Our Agenda and Intended Outcomes

1. Understand Virginia’s local alternative assessment initiative
2. Understand the elements of a high-quality performance-based assessment
3. Consider, identify, & strategize for meeting leadership implications
House Bill 930 and Senate Bill 306


“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 redefine high school graduation expectations and 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
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 |

What is meant by “locally developed alternative assessments”?

Authentic, performance-based assessments
PERFORMANCE ASSESSMENT

Asks students to think and to produce—to demonstrate learning through work authentic to the discipline and/or real world.
### Performance Assessment: “AT-RISK DRIVERS”

**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.

<table>
<thead>
<tr>
<th></th>
<th>Under 21</th>
<th>Over 75</th>
<th>Other Ages (21-75)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic Ticket</td>
<td>24</td>
<td>11</td>
<td>218</td>
</tr>
<tr>
<td>No Traffic Ticket</td>
<td>29</td>
<td>84</td>
<td>634</td>
</tr>
</tbody>
</table>
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.)

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

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 will have three days of in-class time to complete this essay, from pre-writing through drafting, editing, and publishing.
Performance Assessment: “Amusement Park”

Your Task

1. Design your own ride.
   - Option A: Giant Boat Swing
   - Option B: Bungee Jump
   - Option C: Ferris Wheel
   - Option D: Ferris Wheel and Cart

2. Determine the trigonometric functions that model both the horizontal and vertical position of your ride.

3. Prepare a written report and PowerPoint presentation to a committee.

As a student, what were your best experiences with performance tasks like?

And as a teacher?
“Authentic 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

Quality Criteria
VDOE *draft* Quality Criteria

1. Standards/ILOs
2. Cognitive Demand
3. Authenticity/Relevance
4. Verbal Reasoning/Explanation
5. Success Criteria
6. Student Directions/Prompt
7. Accessibility & Student Choice
8. Feasibility
9. Instruction
10. Substantiation
### Assessment Leadership: Leveraging PBAs for Deeper Learning

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#### Quality Criteria for Performance-Based Assessments (PBAs)
PBAs are aligned to content standards (including essential knowledge and skills) and other interested learning outcomes (such as dispositions or behaviors) of the curriculum. PBAs:

- Align to a developmentally appropriate, coherent (i.e., complex, coherent, important) set of important learning outcomes.
- Occur within the scope of the grade-level curriculum and within the vertical sequence of the subject.
- Build toward an accurate, deep understanding of content, processes, and skills.
- May integrate important learning outcomes from two or more subject areas.
- May align to a student development (i.e., critical thinkers, effective communicators, constructive collaborators, creative thinkers, healthy living)."n
PBAs aim to develop deeper learning in students, which may be defined as a set of highly interconnected competencies: mastering essential academic content, learning to think critically and solve problems, working collaboratively, communicating effectively, developing one’s own learning, and developing an academic mindset—a belief in one’s ability to grow.

#### Grade 3 Science Test Blueprint Summary Table

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Grade 2 Standards of Learning</th>
<th>Grade 3 Standards of Learning</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed with VA SOL</td>
<td>2.1m and 3.1m</td>
<td>3.1a-l</td>
<td>10</td>
</tr>
<tr>
<td>Scientific Investigation, Reasoning, and Argument</td>
<td>2.1a-b</td>
<td>3.1a-l</td>
<td>10</td>
</tr>
<tr>
<td>Force, Motion, Energy, and Matter</td>
<td>2.2a-b, 2.3a-c</td>
<td>3.2a-d, 3.3a-c</td>
<td>8</td>
</tr>
<tr>
<td>Life Processes and Living Systems</td>
<td>2.4a-b, 2.5a-d, 2.7a</td>
<td>3.4a-b, 3.5a-c, 3.6a-d</td>
<td>11</td>
</tr>
<tr>
<td>Earth and Space Systems and Cycles</td>
<td>2.6a-c, 2.7b</td>
<td>3.8a-c, 3.9a-c, 3.10b-c, 3.11a-c</td>
<td>11</td>
</tr>
</tbody>
</table>

Excluded from Testing: None

Submitted Content: Content in Kindergarten and Grade 1 SOL

- Number of Operational Items: 40
- Number of Field Test Items: 10
- Total Number of Items on Test: 50

*The Virginia science SOL are spiral in nature and are vertically aligned from kindergarten through grade 12. Because science content and processes taught in kindergarten and first grade lay the foundation needed for ongoing science education in grades 2-5, and beyond, the science content for kindergarten and grade 1 is subsumed in the grade 3 science SOL test.*
A LAA Plan

MCQ-type assessments

PBAs

Related set of "essential" knowledge & procedural skills

Cogent set of ILOs that comprise an important subject-specific competency
# Grade 5 Writing

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Common Writing Prompt (released SOL prompt and rubric)</td>
</tr>
<tr>
<td>Personal Narrative writing pre-assessment</td>
<td>Narrative Fiction</td>
<td>Expository Essay</td>
<td>Personal Narrative writing post-assessment</td>
</tr>
<tr>
<td>MCQ grammar and mechanics pre-assessment</td>
<td>MCQ on grammar and mechanics benchmark</td>
<td>MCQ grammar and mechanics post-assessment</td>
<td></td>
</tr>
</tbody>
</table>

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**The Long Reach of Historical Decisions Essay**

**BUBBLE**

- **Composition / Written Expression**
- **Usage / Mechanics**
- **Grammar / Mechanics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Revision Required</th>
<th>Pass 10-14 marks (with some &quot;Not Evident&quot;)</th>
<th>Pass Advanced 15-18 marks (with no &quot;Not Evident&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise</td>
<td>Revis</td>
<td>10-14 marks (with some &quot;Not Evident&quot;)</td>
<td>Pass Advanced 15-18 marks (with no &quot;Not Evident&quot;)</td>
</tr>
</tbody>
</table>

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Assessment Leadership: Leveraging PBAs for Deeper Learning

3 Roles of Technology in PBAs

- Communicate
- Research
- Produce

Table: Quality Criteria for Performance-Based Assessments (PBAs) vs. Performance-Based Assessments Used as Local Alternative Assessments (LAA)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>PBAs</th>
<th>LAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher order thinking over an extended period of time (whether several minutes of multiple weeks)</td>
<td>Higher order thinking is characterized by:</td>
<td>The LAA integrates applied, subject-specific, higher order thinking skills into content-based standards, namely:</td>
</tr>
<tr>
<td>More than simple recall</td>
<td>Science 8.1 a,n</td>
<td>Science 8.1 a,n</td>
</tr>
<tr>
<td>Conceptual understanding, application, analysis, evaluation, synthesis, or original creation</td>
<td>History 3.1 a,n</td>
<td>History 3.1 a,n</td>
</tr>
<tr>
<td>Subject-specific competencies such as scientific inquiry, historical analysis, persuasive writing, or mathematical reasoning</td>
<td>ELA 3.1 a,n</td>
<td>ELA 3.1 a,n</td>
</tr>
<tr>
<td></td>
<td>English 5.7 a, 5.8 b-k, and 5.9 a-f</td>
<td></td>
</tr>
</tbody>
</table>
3.11 The student will investigate and understand different sources of energy. Key concepts include
   a) energy from the sun;
   b) sources of renewable energy; and
   c) sources of nonrenewable energy.

Understanding the Standard
(Background Information for Instructor Use Only)

- The sun is the source of almost all energy on Earth. The sun is the direct source of light and thermal energy.
- Sunlight, water, and wind are sources of energy. The force of flowing water and moving air (wind) can also be used to generate electricity.
- Wood comes from trees. It has many important uses including its use as a fuel.
- Some energy sources are renewable, that means that they can be replaced. Some energy sources are nonrenewable. That means that once they are used up, they are gone and cannot be replaced. Coal and natural gas are nonrenewable resources.
- Fossil fuels, such as coal, oil, and natural gas, are formed from decayed plants and animals. The formation of fossil fuels takes millions of years.

In order to meet this standard, it is expected that students will
- explain that the sun is the major source of energy for Earth.
- identify sources of energy and their uses.
- describe how solar energy, wind, and moving water can be used to produce electricity.
- describe how fossil fuels are used as an energy source.
- compare and contrast renewable and nonrenewable energy sources.
- analyze the advantages and disadvantages of different naturally occurring energy sources.
- design a basic investigation to determine the effects of sunlight on warming various objects and materials, including water.

3.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
   a) observations are made and are repeated to ensure accuracy;
   b) predictions are formulated using a variety of sources of information;
   c) objects with similar characteristics or properties are classified into at least two sets and two subsets;
   d) natural events are sequenced chronologically;
   e) length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;
   f) time is measured to the nearest minute using proper tools and techniques;
   g) questions are developed to formulate hypotheses;
   h) data are gathered, charted, graphed, and analyzed;
   i) unexpected or unusual quantitative data are recognized;
   j) inferences are made and conclusions are drawn;
   k) data are communicated;
   l) models are designed and built; and
   m) current applications are used to reinforce science concepts.
Assessment Leadership: Leveraging PBAs for Deeper Learning

Curriculum Mapping for "Deeper Learning"

<table>
<thead>
<tr>
<th>Start of the school year</th>
<th>Review</th>
<th>3.4</th>
<th>3.5</th>
<th>3.6</th>
<th>3.10</th>
<th>SOL 3.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOL 3.1</td>
<td>a</td>
<td>g</td>
<td>c</td>
<td>m</td>
<td>e</td>
<td>h i j k</td>
</tr>
<tr>
<td></td>
<td>g</td>
<td>b</td>
<td>l</td>
<td>m</td>
<td>a</td>
<td>e g h i j k</td>
</tr>
</tbody>
</table>

SOL 3.1

Grade Three
Introduction to History and Social Science: Focus on Ancient World Cultures

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic and civic concepts. Students will examine the social, cultural, and political characteristics of major ancient world cultures. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, customs, traditions, and perspectives.

Skills

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:

a) identifying artifacts and primary and secondary sources to understand events in world cultures;

b) using geographic information to support an understanding of world cultures;

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;

d) summarizing points and evidence to answer a question;

e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;

f) determining relationships with multiple causes or effects;

g) explaining connections across time and place;

h) using a decision-making model to make informed decisions;

i) practicing good citizenship skills and respect for rules and laws while collaborating;

j) compromising, and participating in classroom activities; and

k) accessing a variety of media, including online resources.

History

3.2 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

The student will explain how the contributions of ancient Greece and Rome have influenced the development of government (direct and representative democracy), and
Assessment Leadership:
Leveraging PBAs for Deeper Learning

Writing
5.7 The student will write for a variety of purposes: to include, describe, to inform, to entertain, to explain, and to persuade. (narrative, descriptive, expository, and persuasive)
   a) Engage in writing as a process.
   b) Select or identify an intended audience and purpose.
   c) Use a variety of prewriting strategies.
   d) Introduce and develop a topic, incorporating evidence and supporting details.
   e) Organize information to convey a central idea.
   f) Recognize different modes of writing have different patterns of organization including story structure for narrative writing.
   g) Write a clear topic sentence focusing on the main idea.
   h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.
   i) Write multiparagraph compositions.
   j) Use precise and descriptive vocabulary to create tone and voice.
   k) Vary sentence structure by using transition words and prepositional phrases.
   l) Revise writing for clarity of content using specific vocabulary and information.
   m) Incorporate supporting details that elaborate the main idea. [Incorporated in 5.7d]

5.8 The student will self and peer-edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing, and Standard English
   a) Use plural possessives.
   b) Use adjective and adverb comparisons.
   c) Identify and use interjections.
   d) Use apostrophes in contractions and possessives. [Addressed beginning in grade two] Use prepositional phrases.
   e) Use quotation marks with dialogue.
   f) Use commas to indicate interruptions, items in a series, and to indicate direct address.

<table>
<thead>
<tr>
<th>Quality Criteria for Performance-Based Assessments (PBAs)</th>
<th>VODE Criteria for PBAs Used in Local Alternative Assessments (SAA)</th>
<th>Rating</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBAs engage students in relevant tasks that are representative of the real world and/or relevant to the discipline. Authenticity may be relevant to job/market, future responsibilities as adults, current interests of students and/or academic tasks relevant to the discipline. The authenticity of PBAs is often characterized by...</td>
<td>The SAA incorporates an authentic performance, such as the task that might occur in a real-world situation.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Authenticity</td>
<td>Relevant task</td>
<td>Target audience</td>
<td>Meaningful product of PBAs</td>
</tr>
<tr>
<td>Authenticity can be accentuated through demonstration of learning within a novel situation, connection to the students’ community/world, students’ understanding of the purpose of the task, authentic criteria, task process, and/or rubrics.</td>
<td>The SAA requires a student response format such as a performance task, creating a product, or articulating reasoning in writing and/or orally, as an alternative to multiple-choice or technology enhanced (e.g., drag and drop, fill-in-the-blank) test items.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PBAs support language development and what reasoning connected to the discipline, such as cognitive conversations with peers, PBAs should include student explanations with supporting details/rationales, in writing or other multimodal format.</td>
<td>PBAs support language development and what reasoning connected to the discipline, such as cognitive conversations with peers, PBAs should include student explanations with supporting details/rationales, in writing or other multimodal format.</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Assessment Leadership: Leveraging PBAs for Deeper Learning

- Improve food production and food safety
- Conduct a scientific investigation to identify the effects of energy from the sun on water
- Understand the tides for safety in the ocean
- Decide not to torch a beehive in the backyard

Why do we teach what we teach in third grade science?

Professional

Student

Adult

Kid

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Assessment Leadership: Leveraging PBAs for Deeper Learning

Advertisement
Artifact
Autobiography
Biography
Blog
Board Game
Book Report
Brochure
Cartoon
Chart
Collage
Collection
CAD Projection
Conceptual Model
Debate
Demonstration
Design Schematic / Blueprint
Diorama
Documentary Film
Display
Dramatization
Editorial
Experiment
Expository Essay

Flow Chart
Graph/Chart
Letter to a Company
Letter to an Elected Representative
Letter to the Principal/Teacher
Letter to a Friend
Magazine article
Map
Mock Artifact
Mock Historical Document
Mock Trade Agreement
Model
Musical Composition
Narration Power Point
Newspaper article
Non-linguistic representation (e.g., drawing, picture)
Persuasive Essay
Persuasive Speech
Photograph(s)
Play/Scene script
Podcast

Poem (e.g., limerick, haiku, free verse)
Poetry recitation/Poetry slam
Poster/Banner
Proposal
Simple/Compound Machine
Simulation
Song (lyrics/ performed)
Storyboard
Taught Lesson
Test
Weather Forecast
Webpage/Website
Webquest
Written Explanation

RESPONSE FORMATS:
Examples for (grade level/subject)...

★ Response format is an ILO  ✓ Response format is authentic to the discipline

VERBAL REASONING

PROCESS

PRODUCT

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The Women's Suffrage Movement: Winning & Exercising the Right to Vote

Oral language performance

Verbal reasoning, process, & product

Visual product

<table>
<thead>
<tr>
<th>Quality Criteria for Performance-Based Assessments (PBAs)</th>
<th>VDOE Criteria for PBAs Used as Local Alternative Assessments (LAA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBA include accurate, reasonably objective criteria by which to judge students' performance relative to expectations. A set of success criteria typically takes the form of a list.</td>
<td>The LAA includes a rubric or other appropriate scoring criteria, which are accurate and reasonably objective.</td>
</tr>
<tr>
<td>Analytic rubric</td>
<td>Results on the LAA can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions.</td>
</tr>
<tr>
<td>Holistic rubric</td>
<td>Report of results on the LAA provides feedback to students, teachers, and parents.</td>
</tr>
<tr>
<td>Rating scale</td>
<td>Scores are not reported in the VDOE.</td>
</tr>
</tbody>
</table>
| Checklist of Quality Indicators | }

Given the central role of language usage in PBAs, success criteria may include the persuasive and effective communication of ideas through language. Evaluations of subject area being assessed. Results can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions.

Success criteria—especially when written in student-friendly language—can provide opportunities for self-assessment, peer and teacher/student feedback, reflection, and revision, all of which are examples of assessment for learning.
The Long Reach of Historical Decisions Essay

<table>
<thead>
<tr>
<th>Identify appropriate example of change</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurately explains value to early 20th century</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Identifies and explains unintended consequences</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Makes a case for the ultimate benefit or detriment of decision</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
The Agronomist’s Proposal

You are an agronomist (that is, a food scientist) for a major food company called Greenco Foods. Your company has developed a new strain of wheat that is more nutritional and better tasting. The management of Greenco Foods would like to use the new wheat in its popular lines of breakfast cereals and sandwich bread.

As a first step toward bringing this seed line into production, you have been assigned to lead a team of agronomists to determine the type of soil that would grow wheat to maturity the fastest. The company uses farms that have two different soil types. Greenco Foods refers to these two different soils as Alpha 7 and Bio 11.

Your task is to design an experiment to determine which of the two soils is best for growing this strain of wheat faster. You are to prepare a written proposal for your supervisor to review.

Use the attached Greenco Foods Experimental Design Template to write up your proposed experiment. Per company policy, you need to write in clear, complete sentences. You should correctly use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.
Assessment Leadership: Leveraging PBAs for Deeper Learning

The Agronomist’s Task

<table>
<thead>
<tr>
<th>Needs Improvement (0 points)</th>
<th>Good (1 point)</th>
<th>Expert (2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decorative cover page</td>
<td>No cover page included</td>
<td>Cover page included but not decorative</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Hypothesis is not clear</td>
<td>Hypothesis includes an &quot;If...then...&quot; statement</td>
</tr>
<tr>
<td>Independent Variable</td>
<td>No independent variable</td>
<td>One independent variable is identified</td>
</tr>
<tr>
<td>Dependent Variable</td>
<td>Dependent variable is incorrectly identified</td>
<td>One dependent variable is identified</td>
</tr>
<tr>
<td>Quality of Experimental Design</td>
<td>Poor overall design of experiment</td>
<td>Experiment is well designed and includes most required elements</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>6 or more grammatical or mechanical mistakes are made</td>
<td>1-5 grammatical or mechanical mistake is made</td>
</tr>
<tr>
<td>Template</td>
<td>Does not use template</td>
<td>Uses template</td>
</tr>
</tbody>
</table>

SCORE: 0 - 6 | 7 - 10 | 11 - 14
Valid = Aligned to ILOs
Reliable = Clear (reduces likelihood of error)

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Use the attached Greenco Foods Experimental Design Template to write up your proposed experiment. Per company policy, you need to write in clear, complete sentences. You should use scientific terms where appropriate for conveying your ideas. You should complete each section of the template.
Example of an Academic Prompt

There are two types of soil available: Soil A and Soil B.

Design an experiment to determine which type of soil would be best to grow a common houseplant.

Write your answer in the space provided below. You may include drawings, but your drawings should be labelled. Be sure to state a hypothesis and an explanation of how data would be collected.
Assessment Leadership: Leveraging PBAs for Deeper Learning

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Instructional Notes:

1. This PBA is anchored in a unit of instruction on the early 20th-century rise in productivity in the U.S. (SOL USII.6a).
2. The expository essay format should not be new to students. This PBA is intended to be either the second or third historical essay that students write in the course (assuming the use of informal and formal writing opportunities) and should parallel expository writing instruction in Grade 7 English.
3. Providing instruction should establish the foundational content knowledge (e.g., rise in factory productivity) needed to respond to the question, and the rise and subsequent history of the automobile in the U.S. should be modeled as an in-class example and opportunity for students’ guided practice in the historical reasoning.
4. Student research is not an intended learning outcome for this PBA, but it could be modified to include research and citation skills.

PBA Administration Notes:

1. Depending on the level of the students and the context and depth of prior instruction, this PBA may take two or more hours to complete, which may occur over multiple days.
2. Depending on the availability of resources and other possible intended learning outcomes, computers may be used for writing.
3. Students’ understanding of the prompt should be scaffolded by the teacher so that the purpose and structure are clear to them.
4. accommodations for students with identified learning, language, or other needs should be made, ensuring that the following essential understandings and skills are demonstrated: (a) accuracy of historical facts and (b) ability to draw and defend one or more inferences about possible positive or negative long-term effects of historical events.
2 Ways to Offer Choice

1. Give a choice of **comparable scenarios, roles, or audiences**.
2. Give a choice of **comparable response formats**—but only if the response format itself is not an ILO.
**Assessment Leadership: Leveraging PBAs for Deeper Learning**

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### Constructed Response vs. Stand Alone

**Quality Criteria for Performance-Based Assessments (PBAs)**
- PBAs necessitate instructional approaches in the classroom and learning experiences for students that lead to students' deeper conceptual understandings and mastery of subject-specific skills.

**VDOE Criteria for PBAs Used as Local Alternative Assessments (LAAs)**
- 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 an LAAs. Standards of Learning assessment was not administered during the school year.

### Teacher Facilitation vs. Time

**Rating**
- 1 = poor, 2 = fair, 3 = good, 4 = very good

### Embedded vs. Complex Project

**Feedback**
- Affirmation, 3 suggestions, 1 suggestion

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**Table content:**

| PBAs necessity instructional approaches in the classroom and learning experiences for students that lead to students' deeper conceptual understandings and mastery of subject-specific skills. | 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 an LAAs. Standards of Learning assessment was not administered during the school year. | 3 2 1 |
| PBAs provide accurate, complete information and clear directions to teachers to help ensure fidelity of administration and use. PBAs may be substantiated by: | The design, development, administration, publication, and use of LAAs shall emphasize collaborative effort among teachers and administrators. | 3 2 1 |
| a copy of the PBA itself, an assessment blueprint, a scoring protocol, sample responses, and/or training materials for teachers. | To strengthen the potential validity and reliability of PBAs, they should be designed and developed using steps before (e.g., template, task, specifications), during (e.g., teacher directions for administration of the PBA), and after use (e.g., inter-rater reliability check). |
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

---

<table>
<thead>
<tr>
<th>Quality Criteria for Performance-Based Assessments (PBAs)</th>
<th>VOICE Criteria for PBAs Used as Local Alternative Assessments (LAA)</th>
<th>Rating</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBAs necessitate instructional approaches in the classroom and learning experiences for students that lead to students’ deeper conceptual understanding and mastery of subject-specific skills.</td>
<td>Each school board shall annually certify that it has provided instruction and administered an alternate assessment, consistent with board guidelines, to students in grades three through eight in each Standards of Learning subject area in K-12. Standards of Learning assessment was not administered during the school year.</td>
<td>3 2 1</td>
<td>&quot;Affirmative, 3-Downline &amp; Suggestions&quot;</td>
</tr>
<tr>
<td>PBAs provide accurate, complete information and clear directions to teachers to help ensure fidelity of administration and use. PBAs may be supplemented by: • a copy of the PBA itself; • an assessment blueprint; • a scoring protocol, sample responses; and/or training materials for teachers. To strengthen the potential validity and reliability of PBAs, they should be designed and developed using steps before (e.g., template, tasks, specifications), during (e.g., teacher directions for administration of the PBA, and after use in (e.g., inter-rater reliability check).</td>
<td>The design, development, administration, implementation, and use of LAA should minimize collaborative effort among teachers and administration.</td>
<td>3 2 1</td>
<td>&quot;Affirmative, 3-Downline &amp; Suggestions&quot;</td>
</tr>
</tbody>
</table>
## VDOE Quality Criteria

### No-Fluff Version

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student-Perspective Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Learning Outcomes</td>
<td>No fluff. Make sure it matters.</td>
</tr>
<tr>
<td>Cognitive Demand</td>
<td>Make me think. Get me to show what I know, how I know it, and what I can do with it.</td>
</tr>
<tr>
<td>Authenticity</td>
<td>Keep it real...and interesting would be nice, too.</td>
</tr>
<tr>
<td>Performance, Product, &amp; Verbal Reasoning</td>
<td>Make me show...and tell.</td>
</tr>
<tr>
<td>Student Directions &amp; Choice</td>
<td>I’m a kid: Guide me, but don’t crowd me...and let me have some say in what I’m doing.</td>
</tr>
<tr>
<td>Success Criteria</td>
<td>Judge me fairly...and help me get better at doing things.</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Don’t leave anybody out.</td>
</tr>
<tr>
<td>Feasibility</td>
<td>Dream big and creatively for me, but get your act together so that we can actually do this thing.</td>
</tr>
<tr>
<td>Aligned Instruction</td>
<td>Teach me—I mean, really help me learn—that I need to know and need to be able to do so that I can do this thing.</td>
</tr>
<tr>
<td>Substantiated Validity &amp; Reliability</td>
<td>Make sure that some well-intentioned but ill-informed fellow citizen doesn’t derail the cool and important things you’re doing as my teacher.</td>
</tr>
</tbody>
</table>
Let’s critique a PBA.

And what about critiquing an LAA?

How do you create a PBA?

Here’s something to keep in mind...
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