How Performance Assessments Support Deeper Learning and Equity

Join the conversation
#EquityThruDeeperLearning
Moderator

Roneeta Guha

Senior Researcher
Learning Policy Institute

@RoneetaGuha

#EquityThruDeeperLearning
Agenda

• Welcome & Introduction
  
  Roneeta Guha, Senior Researcher, Learning Policy Institute

• Presentations
  
  Ann Cook, Executive Director and Co-founder, New York Performance Standards Consortium

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

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

  Deb Delisle, Executive Director and CEO, ASCD

• Discussion and Audience Q&A

#EquityThruDeeperLearning
Find the resources from Ann Cook’s presentation including reports, videos, student work, rubrics, and more online at performanceassessment.org
Presenter

Young Whan Choi
Manager of Performance Assessments
Oakland Unified School District

@itsywc

#EquityThruDeeperLearning
Oakland Unified School District

Graduate Capstone
What’s the problem here?
Oakland Unified School District Graduate Profile

“Career is the goal - Education is the path”

HAVING ENGAGED IN EQUITABLE OPPORTUNITIES FOR LEARNING

“Our graduates are college, career, and community ready!”
Oakland Unified School District Graduate Profile

“Career is the goal - Education is the path”

Academically Proficient (In Content, Skills, and Habits)

Post-High School Plan in Hand (Motivated, Focused, Resourceful)

Civically Engaged (Capable, Connected, Committed, Compassionate)

Essential Communicators (In Every Situation - With Everyone)

Socially, Emotionally and Physically Thriving (Resilient, Proactive, Empowered)

Culturally Disciplined (Self-Aware - Building & Maintaining Cross-Cultural Alliances)

Having Experienced a High Quality Instructional Core

Having Developed Social, Emotional & Physical Health

Having Engaged in Equitable Opportunities for Learning

“Our graduates are college, career, and community ready!”
Oakland Unified School District Graduate Profile

“Career is the goal - Education is the path”

Our graduates are college, career, and community ready!
Oakland Unified School District Graduate Profile

“Career is the goal - Education is the path”

“Our graduates are college, career, and community ready!”
## Where are we now? (senior enrollment)

<table>
<thead>
<tr>
<th>Schools Using Rubrics</th>
<th>Schools Not Using Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oakland High (305)</td>
<td>Dewey (147)</td>
</tr>
<tr>
<td>Skyline (374)</td>
<td>Rudsdale (79)</td>
</tr>
<tr>
<td>Tech - Fashion, Comp, Health (224)</td>
<td>Tech Other (230)</td>
</tr>
<tr>
<td>Fremont (130)</td>
<td>MetWest (43)</td>
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<tr>
<td>Castlemont (131)</td>
<td>McClymonds (64)</td>
</tr>
<tr>
<td>Life Academy (68)</td>
<td>Oakland International (80)</td>
</tr>
<tr>
<td>Madison (67)</td>
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<tr>
<td>CCPA (64)</td>
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<tr>
<td>Bunche (77)</td>
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</tbody>
</table>
69%
What’s the goal?

Transforming Instruction:

- Teacher
- Task
- Student
- Content

Common rubrics

Cycles of inquiry

Professional Learning Communities
Paul Leather

Director of State and Local Partnerships

Center for Innovation in Education

@cie_uky
## Summary of Key Performance-Based Formats

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Timing</th>
<th>Status/Progress</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Based Assessment (PBA)</td>
<td>Throughout units and courses, as well as at the end of instruction</td>
<td>Each PBA is a measure of status at a point in time</td>
<td>Designing, conduction, and reporting on a scientific investigation</td>
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<tr>
<td>[NYPA Consortium, NH]</td>
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<tr>
<td>Portfolio</td>
<td>Designed to cover an extended period such as a semester, course, or even multiple courses</td>
<td>Individual entries can be considered status measures, but the portfolio is usually intended to provide evidence of progress</td>
<td>Writing portfolio to allow students and teachers to judge the changes (improvements) in writing over time</td>
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<tr>
<td>[Envision Schools, CA]</td>
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<tr>
<td>Exhibition</td>
<td>Generally at the end of a designated time period such as a course, series</td>
<td>If intermediate products are collected, could be a measure of progress, but primarily measure of achievement (status)</td>
<td>End of High School Graduation Exhibition</td>
</tr>
<tr>
<td>[Envision Schools, NYPA Consortium, VA, CO]</td>
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</tr>
</tbody>
</table>

Marion & Buckley, 2015
Continuum of State Level Designs for Performance Assessments

Innovation Network
- Local Districts
- Charters
- Examples
  - Kentucky
  - Illinois
  - California*

Pilot
- Formative
- Summative
- Examples
  - New Hampshire
  - Idaho

Full Scale Implementation
- Local
- State-wide design
- Examples
  - Virginia
  - Colorado
Accountability For Meaningful Learning
In A 51st State – State And Local Partnership

- Locally selected assessments of student progress (i.e., DRA)
- State Validation Assessment
- State Validation Assessment
- Graduation Portfolio
- Disaggregated Data
- Assessment Quality Assurance (reviews local assessment plans)

Darling-Hammond, Wilhoit, Pittenger, 2014
## 4 State Performance Assessment Network

<table>
<thead>
<tr>
<th>State</th>
<th>Initial Driver</th>
<th>Key Partners</th>
<th>Key Opportunities</th>
</tr>
</thead>
</table>
| California     | ▪ Graduation portfolios replace CAHSEE  
▪ Performance tasks in Social Sciences assessment | ▪ CA DOE  
▪ Learning Policy Institute  
▪ SCALE/Envision Partners  
▪ California Performance Assessment Collaborative, CPAC | ▪ Student Portfolios as graduation requirement  
▪ LCAP Multiple Measure Accountability System  
▪ History/Social Science Assessment  
▪ Seal of Civics Engagement |
| Colorado       | ▪ Grow and sustain district-driven PA at the district and state levels  
▪ Grad Guidelines Menu of Options | ▪ CO DOE  
▪ Colorado Education Initiative  
▪ CO Rural Ed Collaborative  
▪ SCALE/Envision Partners | ▪ Policy Coherence  
▪ Grad Guidelines Menu of Options including PA  
▪ ESSA Pilot  
▪ Learning from Local Networks |
| New Hampshire  | ▪ Performance Tasks replace State Test  
▪ Continued expansion of PACE districts | ▪ NH DOE  
▪ New Hampshire Learning Initiative  
▪ NEA-NH  
▪ CIE – ALP/4 State Project | ▪ ESSA Plan Implementation  
▪ ESSA Section 1204 Pilot  
▪ Scaling Competency Education  
▪ Adding Portfolio Defense to maximize Student Agency |
| Virginia       | ▪ Expand performance assessment pilot to replace tests  
▪ Profile of VA Graduate | ▪ VA DOE  
▪ Jobs for the Future  
▪ State Board  
▪ General Assembly  
▪ VASS  
▪ EdLeader21 | ▪ Local Alternative Assessment  
▪ Profile of a VA Graduate  
▪ New Multiple Measure accountability model  
▪ Standards of Accreditation |

Adapted from Udall, Shearer, 2017
Opportunities

- Many state leaders have considerable interest in performance assessment and can benefit from tools and models for supporting it from the top.
- Many of these same states have networks of districts working on performance assessment that provide home-grown know-how and a “bottom-up” constituency for system change.
- RTI study of state readiness to scale performance assessment suggests teacher and local system capacity-building is a key to large-scale change.
- ESSA plans makes room for a new SEA-LEA dynamic.

Goals

**SHORT TERM**

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

**LONG TERM**

- Develop and Execute State-Specific Policy Platforms
- Focus on Teacher and Local System Capacity-building

Udall, Shearer, 2017
Think of state & local interaction as a cycle or spiral of inquiry, not as a closed loop

What does a culture of learning mean in a system that has taken up complex change to meet the community’s goals for its children? (LEARNING AGENDA)

What conditions must be put in place to develop a resilient learning culture that will spark and continue to fuel successful transformation? (CONDITIONS)

What does that tell us about larger issues of policy and practice that impact our systems? (INFORM BROADER SYSTEMIC CHANGE)

How can we describe the conditions and characteristics that are most likely to lead to transformative learning? (KEY DIMENSIONS)

Each iteration of planning, doing, and reflecting should elevate the conversation and deepen understanding.

What is being learned at the local level should spiral up to inform broader policy change at the state level.
NH PACE Process for Approval with the US Department Of Education

March 27, 2012 1st Meeting with Deb & Arne

September 23, 2014 2nd Meeting with Deb & Arne

March 3, 2015 Approval!

Theory of Action → PD → Design → Implementation

NH Process
Performance Assessments
How & Why They Matter
to Our Members

Deb Delisle
3/20/18
Mission

ASCD is dedicated to excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged.
Members’ Roles in Education

- Principal/Assistant: 32%
- Teacher: 13%
- Central Office Staff: 16%
- Superintendent/Assistant: 8%
- Higher Education Faculty: 8%
- Other: 23%
  (e.g., education consultants or retired educators)

127 Countries
114,000 Members
56 Affiliates
EQUITY MATTERS!
It is one of our areas of focus and a primary driver of our work!
Performance Assessments

- We have prioritized multi-factored assessments.
- Our authors and researchers readily share their importance and members recognize their impact on learning.
- Desire to make learning and teaching relevant to the lives that students and teachers lead in and out of classrooms.
- Belief that what we offer to our students tells them what it is that we value.
- Recognize that personalized learning can be achieved through performances tasks/assessments.
- Time to move past an over-reliance on one type of assessment has come.
Significant Areas of Interest/Common Challenges of Our Members

- Common research-based definition of performance-assessment
- Collaboration required to develop and implement performance assessments
- Communication with parents/students
- Time (and what will it look like) to be coached in effective implementation and use
- How to align with our philosophy of teaching and learning/with our standards
- Developmentally appropriate tasks and assessment
- Fidelity across a school/district
Help me to be better at my craft so I can be the best I can be for my kids!

PROFESIONAL LEARNING
Discussion and Audience Q&A
Discussion and Q&A

Moderator: Roneeta Guha
Senior Researcher, Learning Policy Institute
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#EquityThruDeeperLearning
Next Webinar

Leading the Way: How States Are Using Deeper Learning Assessments

Thursday, May 17 at 11 a.m. (PT)

Featuring

- **Paul Leather**, Director of State and Local Partnerships, Center for Innovation in Education
- **Stephen Pruitt**, Commissioner of Education, Kentucky Department of Education

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FUTURE WEBINARS

August
Opening the Gates: Using Deeper Learning to Expand College Access

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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Report:
learningpolicyinstitute.org/product/promise-performance-assessments

The Promise of Performance Assessments: Innovations in High School Learning and College Admission
Roseeta Guha, Tony Wagner, Linda Darling-Hammond, Terri Taylor, and Diane Curtis