Webinar

How Districts Can Support Meaningful Learning Through Performance Assessments
Housekeeping

• You may write in **your questions** at any time throughout today’s presentation by pressing the **Q&A button** at the bottom of your screen.

• If you’d like to **engage in discussion**, please click the **Chat button** and type in the box at the lower right side of your screen.

• **Technical difficulties?** Please call Zoom at (888) 799-9666, select option 2, and enter today's webinar ID: **813 6392 8952**.

• This webinar **is being recorded** and we will email you when the video is available.
How Districts Can Support Meaningful Learning Through Performance Assessments
Agenda

CPAC Overview & Research Presentation

Anna Maier, Research Analyst and Policy Advisor, Learning Policy Institute

Discussion and Q&A

Anna Maier, Research Analyst and Policy Advisor, Learning Policy Institute

Young Whan Choi, Manager of Performance Assessments, Oakland Unified School District

Esther Soliman, Career Technical Education-Linked Learning Administrator, Los Angeles Unified School District

Kristina Turley, College & Career Coordinator, Pasadena Unified School District
What is Performance Assessment?

• A strategy that requires students to **show what they know** by performing, creating, or producing something with **real-world applications**.

• Designed to **surface students’ facility with core modes of inquiry**—e.g., scientific investigation, mathematical modeling, literary analysis, social scientific inquiry, and artistic performance.

• Exists along a **continuum of complexity**, with different types of performance assessments serving different purposes.
California Performance Assessment Collaborative (CPAC)

Statewide network of districts and school networks

Goal: Expand the use of high-quality and equitable performance assessment systems as a means of driving teaching and learning
Using Performance Assessments to Support Student Learning

How District Initiatives Can Make a Difference

Anna Maier, Julie Adams, Dion Burns, Maya Kaul, Marisa Saunders, and Charlie Thompson

OCTOBER 2020
## Districts Studied

<table>
<thead>
<tr>
<th>District</th>
<th>Student Count</th>
<th>Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOS ANGELES UNIFIED</strong></td>
<td>~600,000</td>
<td>Opt-in (through Linked Learning) Portfolio Defense</td>
</tr>
<tr>
<td><strong>OAKLAND UNIFIED</strong></td>
<td>~50,000</td>
<td>Hybrid <em>(Requirement + Opt-in)</em> Graduate Capstone</td>
</tr>
<tr>
<td><strong>PASADENA UNIFEID</strong></td>
<td>~17,000</td>
<td>District Policy Senior Defense</td>
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Conditions that Matter for Districts

Foundational policies and practices related to performance assessments

Supportive state and local policy and practice environment

Key starting conditions
1. Technical assistance
2. Opportunities to observe
3. Strategy to develop and scale
Conditions that Matter for Teachers

High-quality professional learning opportunities

Support for and recognition of strong teacher leadership

Photo provided with permission by the Linked Learning Alliance
Flexibility for instructional leaders to determine student supports
## Reported Outcomes

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate deeper learning competencies</td>
<td>Align curriculum, instruction, and assessment</td>
</tr>
<tr>
<td>Confidence in college and career preparation</td>
<td>Reflect on and improve instructional practice</td>
</tr>
<tr>
<td>Growth in social-emotional skills</td>
<td>Closer relationships with students and fellow teachers</td>
</tr>
</tbody>
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Recommendations to Support Districts

STATE POLICYMAKERS

Consider opportunities for state policy to support innovative performance assessment initiatives in local districts through educational standards, assessment and accountability approaches, and funding opportunities.

DISTRICT LEADERS

Enact a district policy in support of performance assessments that balances an opt-in, collaborative approach with centralized supports and eventual expectations for all students and schools to participate.
Recommendations to Support Teachers and Students

DISTRICT LEADERS

Develop an implementation strategy that includes strong supports for teachers, such as staff time for planning, coordinating, and mentoring students, as well as professional learning and coaching opportunities.

DISTRICT LEADERS

Equitably allocate sufficient resources across academic programs, student demographic groups, and school sites to ensure that students have the support they need to successfully participate in district performance assessment initiatives.
Discussion and Q&A

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Thank you!

Photo courtesy of Young Whan Choi/OUSD
Resources

Learning Policy Institute: learningpolicyinstitute.org

California Performance Assessment Collaborative: learningpolicyinstitute.org/cpac

Blog | Oakland Graduate Capstone: It's about Equity: bit.ly/oakland_blog


Video Series | Reflections on Oakland’s Graduate Capstone Project: bit.ly/oakland_reflections


LAUSD Student Graduate Profile: bit.ly/LA_profile

Report, brief, and case studies: learningpolicyinstitute.org/cpac-report-2020