


Assessment Leadership: Leveraging Performance-Based Assessments for Deeper Learning

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Agenda Topics

1. Deeper Learning and Balanced Assessment
2. Performance Assessments
 - What are they?
 - What makes for high-quality PBAs?
3. Where to next?



What is **deeper learning**?

Why is it important?

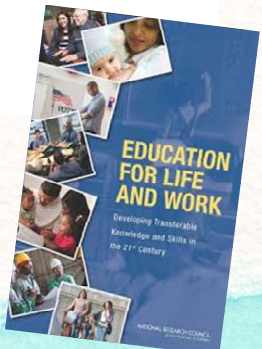
How do schools promote it?

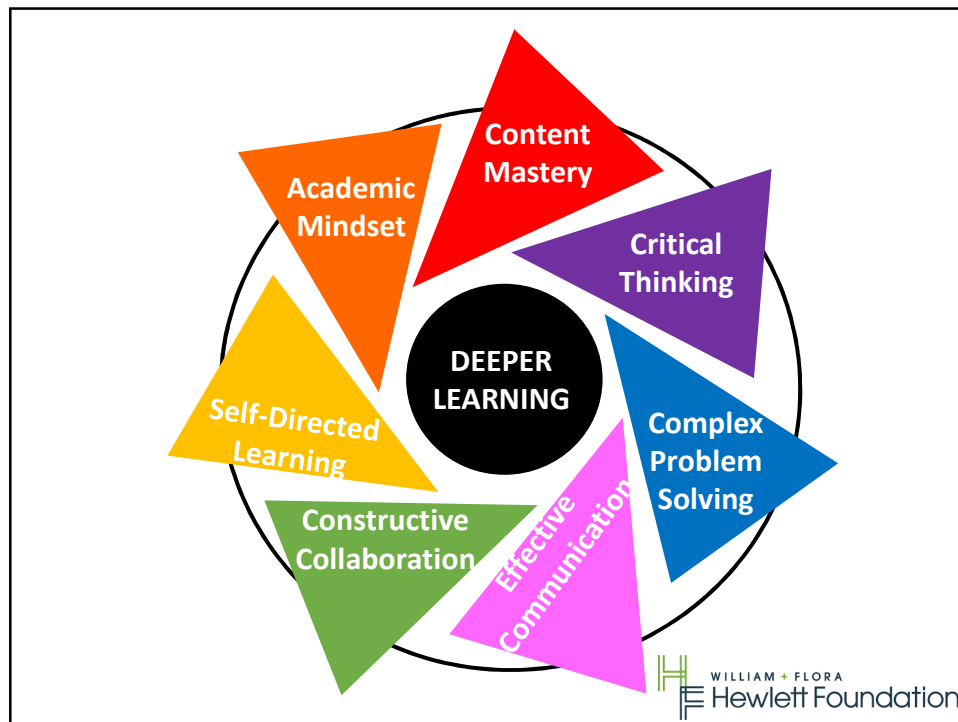
“Deeper Learning”

The “process through which an individual becomes capable of taking what was learned in one situation and applying it to a new situation.”

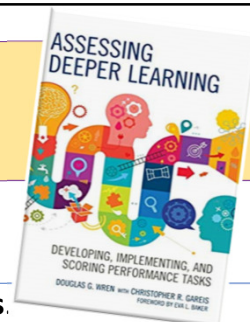
Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century

(National Research Council, 2012)

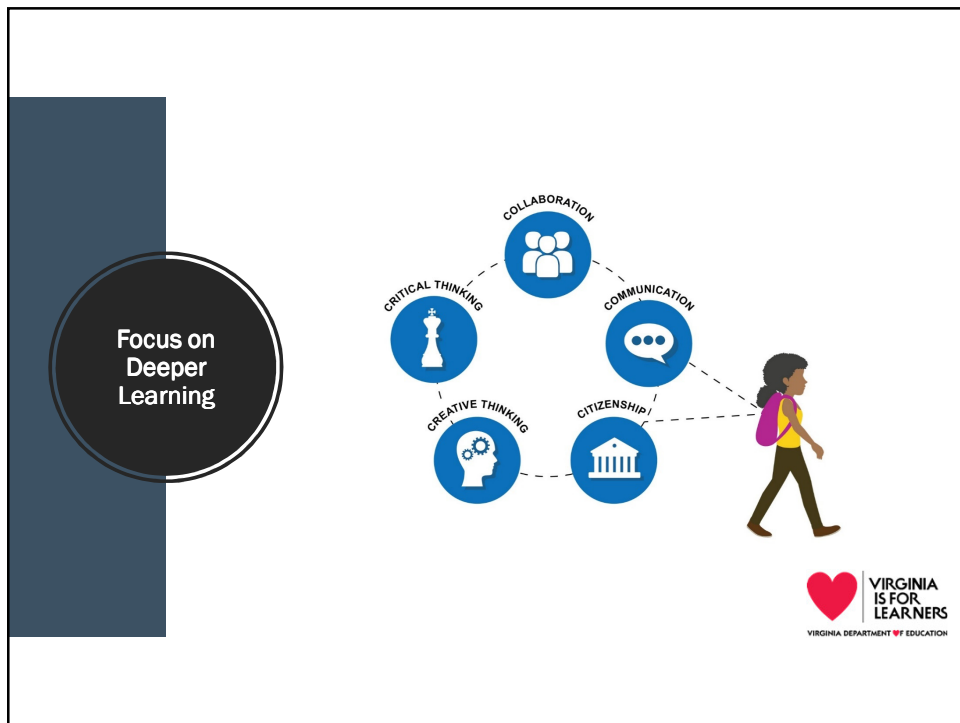
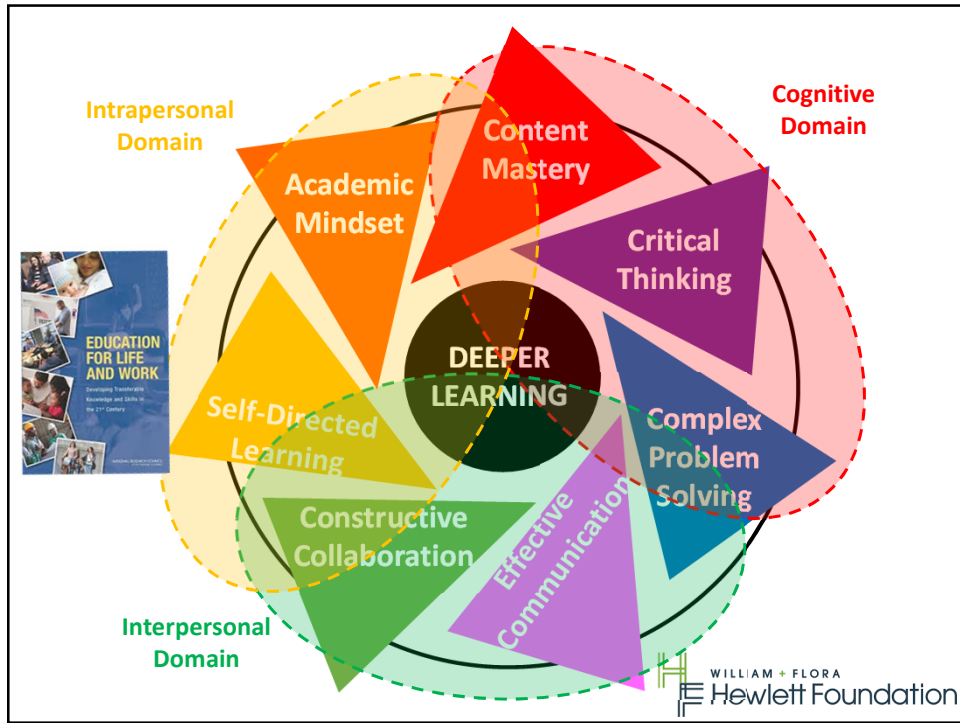


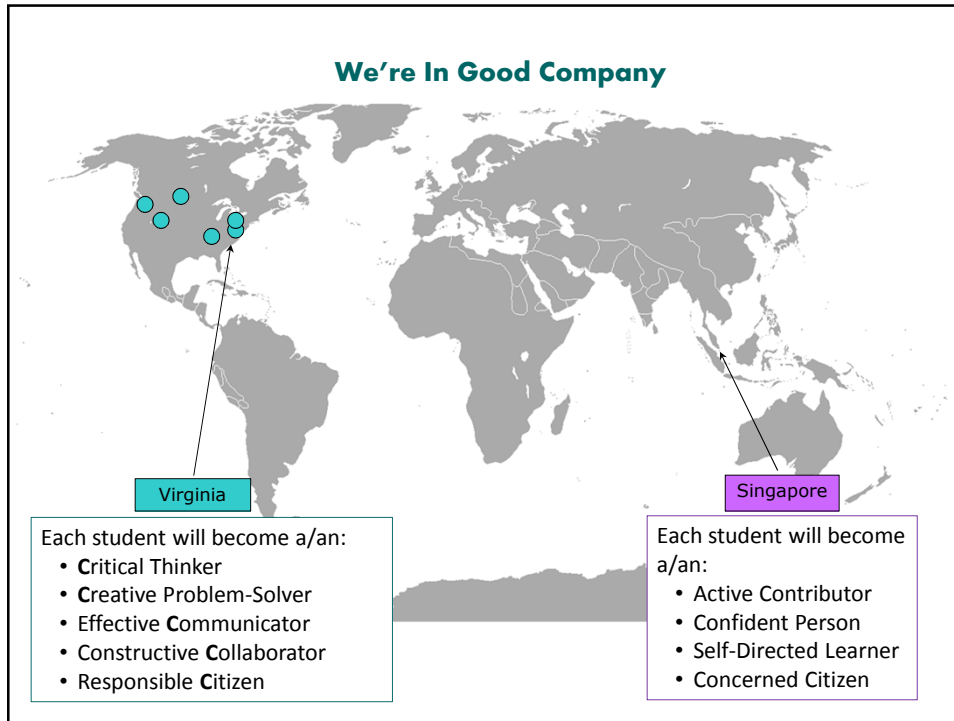


A Deeper Look



- Collaborate with **1 or 2 table partners**.
- Each of you **select a different “dimension”** to read about closely.
 - Underline at least one idea that is **particularly helpful** to you.
 - Underline at least one idea that is **unclear** to you.
- **Communicate and cogitate with each other** to deepen your understanding of “deeper learning.”





How do we promote deeper learning in our schools?

School/Division Context*	Opportunities to Engage	Acquire & Demonstrate
<ul style="list-style-type: none"> • Advisories • Internships • Integration of technology • Interdisciplinary experiences 	<ul style="list-style-type: none"> • Project-based learning • Feedback from teachers & peers • Performance tasks • Opportunities to communicate • Opportunities to collaborate 	<ul style="list-style-type: none"> • Academic rigor • Real-world connections • Problem-solving • Longer-term, authentic assessments

*Strategies, Structures, & Culture

Rickles, Zeiser, Yang, O'Day, & Garet (2019, June). Promoting deeper learning in high school: Evidence of opportunities and outcomes. *Educational Evaluation and Policy Analysis* 41 (2), pp. 214-234.

2014-15

House Bill 930 and Senate Bill 306

§ 22.1-253.13:3.C of the *Code of Virginia*

“Each school board shall annually certify that it has provided instruction and administered an **alternative assessment, consistent with Board guidelines**, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year.”

Required Local Alternative Assessments

- Grade 3 History
- Grade 3 Science
- Grade 5 Writing
- US History to 1865
- US History from 1865 to Present



History & Social Science

“The Board is making changes to re high school graduation expectations **transition to the use of locally-developed performance assessments with all history and social science courses.**”

--Supt's Memo #012-17
(January 13, 2017)

Target: 2018-2019 school year

A "real-life" civics lesson !!

Verified Credit in **Writing**

- ✓ Approved by VDOE (9.20.18)
- ✓ “Body of Evidence” (Gr. 9-11)
- ✓ Persuasive, Analytic, & Argumentative
 - One to include Research
- ✓ Common Rubric
 - “Performance Level Descriptors”



Aims of the SOL Assessment Reform

1. Reduce the number of SOL tests
 - ✓ Mitigate so much test-prep
 - ✓ Reduce amount of lost instructional time
 - ✓ But, keep accountability in place (hence, "LAAs")
2. Promote the use of **performance assessments** in the classroom
 - ✓ Teach the full curriculum
 - ✓ Teach using more engaging instructional methods
 - ✓ Promote career, college, & civic readiness
 - ✓ Restore the use of **balanced assessment** practices

What is **balanced assessment**?

Why is it important?

How do make use of it?

Balanced Assessment System

(1 of 2)

- Combination of assessments that form a comprehensive measure of student learning
- Includes a variety of assessment types that are matched to the content being assessed and the purpose of the assessment data (including the need to meet accountability measures)

Adapted from: VDOE [Assessment Literacy Glossary](#)



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Department of Student Assessment and ESEA Programs

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Balanced Assessment System

(2 of 2)

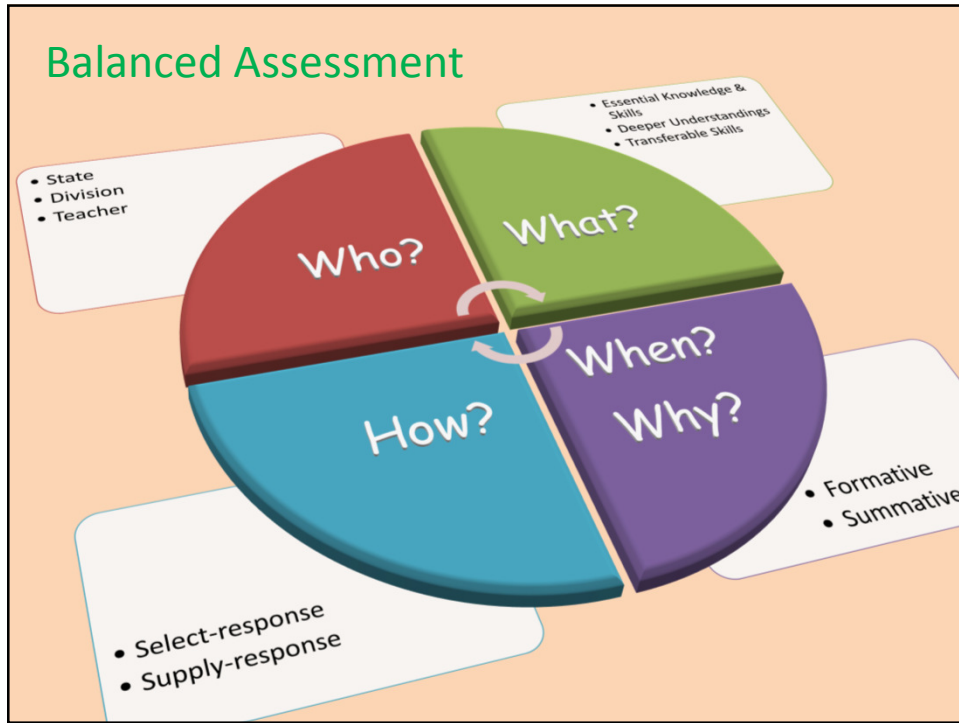
- Allows opportunities to measure student achievement and growth based on content standards, specific learning goals, and the 5 C's (critical thinking, creative thinking, collaboration, communication, and citizenship)
- The data gathered provide meaningful information that supports and guides classroom instruction.

Adapted from: VDOE [Assessment Literacy Glossary](#)



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Making Sense of Assessment & Accountability in Virginia

Who?	What?	Why? When?	How?	ASSESSMENT

Why Balanced Assessment?

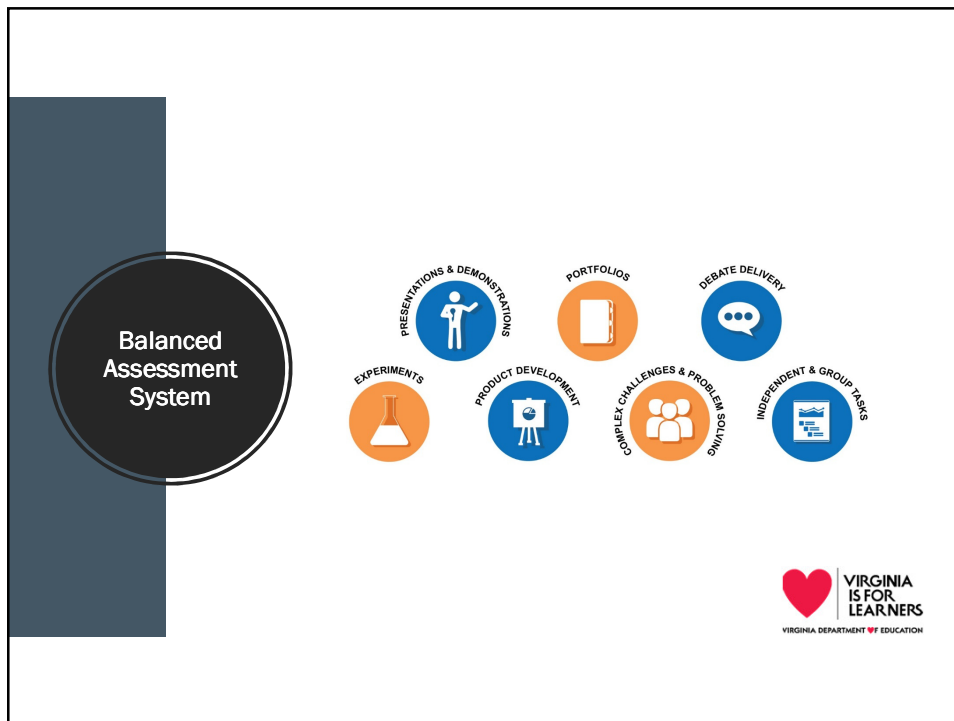
"The fact is that assessments may be useful for one purpose but worthless for other important instructional purposes. Education leaders now understand that a variety of measures are needed to accommodate a variety of goals. The challenge for schools is designing a balanced assessment system using the strengths of summative, interim, and formative assessments to address instructional, accountability, and learning needs."

Tracy A. Huebner, [What Research Says About... / Balanced Assessment Educational Leadership](#)

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4-minute *Turn & Talk*



- How do you and your school/division colleagues **define** *balanced assessment*?
- What—if any—evidence do you see of *imbalanced assessment* in your school/division? (Keep in mind *who?*, *what?*, *why/when?*, and *how?*.)
- What roles do *performance assessments* play in your school/division?

What are
performance assessments?



PERFORMANCE ASSESSMENT

Asks students to **think** and to **produce** to demonstrate learning through work authentic to the discipline and/or real world.




Directions: Use the painting to answer the question below.



Title: *The First Thanksgiving 1621*
By: J.L.G. Ferris
Date: 1932

Question: The painting *The First Thanksgiving 1621* helps historians understand the relationship between the Wampanoag Indians and the Pilgrim settlers in 1621.
Do you agree or disagree? (Circle one.)
Briefly support your answer:






PERFORMANCE ASSESSMENT

Short Response

Analysis & Evaluation

Asks students to **think** and to **produce**—to demonstrate learning through work **authentic to the discipline** and/or real world.

Academic Prompt:
Primary/Secondary Sources



Basic	Emergent	Proficient
Student does not recognize the gap in time and instead takes the painting at face value or provides an irrelevant response.	Student evaluates reliability of source but does not fully explain the problems caused by the gap in time.	Student explains why the time gap limits the reliability of the source as evidence of what happened at the first Thanksgiving.

Task-specific rubric

Geometric Design Task

G
R
A
S
P
S

Goal: Design packaging to reduce waste and maximize efficiency, while still being structurally sound.

Role: Product designer for a company

Audience: Management team at the company

Situation: Box packaging needs to most efficiently contain 30 9-oz. cylinders

Performance/Product: Written proposal, including at least one schematic diagram

Success Criteria: (1) Accurate geometric calculations; (2) dimensions of box accommodate all 30 cylinders; (3) box and cylinder dimensions are minimal to task; (4) schematic diagram accurately represents proposed design; (5) structural integrity of package is accounted for (e.g., scalable flaps); (6) mathematical reasoning is expressed clearly and accurately in writing.

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 determine 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 not structurally sound. (Everyone in the company still remembers the unfortunate effects of the cardboard packaging designed for the Gooney-Gooney Grape Juice boxes that another product team was responsible for last year. There were bright purple trails of Gooney-Gooney 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.

* For a complete explanation of the GRASPS model for designing performance tasks, please see [Understanding by Design Professional Development Workbook](#) by Grant Wiggins and Jay McTighe (ASCD, 2004).

Teacher-facing material

Student-facing material



PERFORMANCE ASSESSMENT

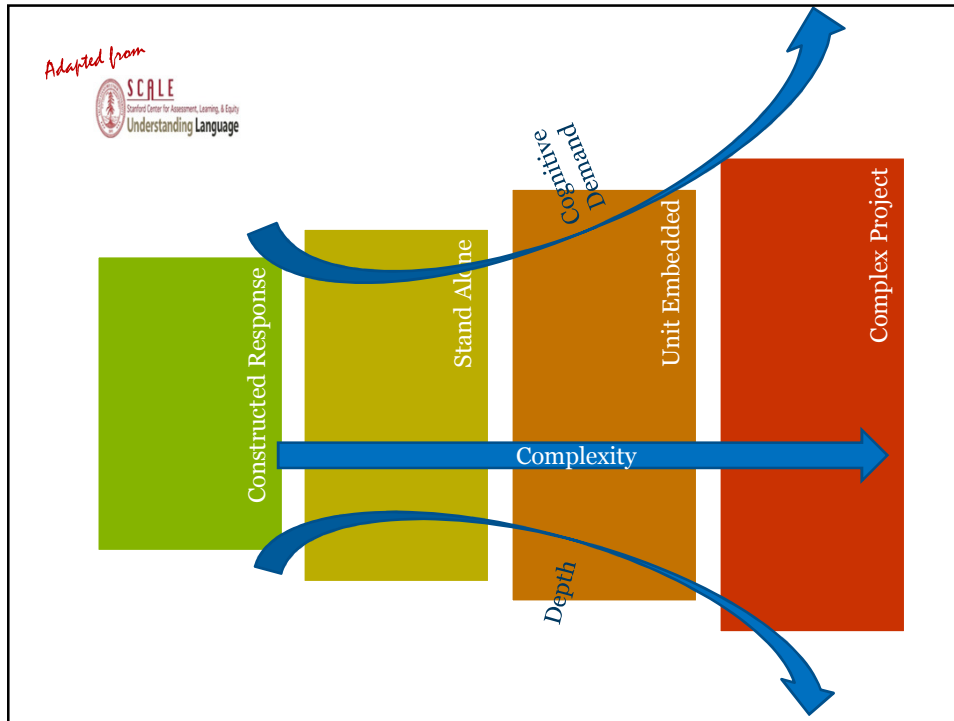
Analysis, Evaluation, & Synthesis

Asks students to **think** and to **produce**—to demonstrate learning through work authentic to the discipline and/or real world.

A Design Proposal

Packaging Designer





Typical characteristics...	CONSTRUCTED RESPONSE	STAND ALONE	UNIT EMBEDDED	COMPLEX PROJECT
Number of Intended Learning Outcomes	1 – 2 ILOs	Multiple, subject-specific ILOs	A cogent set of subject-specific ILOs	A complex, integrative set of ILOs & broad aims
Level of Instructional Support during Administration	Limited to clarification	Limited clarification & facilitation	Integrated instruction, facilitation, & feedback	Integrated instruction, facilitation, feedback, & guidance
Prescriptiveness of Student Response (Degree of Student Choice)	Fixed/ Convergent (typically little choice)	Convergent (limited choice)	Moderately Divergent (elements of choice in content and/or format of response)	Divergent (typically multiple opportunities for student choice)
Approximate Duration	A portion of a class period (≤ 60 minutes)	1 – 2 class periods (> 60 minutes)	Multiple class periods / days	Multiple weeks or a term

Your Task

The driving record of a Connecticut driver is selected at random from the sample. What is the probability that the driving record belongs to an “at risk” driver? **Based on the data, which age group has the highest probability of getting a traffic ticket?** Show your work or explain how you found your answer.

	Under 21	Over 75	Other Ages (21-75)
Traffic Ticket	24	11	218
No Traffic Ticket	29	84	634



Sample On-Demand Persuasive Writing Task

Choose a piece of literature that has been studied during the academic year. Write a persuasive letter to the editor convincing the public that the book should/should not be removed from the school’s reading list and public library shelves. Incorporate evidence from the text for support.

Virginia Board of Education Agenda Item

Agenda Item H:

Final Review of Proposed Guidelines for the Use of Local Performance Assessments for Verifying Credits in Writing

September 20, 2018

The Long Reach of Historical Decisions Essay

In the United States, the early 20th century was a period of significant change. As we have discussed in class, such changes occurred in the social, economic, and technological “fabric” of our country. Much of this change was thought to be good because it represented progress. Some of this change has turned out to have unintended consequences that have not been good.

Prompt

First, identify one example of such a change, and explain why it would have been valued as a change at the time. (In class, we discussed the automobile as an example, so you may not choose that for your response.)

Then, from your vantage point as a 21st century citizen, identify one or two unintended consequences of this change in the present day. Be sure to identify any contributing factors to these consequences along the way. (As an example, we discussed the interstate highway system in class.)

Finally, make a case for whether this change has ultimately been beneficial or not for the United States.

Response Format

Your response will be in the form of a clearly written **essay**. Remember, your points should be supported by accurate historical facts. Also, remember that an essay has multiple paragraphs and should be written in a way that is clear to your reader. Use the prompt above to help organize your response. You may also use your class notes and other materials from our class as resources in planning your essay. You will have three days of in-class time to complete this essay, from pre-writing through drafting, editing, and publishing.

	Not Evident (0)	Developing (1)	Proficient (2)	Target (3)
		or inaccurately stated (e.g., “electricity brought to the U.S.”)	An appropriate example identified	An appropriate example accurately identified
	Explanation given	Inaccurate explanation	Accurate explanation but lacking supporting details	Accurate explanation supported by accurate details
	No unintended consequences stated	Unplausible consequences and/or inadequately explained	Plausible unintended consequence identified and reasonably explained	Plausible unintended consequence identified and convincingly explained
	No judgment given	Judgment offered but not logically connected and/or unconvincingly made	Judgment logically connected ultimate benefit or detriment	Judgment logically connected ultimate benefit or detriment and persuasively made
	Single paragraph response	More than one paragraph used, but not in a way to effectively organize and convey ideas	Multiple paragraphs used but some lack of clarity in ordering and/or distinguishing of major points	Introductory and concluding paragraphs; clear thesis; separate paragraph for each element of prompt
	Grammatical, mechanical, and/or formatting errors significantly inhibit the conveying of ideas	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or awkward that slow down reading at times	Clearly written and easy to read; few, if any, grammatical errors
Grade	Revise & Resubmit 0-9 marks		Pass 10-14 marks (with none @ “Not Evident”)	Pass Advanced 15-18 marks (with none @ “Developing” or “Not Evident” level)

Operational Definitions

Grading Scheme

Drone On



Should drones be regulated?

Research possible personal and commercial uses of drones and examine various opinions on the issue. Develop your own position on this question. Research and identify an individual or group whose opinion on this topic you want to influence. Then, develop a _____ (e.g., policy brief, proposal, editorial, blog) that argues for your position. Support your position with evidence from your research, while acknowledging competing views. Make your case to that individual or group...and let's see what flies!

Adapted from Jay McTighe

4-minute Turn & Talk



- How do you and your school/division colleagues **define** *performance assessment*?
- What would be most important for your school/division colleagues to understand about the **4 types** of performance assessments?
- Which types of performance assessments do you see **most frequently used in your school/division**? How about *least* frequently used?

Matching	Alternate Choice	Multiple Choice	Technology Enhanced Item	Constructed Response	Stand Alone	Unit Embedded	Complex Project
Student selects from among possible responses				Student supplies the response			
<ol style="list-style-type: none"> 1. Breadth (of content) 2. Discrete assemblages of ILOs 3. Facility of lower-order thinking (with recall, understanding, procedural application, analysis) 4. Efficiency (in administering) 5. Assessment of learning 6. Objectivity (in grading) 				<ol style="list-style-type: none"> 1. Depth (of content) 2. Cogent sets of ILOs 3. Facility of higher-order thinking (such as analysis, evaluation, synthesis, creation) 4. Extended thinking (perseverance, uncertainty, discipline-specific competencies & dispositions) 5. Assessment for learning 6. Subject-area expertise (required for grading) 			

Deeper Learning

What makes a **high-quality** performance assessment?

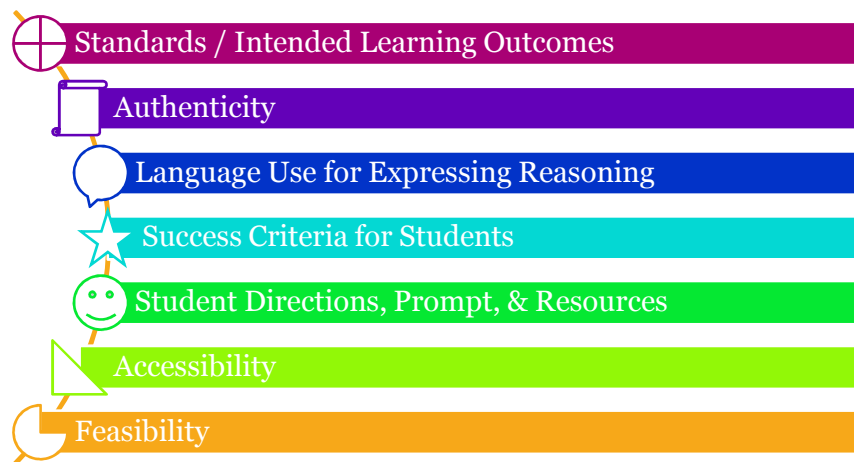
What is a “performance assessment”?

“Performance assessments **generally** require students to **perform a task** or **create a product** that is **typically** scored using **a rubric**. Authentic performance assessments **often** include tasks that **mirror** those that **might** occur in a **‘real-life’** situation.”*

(Supt’s Memo #284-16, November 11, 2016)

*Italics added

Virginia Quality Criteria for Performance Assessments



Criterion 1: Standards/Intended Learning Outcomes			
1A	Virginia Standards of Learning selected for the performance assessment are clearly listed in a task template, developmentally appropriate for target students, and aligned to the grade-level scope and sequence or grade-level curriculum. Performance assessment components, resources/materials, and student products are aligned to the listed SOLs.		A = C
1B	The performance assessment goes beyond simple recall, elicits evidence of complex student thinking, and requires application of disciplinary or cross-disciplinary concepts, practices, and/or transferable skills, such as application, analysis, evaluation, synthesis, or original creation.		Taps HOTS
1C	<p>The performance assessment provides an opportunity for students to develop and demonstrate (even if not explicitly assessed):</p> <ul style="list-style-type: none"> Deeper learning competencies, defined as mastering rigorous academic content; learning how to think critically and solve problems; working collaboratively; communicating effectively; directing one's own learning; and developing an academic mindset. <p>The performance assessment may also provide opportunities for students to develop and demonstrate:</p> <ul style="list-style-type: none"> Life-Ready competencies defined by the Profile of a Virginia Graduate as content knowledge, career planning, workplace skills, and community and civic responsibility; Technology-related competencies; Integration of intended learning outcomes from two or more subjects. 		Deeper Learning (5 C's)

Criterion 2: Authenticity			
2	<p>The performance assessment is authentic along the dimensions:</p> <p>a. The performance assessment's topic, context (scenario), materials/resources, products, and purpose/audience (i.e., what students are asked to do and for whom) are relevant to the real-world, students' community, students' interests, future careers, or other meaningful contexts.</p> <p>b. The performance assessment asks students to do work authentic to the discipline (i.e., what adult practitioners of the discipline do), such as science inquiry; math problem-solving; analyzing and critiquing a text; analyzing and evaluating historical sources.</p>		"real-world" ↔ discipline-specific

Criterion 3: Language Use for Expressing Reasoning			
3A	The performance assessment supports language use and development by providing multiple means of accessing and using developmentally appropriate academic and disciplinary language for the students to express their reasoning.	Expression of reasoning	
3B	The performance assessment should require students to use one or more forms of language to communicate their reasoning. The performance assessment may provide access to functional, academic, and disciplinary language in various forms of language media (text, video, audio, oral) OR provide opportunity to practice the use of language through multiple means of expression and language production (text, language media production, oral language, or conversation with peers).	Multiple modes	

Criterion 4: Success Criteria for Students			
4A	The performance assessment includes a rubric or other appropriate scoring tools (e.g., checklist, analytic rubric) with scoring dimensions that are tightly aligned to performance expectations of the intended learning objectives within the performance assessment*. Criteria should include language objectives, if applicable.	Evaluate accurately & fairly	
4B	The scoring tool is written clearly and concisely, with audience-friendly language, as appropriate. Language of the scoring tool should describe the response demonstrates performance expectations so that students can use it to provide feedback to students about their work and how it can be improved.	Use assessment for learning	
4C	The scoring tool or feedback methodology should be used across performance assessments within the course so that results on the performance assessment can be used to communicate a consistent set of expectations to students, monitor students' academic growth over time, and communicate student proficiency to other stakeholders (e.g., guardians).	Monitor & communicate student growth	

Criterion 5: Student Directions, Prompt, and Resources/Materials			
5A	The student-facing task prompt, directions, and resources/materials are aligned to the intended learning outcomes, task purpose, and the performance expectations being assessed (i.e., the student product will provide evidence of the performance expectations).	Task = ILOs (V)	
5B	The student-facing task prompt, directions, and resources/materials are clear, complete, written in accessible language appropriate to the audience, and organized for students in an accessible format.	Error-free student-facing materials	
5C	The task prompt/directions, topic, context (scenario), and materials/resources are sensitive to the community and free of bias.	Bias-free task & materials	

Criterion 6: Accessibility			
6A	The performance assessment is designed to accommodate the participation of all students. Directions for teachers for the performance assessment identify appropriate supports or alternatives to facilitate accessibility and ensure the validity and reliability of the assessment.	Fair & appropriate accommodations	
6B	The performance assessment 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)*.	Differentiation of why, what, & how (UDL)	

Criterion 7: Feasibility	
7A	Student-facing prompts, directions, resources/materials, and scoring tools are included. Resources and materials required by the performance assessment are realistic and easily accessible to teachers. <i>Clear teacher-facing materials</i>
7B	Duration of implementation of the performance assessment is indicated and is realistic for the complexity of the assessment and the scope of performance expectations being assessed. <i>Doable (within scope & sequence)</i>
7C	If the performance assessment is implemented over multiple lessons, a schedule indicating how the performance assessment is implemented across the lessons is included. Information about students' prior learning and how the performance assessment fits within a learning sequence is included. <i>Opportunity to learn (effective instruction)</i>

Geometric Design Task

Goal: *Design packaging to reduce waste and maximize efficiency, while still being structurally sound.*

Role: *Product designer for a company*

Audience: *Management team at the company*

Situation: *Box packaging needs to most efficiently contain 10 9-oz cylinders*

Performance/Product: *Written proposal, including at least one schematic diagram*


Success Criteria: *(1) Accurate geometric calculations; (2) dimensions of box accommodate all 10 cylinders; (3) box and cylinder dimensions are minimal to task; (4) schematic diagram accurately represents proposed design; (5) structural integrity of package is accounted for (e.g., sealable flaps); (6) mathematical reasoning is expressed clearly and accurately in writing.*

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.

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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.

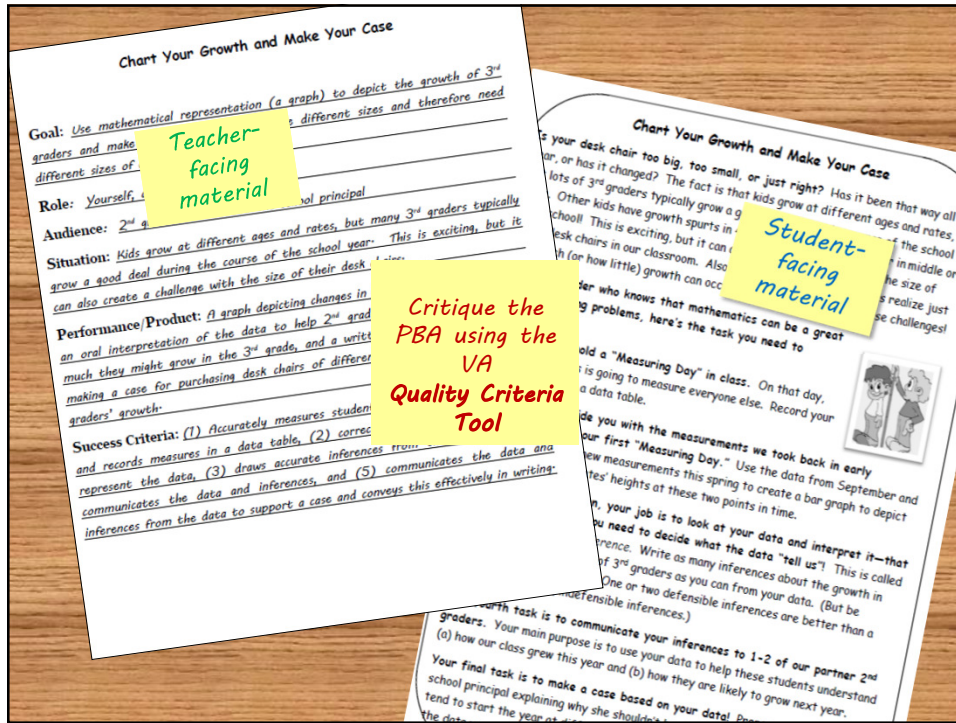


* For a complete explanation of the GRASPS model for designing performance tasks, please see [Understanding by Design: Professional Development Workbook](#) by Grant Wiggins and Jay McTighe (ASCD, 2004).

Critique the PBA use the VA Quality Criteria Tool

Teacher-facing material

Student-facing material



#	Description	Quality Rating	Evidence or Rationale
1A	Virginia Standards of Learning selected for the performance assessment are clearly listed in a task template, developmentally appropriate for target students, and aligned to the grade-level scope and sequence or grade-level curriculum. Performance assessment components, resources/materials, and student products are aligned to the listed SOLs.	1	<ul style="list-style-type: none"> △ Cogent set of ILOs aligned to SOLs ? Unclear position in scope and sequence of the curriculum
1B	The performance assessment goes beyond simple recall, elicits evidence of complex student thinking, and requires application of disciplinary or cross-disciplinary concepts, practices, and/or transferable skills, such as application, analysis, evaluation, synthesis, or original creation.	3	<ul style="list-style-type: none"> ✓ Requires extended thinking, analysis, evaluation, synthesis ✓ Requires mathematical reasoning, problem-solving, and modeling
1C	<p>The performance assessment provides students to develop explicitly:</p> <ul style="list-style-type: none"> Deeper, rigorous, critical, collaborative, and one's own mindset. Life-Ready Virginia Graduation planning, and responsibility. <p>The performance assessment provides opportunities for:</p> <ul style="list-style-type: none"> Life-Ready Virginia Graduation planning, and responsibility. 	2	<ul style="list-style-type: none"> ✓ Involves deeper learning/transfer ✓ Evidence of critical thinking △ Intentionally integrate technology skills

Subject(s) US History, Part II, with integrated English

I. What intended learning outcomes are assessed through this performance-based assessment?

Know & Understand	Do
<p>USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.</p>	<p>USII.1 The student will demonstrate skill in geographical analysis, economic decision-making, and citizenship by:</p> <ul style="list-style-type: none"> e) comparing and contrasting historical, economic, and technological changes in United States history; f) determining relationships with multiple countries and world history; g) explaining connections across time and space using a decision-making model to identify choices made; h) investigating and researching to determine the impact of historical events; i) The student will write in a variety of expository, persuasive, and reflective writing. [a-e] 7.8 The student will self-assess and peer-review writing, including punctuation, spelling, sentence structure, and grammar.

II. Task Description

Role: As a student
Audience: Teacher
Format: Formal, and
Task: The student will write a term paper on the costs and benefits of life in the US.

Critique this PBA using the VDOE Quality Criteria

III. By what criteria will students' performance and/or product be assessed?

- Chosen example of change
- Explanation of value to early 20th century

The Long Reach of Historical Decisions Essay Student Prompt

In the United States, the early 20th century was a period of significant change. As we have discussed in class, such changes occurred in the social, economic, and technological "fabric" of our country. Much of this change was thought to be good because it represented progress. Some of this change has turned out to have unintended consequences that have not been good.

First, identify one example of such a change, and explain why it would have been valued as a change at the time. (In class, we discussed the automobile as an example, so you may not choose that for your response.)

Then, from your vantage point as a 21st century citizen, identify one or two unintended consequences of this change in the present day. Be sure to identify any contributing factors to these consequences along the way. (As an example, we discussed the interstate highway system in class and the current problems of pollution and gridlock.)

Finally, make a case for whether the change from the early 20th century has ultimately been beneficial or not for the United States.

Your response will be in the form of a clearly written **expository essay**. Remember, your points should be supported by accurate historical facts. Also, remember that an essay has multiple paragraphs and should be written in a way that is clear to your reader. Use the prompt above to help organize your response.

4-minute Turn & Talk



- What do you find **most useful** and **most unclear** about the VDOE's "Quality Criteria Tool"?
- Of the 7 QCT criteria, which seem to be areas of **relative strengths** and **relative weaknesses** of the PBAs in your school/division?
- **How ready is your school/division team** to use the QCT to critique and strengthen their PBAs?

Where to...and how to get there?

The move toward more and better
performance assessment is really a move
toward **teaching** for **deeper learning**.

Summary of “Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020”

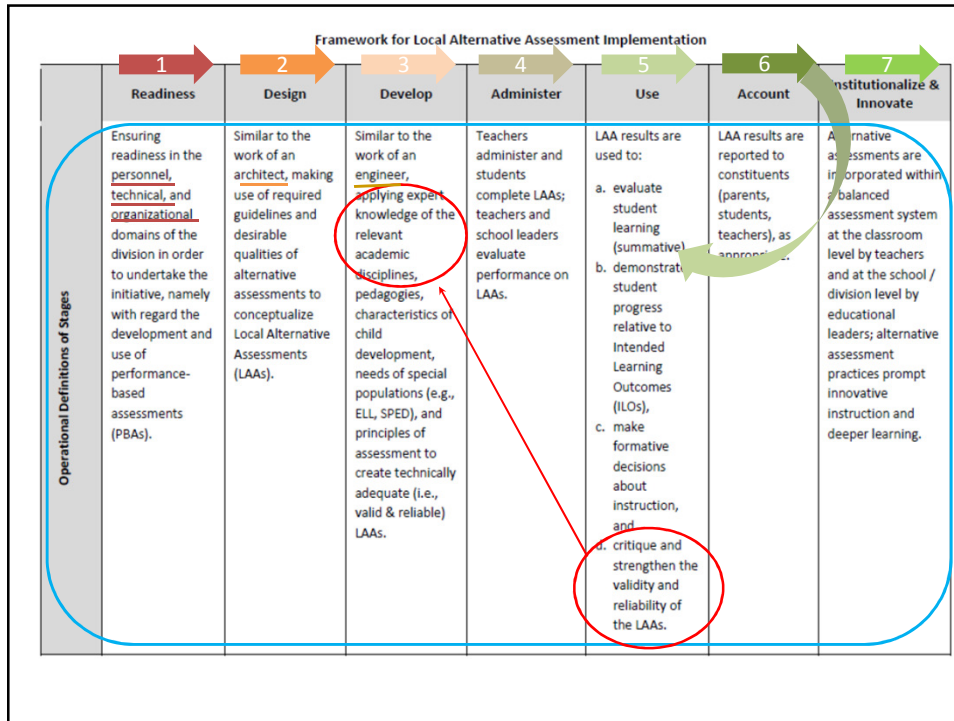
(January 24, 2019)

1. **Have faith:** The “original 5” + secondary writing still in place
2. **Keep innovating!**
 1. Use **Implementation Framework** to guide your work
 2. Attend to **professional development** needs
3. Review LAAs & PBAs using **Quality Criteria Tool**
4. Begin using **common rubrics**
5. Develop a division-level **balanced assessment plan**
6. Promote the use of PBAs **across subjects & grade levels**
7. Work on **inter-rater reliability**
8. Prepare for possible **desk reviews** of...
 1. Balanced assessment plan
 2. Teacher-facing and student-facing materials
 3. Rubrics
 4. Student work samples
 5. Teacher training materials (including anchor sets)

Summary of “Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020”

(January 24, 2019)

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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"> 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

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

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

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Some of us
'ole-timers

“We need a new philosophy of assessment in this country that never loses sight of the student. To build such an assessment, we need to return to the roots of authentic assessment, the assessment of performance of exemplary tasks.”

--Grant Wiggins
in *Phi Delta Kappan*
(May 1989)

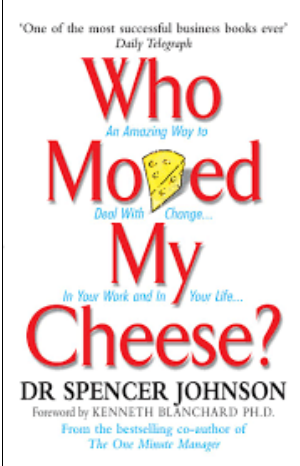
Most of us

"We have a generation of teachers who have never known anything but the SOL tests."

"And the rest of us have been conditioned for the past 15 years."

--Conversation overheard between **two local teachers** (September 2014)

A subset of us



'One of the most successful business books ever'
Daily Telegraph

Who Moved My Cheese?

An Amazing Way to Deal With Change...
In Your Work and in Your Life...

DR SPENCER JOHNSON
Foreword by KENNETH BLANCHARD PH.D.
From the bestselling co-author of
The One Minute Manager

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Example of a “Local Alternative Assessment” Plan

World History and Geography to 1500				
Strands	Human Origins & Early Civilizations	Classical Civilizations & Rise of Religious Traditions	Post-Classical Civilizations	Regional Interactions (1000 – 1500)
Historical Skills	a b f j	c e f	a e f j	a d g h i j
Local Alternative Assessments	Quarter 1 Curriculum-Embedded Performance Assessment	Quarter 2 Multiple-Choice & Constructed-Response Assessment	Quarter 3 Stand-Alone Performance Assessment	Quarter 4 Complex Project

Reporting Category	World History to 1500 A.D. (C.E.) Standards of Learning	Number of Items
Assessed with Other Content	WHI.1a-f	
Human Origins and Early Civilizations	WHI.2b-d WHI.3c-e WHI.4a-f	11
Classical Civilizations	WHI.5b, d-g WHI.6b, d-f, h-k	10
Postclassical Civilizations	WHI.7b-e WHI.8a, c-d WHI.9a, c	9
Regional Interactions	WHI.10c-d WHI.11b WHI.12a-d WHI.13c-d	13
Geography	WHI.2a WHI.3a WHI.5a WHI.6a WHI.7a WHI.8b WHI.9d WHI.10a WHI.11a	10
Civics and Economics	WHI.3b WHI.5c WHI.6c, g WHI.9b WHI.10b WHI.13a-b	7
Excluded from Testing	None	
Number of Operational Items		60
Number of Field-Test Items*		10
Total Number of Items		70

An "LAA Plan" can serve as an assessment blueprint

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You Are The Teacher!
Famous American Design Brief
2nd Grade Social Studies

Design Challenge:
You and your partner will create a presentation to teach us about a Famous American. We want to learn why your individual is considered famous and what contributions made him/her famous.
Your final product is up to you. You can use Animate Anything, Green Screen, Book Creator, Explain Everything, Scratch, box diorama (teacher will specify), or traditional poster board. You will be the teacher and present your famous American to your classmates.

Materials/ Tools:
Ipad/ laptops
Poster Board, box (pizza, shoe, cereal)
Markers, crayons, scissors, paper, glue, etc.
• Library books
• Green Screen
• Research links on QR Codes

Criteria:
Your presentation/materials must include:
• a picture of your famous American
• the date and place of birth
• date of death
• one fact about his/her family
• two important contributions that made your individual famous and how it helped America today

**2nd Grade
Unit-Embedded**
✓ History
✓ Research
✓ Oral Presentation

The Artists' Studio

Create an original painting in the style of Van Gogh.

Present a 5-minute oral explanation of how your technique and composition reflect Van Gogh's. Also, describe how the requirement to paint in Van Gogh's style added to your artistic expression in this painting and/or constricted it.

**High-School
Art**
✓ Psychomotor
✓ Cognitive
✓ Affective

<http://wmpeople.wm.edu/site/page/crgare/home>

Then go to “Performance-based Assessments.”

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