

REIMAGINING
COLLEGE ACCESS

Performance Assessments From K-12 Through Higher Education

Performance Assessment in College Admissions:

How Students Show What They Know and Can Do

June 23, 2020

Moderator



Monica Martinez

Director of Strategic Initiatives

Learning Policy Institute

@drmonie | @LPI_Learning

The Reimagining College Access Initiative





COLORADO
Department of Education

THE COALITION



— REIMAGINING —
COLLEGE ACCESS

In New England,
five public and
private colleges
and one supporting
institution (MIT)
have begun to
participate in the
RCA initiative in
2019-20



Agenda

The Maker Portfolio

Stu Schmill, Massachusetts Institute of Technology

Piloting Performance Assessment in Admissions

Judy Purdy, Wheaton College

Expanding Admissions Submissions

Scott Anderson, The Common App

Panel Discussion and Q&A

Lessons Learned

Monica Martinez, Learning Policy Institute

Presenter



Stu Schmill

Dean of Admissions and Student
Financial Services

Massachusetts Institute of
Technology

@MIT



MIT MakerLodge

MIT Admissions

Creative portfolios

While we neither expect nor require additional material beyond the application, we know that many students are involved in many cool activities outside of class, and we love to hear about them!

Researchers, performing artists, visual artists, and makers may send in portfolios for review by MIT staff or faculty through [SlideRoom](#). For more information on each type of portfolio, please review the descriptions below.

Portfolios must be submitted by November 1 for Early Action or January 1 for Regular Action.

More in First-year applicants

- [Deadlines & requirements](#)
- [First-year eligibility](#)
- [MyMIT](#)
- [Early vs Regular](#)
- [International applicants](#)
- [DACA & undocumented applicants](#)
- [Part 1: Biographical information](#)
- [Part 2: Essays, activities & academics](#)
- [Letters of recommendation](#)
- [Tests & scores](#)

[Home](#) / [Blogs](#)

Introducing... Maker Portfolios!

by **Dr. Dawn '04, MS '06, PhD '11**



Making the world better, one portfolio at a time

August 22, 2013 in [Admissions](#), [Prepare for MIT](#), [Process & Statistics](#)

About Dr. Dawn '04, MS '06, PhD '11

Hi! I'm Dr. Dawn. I've been around MIT since the start of the millennium, first as

- What kinds of thing do you make?

Drop down menu so we can sort

- What do you make?

Explanation of the projects

- How do you make?

This gives us context around resources, how much others support them, etc.

- What's the most meaningful thing you have made?

Brings out the personal in the projects, such as motivation and commitment



"Brain Model"

The more recent of the school projects, this was for the “build a brain” AP Psych assignment. Again, something simple like play-doh would have worked, but where’s the fun in that? I really loved working with copper in the conductivity meter, so this time



"Conductivity Meter"

Now, we arrive at the “school” projects. This was from an AP Chem extra credit assignment (build a conductivity meter). I could have done something with tin foil and a lightbulb, but I really wanted to try making glass and tungsten probes (relatively inert

“I am bumping up because of their motivation, grit, resourcefulness, problem-solving, and self-teaching ability.”

“I really like this portfolio because of how the story is told.... There is resourcefulness, self-awareness, and a willingness to take risks.”

“I appreciate the highly collaborative process of their making.”

“This applicant seems to be a strong communicator and they will probably bring others up with them as well.”

“It should be noted that for a student to have an opportunity like this, the stars must align. Having family members as mentors makes a project like this financially and realistically possible. The only detailed take of the applicant’s involvement in the project comes from his “How do you make” section.”

Presenter



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Judy Purdy,
Director of Admission

Overview

- Context and Background
 - Wheaton
 - History with Portfolios
 - RCA partnership goals
- Process
- Value

Context and Background

Wheaton College Massachusetts

- 1775 Undergraduates
- 40 states / 60 countries
- 96% Residential
- 100+ majors/minors
- Approximately 3500 applications for incoming class of 500



www.wheatoncollege.edu

Context and Background

- Historically, applicants to Wheaton have been able to submit portfolios for faculty review in various departments
- RCA partnership goals
 - Get to know applicants better
 - Allow students to provide additional context to their applications
 - Yield opportunities

Process

Prompt 2019-2020

This year, Wheaton College is partnering with [Reimagining College Access](#) in an optional pilot program that will allow students to submit actual student work as part of their application to Wheaton. This may include students who, either individually or with the help of their high school, have created a portfolio or a compilation of their work, as part of classwork or a project. Please understand that not submitting work will not impact your application negatively. The optional Wheaton Admission Portfolio is an opportunity to tell us more about what makes you unique through an open-ended format.

- As part of your optional Wheaton Admission Portfolio, you may choose to submit:
- A report or publication you authored
- A recorded presentation or discussion you led (audio or video)
- Entrepreneurial, leadership or community service pursuits
- Other samples of your work that have meaning to you

Process

Prompt 2020-2021 (working draft)

Wheaton offers applicants the option to submit supplemental materials which you feel will convey helpful information that the Admission Committee may not be able to glean from other aspects of your application. Submitting supplemental materials is entirely optional and affords you the opportunity to showcase in detail one or more passions or skills you have, personal qualities you embody, or an experience you've had that represents your potential to succeed at Wheaton. For example, you might showcase:

- **passion for a subject area** through a research project;
- **creativity and collaboration** through an entrepreneurial endeavor, leadership experience, or group project;
- **leadership skills and/or expertise developed** through an internship, job, or other experience;
- **commitment to community** through a community service portfolio;
- **unique skills or experiences** through a short video

Applicants wishing to submit supplemental materials are required to submit a brief reflection that addresses the following questions in less than 500 words:

- What are you submitting?
- What are you hoping we will gain from this submission and learn about you?
- What was your role in this work? (Required only for submissions highlighting work completed as part of a group.)

Applicants should feel comfortable being creative and using the medium that best communicates the information they wish to submit. Please note that these submissions will be evaluated by the Admission committee alongside the rest of your application materials.

Process

Changes from 2019-2020 to 2020-2021 cycle

- Portfolio now called supplemental materials
- Focus on qualities/skills they could convey vs. simply listing examples of submission types
- Requesting brief student reflection

Process

Submission Reviews

- 19-20 cycle: small, 2-3 person committee review
- Moving forward: entire counseling staff to review submissions during application review
- Most submissions took only a couple of minutes to review
- Submissions could only help students

Value

Example #1

- 12-page research paper submission
- Very strong
 - Paper itself was very impressive (“The Effect of CaCl_2 concentration on transformation efficiency in *E. coli*”)
 - Description (to the right) was most helpful during review

IB SL Biology IA

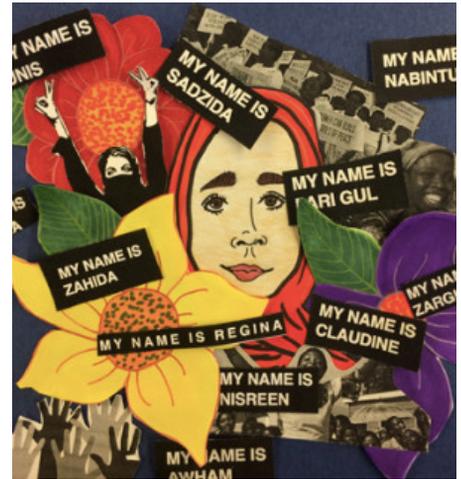
DESCRIPTION

What speeds up genetic transformation in bacteria? This is the rough research question that I had for my internal assessment in IB SL Biology. I researched background information, adapted a lab, and completed a difficult procedure. In this class and specifically through assignments like this one, I learned how to be precise when mentioning or analyzing each variable, and interpreted scientific information such as formulas. In the end, my results did not match my hypothesis, and the materials I used ended up causing problems. However, I felt so proud of my finished project. I had worked hard, and learned the scientific method in a very real and tangible way.

Value

Example #2

After reading the novel "A Thousand Splendid Suns" by Khaled Hosseini, our teachers gave us the opportunity to pursue a creative partner-based project. The novel focuses on two women's narratives growing up in Afghanistan from 1960-2000. It highlights the pain they faced due to a lack of political, economic, and social freedoms. After completing the novel, my partner and I felt a strong desire to promote feasible change for women in similar scenarios. We were immediately drawn to the organization "Women for Women International." This non-profit sponsors struggling women around the world by helping them take a year-long course that teaches them valuable political, economic, and family planning skills. We decided to sponsor a woman named Arifa in Afghanistan, and raised \$500 by selling handmade Mother's Day cards (as pictured,) so she could participate in the program without worrying about basic living essentials. It was rewarding to see how our hard work could truly change a life.



Value

Example #3

Exceptionally produced 5-minute video

Description:

For the past four years, I have been a part of an Interact Club at my high school called the Hillsdale Effect. We partner with the San Mateo Rotary Club and a non-profit organization called Namaste Direct in order to raise microloans and provide business education for women in Guatemala. This past summer I had the privilege of going on a study tour to meet some of these amazing women. Their stories were incredibly inspirational due to their drive and motivation to give their children a better life. I filmed and translated our interviews with these women, then made this video, which our club showed at the school-wide rally for one of our annual fundraisers; as a result, we ended up breaking our record and raising over \$8,000, enough to provide loans and education for 10-12 women. Namaste Direct has now decided to publish the video for fundraising purposes on their social media, which will lead to making an even greater difference!

Wheaton Admission Team



Judy Purdy,
Director of Admission



Wanda Suriel,
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Jason Laperriere,
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Presenter



Judy Purdy

Director of Admission

Wheaton College

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Presenter



Scott Anderson

Senior Director

Common App

@901cravings | @CommonApp

Common App

A not-for-profit membership association committed to the pursuit of access, equity, and integrity in the college admission process.



900+ member institutions

1 million applicants

33% first-generation

5.6 million applications

Common App + Reach Higher

Reach Higher seeks to empower underrepresented youth to chart their own post-secondary pathways by equipping them with **information, inspiration, and guidance.**



Common App + SlideRoom

- Partners since 2013 - 2014
- Supports supplemental portfolio submissions
- Seamless integration of student Common App and SlideRoom accounts
- Supports flexible data import and review needs for member colleges
- Common App fee waiver carries over to SlideRoom

Common App + SlideRoom

Wheaton College, Massachusetts ▲

College Information

Application

Questions

Recommenders and FERPA

Review and Submit - Common App

Portfolio

Instructions

William & Mary ▼

Wheaton Admission Portfolio

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- other samples of your work that have meaning to you

Do you intend to submit an optional Wheaton Admission Portfolio?

Yes x ▼

Common App + SlideRoom

Wheaton College, Massachusetts

Wheaton Admission Portfolio

College Information

This year Wheaton College is partnering with Reimagining

To complete your Common Application supplement, login with your existing SlideRoom account or sign up.

Log in to your SlideRoom Account or [Sign Up](#)

Email

Password

[Forgot password?](#)

Log In Sign Up

Portfolio?

Yes

Common App + SlideRoom + RCA

- Opportunity to build upon existing integrations and familiar tools
- Mission alignment: access, equity, integrity
 - How can we use our reach to help members collect meaningful information that will assist them in gauging potential for success?
- Detailed applicant and college views available at slideroom.com/commonapp

Presenter



Scott Anderson

Senior Director

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Panel Discussion and Q&A



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Steps IHEs Can Take

Know what you're looking for to develop the right ask.

K-12 systems can strengthen the pipeline.

Admissions is just the beginning.

Anticipate iteration.

Thank you for joining!



Learn more

learningpolicyinstitute.org/rca

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Next RCA Webinar
July 21, 2020

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