Leading the Way: How States Are Using Deeper Learning Assessments

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
  
  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

#EquityThruDeeperLearning
Presenter

Paul Leather

Director of State and Local Partnerships

Center for Innovation in Education

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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.

Tung & Stazesky. CCE 2010
Assessment Continuum

EXAMPLES

- Traditional Tests
  - New CCSS Assessments (SBAC & PARCC)
  - Performance Based Items & Tasks (MARS, BAM)
  - Extended Tasks (SCALE CCSSO Performance Assessment Resource Bank)
  - Student-Designed Projects (NY Performance Standards Consortium, RI, OR, IB, AP Singapore, UK)

Narrow Assessment       Assessments of Deeper Learning

DESCRIPTIONS

- Narrow Assessment
  - Standardized, multiple-choice tests of routine skills
  - Standardized, tests with m-c & open-ended items + short (1-3 hours) performance tasks of some applied skills

- Assessments of Deeper Learning
  - Systems of standardized performance items and tasks (1 day to 1 week) that measure key concepts in thought-provoking items that require extended problems solving
  - Performance tasks (1-4 weeks) that require students to formulate and carry out their own inquiries, analyze & present findings and often, revise in response to feedback
  - Longer, deeper investigations (2-3 months) & exhibitions, including graduation portfolios, requiring students to initiate, design, conduct analyze, revise, and present their work in multiple modalities

# 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, conducting, and reporting on a scientific investigation</td>
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<tr>
<td>[NYPA Consortium, NH PACE]</td>
<td></td>
<td></td>
<td></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, CPAC]</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, CPAC, NYPA Consortium, VA, CO] – Often tied to Portrait of a Graduate</td>
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</tbody>
</table>

Derived from Marion & Buckley, 2015
<table>
<thead>
<tr>
<th>System Models</th>
<th>Features</th>
<th>Purposes</th>
<th>Notable Providers/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Embedded Performance Tasks</td>
<td>Short Form</td>
<td>K-12 Formative Benchmark Summative</td>
<td>CCE, NCEIA, SCALE, ConnectEd/Linked Learning</td>
</tr>
<tr>
<td></td>
<td>Long Form</td>
<td></td>
<td>Expeditionary Learning (EL) High Tech High</td>
</tr>
<tr>
<td>Portfolio Exhibition (including Capstone Presentation—student co-designed)</td>
<td>Portfolio of Artifacts</td>
<td>Formative Summative</td>
<td>Coalition of Essential Schools*, Envision Learning Partners, Battelle for Kids (EdLeader21—Portrait of a Graduate), New Tech Network</td>
</tr>
<tr>
<td></td>
<td>Juried Exhibition of Learning</td>
<td>Summative — Typically HS</td>
<td></td>
</tr>
<tr>
<td>(Digital) Badges</td>
<td>After School (community-based)</td>
<td>Summative</td>
<td>Scouts/Military *, Digital Promise, Mozilla, Open Badging, Del Lago Academy</td>
</tr>
<tr>
<td></td>
<td>Workforce</td>
<td>Credentialing Competencies</td>
<td></td>
</tr>
</tbody>
</table>
## California:

<table>
<thead>
<tr>
<th>Notable Model(s)</th>
<th>Scale</th>
<th>Opportunities</th>
<th>Unique System Features</th>
<th>Examples Worth Seeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced state assessment</td>
<td>State-wide</td>
<td>• Can LCAP Multiple Measures allow for a more coherent System?</td>
<td>State Level Assessments with Performance Tasks</td>
<td>Profiles on website: <a href="https://learningpolicyinstitute.org/project/cpac">https://learningpolicyinstitute.org/project/cpac</a> Oceana, Oakland, Envision, San Francisco, etc.</td>
</tr>
<tr>
<td>California Performance Assessment Collaborative -- LPI</td>
<td>60+ schools from Multiple Districts and Charters, including LA, SF, Oakland, Sacramento, Envision, HTH, New Tech, Intl. Network, etc.</td>
<td>• Will PAs be accepted for CA System HE Admission?</td>
<td>Multiple systems in use, depending on school, including: Envision Portfolio Exhibitions; SCALE Performance Tasks; ConnectEd; Capstones, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Special Note -- Summit Schools

[https://cdn.summitlearning.org/assets/marketing/The-Science-of-Summit-by-Summit-Public-Schools_08072017.pdf](https://cdn.summitlearning.org/assets/marketing/The-Science-of-Summit-by-Summit-Public-Schools_08072017.pdf)
**Colorado:**

<table>
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<th>Predominant Model(s)</th>
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<th>Unique System Features</th>
<th>Examples Worth Seeing</th>
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</table>
| 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 |
| 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 | Student-Centered Accountability Project:  
  • Buena Vista, La Veta + 4 more districts |
| Assessment Literacy (formative focus) | Network of schools and districts | Expanded Teacher Capacity                          | Colorado DOE Led                             | Assessment Literacy:  
  • Steamboat Springs,  
  • Fountain-Ft. Carson  
  • Salida,  
  • Harrison  
  • Montrose +  
  • NW & Centennial Boces |
## New Hampshire:

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| 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 |
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| 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)

**START** with SEAs where existing district/CMO work lives and interest in Competency Education is high

**INVEST** in networks of diverse local school systems that are putting pieces of CBE in practice

**TEST** and **COLLECT** evidence, lessons learned, and models of practice

**TRANSLATE** into policy formation

**POLICY FORMATION**

*Problem (Define/Re-define)*

*Solution (Try/Iterate)*

**Will-Building**

**Develop elements of “policy” model + practices**

*Re/frame the “mental model” for SEA/LEA leaders*

Demonstrate impact on learning and student outcomes

**Develop elements of a “system” model**
Presenter

Stephen Pruitt
Former Commissioner of Education
Kentucky Department of Education

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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

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

Learning Policy Institute: learningpolicyinstitute.org

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Report: bit.ly/Promise Performance Assessment

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