



ASSESSMENT LEADERSHIP

**Leveraging
Performance-Based Assessments
for Deeper Learning**

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Timeline for Implementation of LAAs

Year 1 (2014-15)

- Replace each of five removed SOL tests with one or more locally developed alternative assessments (preferably PBAs that meet Board guidelines)

Year 2 (2015-16)

- Develop local teachers' capacity to create and use PBAs

Year 3 (2016-17)

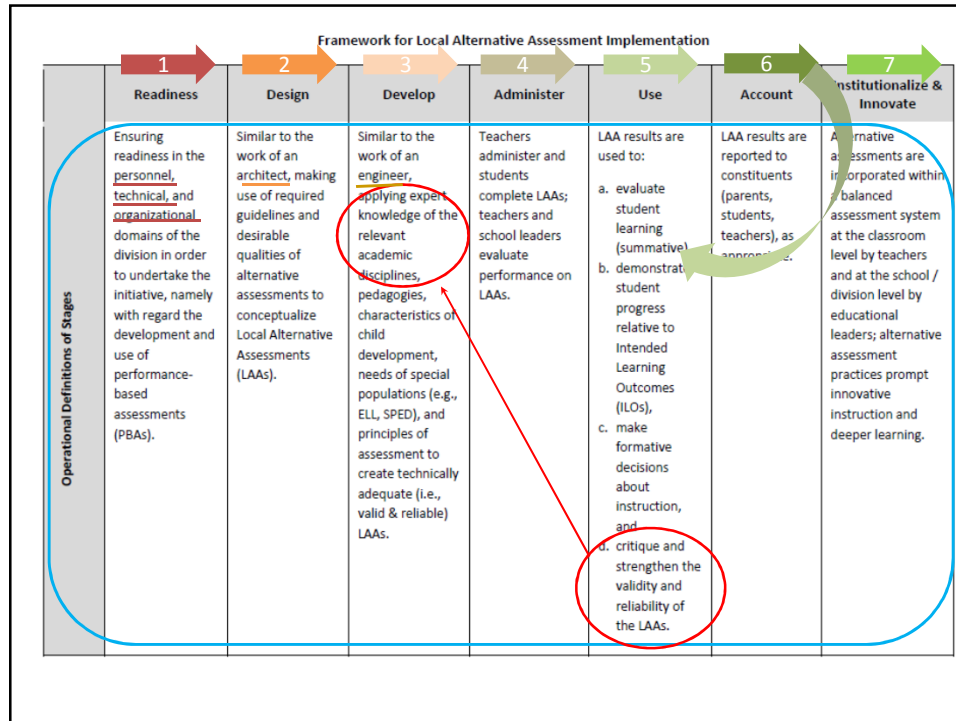
- Use at least one PBA (**per Board guidelines**) for each of five removed SOL tests

Year 4 (2017-18)

- Share examples of PBAs across divisions

Year 5 (2018-19)

- Partner with other divisions to score some of each other's PBAs
- Administer LAAs for all Social Science/History removed tests

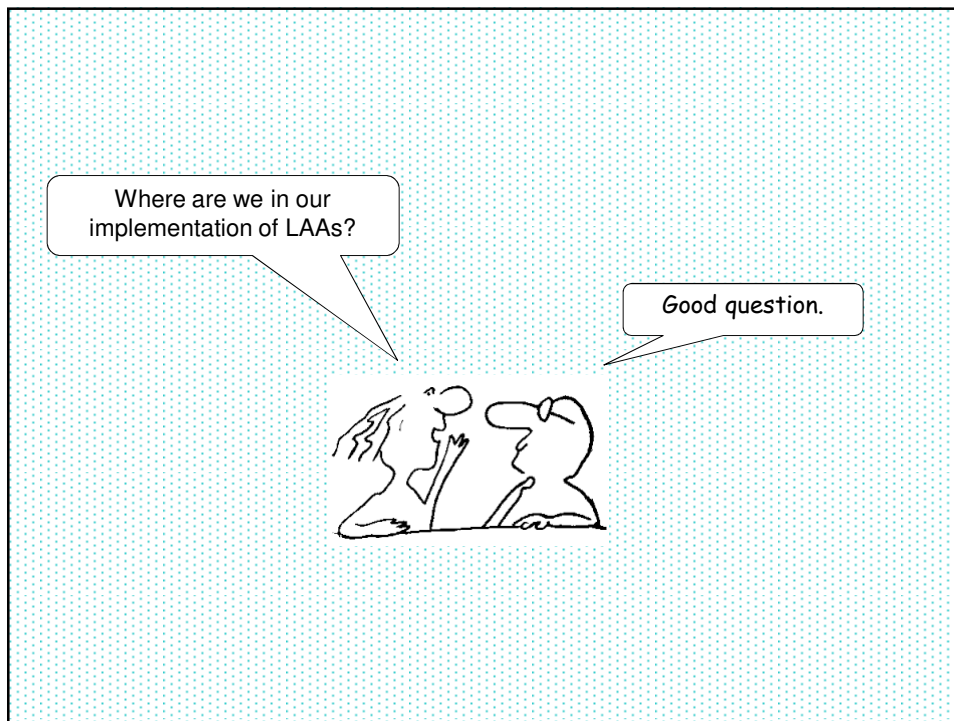


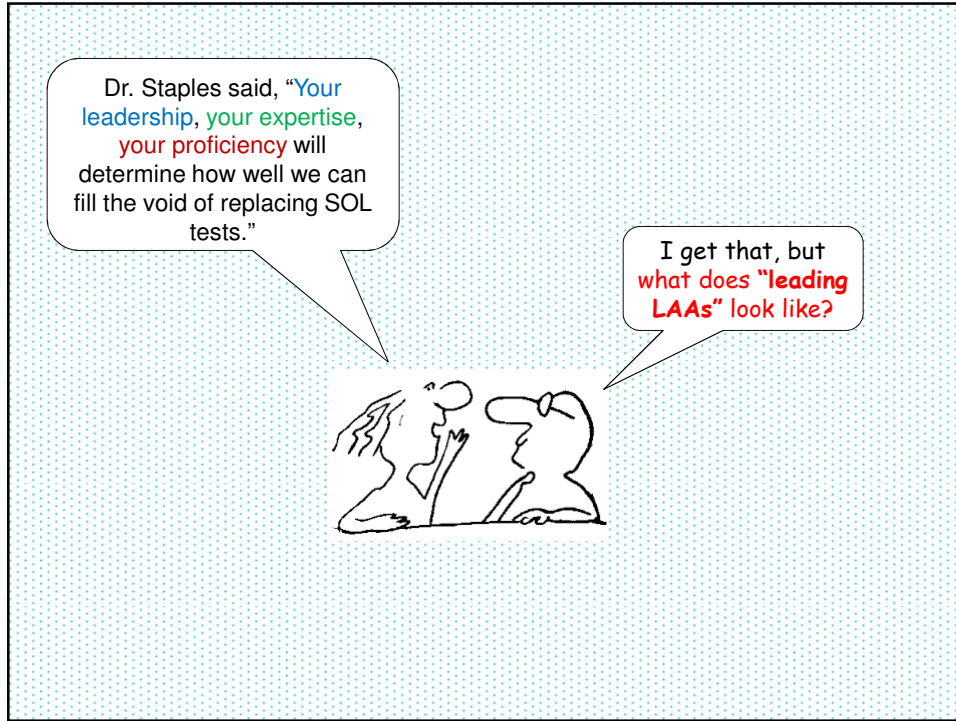
Supplement 1: Essential Actions Relevant to the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Descriptions of Actions Considered Essential to Meeting the Intent of the LAA Initiative	<ul style="list-style-type: none"> a. ✓ Awareness of requirements of the initiative among key personnel in the division (e.g., teachers, school leaders, school board). b. ✓ Assessment literacy of LAA developers. c. ✓ Assessment literacy for administrators. d. ✓ Leaders / champions for initiative identified within the division. e. ✓ Determination of either school- or division-level implementation of the LAA initiative. 	<ul style="list-style-type: none"> a. ✓ Create LAAs for removed SOL assessments. b. ✓ Align LAAs to SOL Strands or Reporting Categories. c. Create common language and template examples. d. ✓ Undertake a grass-roots process (i.e., teachers collaborating in designing PBAs). 	<ul style="list-style-type: none"> a. ✓ Align LAAs to relevant SOLs. b. ✓ Identify authentic performance-based tasks. c. ✓ Create of valid and reliable prompts. d. Identify relevant and feasible student response formats. e. Create accurate and reasonably objective performance criteria (i.e., rubrics). f. Identify appropriate accommodations for the inclusion of special populations (e.g., ELL, special education). 	<ul style="list-style-type: none"> a. ✓ Administer LAAs in designated grades / subjects. b. ✓ Score LAAs. c. Embed LAAs into curriculum maps and/or pacing guides. 	<ul style="list-style-type: none"> a. Evaluate student performance. b. Use results on LAA to adjust instruction and revise/improve LAAs. c. Use results to demonstrate student growth / achievement. 	<ul style="list-style-type: none"> a. Report results to teachers, students, and parents. b. "Substantiate" LAAs to VDOE. 	<ul style="list-style-type: none"> a. Review and revise division curriculum to reflect 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), subject-specific skills, and integrated skills. Undertake initiatives through professional development and instructional supervision to align teachers' pedagogical practices to more authentic, engaging learning experiences.

Supplement 2: Documents Relevant to Substantiating Compliance with the LAA Initiative

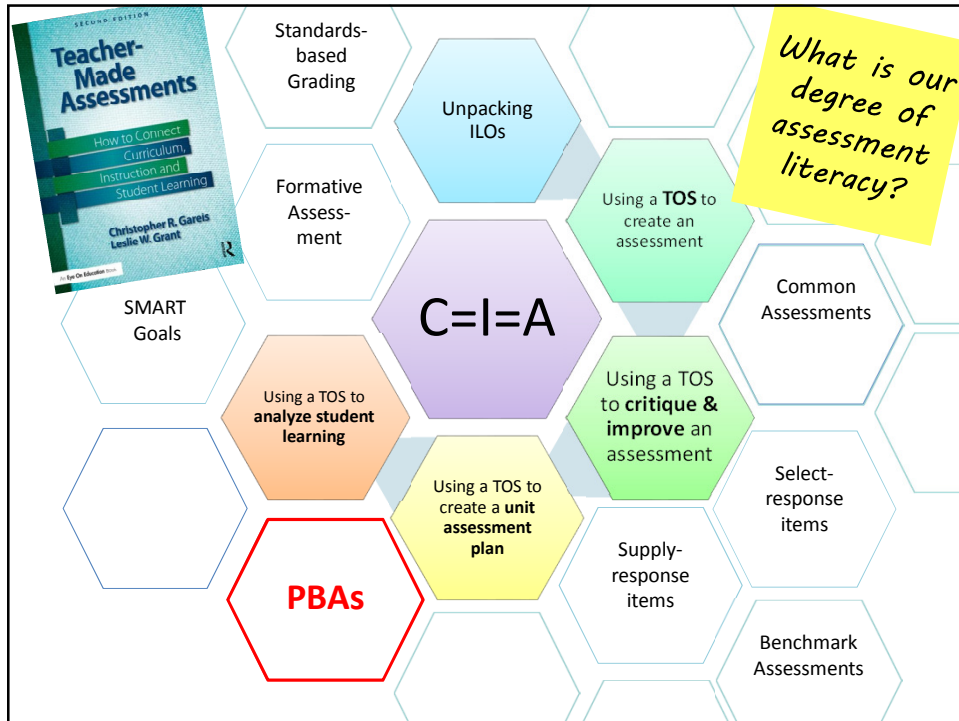
	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Examples of Documents and Artifacts	Professional development materials	LAA design template	Local alternative assessments Anchor responses Inter-rater reliability protocols	Written directions for administering LAAs	Student score report template Sample student score reports	Aggregate student score reports Multi-year LAA development plan	Division-level strategic plan that includes vision and action plan for LAA initiative and innovation Balanced assessment plan





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How can we determine the validity of a PBA task?

The Shipwright's Challenge

You are a shipwright and have been given the task of designing a seaworthy sailing vessel. Given some clay, a drinking straw, and paper, design a sailboat that can sail across the "sea" (that is, the kiddie pool in our classroom). You will provide the wind with your breath. You may test and retest your designs within the time given in class.

Content	Bloom's Taxonomy					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Sun as a major source of energy		Explain				
sources of energy and their uses		Identify				
solar energy, wind, and moving water can be used to produce electricity		Describe how				
fossil fuels are used as an energy source		Describe how				
renewable and nonrenewable energy sources				Compare & Contrast		
the advantages and disadvantages of using different naturally occurring energy sources				Analyze		
a basic investigation to determine the effects of sunlight on warming various objects and materials, including water					Determine effects	Design
Scientific investigation skills: Observations; measurement units & instruments; questions/hypotheses; data display; conclusions			Make observations Use measurement units /instru-	Chart & Analyze data	Draw Conclusions	Formulate questions / hypotheses

Use an assessment blueprint (aka, table of specifications) to determine validity.

Test

Test

Test

Test

Test

Test

PBA

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Do we share a common language?

Do we need a common PBA template?

Assessment Literacy Glossary

This list of terms relates to the Local Alternative Assessment work and is not intended to be an exhaustive list of assessment terms.

Accountability systems – The mechanisms used (generally by states) to evaluate the performance of their education systems. In recent years, accountability systems have increasingly used the school as the unit for monitoring and intervention, based largely on the scores of each school's students on a set of standardized tests.

Alternative assessment – Alternative assessments are used primarily to determine what students can and cannot do, in contrast to what they do or do not know. In other words, an alternative assessment measures applied proficiency more than it measures knowledge. There are multiple types of alternative assessments, of which performance assessment is one.

Assessment – Any systematic basis for gathering data or information and making inferences about characteristics, proficiencies, or abilities of people, usually based on various sources of evidence; the global process of synthesizing information about individuals in order to understand and describe them better.

Authentic assessment – An alternative assessment in which students perform a real-world task. A student will typically have to employ critical thinking and problem-solving skills to successfully address the challenge presented. The more authentic an assessment task is, the more closely it approximates the way a similar task would be done in a setting outside the classroom (a workplace or community, for example). Student performance on a task is typically scored on the basis of a list of desired outcomes or criteria (known as a rubric). Authentic assessment is a type of performance assessment, sometimes referred to as an "authentic performance assessment."

Balanced assessment system – An assessment system that employs multiple types of assessments so that: (1) achievement and growth are taken into account; (2) assessments are matched to learning goals (both core content mastery and skills for success in the modern world); and (3) the need for accountability measures is met, but not at the expense of meaningful information that informs classroom instruction.

Formative Assessment – The overall goal for formative assessment is to intentionally collect information about the nature and/or degree of student learning that can be used to provide feedback to students and for teachers to make instructional decisions that progress student learning during the learning process. Formative assessment is used to "inform" the learning process so that the teacher can make in-process adjustments and learning modifications based on the data collected from students. Formative assessments are generally referred to as assessments "for" learning and may be techniques or instruments.

Higher-Order Thinking Skills (HOTS) – A category of thinking skills that increases the cognitive load resulting students to go beyond recalling facts, understanding content, or replicating rote procedures. Students employing higher-order thinking may make connections, solve problems different from those given in classroom examples, and use content to reach and justify conclusions. Examples of activities that require higher-order thinking are (1) analyzing the usefulness of information, (2) providing evidence and conclusions, (3) creative thinking and design, and (4) determining implications and

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How can we bring people on board in this effort?

Identify and charge a Design Team,
with each member exhibiting:

- ✓ *Advocacy for hands-on, engaged learning*
- ✓ *Expert understanding of human development*
- ✓ *Depth of subject-area expertise*
- ✓ *Assessment literacy*
- ✓ *Capacity for teacher leadership*

Capacity of Your People

- *Skill-building*
- *Awareness-building*

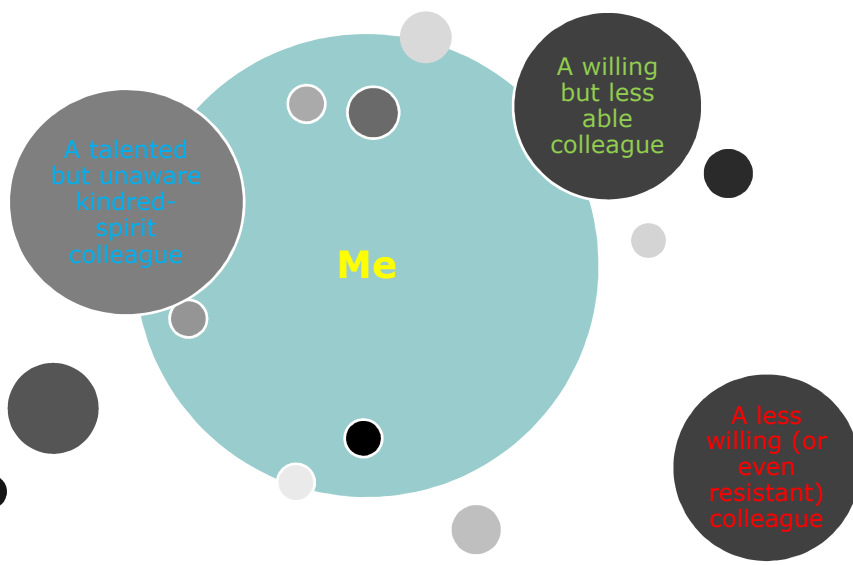
- *Expand horizontal scope*
- *Align vertical sequencing*

- *Reclaim lost PBAs (e.g., the term paper, the debate, the lab)*
- *Tap into the expertise of Aesthetics & Enterprise teachers*

How would you respond to the inevitable “yeah-buts”?

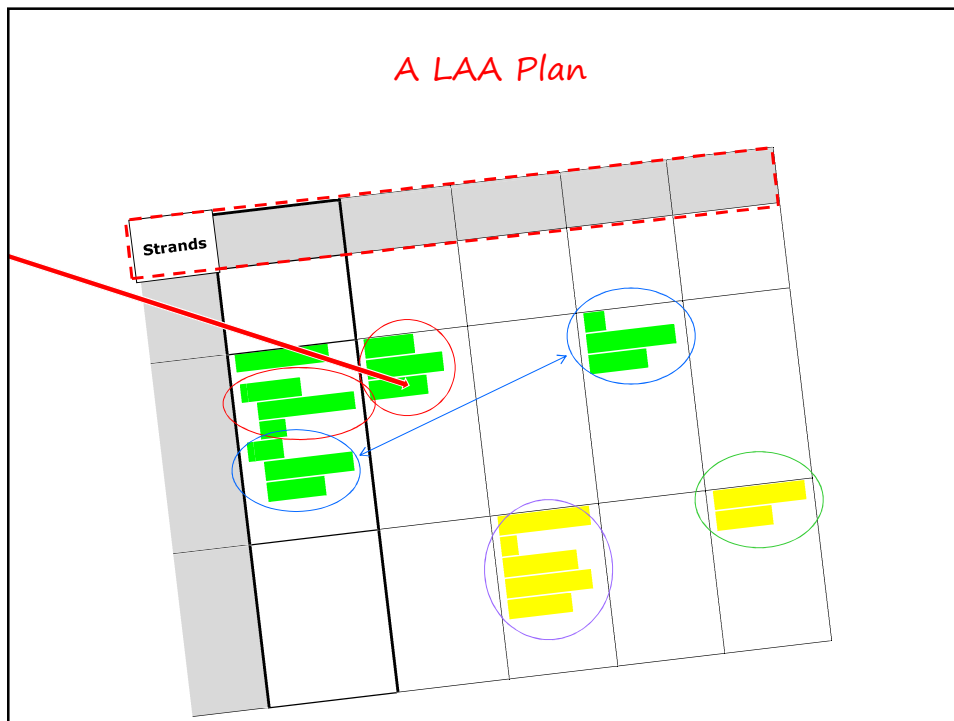
1. “This, too, shall pass.”
2. “I don’t need to use PBAs in my subject.”
3. “There’s not enough time in the pacing guide.”
4. “I used PBAs back in the ‘90s. I’ll pull those out.”
5. “PBAs are too complicated to make.”
6. “Oh, I know what PBAs are! When I was a student, that’s the stuff my science teacher got so excited about after we finished the SOLs!”
7. “My principal said that all of my assessments have to be performance-based now.”
8. “Don’t do PBAs. At the end of the day, your job is still riding on your SOL results.”

What’s really important for understanding of PBAs, and how would it be learned best by different colleagues?



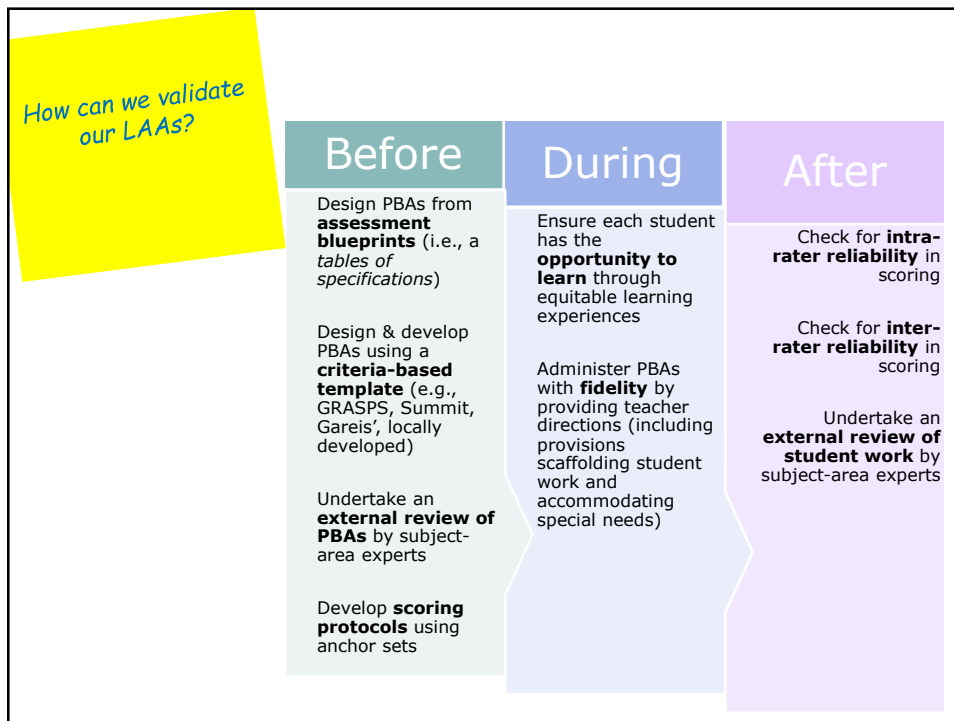
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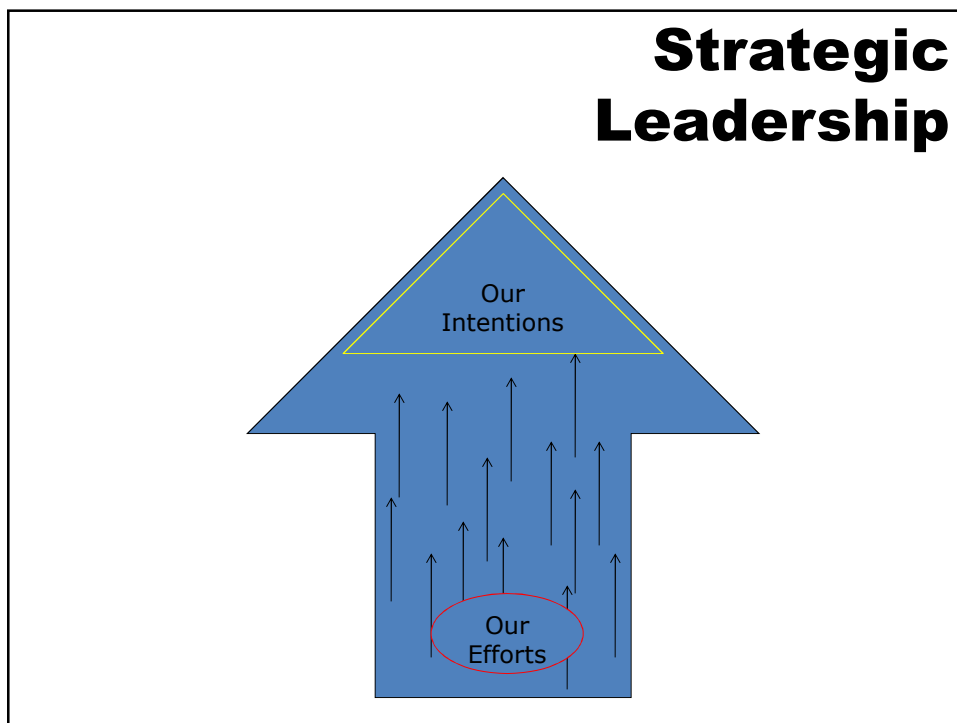
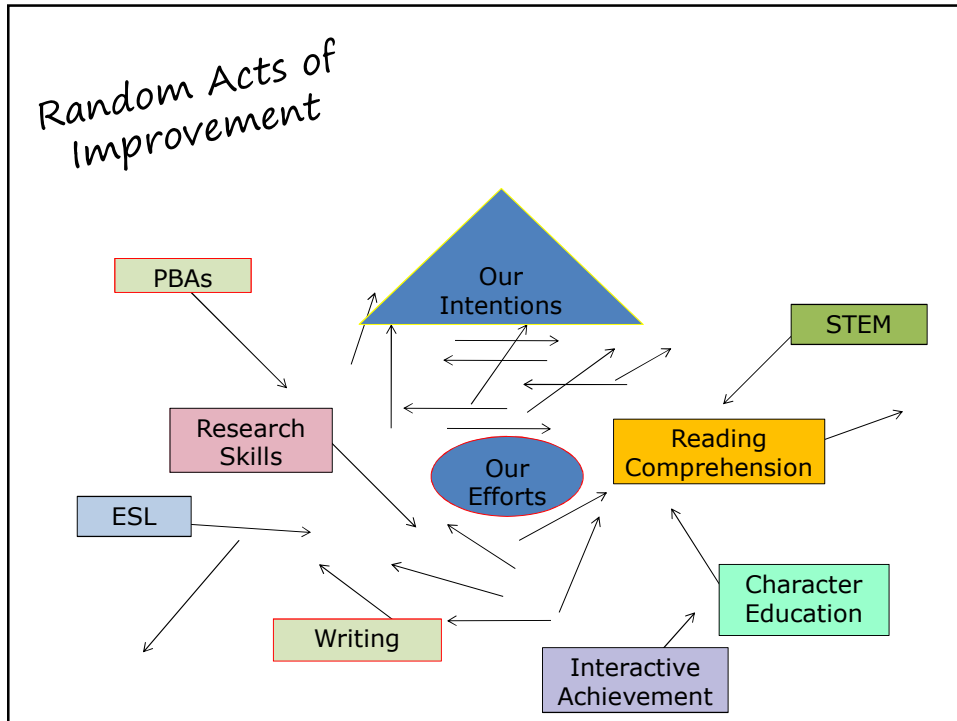


“This should be viewed as an opportunity to engage in innovation.”

Steve Staples, Ed.D.
State Superintendent of Instruction
October 2014

Supplement 3: Illustrative Examples of Enacting the Vision of the LAA Initiative

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Illustrative Examples	<p>Ensure broad-based awareness of and support for initiative among key stakeholders (e.g., teachers, students, parents, school board).</p> <p>Develop teacher and instructional leaders' capacity to create PBAs.</p>	<p>Align to broad educational aims, career and college readiness, 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), and sophisticated learning goals (e.g., scientific inquiry, jurisprudential inquiry, writing for a variety of purposes and audiences).</p>	<p>Develop alternative assessments in non-tested grade levels to strengthen vertical alignment.</p> <p>Develop alternative assessments in non-tested subject areas to strengthen interdisciplinary integration and alignment.</p>	<p>Engage students in metacognitive / self-assessment protocols.</p> <p>Embed the use of alternative assessment practices throughout the year as a regular part of instructional units.</p>	<p>Provide public exhibitions / showcases of student performances and products.</p> <p>Pilot, analyze, and revise LAAs to strengthen validity, reliability, and authenticity.</p>	<p>Enact capstone assessments (e.g., exiting elementary school, exiting middle school, and exiting high school) within division.</p> <p>Utilize LAAs for school and teacher growth goals.</p>	<p>Expand use of performance assessments in non-tested grade-levels and subject areas.</p> <p>Develop teacher and instructional leaders' capacity to create PBAs</p> <p>Connect assessment and pedagogy to develop instructional methods and strategies</p> <p>Promote teachers' collaborative analysis of student work to critique and strengthen curriculum, instruction, and assessment.</p>



Proposition: *Strengthening Writing*

- ✓ Many of our students' **writing skills** are below par.
- ✓ High-quality PBAs require students to express their **reasoning using language, whether orally or in writing.**
- ✓ So, we will purposefully develop students' writing through **the regular use of *constructed-response* and *stand-alone* PBAs across content areas and include writing proficiencies (e.g., clarity of written expression, accuracy of diction) as a criteria.**

Strategic Aim or Need

PBA Leverage Point

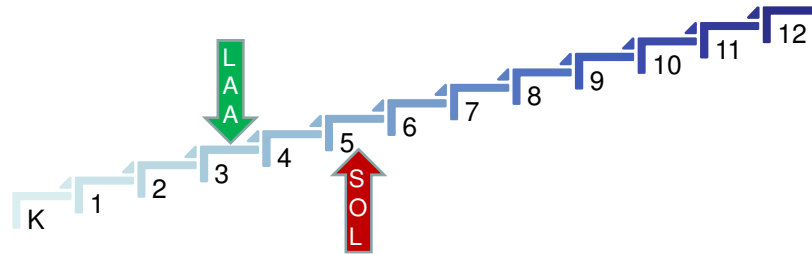
Strategic Action

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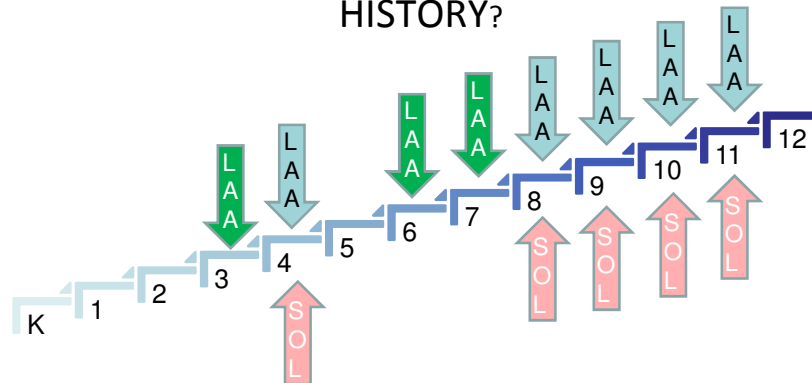
SCIENCE?



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How can we innovate our balanced use of assessment to achieve both **deeper learning** and **excellent accountability results** in...

HISTORY?






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The Right-Sized Sodas Packaging Design Task

You are a packaging designer for a local beverage company. The company is introducing a new line of all-natural, fruit-flavored drinks called "Right-Sized Sodas." The drinks will be available in 9-ounce, cylindrical cans made of aluminum. Each package of drinks will contain 10 cans.



As the package designer on the Right-Sized Sodas product team, your task is to design the dimensions of the cans and the dimensions of the cardboard packaging box. Your supervisor has emphasized the need to minimize waste and maximize efficiency in your design, but she has also cautioned you about designing a packaging box that is structurally sound. (Everyone in the company still remembers the unfortunate effects of the poorly designed packaging for the Goopy-Goopy Grape Juice boxes that another product team was responsible for last year. There were bright purple trails of Goopy-Goopy Grape Juice up and down the aisles in grocery stores across the state. What a mess, literally and legally.)

After you have reviewed some examples of tried and true packaging designs, you are to determine the optimal dimensions for the Right-Sized Soda drink cans and the 10-can packaging box. Then, you are to prepare a written proposal, including at least one schematic diagram, to present your design to your supervisor and the management team.



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Grade 5 Writing				
	Q1	Q2	Q3	Q4
Year 1 2014-2015	-	-	-	Common Writing Prompt (released SOL prompt and rubric)
Year 2 2015-2016	-	Expository Essay	National Museum of American History Research Paper	Persuasive Letter
Year 3 2016-2017	Personal Narrative writing pre-assessment			Personal Narrative writing post-assessment
	Narrative Fiction	Expository Essay	National Museum of American History Research Paper	Persuasive Letter
	MCQ grammar and mechanics pre-assessment		MCQ on grammar and mechanics	MCQ grammar and mechanics post-assessment

4th Grade Art Pre-/Post-Assessment

- **Teacher Directions:** Have students look around the classroom from their perspectives and describe what they see. Ask them to pick a point of focus (e.g., the whiteboard, the classroom door) and describe what they see.
- **Student Directions:** Picking a point of focus, draw a picture showing your perspective in what you see in the classroom. Be sure to include as much detail as possible. Use appropriate lines, points, and color to provide a realistic perspective. Use the 11" X 14" paper provided for your drawing.

Grading Criteria

	Advanced (3)	Proficient (2)	Developing (1)	Unacceptable (0)
Element #1: One Point Perspective	Drawing is in complete one-point perspective indicating an excellent level of craftsmanship in drawing and shading the room.	Drawing includes most objects in the room drawn in accurate one point perspective, indicating a high level of craftsmanship in drawing and shading the room.	The majority of the objects in the room are not drawn in one point perspective, indicating a low level of craftsmanship in drawing and shading the room.	Unable to discern objects in room, indicating a low level of craftsmanship.
Element #2: Design Principles	Drawing indicates a complete understanding of line and how it is used to draw objects in one point perspective.	Drawing indicates a mostly accurate understanding of line and how it is used to draw objects in one point perspective.	Drawing indicates an unclear understanding of line and how it is used to draw objects in one point perspective.	Drawing indicates no concept of line and how it is used to draw objects in one point perspective.
Element #3: Use of color	Excellent use of color, used multiple colors and layering to achieve extreme depth.	Good use of color, mixing and layering achieves some depth.	Basic use of color. Layers are thin, used few colors, little depth.	Poor use of color. Did not layer or mix multiple colors, flat.

Art Unit: Perspective Drawing

Content	Bloom's Taxonomy					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Perspective drawing techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface			✓ Use Element #1		✓ Create Element #1	
Use a variety of lines in the one point perspective drawing			✓ Use Element #2			
Characteristics of color in the one point perspective drawing			✓ Use Element #3			

Pre: 1.25 / Post: 2.50
Pre: 1.75 / Post: 2.50
Pre: 1.25 / Post: 2.25
Pre: 2.8 / Post: 3.0

Supplement 3: Illustrative Examples of Enacting the Vision of the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Illustrative Examples	<p>Ensure broad-based awareness of and support for initiative among key stakeholders (e.g., teachers, students, parents, school board).</p> <p>Develop teacher and instructional leaders' capacity to create PBAs.</p>	<p>Align to broad educational aims, career and college readiness, 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), and sophisticated learning goals (e.g., scientific inquiry, jurisprudential inquiry, writing for a variety of purposes and audiences).</p>	<p>Develop alternative assessments in non-tested grade levels to strengthen vertical alignment.</p> <p>Develop alternative assessments in non-tested subject areas to strengthen interdisciplinary integration and alignment.</p>	<p>Engage students in metacognitive / self-assessment protocols.</p> <p>Embed the use of alternative assessment practices throughout the year as a regular part of instructional units.</p>	<p>Provide public exhibitions / showcases of student performances and products.</p> <p>Pilot, analyze, and revise LAAs to strengthen validity, reliability, and authenticity.</p>	<p>Enact capstone assessments (e.g., exiting elementary school, exiting middle school, and exiting high school) within division.</p> <p>Utilize LAAs for school and teacher growth goals.</p>	<p>Expand use of performance assessments in non-tested grade-levels and subject areas.</p> <p>Develop teacher and instructional leaders' capacity to create PBAs</p> <p>Connect assessment and pedagogy to develop instructional methods and strategies</p> <p>Promote teachers' collaborative analysis of student work to critique and strengthen curriculum, instruction, and assessment.</p>

Given that **C = I = A**, then if we change "**A**" then we must change "**C**" and "**I**", too.

Any Subject

- Project-based learning

Science

- Inquiry teaching

English Language Arts

- Readers' workshop
- Writers' workshop

History/Social Studies

- Socratic discussions
- Jurisprudential inquiry
- Simulations
- Cooperative learning

What are the instructional implications of using PBAs in the classroom?

