

Performance Based Assessment: Going Deeper



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Workshop Topics



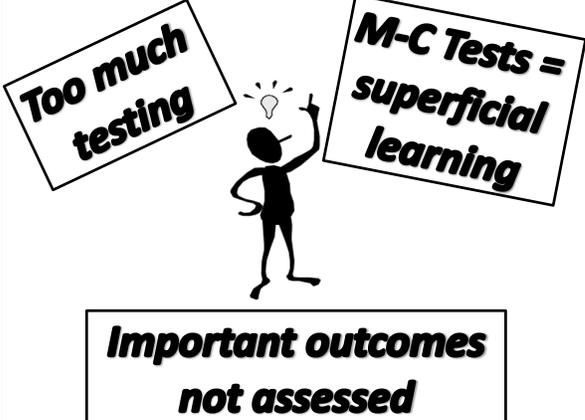
- A Brief History
- Effective Performance Assessments
- Task Variables
- PBA and Curriculum
- PBA and PLCs
- Teaching for Authentic Performance
- Web-based Resources

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Be it enacted by the General Assembly of Virginia:

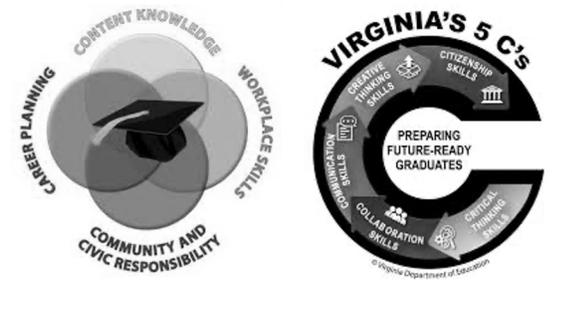
[151-171] incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the *professional development of teachers* to enable them to make the best use of alternative assessments.

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Portrait of a Virginia Graduate



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Workshop Topics



- A Brief History
- Effective Performance Assessments
- Task Variables
- PBA and Curriculum
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- Web-based Resources

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Virginia Quality Criteria Review
Tool for Performance Assessments

- **goes beyond simple recall, elicits evidence of complex student thinking, and requires application of disciplinary or cross-disciplinary concepts, practices, and/or transferable skills.**

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Virginia Quality Criteria Review
Tool for Performance Assessments

- **provides an opportunity for students to develop and demonstrate (even if not explicitly assessed): Deeper learning; learning how to think critically and solve problems; working collaboratively; communicating effectively; directing one's own learning...**

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Virginia Quality Criteria Review
Tool for Performance Assessments

- **goes performance assessment asks students to do work authentic to the discipline, such as science inquiry; math problem-solving; analyzing and critiquing a text; analyzing/evaluating historical sources.**

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Virginia Quality Criteria Review
Tool for Performance Assessments

- **performance assessment should require students to use one or more forms of language in various forms of (text, video, audio, oral) to communicate their reasoning.**

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Virginia Quality Criteria Review
Tool for Performance Assessments

- **includes a rubric or other appropriate scoring tools (e.g., checklist, analytic rubric) with scoring dimensions that are tightly aligned to performance expectations.**

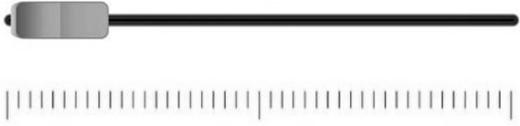
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Virginia Quality Criteria Review
Tool for Performance Assessments

- **is accessible and allows for differentiating the ways that students demonstrate their knowledge such as through the application of principles of Universal Design for Learning (UDL).**

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Task Variables and Options for Differentiation



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Performance Task Variables and Differentiation Options

The following differentiation options may be considered when designing performance tasks, based on the learning outcomes, purpose for the task, needs of the students, available resources (time, supplies, equipment, funds) and classroom feasibility.

Time Frame – How long will students be involved in this task? Include time for presentations and evaluations.
 1 – 2 class periods 3 – 5 periods 1-2 weeks > 2 weeks

Cognitive Demand/Rigor – Where does the task fall on the Depth of Knowledge (DOK) scale?
 DOK Level 1 DOK Level 2 DOK Level 3 DOK Level 4

Degree of Authenticity – To what extent is the task/project authentic, featuring a real challenge, problem, or issue; a genuine product/performance; an authentic audience; and real-world constraints?
 inauthentic some authentic elements simulated authenticity real-world authenticity

Integration of Subjects – Is the task discipline-specific or interdisciplinary?
 Single Discipline Integrates Two Disciplines Multidisciplinary

Student Choice – Will students have any choices within the task regarding any of the following?
 task topic task activities product(s)/performance(s) audience(s)

Access to Resources – Will all resources needed (information, supplies, equipment) be provided? To what extent will students be expected to gather information, provide their own supplies/equipment, etc.?
 all necessary information/ resources provided other: _____

Performance Mode – How will students work on the task?
 individually pair/group (optional) pair/group (required)

Degree of Scaffolding – To what degree will students be provided with instructional support (scaffolding) as they work?
 no support some support, as needed extensive support

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example:

Making the Grade



Your math teacher will allow you to select the measure of central tendency – *mean, median or mode* – by which your quarterly grade will be calculated.

Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining *why* you selected that method.

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Example:

Science Investigation



The Pooper Scooper Kitty Litter Company claims that their litter is 40% more absorbent than other brands.

You are a Consumer Advocates researcher who has been asked to evaluate their claim. Develop a plan for conducting the investigation. Your plan should be specific enough so that the lab investigators could follow it to evaluate the claim.

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example:

State Tour



The State Department of Tourism has asked your help in planning a four-day tour of Virginia for a group of foreign visitors. Plan the tour to help the visitors understand the state’s history, geography and its key economic assets.

You should prepare a written itinerary, including an explanation of *why* each site was included on the tour.

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example:

Tiny House Project



High school students work in teams to research, design and construct a “tiny” house that is energy self-sufficient. Teams create a website to document their process and explain the features that make the house energy self-sufficient. The project culminates with an open house when the public is invited to view the project.

Source: High Tech High School

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example:

You Are What You Eat



Since our class has been studying nutrition, the first-grade teachers have asked us to help their students learn about healthful eating. Your job is to create a picture book to use in explaining what a 'balanced diet' is. Include pictures to show health problems that result from poor eating habits.

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Example:

Fairy Tales

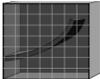


You have just finished reading three fairy tales that all have the same general pattern. Your task is to write a story that includes all the characteristics of a fairy tale and also uses this same general pattern. You will then read your story to your kindergarten reading buddy and teach him/her about the characteristics and general pattern of a fairy tale.

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example:

Stop the Spread

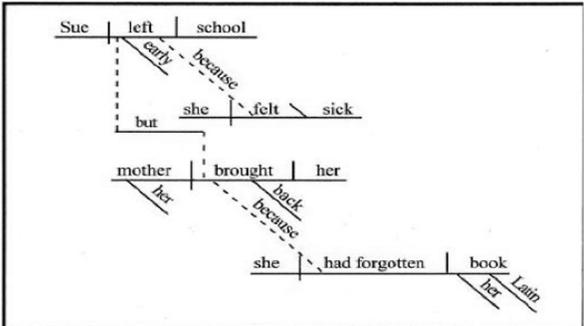


Locate and analyze the data on incidents of the Coronavirus on each continent for the past 3 weeks. Review and evaluate the effectiveness of various actions to constrain the spread of the disease. Prepare a graphic, Podcast, or newspaper article to help people understand your analysis and evaluation.

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example:

Diagram these sentences.



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example:

Mail-Order Friend

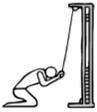


Imagine that you could order a friend from a Mail-order Friends' catalog. Before ordering, think about the qualities that you value in a true friend. Then, make sure that you speak clearly so that the salesperson will know exactly what type of person to send you.

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Example:

Personal Trainer



As a fitness trainer, your task is to design a personalized plan to help a client meet his fitness goal. (Client goals and characteristics are provided.)

Your fitness plan should include aerobic, anaerobic, and flexibility exercises, along with a proposed nutrition regimen.

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example:

Day Care Center

You have been hired by a day care agency to fence in an area to be used for a play area. You have been provided with 60 feet of fencing (in 4' sections) and a 4' gate. How can you put up the fence so the children will have the maximum amount of space in which to play?

Submit your plan for the playground area. Include a diagram, your calculations, and a summary of why this is the best design.

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Example:

Drone On...

Should drones be regulated?

After researching possible commercial uses of drones and examining various opinions on the issue, develop your own position and develop a (policy brief, editorial, blog) that argues for your position. Support your position with evidence from your research, while acknowledging competing views.

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Two Dimensions of Authenticity



Real-World Application



Students' Interests and Experiences

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Example:

Interior Designer

As an interior designer, your principal has asked you to propose a design for a learning space that will help students become better at working in groups. You should: 1) prepare a drawing of your proposed learning space with labels for all important furniture, equipment, and materials. 2) Explain why each of your design elements will support group work and tell why your design should be adopted by the school.

-- Adapted from a task developed by EdLeader21

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example:

A "How To" Guide

Since you are an accomplished _____, you have been asked to develop a step-by-step guide to help other kids learn how to do it. Your directions should include words and pictures to help others learn how to _____ like you.

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Example:

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After researching possible commercial uses of drones and examining various opinions on the issue, develop your own position and develop a (policy brief, editorial, blog) that argues for your position. Support your position with evidence from your research, while acknowledging competing views.

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Example:

See My World

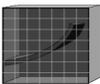


You have recently analyzed the narrative work of Faith Ringgold to identify ways she communicated ideas about her world. Think about your own world – your family, friends, hobbies and interests, daily experiences, and the things that are important to you. Select a drawing or painting medium, or use mixed media to create your own narrative work that visually communicates personal ideas about your world.

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example:

Stop the Spread



Locate and analyze the data on incidents of the Coronavirus on each continent for the past 3 weeks. Review and evaluate the effectiveness of various actions to constrain the spread of the disease. Prepare a graphic, Podcast, or newspaper article to help people understand your analysis and evaluation.

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Example:

Musical Tribute



You have been chosen to select a repertoire of three to four songs for your chorus to perform at the retirement gala for Mrs. Jones (a beloved retiring teacher). Give your reasons for the songs you have chosen and for the performance sequence you propose.

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example:

Classroom of the Future

Our school has identified the 4C's of Critical Thinking, Collaboration, Creativity, and Communication as key learning goals. You have been invited to design a classroom that will support the development of these abilities. Provide a drawing of your design including an explanation of how your classroom will help students learn 21st century skills.

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Rubric for Degree of Independent Performance

- 4 Performed the task independently without assistance.**
- 3 Performed the task with minor assistance.**
- 2 Performed the task but with considerable assistance.**
- 1 Did not perform the task even with considerable assistance.**

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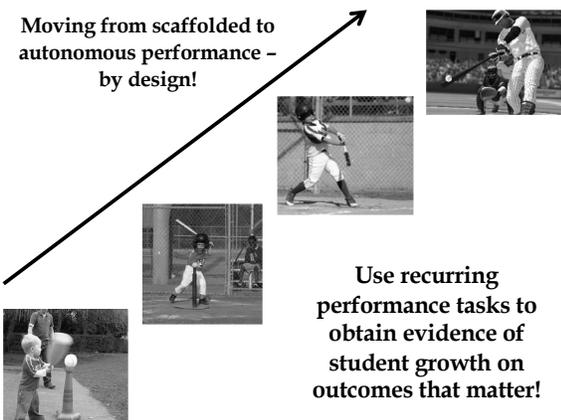



How are performance-based assessments related to district curriculum?

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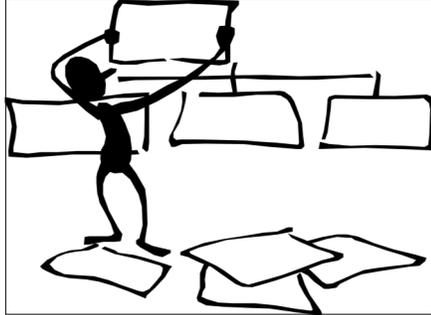
Moving from scaffolded to autonomous performance - by design!



Use recurring performance tasks to obtain evidence of student growth on outcomes that matter!

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Task Frames



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example:

A "How To" Guide

Since you have learned about _____, you have been asked to develop a guide to help other students learn this. Offer specific tips and suggestions to help them be successful.

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Example:

What's Your Position?



After reading _____ (literature or informational texts), write _____ (essay or substitute) that compares _____ (content) and argues _____ (content). Be sure to support your position with evidence from the texts.

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Example:

Involved Citizen



You have an idea that you believe will make your school better, and you want to convince school leaders that they should act on your idea. Identify your audience (e.g., principal, PTSA board, students) and:

1. Describe your idea.
2. Explain why and how it will improve the school.
3. Develop a plan for acting on your idea.

Your idea and plan can be communicated to your target audience in a letter, e-mail, or presentation.

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Example:

Involved Citizen



After investigating a current political issue, prepare a position paper or presentation for a public policy maker (e.g., Congress person) or group (e.g., school board, legislative committee). Assume that the policy maker or group is opposed to your position. Your position statement should provide an analysis of the issue, consider options, present your position, rebut opposing positions, and attempt to persuade the public policy maker or group to vote accordingly.

Your position can be communicated in a written report, via a web blog, or delivered as a presentation.

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Jig Saw Reading



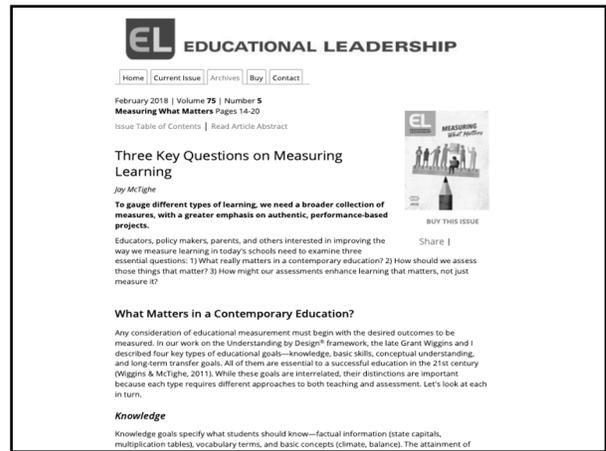
Divide into 5 groups.

Part 1 – Individually, read designated section and highlight key points.

Part 2 – Meet with like #erd groups to discuss key points and implications.

Part 3 – Re-group to summarize key points from each section of the article.

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February 2018 | Volume 75 | Number 5
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Issue Table of Contents | Read Article Abstract

Three Key Questions on Measuring Learning

Joy McTighe

To gauge different types of learning, we need a broader collection of measures, with a greater emphasis on authentic, performance-based projects.

Educators, policy makers, parents, and others interested in improving the way we measure learning in today's schools need to examine three essential questions: 1) What really matters in a contemporary education? 2) How should we assess those things that matter? 3) How might our assessments enhance learning that matters, not just measure it?

What Matters in a Contemporary Education?

Any consideration of educational measurement must begin with the desired outcomes to be measured. In our work on the Understanding by Design® framework, the late Grant Wiggins and I described four key types of educational goals—knowledge, basic skills, conceptual understanding, and long-term transfer goals. All of them are essential to a successful education in the 21st century (Wiggins & McTighe, 2011). While these goals are interrelated, their distinctions are important because each type requires different approaches to both teaching and assessment. Let's look at each in turn.

Knowledge

Knowledge goals specify what students should know—factual information (state capitals, multiplication tables), vocabulary terms, and basic concepts (climate, balance). The attainment of

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What is the relationship of this to the work of PLCs?

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Teach like a Coach for Authentic Performance




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Coaches don't focus on "covering" content.



They concentrate on game performance!



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1. Present authentic performance as the key learning goal for a unit or course.



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example:

What's Wrong with Holden?



You are a member of Holden Caulfields case-review committee at the hospital from which Holden is telling his story. Your task is to write:

- 1) a diagnostic report for the hospital, OR
- 2) a letter to Holden's parents explaining what's wrong with him.

Base your analysis on Holden's own words.

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Performance Task:

Making the Grade



Your math teacher will allow you to select the measure of central tendency (i.e., *mean*, *median* or *mode*) by which your quarterly grade will be calculated.

Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining *why* you selected that method.

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example:

State Tour



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example:

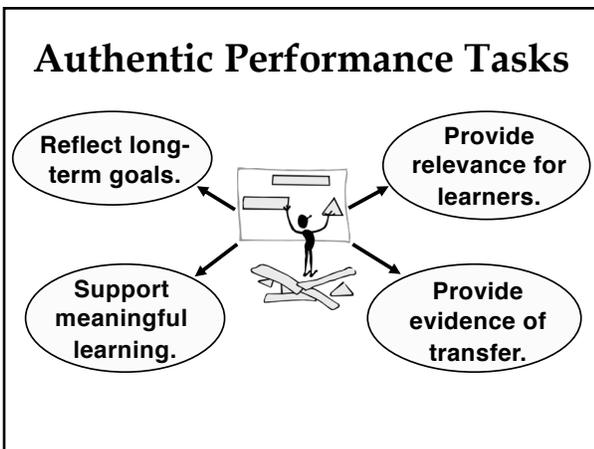
Sound Proof Booth



Parishoners have been complaining that conversations in the confessional can be heard in the church. You have been hired to design a sound-proof confessional to eliminate this concern.

Develop a detailed plan, including a scale drawing, materials list and an explanation of how your design will solve the problem.

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Consider: How do athletic coaches prepare their players for authentic performance in the game?

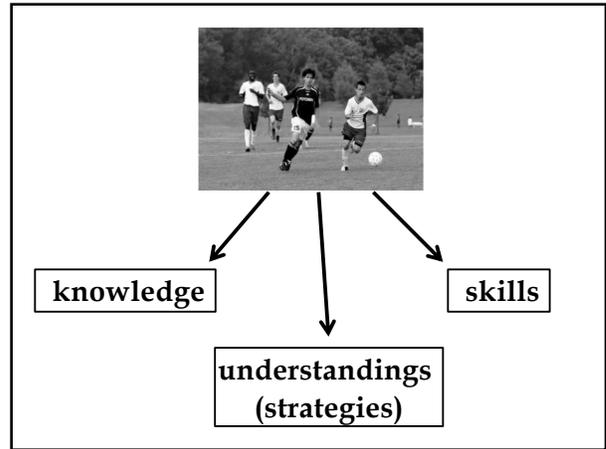


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2. Plan “backward” from the demands of the game. Analyze: What knowledge, skills and strategies will be needed for solid performance?



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Practice vs. The Game



Learning and practicing

- knowledge
- skills
- strategies



Requires transfer

- autonomous application

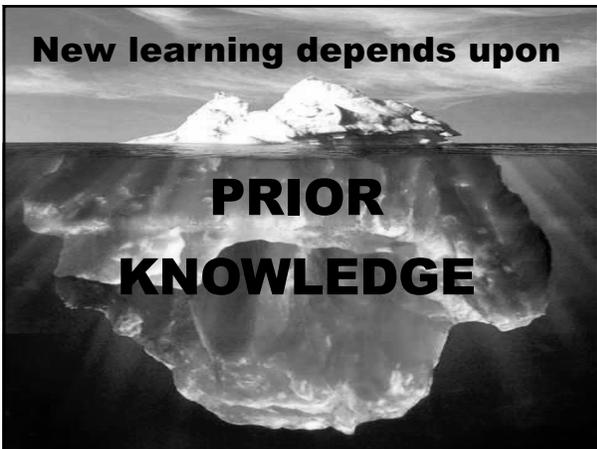
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3. Pre-assess students to determine their present knowledge, skill levels and understandings.



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New learning depends upon



PRIOR KNOWLEDGE

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research on
Learning and Cognition



“The contemporary view of learning is that people construct new knowledge and understanding based on what they already know and believe.”

-continued

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research on
Learning and Cognition 

“A logical extension of this view is that teachers need to pay attention to the incomplete understandings, the false beliefs, and the naïve renditions of concepts that learners bring with them.”

- Bransford, et. Al., *How People Learn*, p 10

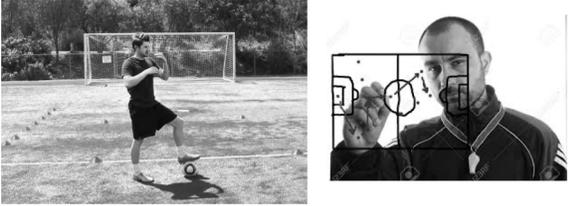
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Pre-Assessment Techniques 

1. K-W-L
2. Pre-test (non graded)
 - fact/concept test
 - “transfer” test
3. Skills Check
4. Web/Concept Map
5. Misconception Check

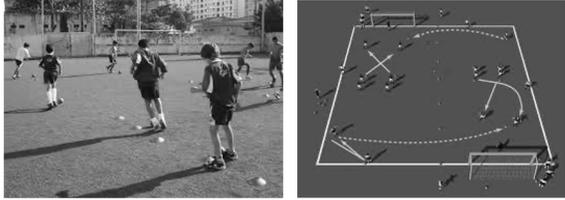
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4. Provide targeted instruction to develop knowledge, skills and understandings.



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Practice (lessons) to learn the rules, rehearse the skills and develop the strategies needed for the game.



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Teaching for authentic performance includes both:

Direct instruction and modeling **Coaching and feedback**



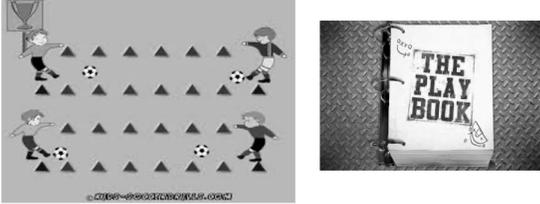
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Coaches recognize that their Play Book is a resource. Their goal is not to “cover” it!



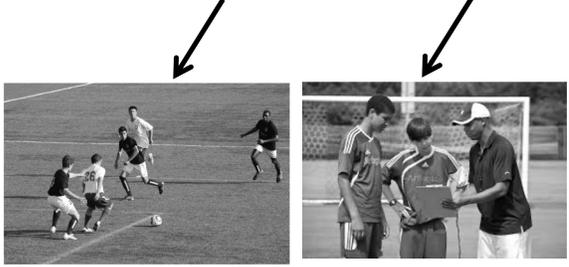
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Learning the rules of the game and practicing discrete skills are necessary, but insufficient!



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5. Preparing for authentic performance requires "scrimmages" with feedback!



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A classroom "scrimmage"



1. a mini-task
2. a collaborative task
3. a teacher-guided task

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Performance Task:

Making the Grade



Your math teacher will allow you to select the measure of central tendency (i.e., *mean*, *median* or *mode*) by which your quarterly grade will be calculated.

Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining *why* you selected that method.

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The essence of coaching involves formative assessment and feedback!



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6. Differentiate instruction and practice as needed.



www.SportSessionPlanner.com

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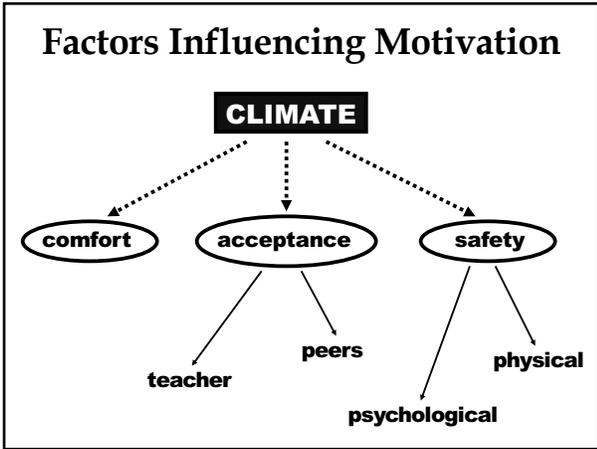
Differentiated Instruction

Learning Plan

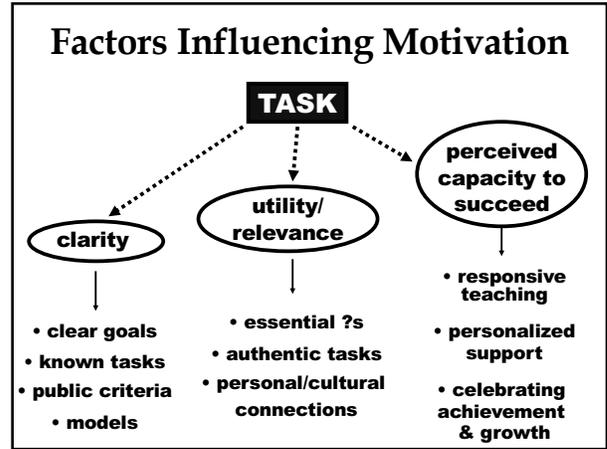
- sub-group for skills lessons
- provide varying degrees of support; e.g., graphic organizers, outlines
- student support systems; e.g., peer review partners, etc.
- allow student choice; e.g., topic, products/performance

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