in everything I do, especially school. I give school my best effort and always strive to do the best.

Throughout the year, I have experienced some difficulty in my Honors English class. This year was definitely a learning curve for me as we did not have someone to walk us through every step of writing as opposed to last year when we had a week just to fill out an essay outline. On the first essay that I wrote for English (an analytical essay on Lord of the Flies), I had the hardest time with the analyses. I knew what I was saying supported my thesis, but I did not know how to put that into words. To overcome this obstacle, I had to rewrite the analyses of that paper several times, but the practice paid off and I received a grade of ninety-five.

My strongest subject is science. This year I took two science classes, honors biology and physics. In biology my final grade was an A and my physics grade is currently A+. I perform best in my science classes because I love science and it is nothing about it is boring to me. Also, I am a factual thinker so a science class is easier for me than an English class where I am required to think creatively on a regular basis. Also, I am motivated to do well in my science classes because I someday hope to go to college to be either a veterinarian or a physician’s assistant.

The most important piece of knowledge I gained this year is that my biggest enemy is myself. In every single class I struggled with my fear of failure and desire to be perfect and do everything perfectly. Because I am a perfectionist, I get stressed very easily when doing anything from written work in class or catching a ball in the softball field. This year it was a goal of mine to reduce my stress level because all of the stress I put myself under had started to take a physical toll. I began to get stomach aches and headaches whenever I did any type of big school assignment such as a test, essay or lab report. In order to achieve my goal of eliminating stress from my life, I tried just to take deep breaths and...
### Assessment Criteria (1 of 2)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Requirements</td>
<td>Contains all required content and then some.</td>
<td>Contains all required content.</td>
<td>Nearly all parts included.</td>
<td>Missing significant pieces.</td>
</tr>
<tr>
<td>(weight) %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Portfolio organization is exceptional ensuring ease of use. Appearance is professional and technology is mastered.</td>
<td>Portfolio organization is strong ensuring ease of use for the most part. Appearance is professional and technology is mostly mastered.</td>
<td>Portfolio organization is satisfactory. Some aspects confuse viewer. Appearance could use some improvement. There is obvious discomfort with the technology.</td>
<td>Portfolio organization needs work. Viewer has significant difficulty finding required elements. Appearance is lacking and technology is not understood.</td>
</tr>
<tr>
<td>(weight) %</td>
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<tr>
<td>Creativity</td>
<td>Demonstrates outstanding creative approach and design throughout.</td>
<td>Strong creative effort throughout.</td>
<td>Basic creative effort throughout.</td>
<td>No attempt at presenting work in interesting manner.</td>
</tr>
<tr>
<td>(weight) %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>Introduction is informative and reflective providing the viewer tremendous insight on the learner.</td>
<td>Introduction is informative and somewhat reflective providing the viewer with some insight on the learner.</td>
<td>Introduction is informative, but lacks reflection providing the viewer with limited insight on the learner.</td>
<td>Introduction is neither informative nor reflective providing the viewer with little insight on the learner.</td>
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## Assessment Criteria (2 of 2)

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<tbody>
<tr>
<td><strong>Reflections</strong></td>
<td>Reflections are completely honest and thoughtful assessments of academic progress.</td>
<td>Reflections are mostly honest and thoughtful assessments of academic progress.</td>
<td>Reflections are mostly topical assessments of academic progress and show little thought.</td>
<td>Reflections are basic assessments of academic progress and show no thoughtful reflection.</td>
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<td><strong>Artifacts</strong></td>
<td>Artifacts are completely relevant and accurately demonstrate academic performance as stated in reflection.</td>
<td>Artifacts are relevant and usually demonstrate academic performance as stated in reflection.</td>
<td>Artifacts are somewhat relevant and vaguely demonstrate academic performance as stated in reflection.</td>
<td>Artifacts are not relevant and fail to demonstrate academic performance as stated in reflection.</td>
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<tr>
<td><strong>Letter to Next Year’s Teacher</strong></td>
<td>Letter provides critical analysis of academic progress and establishes a comprehensive yet appropriate action plan for following year.</td>
<td>Letter provides analysis of academic progress and establishes a decent action plan for the following year.</td>
<td>Letter provides some analysis of academic progress and establishes a basic action plan for the following year.</td>
<td>Letter provides little critical analysis of academic progress and fails to establish an action plan for the following year.</td>
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<tr>
<td><strong>Grammar</strong></td>
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<td>Spelling and grammatical errors are insignificant and do not impede the reader.</td>
<td>Spelling and grammatical errors make the product difficult to read.</td>
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Questions and Discussion
Tool 23: QPA Common Position Paper Task
Writing to Text as a DDM

Take a position on an issue of local, national or global importance. Write an evidence-based argument to convince your audience of your position with a clear, precise, and defensible thesis.

- 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 works: books, journals, magazine articles, online materials, expert interviews, visual and audio materials and public documents.
- Convince your audience to take your position by using facts, descriptions, examples, counterarguments, alternative viewpoints, etc. grounded in evidence from one of the research sources.
Hudson’s Typhoid Mary
7th Grade Curriculum-Embedded Tasks

- Written task: Present an argument in letter format about Typhoid Mary from the perspective of either Mary Mallon or the health inspector ordering the quarantine. Complete multiple drafts and peer edit at least one draft.

  Tool 23: QPA Common Position Paper Task

- Visual task: Create an informal brochure about influenza, a contemporary infectious disease.

  Tools 29 & 30: QPA Common Visual or Media Task and Rubric
Excerpt of letter to Mary Mallon written from the perspective of the New York Board of Health:

“If you recall your past experiences with the department of health, you have completely ignored our claims and wholly disregarded our reasons to put you in quarantine. We have records that justify that, "[You were] isolated on North Brother Island, and then released with the condition [you] would not work with food. However, [you] assumed the pseudonym, ‘Mary Brown’, returned to cooking, and in 1915 infected 25 people while working as a cook in New York's Sloan hospital; two of those infected died (Rosenberg, 2)." These records indicate your unyielding opinion that you are not a carrier of typhoid, when in fact the tests that have been done on you have come back positive. Even when released from quarantine you defy the law and your word that you would discontinue your cooking career.”
Components of a Common Performance Task

- **Task description**: Given to students for each component of the assessment rubric
  
  Tool 23: QPA Common Position Paper Task Description

- **Rubric**: Used by students to clarify requirements of the assignment and by teachers for consistent scoring
  
  Tool 24: QPA Common Position Paper Rubric

- **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

- **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.
Phase 1
Planning and Design of the Performance Task

1. Establish a Planning and Development Team and Vision for your work
   Tool 39: QPA Vision of a Graduate Protocol

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 as a DDM

- Phase 2: Tuning and Piloting the Performance Task
  (Tune into Webinar #2)

- Phase 3: Analysis and Continuous Improvement
  (Tune into Webinar #3)
Putting it all Together: Harnessing the Power of Performance Assessment

- **Curriculum-embedded** Common Task
- **Clarity** of Learning Objectives and Task Design
- **Clear Criteria** for performance established in a **Common Rubric**
- **Commitment of time and resources** for a **high quality** process that results in rigorous demonstrations of student learning
Putting it all Together
Harnessing the Power of Performance Assessment

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

- **College and career-ready** students who are engaged life-long learners
Questions and Discussion
Tools and Protocols

- Vision of Graduate Protocol
- Common Performance Assessment Curriculum Planning Template
- Position Paper Task (Example of Writing to Text)
- Position Paper Rubric
- Common Visual or Media Task
- Common Visual or Media Rubric
- Common Task Teacher Directions

For complimentary access to QPA tools: http://www.qualityperformanceassessment.org/publications-products/tools-and-protocols
Upcoming CCE Webinars

Digging Deeper into Performance Assessment as DDMs

- Piloting Performance Assessment DDMs to Maximize Teacher and Student Learning
  December, 2013

- Creating a Performance Assessment Culture: The Power of Professional Learning Communities
  Winter, 2014
For more about implementing performance assessments:


References and Resources

For more about depth of knowledge:


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


For more about performance assessment research and theory:


Remembering the Purpose of DDM’s: Search for Better Practice

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

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Quality Performance Assessment
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Webinar Feedback Survey

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