Achieving Equity Through Deeper Learning

Leading the Way: How States Are Using Deeper Learning Assessments

Join the conversation

#EquityThruDeeperLearning

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Moderator

Roneeta Guha

Senior Researcher

Learning Policy Institute

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Agenda

- ## Welcome & Introduction

  Roneeta Guha, *Senior Researcher*, Learning Policy Institute

- ## Presentations

  Paul Leather, *Director for State and Local Partnerships,* Center for Innovation in Education

  Stephen Pruitt, *Former Commissioner of Education*, Kentucky Department of Education

  Dawn Cope, *Science Assessment Lead,* Assessment and Student Information, Office of Superintendent of Public Instruction, State of Washington

  Ellen Ebert, *Director, Learning and Teaching Science*, Environmental and Sustainability Education, Office of Superintendent of Public Instruction, State of Washington

- ## Discussion and Audience Q&A

Presenter

Paul Leather

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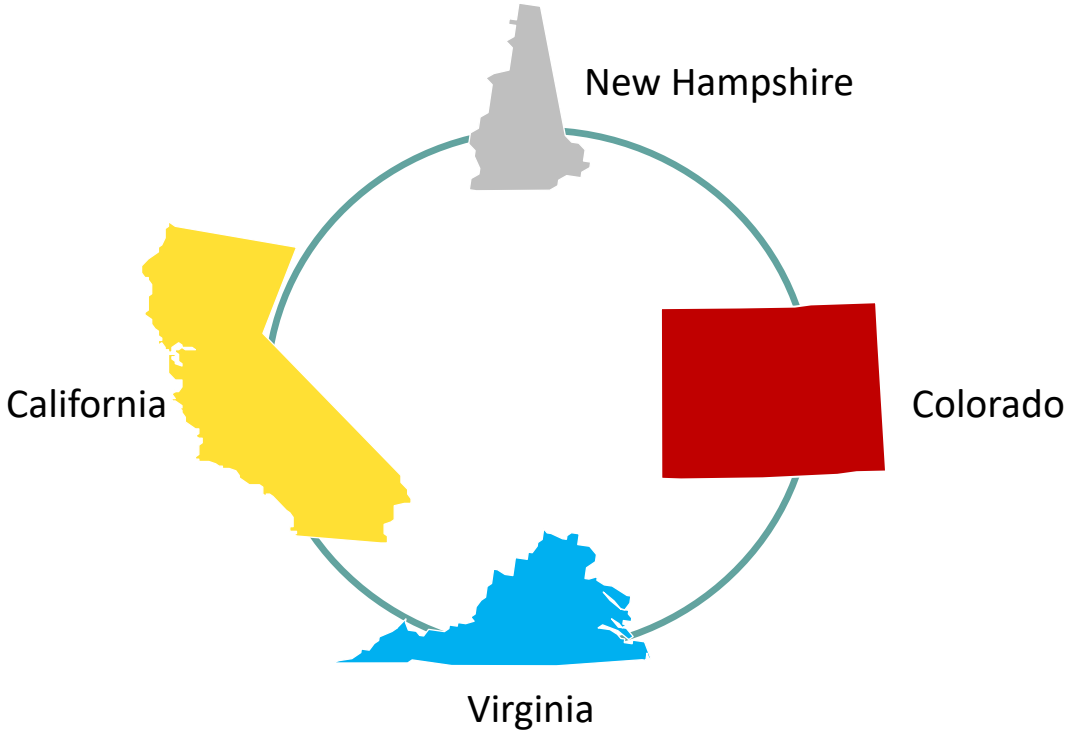
Center for Innovation in Education, CIE

national center for innovation in education
University of Kentucky

Paul Leather
Director
Local and State Partnerships

Four State Performance Assessment Network



Project Goals --

SHORT TERM:

- Translate Local Models and Lessons Within and Across Districts and States
- Engage District and State Leaders in a national Learning Network on Performance Assessment
- Strengthen Validity and Reliability of Local Performance Assessments

LONG TERM:

- Develop and Execute State-Specific Policy Platforms Supporting Performance Assessment and Other Deeper Learning Assessment Strategies
- Create a Greater Focus on Teacher and Local System Capacity Building

Work of the Learning Community --

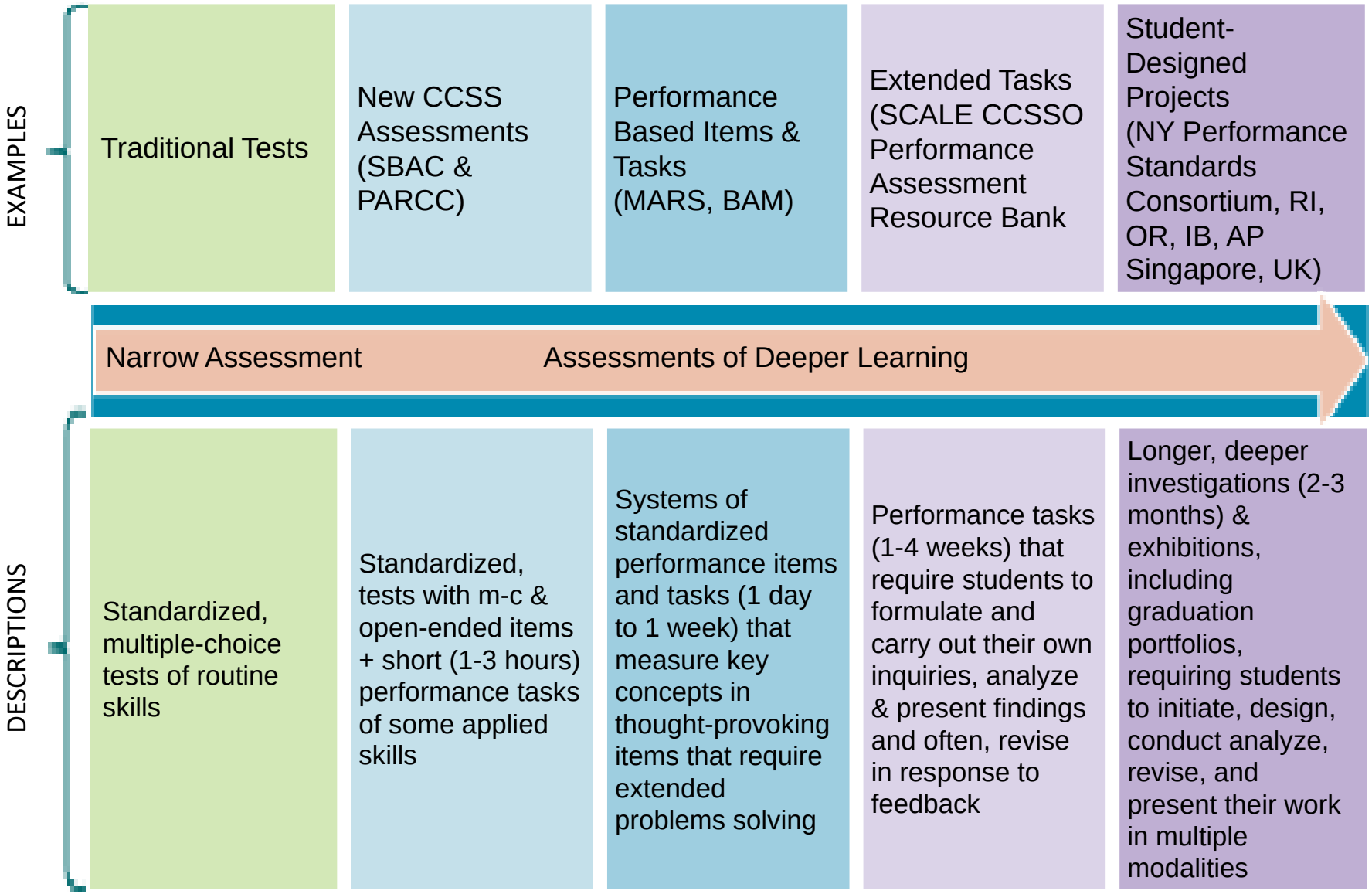
- ***Promising Practices*** in Performance Assessment, with particular emphasis on equity for all and reasonable accommodations,
- ***Research*** in the definitions and use of Performance Assessments, including data collection and reporting,
- ***Communications*** in the use of new systems of assessments, including performance assessment,
- The ***roles of the SEA, Intermediaries, and Local districts and schools*** in new systems of assessment,
- The utility of performance assessment in ***career development, college admissions, and college placement***, and
- ***Scaling and Sustaining*** new systems of assessment, including performance assessments.

3 critical cornerstones essential for successful performance assessment scale-up initiatives –

- ***robust, sustained professional development*** to build teacher capacity to create high-quality, curriculum-embedded performance assessments;
- ***technical quality*** to ensure that performance tasks are valid and student work is scored reliably; and
- ***political leadership and policy support*** that enables performance assessment initiatives to be successful and sustaining.

Including Performance Assessments in Accountability Systems: A Review of Scale-up Efforts.
Tung & Stazesky. CCE 2010

Assessment Continuum



Linda Darling-Hammond, "Developing and Measuring Higher Order Skills: Models for State Performance Assessment Systems"

Summary of Key Performance-Based Formats

FORM OF ASSESSMENT	TIMING	STATUS/PROGRESS	EXAMPLE
Performance Based Assessment (PBA) [NYPA Consortium, NH PACE]	Throughout units and courses, as well as at the end of instruction	Each PBA is a measure of status at a point in time	Designing, conducting, and reporting on a scientific investigation
Portfolio [Envision Schools, CPAC]	Designed to cover an extended period such as a semester, course, or even multiple courses	Individual entries can be considered status measures, but the portfolio is usually intended to provide evidence of progress	Writing portfolio to allow students and teachers to judge the changes (improvements) in writing over time
Exhibition [Envision Schools, CPAC, NYPA Consortium, VA, CO] – Often tied to Portrait of a Graduate	Generally at the end of a designated time period such as a course, series	If intermediate products are collected, could be a measure of progress, but primarily measure of achievement (status)	End of High School Graduation Exhibition

Derived from Marion & Buckley, 2015

Emerging PA System Models 2.0 --

System Models	Features	Purposes	Notable Providers/Examples
Curriculum Embedded Performance Tasks	Short Form	K-12 Formative Benchmark Summative	CCE, NCEIA, SCALE ConnectEd/Linked Learning
	Long Form		Expeditionary Learning (EL) High Tech High
Portfolio Exhibition (including Capstone Presentation—student co-designed)	Portfolio of Artifacts	Formative Summative	Coalition of Essential Schools* Envision Learning Partners Battelle for Kids (EdLeader21–Portrait of a Graduate) New Tech Network
	Juried Exhibition of Learning	Summative – Typically HS	
(Digital) Badges	After School (community-based)	Summative	Scouts/Military * Digital Promise Mozilla Open Badging Del Lago Academy
	Workforce	Credentialing Competencies	

California:

Notable Model(s)	Scale	Opportunities	Unique System Features	Examples Worth Seeing
Smarter Balanced state assessment	State-wide	• Can LCAP Multiple Measures allow for a more coherent System? • Will PAs be accepted for CA System HE Admission?	State Level Assessments with Performance Tasks	Profiles on website: https://learningpolicyinstitute.org/project/cpac Oceana, Oakland, Envision, San Francisco, etc.
California Performance Assessment Collaborative -- LPI	60+ schools from Multiple Districts and Charters, including LA, SF, Oakland, Sacramento, Envision, HTH, New Tech, Intl. Network, etc.		Multiple systems in use, depending on school, including: Envision Portfolio Exhibitions; SCALE Performance Tasks; ConnectEd; Capstones, etc.	
Special Note -- Summit Schools	https://cdn.summitlearning.org/assets/marketing/The-Science-of-Summit-by-Summit-Public-Schools_08072017.pdf			

Colorado:

Predominant Model(s)	Scale	Opportunities	Unique System Features	Examples Worth Seeing
CMAS (Math, ELA, Science, Social Studies)	State-wide	Greater Assessment Policy Coherence	Math/ELA derived from PARCC	Innovative Districts: • Thompson • Colorado Springs • Mesa County D 51 Student-Centered Accountability Project: • Buena Vista, La Veta + 4 more districts Assessment Literacy: • Steamboat Springs, • Fountain-Ft. Carson • Salida, • Harrison • Montrose + • NW & Centennial Boces
Envision Partners -- Graduation Portfolio and Exhibition	Networks of Schools & Districts	Graduation Guidelines will fully include Performance Assessments	CEI is supporting innovative districts with Performance Assessment	
Assessment Literacy (formative focus)	Network of schools and districts	Expanded Teacher Capacity	Colorado DOE Led	

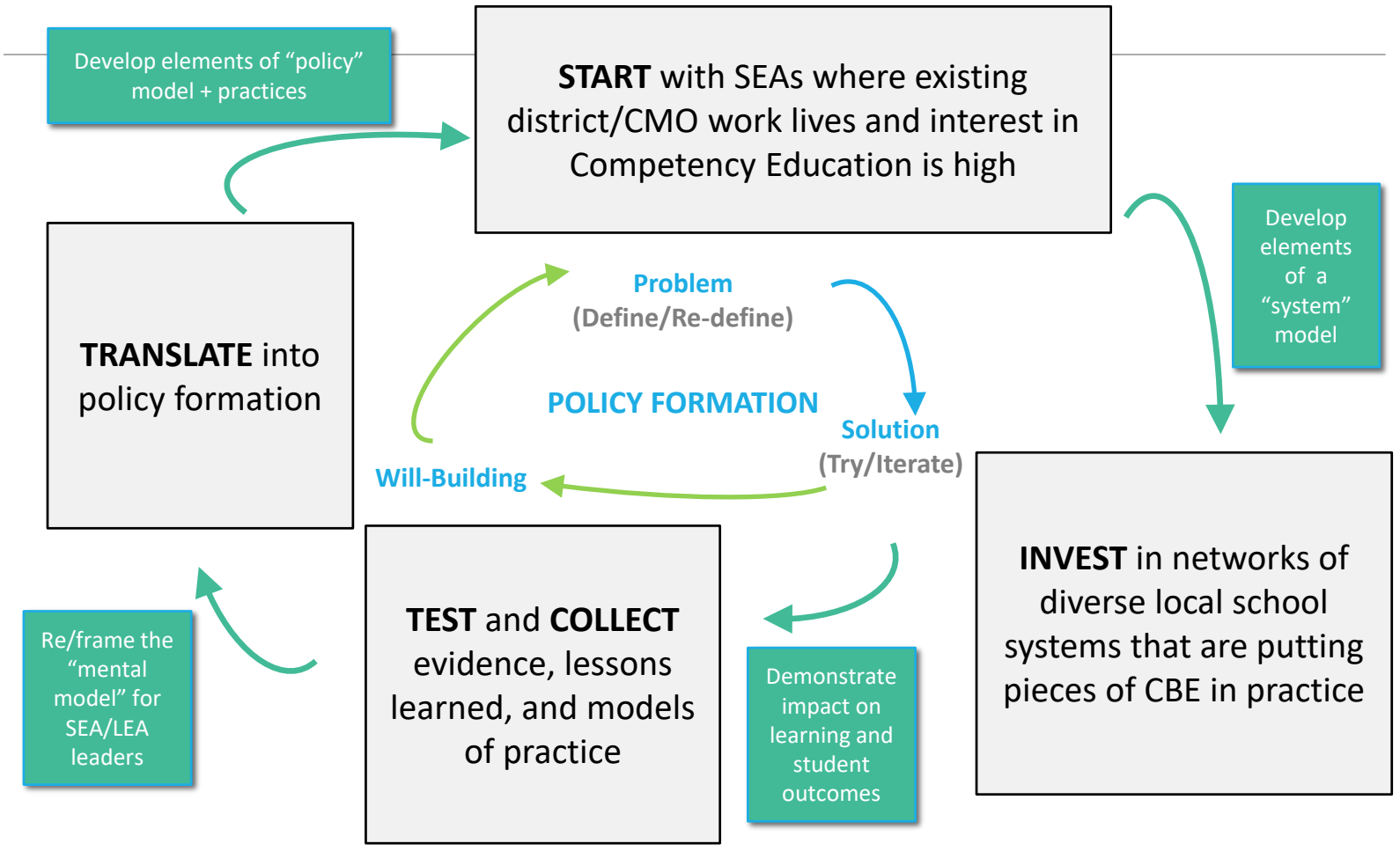
New Hampshire:

Predominant Model(s)	Scale	Opportunities	Unique System Features	Examples Worth Seeing
PACE -- Performance assessment Tasks (replace state assessment in some grades)	Applicant Districts/ Schools	• Section 1204 of ESSA • Scaling CBE • Building aspects of Student Agency into the system– Portfolio Defense and co-design of projects/tasks	• Led by NH Teachers with strong, psychometric support (NCEIA) • Sustaining state legislation • NHLI situated to add quality and build capacity; • Annual calibration	• Rochester • Parker Varney School, Manchester • Souhegan HS • Other implementing schools and districts • Task development • HumRRO Formative Evaluation • Concord Schools

Virginia:

Predominant Model(s)	Scale	Opportunities	Unique System Features	Examples Worth Seeing
Comprehensive State Accountability Model includes local Performance Assessments	State - wide	• If PA inclusion in state system is successful, expansion of assessments to other disciplines • Advancing technical quality • Potential to build K-12 • Public Will Building campaign	Performance Assessments are local with state quality assurance measures (rubrics, calibration, protocols)	• Fairfax • VA Beach • Loudon • Cumberland • Abermarle • Henry • Salem • Chesterfield • Shenandoah • Assessment for Learning Network Improvement Community (Fairfax Co + 12 Districts)
Portfolio Defense and Exhibition			Profile of a VA Graduate	
			• ”Think Tank” • State Board, State Association, General Assembly support	

Theory of Action
(How top down meets bottom up)



Presenter

Stephen Pruitt

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Presenter

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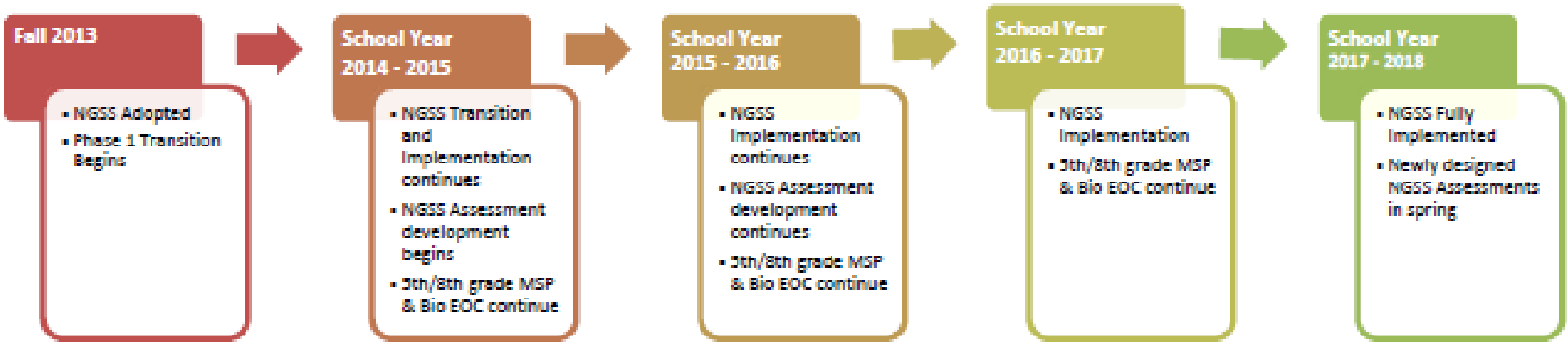
Performance Assessments in Washington State

Dawn Cope, Science Assessment Lead

Dr. Ellen Ebert, Director, Learning and Teaching Science, Environmental and Sustainability Education

Washington's Journey



- Educational Service Districts (ESDs)
- Leadership and Assistance for Science Education Reform (LASER)
- Science Educators
- Technical Advisory Committees (TACs)
- Washington Science Teacher's Association (WSTA)

- Achieve
- Advancing Coherent and Equitable Systems of Science Education (ACESSE)
- Board on Testing and Assessment (Developing Assessments for the Next Generation Science Standards)
- Council of Chief State School Officers (CCSSO)
- Council of State Science Supervisors (CSSS)
- Research + Practice Collaboratory/STEM Teaching Tools
- State Performance Assessment Learning Community (SPA-LC)
- Science Assessment Item Collaborative
- Science State Collaborative on Assessment and Student Standards (SCASS)

How WA is using Performance Assessments

- Washington Comprehensive Assessment of Science (WCAS)
- NGSS and ClimSci Ed

WCAS--Goals

- Design an assessment that reflects how science content is taught and tested in the classroom.
  - Phenomenon-based, reflecting student interest and relevance
- Use WA educators in assessment development.
  - Test Design recommendations
  - Assessment development workgroups
  - Researchers Involvement

WCAS Performance Tasks

- First operational administration Spring 2018
- Graders 5, 8, 11
- Design
  - Comprehensive at each grade
  - 5-6 performance tasks (clusters) per test plus standalones
  - Each cluster is 3-dimensional and assesses 1-2 PE's
    - Phenomenon
    - Stimuli + 3-6 items
  - The clusters included on each test are chosen to mirror the representation of science domains in the NGSS.
  - Wide range of SEPs, DCI, CCCs are represented

Next Generation Science Standards and Climate Science Education Grant

The 2018 Washington State Legislature allocated $4,000,000 to provide grants to educational service districts (ESDs) and community-based organizations (CBOs) for science teacher training in the Washington State Science Learning Standards (Next Generation Science Standards – NGSS) including climate science education standards (ClimSciEd)

NGSS & ClimSci Ed Priority Focus

- Comprehensive and targeted comprehensive schools
- Communities historically underserved by science education (list not exhaustive)
  - Tribal Nations (including Tribal Compact Schools)
  - Migrant students
  - Schools with high free and reduced lunch populations
  - Rural and remote schools
  - Students in alternative learning environments
  - Students of color
  - English Language Learner students
  - Students receiving special education services.

NGSS & ClimSci Ed Target Audiences

- Fourth grade teachers.
- Middle and high school teachers responsible for teaching Earth and Space Science Standards and their related Performance Expectations in their current teaching assignments.
- High school educators, including both general education educators such as biology, chemistry, and physics teachers and career and technical educators whose teaching assignments focus on environmental science, resource management, agricultural science, etc.

NGSS & ClimSci Ed
Common Outcomes Across Grades

- ESD and CBO collaboration
- Develop and implement a pre/post teacher and student learning survey (state-level collaborative work among the 9 ESDs).
- **Develop and implement a 3D formative classroom task and rubric for teachers to use with their students to identify student progress in achieving successful understandings of the learning standards and related performance expectations. The task and rubric should be intentionally designed for the priority audiences.**
- Include a mechanism for teachers to further the work through professional learning communities.
- Provide trainings that are equitably accessed (can be state-level collaborative work among the 9 ESDs).

NGSS & ClimSci Ed: General Timeline

May – June 2018	Educational Service Districts request for plan submitted; CBO competitive process initiated.
June - July	Plans approved and grants awarded. Design Process begins
August – September	Design Process continues. First professional developments begin.
October – January 2019	Teachers instruct using climate science units. Classroom formative tasks designed. Online items developed.
January – April	Instruction continues. Student data collected.
May – June 2019	Final reports written and submitted.

Resources

- Washington Comprehensive Assessment of Science

  http://www.k12.wa.us/Science/Assessments.aspx
- Washington State 2013 K-12 Science Learning Standards
  http://www.k12.wa.us/Science/Standards.aspx
- NGSS and ClimSci Ed—TBD

  http://www.k12.wa.us/Science/Announcement.aspx

Discussion and Audience Q&A

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Next Webinar

Opening the Gates: Using Deeper Learning to Expand College Access

Thursday, September 6, 2018 | Noon (PT)

Featuring

- **David Hawkins,** National Association for College Admission Counseling (NACAC)
- **David Ruff,** Great Schools Partnership
- **Mike Reilly,** American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- **Paul Leather,** Director of State and Local Partnerships, Center for Innovation in Education
- **Monique Lin-Luse,** NAACP Legal Defense and Educational Fund (invited)

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Upcoming Webinars

FUTURE WEBINARS

September/October

How It's Done: What School Networks Can Teach Us About Scaling Up Deeper Learning Practices

November

Positive Outliers: How High-Performing Districts Advance Equity and Deeper Learning

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Resources

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Center for Innovation in Education:
leadingwithlearning.org

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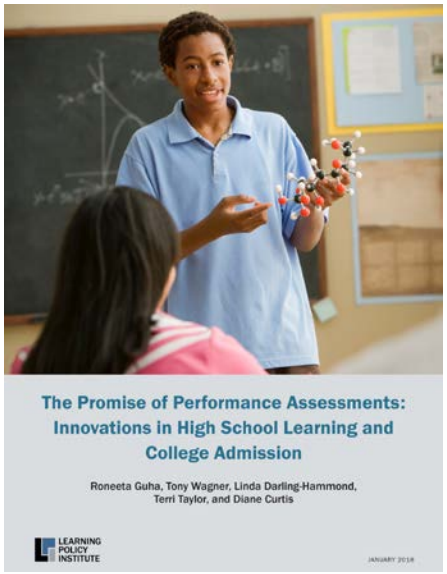

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