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

What is meant by “locally developed alternative assessments”?

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

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.
Assessment Leadership: Leveraging PBAs for Deeper Learning

Typical characteristics:

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

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

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

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

Let’s talk, listen, reflect, and aspire.

Gladly. But, first…
Quality Criteria
...for PBAs
designed to be used as LAAs
in VA

Jay McTighe’s Quality Criteria

VDOE
Superintendent’s Memos #292-14
(October 14, 2014)
Sup’s Memo #284-16
(November 11, 2016)
Assessment Leadership:
Leveraging PBAs for Deeper Learning

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Presented for SURN @ William & Mary
Assessment Leadership: Leveraging PBAs for Deeper Learning

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### A LAA Plan

#### Generic Criteria
- The task aligns with targeted standard(s)/outcome(s) in one or more content areas.

#### VDOE LAA Criteria
- The LAA aligns to either (a) one or more strands from the SOL Curriculum Framework or (b) one or more Reporting Categories from the SOL Test Blueprints in a grade level/subject area of a removed SOL test, namely:
  - Grade 3 Science
  - US History to 1665
  - US History from 1665 to Present
  - Grade 3 Writing

#### Rating
- 3 = meets or exceeds tier 3.2 = meets or exceeds tier 2.1 = meets or exceeds tier 1

#### Suggestions for Task Revision

---

<table>
<thead>
<tr>
<th>Generic Criteria</th>
<th>VDOE LAA Criteria</th>
<th>Rating</th>
<th>Suggestions for Task Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The task aligns with targeted standard(s)/outcome(s) in one or more content areas.</td>
<td>The LAA aligns to either (a) one or more strands from the SOL Curriculum Framework or (b) one or more Reporting Categories from the SOL Test Blueprints in a grade level/subject area of a removed SOL test, namely:</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>2. The task requires extended thinking and application, not simply recall or a formulaic response.</td>
<td>The LAA involves the application of a higher order thinking skill(s) into content-based standards, namely:</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>3. The task establishes an “authentic” context, i.e., includes a realistic purpose, a target audience, and genuine constraints.</td>
<td>The LAA incorporates an “authentic performance,” such a task that might occur in a real-world situation.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>4. The task requires explanation and/or support — not just an answer.</td>
<td>The LAA requires a student response format such as performing a task, creating a product, and/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>3 2 1</td>
<td></td>
</tr>
<tr>
<td>5. The task includes criteria/subtasks for judging performance based on the targeted standard(s), i.e., criteria do not simply focus on the superficial features of a product or performance.</td>
<td>The LAA includes a rubric or other appropriate scoring criteria, which are accurate and reasonably objective. Results on the LAA can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions. Report of results on the LAA provide feedback to students, teachers, and parents.</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

---

Grade 3 Science

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.

   Essential Knowledge, Skills, and Processes
   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.
Curriculum Mapping for “Deeper Learning”

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

<table>
<thead>
<tr>
<th><strong>Assessment Leadership: Leveraging PBAs for Deeper Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Christopher R. Gareis, Ed.D. © 2017</strong></td>
</tr>
<tr>
<td><strong>Presented for SURN @ William &amp; Mary</strong></td>
</tr>
<tr>
<td><strong>Table of Specifications</strong></td>
</tr>
</tbody>
</table>

#### Bloom's Taxonomy

<table>
<thead>
<tr>
<th>Content</th>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun as a major source of energy</td>
<td>Explain</td>
<td>Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sources of energy and their uses</td>
<td>Identify</td>
<td>Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>solar energy, wind, and moving water can be used to produce electricity</td>
<td>Describe how</td>
<td>Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fossil fuels are used as an energy source</td>
<td>Describe how</td>
<td>Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>renewable and nonrenewable energy sources</td>
<td></td>
<td></td>
<td>Analyze</td>
<td>Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the advantages and disadvantages of using different naturally occurring energy sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>a basic investigation to determine the effects of sunlight on warming various objects and materials, including water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Scientific Investigation Skills:

- Observations
- Measurement units & instruments
- Questions/hypotheses
- Data display
- Conclusions

#### PBA

- Make observations
- Use measurement units & instruments
- Chart & Analyze data
- Draw Conclusions
- Formulate questions / hypotheses

---

### 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 History**

- 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 needs, including online resources.

**3.2 History**

- 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 present world in terms of government (democratic and representative democracy), and...
## Writing

5.7 The student will write for a variety of purposes: forms to include, defend, to inform, to entertain, to explain, and to persuade; narrative, descriptive, expository, and persuasive.

- a) Engage in writing as a process.
- b) Select an identifiable audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Introduce and develop a topic, incorporating evidence and support 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 multigraph 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) Include 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]
- e) Use prepositional phrases.
- f) Use quotation marks with dialogue.
- g) Use commas to indicate interruptions, items in a series, and to indicate direct address.

---

### Generic Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The task aligns with targeted standards/ outcomes in one or more content areas.</td>
</tr>
<tr>
<td>The task requires extended thinking and application, not simply recall or a formulaic response.</td>
</tr>
<tr>
<td>The task establishes an &quot;authentic&quot; context; i.e., includes a realistic purpose, a target audience, and genuine constraints.</td>
</tr>
<tr>
<td>The task requires explanation and/or support – not just an answer.</td>
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<tr>
<td>The task includes criteria/sub-criteria for judging performance based on the targeted standard(s), i.e., criteria do not simply focus on the surface features of a product or performance.</td>
</tr>
</tbody>
</table>

---

### VDOE LAA Criteria

<table>
<thead>
<tr>
<th>LAA Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LAA aligns to either 2a (one or more frames from the SOL Curriculum Frameworks) or 2b (one or more Reporting Categories from the SOL Test Blueprints) in a grade level/subject area of a removed SOL test, namely:</td>
</tr>
<tr>
<td>- Grade 3 Science</td>
</tr>
<tr>
<td>- Grade 3 History</td>
</tr>
<tr>
<td>- US History from 1685 to Present</td>
</tr>
<tr>
<td>- Grade 3 Writing</td>
</tr>
</tbody>
</table>

---

### Rating

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

---

### Suggestions for Task Revision

- The LAA takes students on an "authentic" journey, e.g., performing a task, creating a product, and/or engendering 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.

---

**Notes:**

1. Not all content standards must be excised. A school division may have multiple, complementary LAA's to account for all strands or Reporting Categories.
2. The LAA emphasizes instructional approaches in the classroom that lead to students' deeper conceptual understandings and/or mastery of subject-specific skills.
3. Scores are not reported by the VDOE.
Assessment Leadership: Leverage 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: Improve food production and food safety
- Student: Conduct a scientific investigation to identify the effects of energy from the sun on water
- Grownup: Understand the tides for safety in the ocean
- Kid: Decide not to torch a beehive in the backyard

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

Oral language performance

Visual product

Verbal reasoning, process, & product
Assessment Leadership: Leveraging PBAs for Deeper Learning

Gradations

Criteria

Operational Definitions

The Long Reach of Historical Decisions Essay

RUBRIC

Not Evident (0)  Developing (1)  Proficient (2)  Target (3)

Chosen example of change

No example given

Inaccurate example or inaccurately stated
(e.g., "electricity brought to the U.S.")

An appropriate example identified

A well-developed, accurate explanation

Exposition of value to early 20th century

No explanation given

No unintended consequences stated

Implausible or inexhaustible explanations

Plausible unintended consequences identified and reasonably explained

Judgment of ultimate benefit/optimism

No judgment given

Judgment offered but not logically connected and/or convincingly made

Judgment logically connected, ultimate benefit or detriment and persuasively made

Composition/Expression

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

Usage/Mechanics

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 instances of awkward that slow down reading at times

Clearly written and easy to read; flow, if any, grammatical errors

Grade

Revise & Resubmit

Pass (0-9 marks)

Pass (10-14 marks with none @ “Not Evident”)

Pass Advanced (15-18 marks with none @ “Developing” or “Not Evident” level)

Suggestions for Task Revision

Rating

3 2 1

1. The task aligns with targeted standards/competencies in one or more content areas.

2. The task requires extended thinking and application, not simply recall or a formulaic response.

3. The task establishes an authentic context, i.e., includes a realistic purpose, a target audience, and genuine constraints.

4. The task requires explanation and/or support—”not just an answer.”

5. The task includes criteria/ rubrics for judging performance based on the targeted standards, i.e., criteria do not simply focus on the surface features of a product, e.g., correctness.

1 Not all content standards must be assessed. A school division may have multiple, complementary LAA’s to account for all strands/ Reporting Categories.

2 The LAA was constructed using a bottom-up approach to the classroom teacher (or deeper conceptual understanding) and/or measure of student growth as the criteria.

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What resources are available for teachers to locate and eventually develop rubrics?

What is the place of criteria such as...?
- Neatness
- Follows directions
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.
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>Cover page included but not decorative</td>
<td>Very creative cover page</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 design 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

What do you make of these first 5 "quality criteria"?

I was about to ask you the same thing.
### Assessment Leadership: Leveraging PBAs for Deeper Learning

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#### Table: VDOE LAA Criteria

<table>
<thead>
<tr>
<th>Generic Criteria</th>
<th>MCAS Criteria</th>
<th>VDOE LAA Criteria</th>
<th>Rating</th>
<th>Suggestions for Task Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Adapted for Grade 4-12, October 1, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. The task directions for students are clear.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The LAA is high-stake and has a prominent role in both valid and reliable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The task is feasible to implement in classrooms.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The LAA captures student thinking in a relevant and feasible response format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The LAA accommodates the participation of all students, including students with special learning or language needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Optional: The task allows students to demonstrate their understanding/proficiency with some appropriate showy versatility (e.g., off products or performances).</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional, but encouraged: The LAA itself and/or the combination of complementary LAA provide students a variety of approaches to demonstrate success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Optional: The task effectively integrates two or more subject areas</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional, but encouraged: The LAA may integrate multiple subjects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. The task incorporates appropriate use of technology.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not explicit in the VDOE guidelines.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developed by Jay McTighe & Chris Gareis (2017)

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#### Diagram: The Long Reach of Historical Decisions Essay

The student will interpret data and events from different historical perspectives, recognize cause and effect, identify and analyze cause and effect, and use historical perspectives to explain cause and effect. This understanding will be demonstrated in a variety of writing styles and through evidence-based arguments. The essay will also include an analysis of the impact of these events on the contemporary world. The essay will be graded on the following criteria:

- **Validity**: Aligned to ILOs
- **Reliability**: Clear (reduces likelihood of error)

---

*Image credits:
- Diagram from Jay McTighe & Chris Gareis (2017)
- Table adapted from VDOE LAA Criteria (2016)
Assessment Leadership: Leveraging PBAs for Deeper Learning

How can we monitor the use of PBAs throughout the division to ensure that they are valid and are also being administered reliably?

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design PBAs from assessment blueprints (i.e., a table of specifications)</td>
<td>Ensure each student has the opportunity to learn through equitable learning experiences</td>
<td>Check for intra-rater reliability in scoring</td>
</tr>
<tr>
<td>Design &amp; develop PBAs using a criteria-based template (e.g., GRASPS, Summit, Gareis, locally developed)</td>
<td>Administer PBAs with fidelity by providing teacher directions (including provisions scaffolding student work and accommodating special needs)</td>
<td>Check for inter-rater reliability in scoring</td>
</tr>
<tr>
<td>Undertake an external review of PBAs by subject-area experts</td>
<td>Undertake an external review of student work by subject-area experts</td>
<td></td>
</tr>
<tr>
<td>Develop scoring protocols using anchor sets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Before

<table>
<thead>
<tr>
<th>Generic Criteria</th>
<th>McTighe Criteria</th>
<th>VIODE LAA Criteria</th>
<th>Suggestion for Task Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Focus</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The task directions for students are clear.</td>
<td>The LAA is age-appropriate and has a prompt that is both valid and reliable.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>7. The task is feasible to implement in classrooms.</td>
<td>The LAA captures student thinking in a relevant and feasible response format.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Purpose &amp; Necessity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The task is free of bias, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.</td>
<td>The LAA accommodates the participation of all students, including students with special learning or language needs.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Design</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Optional: The task allows students to demonstrate their understanding/proficiency with some appropriate choice/variety (e.g., choice of products or performances).</td>
<td>Optional, but encouraged: The LAA itself and/or the combination of complementary LAs provide students a variety of approaches to demonstrate success.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>10. Optional: The task effectively integrates two or more subject areas</td>
<td>Optional, but encouraged: The LAA may integrate multiple subjects.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Required</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Optional: The task incorporates appropriate use of technology.</td>
<td>Will unfold at the UDG guidelines.</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

Developed by Jay McTighe & Chris Danks (2017)

---

1. The LAA should be accompanied by a copy of the LAA itself, an assessment blueprint, a scoring protocol, sample responses, and/or training materials for teachers.
2. The design, development, administration, substantiation, and use of LAs should emphasize collaborative effort among teachers and administrators.

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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. cylindrical cans.

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

**Success Criteria:** (1) Accurate geometric calculations; (2) dimensions of box adequately 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.
Cognition —— Format

- Solve a problem
- Complete an inquiry
- Defend a position
- Analyze data
- Interpret data
- Create a model
- Evaluate an issue
- Draw an inference

- Oral presentation
- Essay
- Discussion
- Report
- Observation/data display
- Project
- Model/illustration
- Role play
Assessment Leadership:
Leveraging PBAs for Deeper Learning

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Assessment Leadership: 
Leveraging PBAs for Deeper Learning

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### Grade 5 Writing

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Common Writing Prompt (released SOL prompt and rubric)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
</table>

**In with the new**

- Year 3

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
</table>

**Out with the old**

- Year 3

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Fiction</td>
<td>MCQ grammar and mechanics pre-assessment</td>
<td>MCQ on grammar and mechanics benchmark</td>
<td>MCQ grammar and mechanics post-assessment</td>
</tr>
</tbody>
</table>

---

### Examples of Rubrics

#### VDOE LAA Criteria

- **Student Focus:** The task directions for students are clear.
- **Task Appropriateness:** The LAA is age-appropriate and has a prompt that is both valid and reliable.
- **Feasibility:** The task is feasible to implement in classrooms.
- **Bias and Stereotypes:** The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.
- **Assessment for Student Growth:** The LAA accommodates the participation of all students, including students with special learning or language needs.
- **Optional 1:** The task allows students to demonstrate their understanding/proficiency with some appropriate choices/variety e.g., of products or representations.
- **Optional 2:** The LAA may integrate multiple subjects.
- **Technology Integration:** The task incorporates appropriate use of technology.

#### Ratings

- Rating 1: 1
- Rating 2: 2
- Rating 3: 3

#### Suggestions for Task Revision

- Adapted from Superintendents Memo to Chiefs (November 13, 2009) and RSDL 069 (November 13, 2009)

---

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### The Long Reach of Historical Decisions Essay

<table>
<thead>
<tr>
<th>BUBBLE</th>
<th>Not Oriented (0)</th>
<th>Developing (1)</th>
<th>Proficient (2)</th>
<th>Target (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of example of change</td>
<td>No example given</td>
<td>Inability or inability to identify (e.g., military leaders in the U.S.A.)</td>
<td>An appropriate example identified</td>
<td>An appropriate example accurately identified</td>
</tr>
<tr>
<td>Explanation of value of event to early 20th century or later</td>
<td>No explanation given</td>
<td>Inability to explain</td>
<td>An appropriate explanation</td>
<td>An appropriate explanation accurately identified</td>
</tr>
<tr>
<td>Historical context and consequences identified</td>
<td>No understanding of context and consequences observed</td>
<td>Inability to identify context and consequences</td>
<td>An appropriate understanding of context and consequences identified</td>
<td>An appropriate understanding of context and consequences accurately identified</td>
</tr>
<tr>
<td>Judgments about benefit or lack thereof</td>
<td>No judgment given</td>
<td>Judgment offered but very vague or unjustifiable</td>
<td>Judgment clearly supported and/or reasonably explained</td>
<td>Judgment clearly supported and/or reasonably explained</td>
</tr>
<tr>
<td>Composition/Structure/Expression</td>
<td>Single paragraph response</td>
<td>Not an essay, but no more than one paragraph</td>
<td>A poorly developed essay (4 marks)</td>
<td>A well-developed essay (3 marks)</td>
</tr>
<tr>
<td>Usage/ Mechanics</td>
<td>Grammatical, spelling, and format problems</td>
<td>Some grammatical errors and/or awkward phrasing that inhibit meaning</td>
<td>Some grammatical errors and/or awkward phrasing that inhibit meaning</td>
<td>Clear, concise writing in proper format</td>
</tr>
</tbody>
</table>

**Grades:**
- 0-9 marks: Not Oriented
- 10-14 marks: Developing
- 15 or above marks: Proficient

---

### VDOE LAA Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>McGirtg Criteria</th>
<th>VDOE LAA Criteria</th>
<th>Rating</th>
<th>Suggestions for Task Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>The task directions are clear.</td>
<td>The LAA is age-appropriate and has a prompt that is both clear and relevant.*</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The task is feasible to implement in classrooms.</td>
<td>The LAA captures student thinking in a relevant and feasible response format.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td>Optional: The task allows students to demonstrate their understanding/proficiency with some appropriate choices/variety (e.g., products or performances).</td>
<td>Optional, but Encouraged: The LAA itself and/or the combination of complementary LAA provide students a variety of approaches to demonstrate success.</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Optional: The task effectively integrates two or more subject areas.</td>
<td>Optional, but Encouraged: The LAA may integrate multiple standards. ¹</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The task incorporates appropriate use of technology.</td>
<td>Not explicit in the VDOE guidelines.</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

*The LAA should be substantiated by a copy of the LAA itself, an assessment blueprint, a scoring protocol, sample responses, and/or training materials for teachers.

†The design, development, administration, substitution, and use of LAA should emphasize collaborative effort among teachers and administrators.

---

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3 Roles of Technology in PBAs

Communicate

Research

PRODUCE

Technology Based
- newscast
- instructional video
- claymation, stop motion
- labeled diagrams (beginner level)
- flipped classroom (students actually teach lessons)
- Scratch, coding
- virtual gallery
- digital portfolio
- Explain Everything, ebooks, sticker board, 30 hands, sketchbook, Stop Motion etc.
- videos & trailers
- podcast (series)
- build website/blog/wiki
- newspaper
- animated video
- QR hunt
- 3D model

Blend
- game creation (video or physical)
- music composition
- art
- models
- simulation
- writing (script)
- comics
- newspaper
- labeled diagrams (beginner level)
- make and sell a product (commercial)

Old School
- 3D model
- mindmap
- fashion show (tacky - persuasive writing)
- inventions
- experiments
- wax museum, statues
- art gallery
- engineering project (ISTEAM)
- debate
- community service, fundraisers, etc.
- plan
- live performance
- board games
- puzzles
- soap
- message in a bottle

Ideas for Products

How can we help teachers go beyond paper-pencil and markers-&-posterboard?
Given our aspirations and these "quality criteria," how are we doing?

I'm glad you asked.

Timeline for Implementation of LAAs in Virginia

**Year 1 (2014-15)**
- Replace each of five removed SOL tests with one or more locally developed alternative assessments
- Year 2 (2015-16)

**Year 3 (2016-17)**
- Develop local teachers’ capacity to create and use PBAs
- 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
- Begin use of LAAs for Social Science/History
### Supplement 2: Documents Relevant to Substantiating Compliance with the LAA Initiative

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Design</th>
<th>Develop</th>
<th>Administer</th>
<th>Use</th>
<th>Account</th>
<th>Institutionalize &amp; Innovate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development materials</td>
<td>LAA design template</td>
<td>Local alternative assessments</td>
<td>Written directions for administering LAAs</td>
<td>Student score report template</td>
<td>Aggregate student score reports</td>
<td>Division-level strategic plan that includes vision and action plan for LAA initiative and innovation</td>
</tr>
<tr>
<td>Anchor responses</td>
<td></td>
<td></td>
<td></td>
<td>Sample student score reports</td>
<td>Multi-year LAA development plan</td>
<td>Balanced assessment plan</td>
</tr>
<tr>
<td>Inter-rater reliability protocols</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Design</th>
<th>Develop</th>
<th>Administer</th>
<th>Use</th>
<th>Account</th>
<th>Institutionalize &amp; Innovate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure broad-based awareness of and support for initiative among key stakeholders (e.g., teachers, students, parents, school boards), and develop teachers and instructional leaders’ capacity to create PBAs</td>
<td>Align to broad educational aims, career and college readiness, 21st century skills (critical thinking, communication, collaboration, and citizenship), and sophisticated learning goals (e.g., scientific inquiry, jurisprudential inquiry, writing for a variety of purposes and audiences)</td>
<td>Engage students in metacognitive/ self-assessment protocols.</td>
<td>Provide public exhibitions/showcases of student performance and products.</td>
<td>Enact capstone assessments (e.g., writing elementary school, exiting middle school, and exiting high school) within division.</td>
<td>Expand use of performance assessments in non-tested grade levels and subject areas.</td>
<td></td>
</tr>
<tr>
<td>Develop alternative assessments in non-tested subject areas to strengthen interdisciplinary integration and alignment.</td>
<td>Embed the use of alternative assessment practices throughout the year as a regular part of instructional units.</td>
<td>Engage students in metacognitive/ self-assessment protocols.</td>
<td>Provide public exhibitions/showcases of student performance and products.</td>
<td>Enact capstone assessments (e.g., writing elementary school, exiting middle school, and exiting high school) within division.</td>
<td>Expand use of performance assessments in non-tested grade levels and subject areas.</td>
<td></td>
</tr>
</tbody>
</table>

Promote teachers’ collaborative analysis of student work to critique and strengthen curriculum, instruction, and assessment.
“Your leadership, your expertise, your proficiency will determine how well we can fill the void of replacing SOL tests.”

I think Dr. Staples said that.
Assessment Leadership: Leveraging PBAs for Deeper Learning

What is our degree of assessment literacy?

C=I=A

Unpacking ILOs

Using a TOS to create an assessment

Using a TOS to critique & improve an assessment

Using a TOS to create a unit assessment plan

Supply-response items

Select-response items

Benchmark Assessments

Common Assessments

SMART Goals

Using a TOS to analyze student learning

Using a TOS to create an assessment

Common Assessments

Unpacking ILOs

Using a TOS to create an assessment

Using a TOS to critique & improve an assessment

Using a TOS to create a unit assessment plan

Supply-response items

Select-response items

Benchmark Assessments

PBAs

Do we share a common language?

Do we need a common PBA template?
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
- Horizontal capacity
- Vertical sequencing
- Re-claiming lost PBAs (e.g., the term paper, the debate, the lab)
- Strengthening practices in traditionally PBA-friendly subjects

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.”
9. 
Supplement 1: Essential Actions Relevant to the LAA Initiative

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Design</th>
<th>Develop</th>
<th>Administrator</th>
<th>Use</th>
<th>Account</th>
<th>Institutionalize &amp; Innovate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Awareness of requirements of the initiative among key personnel in the division (e.g., teachers, school leaders, school board).</td>
<td>Create LAA for revised SOL assessments.</td>
<td>a. Align LAA to SOL Strands or Reporting Categories.</td>
<td>a. Administer LAA in designated grades / subjects.</td>
<td>a. Evaluate student performance.</td>
<td>a. Review and revise division curriculum to reflect 21st century skills (e.g., critical thinking, creativity, communication, collaboration, and citizenship), subject-specific skills, and integrated skills.</td>
<td></td>
</tr>
<tr>
<td>b. Assessment literacy of LAA developers.</td>
<td>Create common language and template examples.</td>
<td>b. Identify authentic performance-based tasks.</td>
<td>b. Use results on LAA to adjust instruction and revise/improve LAA.</td>
<td>b. Use results to demonstrate growth/achievement.</td>
<td>Undertake initiatives through professional development and instructional supervision to align teachers’ pedagogical practices to more authentic, engaging learning experiences.</td>
<td></td>
</tr>
<tr>
<td>c. Assessment literacy for administrators.</td>
<td>Undertake a grassroots process (i.e., teachers collaborating in designing PBA).</td>
<td>c. Create of valid and reliable prompts.</td>
<td>c. “Substantiate” LAA to VDOE.</td>
<td>c. Undertake initiatives through professional development and instructional supervision to align teachers’ pedagogical practices to more authentic, engaging learning experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Leaders / champions for initiative identified within the division.</td>
<td>Embed LAA into curriculum maps and/or pacing guides.</td>
<td>d. Identify relevant and flexible student-response formats.</td>
<td>d. Undertake initiatives through professional development and instructional supervision to align teachers’ pedagogical practices to more authentic, engaging learning experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Determination of either school- or division-level implementation of the LAA initiative.</td>
<td></td>
<td>e. Create accurate and reasonably objective performance criteria (i.e., rubrics).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A LAA Plan

Strands

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Assessment Leadership: Leveraging PBAs for Deeper Learning

Standard 7: The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Virginia’s Uniform Performance Standards for Teachers

40%
Standard 7:
Performance Indicators

7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning goals.

Assessment Data Sources*

- SOL Student Growth Percentiles (SGP)*
- Other standardized assessments (e.g., PALS)
- Common assessments (locally developed)
- Teacher-made assessments

*An SGP expresses how much progress a student has made in either reading or mathematics relative to the progress of students whose achievement was similar on previous assessments.
How can teachers analyze results from students’ performance on teacher-made assessments and demonstrate student progress?

Four Examples

- **Performance Task**
- Paper-Pencil Unit Test
- Paper-Pencil Unit Test with Subsample Pre-assessment
- Cumulative Test
Performance Task for 4th Grade Art

4th Grade Art Unit: Perspective Drawing

- The student will:
  - Use perspective drawing techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface (SOL 4.9)
  - Use a variety of lines in the one point perspective drawing (SOL 4.6)
  - Use characteristics of color, including hue, tint, shade, and intensity in the one point perspective drawing (SOL 4.4)
Fourth Grade Art Unit: Perspective Drawing

<table>
<thead>
<tr>
<th>Content</th>
<th>Bloom's Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective drawing techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface</td>
<td>Use</td>
</tr>
<tr>
<td>Use a variety of lines in the one point perspective drawing</td>
<td>Use</td>
</tr>
<tr>
<td>Characteristics of color in the one point perspective drawing</td>
<td>Use</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Element #1: One Point Perspective</th>
<th>Advanced (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing is in complete one-point perspective indicating an excellent level of craftsmanship in drawing and shading the room.</td>
<td>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.</td>
<td>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.</td>
<td>Unable to discern objects in room, indicating a low level of craftsmanship.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element #2: Design Principles</th>
<th>Advanced (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing indicates a complete understanding of line and how it is used to draw objects in one point perspective.</td>
<td>Drawing indicates a mostly accurate understanding of line and how it is used to draw objects in one point perspective.</td>
<td>Drawing indicates an unclear understanding of line and how it is used to draw objects in one point perspective.</td>
<td>Drawing indicates no concept of line and how it is used to draw objects in one point perspective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element #3: Use of color</th>
<th>Advanced (3)</th>
<th>Proficient (2)</th>
<th>Developing (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent use of color, used multiple colors and layering to achieve extreme depth.</td>
<td>Good use of color, mixing and layering achieves some depth.</td>
<td>Basic use of color. Layers are thin, used few colors, little depth.</td>
<td>Poor use of color. Did not layer or mix multiple colors, flat.</td>
<td></td>
</tr>
</tbody>
</table>

### Art Unit: Perspective Drawing

<table>
<thead>
<tr>
<th>Content</th>
<th>Bloom's Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective drawing techniques to create a work of art that depicts a three-dimensional object on a two-dimensional surface</td>
<td>✓ Use Element #1</td>
</tr>
<tr>
<td>Use a variety of lines in the one point perspective drawing</td>
<td>✓ Use Element #2</td>
</tr>
<tr>
<td>Characteristics of color in the one point perspective drawing</td>
<td>✓ Use Element #3</td>
</tr>
</tbody>
</table>

Pre: 1.25 / Post: 2.50  
Pre: 2.8 / Post: 3.0  
Pre: 1.75 / Post: 2.50  
Pre: 1.25 / Post: 2.25
### Grade 5 Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Common Writing Prompt (released SOL prompt and rubric)</td>
</tr>
<tr>
<td>2014-2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<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></td>
<td>MCQ grammar and mechanics pre-assessment</td>
<td>MCQ on grammar and mechanics</td>
<td></td>
<td>MCQ grammar and mechanics post-assessment</td>
</tr>
</tbody>
</table>

### Supplement 1: Essential Actions Relevant to the LAA Initiative

<table>
<thead>
<tr>
<th>Readiness</th>
<th>Design</th>
<th>Develop</th>
<th>Administer</th>
<th>Use</th>
<th>Account</th>
<th>Institutionalize &amp; Innovate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Awareness of requirements of the initiative among key personnel in the division (e.g., teachers, school leaders, school board).</td>
<td>a. Create LAA templates for SOL assessments. b. Align LAA to SOL strands reporting categories. c. Create common language and template examples. d. Undertake a grassroots process (i.e., teachers collaborating in designing PBAs).</td>
<td>a. Align LAA to designated grades/s, subject. c. Create and valid and reliable prompts. d. Identify relevant and flexible student response format. e. Create accurate and reasonable objectives performance criteria (i.e., rubrics). f. Identify authentic accommodations for the inclusion of special populations (e.g., ESL, special education).</td>
<td>a. Administer LAA in designated grades/s, subject. b. Score LAA. c. Embed LAA into curriculum maps and pacing guides.</td>
<td>a. Evaluate student performance. b. Use results on LAA to adjust instruction and feedback areas to improve LAA. c. Use results to demonstrate student growth/achievement.</td>
<td>a. Report results to teachers, students, and parents. b. “Substantiate” LAA to VDOE.</td>
<td>Review and revise division curriculum to reflect 21st century skills (e.g., critical thinking, creativity, communication, collaboration, and citizenship), subject-specific skills, and integration. Underwrite initiatives through professional development and instructional supervision to align teachers’ pedagogical practices to meet authentic, engaging learning experiences.</td>
</tr>
</tbody>
</table>
Given that effective teaching depends upon \( C = I = A \), then, if “A” becomes performance-based, then what “I”

- Project-based learning
- Inquiry teaching
- Readers’ workshop
- Writers’ workshop
- Socratic discussions
- Jurisprudential inquiry
- Simulations
- Cooperative learning

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

What are effective ways to strategically implement PBAs with long-term growth goals?
Assessment Leadership: Leveraging PBAs for Deeper Learning

**Strategic Leadership**

**Our Intentions**
- Strategically Develop & Effectively Communicate
- Your LAA Plan

**Performance-Based Assessment Design Template**

**Title of PBA:**

**Grade Level:**

**Subject Area(s):**

**“Big Idea”/Subject-Specific Competency:**

**REAL-WORLD TASK (brief description):**

**Type(s) of Task(s):**
- Process
- Verbal Reasoning
- Product
- Original Creation
- Performance
- Other: ______________

**TARGETED SOLs (Listed and unpacked, and/or represented in a table of specifications):**

**Other Targeted Learning Outcomes (e.g., Dispositions, Portrait of a Graduate), 21st Century Skills, Habits of Mind):**

**Accountability Alignment of Locally Developed Assessment (if applicable):**

**SOL Strands:**

**SOL Reporting Categories:**

**PROMPT:**

**PERFORMANCE CRITERIA**

**Checklist**

**Vision for the Use of LAAs in Our Public Schools**

As professional educators, we believe that the ultimate purpose of assessment is to support, and advance student learning. To that end, our vision for the use of LAAs in our schools is based upon the following principles:

1. We have the expertise in curriculum, instruction, and assessment to create and use LAAs that can serve as valid, reliable, and innovative alternatives to conventional accountability assessments.

2. More authentic assessment can "drive" more innovative instruction, more meaningful and relevant learning experiences and outcomes for our students.

3. In order to facilitate the role of our LAAs as accountability assessors to SOL Reporting Categories or strands as defined by the SOL Test Blueprints.

4. The validity of each LAA will be substantiated by one or more of the following methods: (1) Use of a PBA design template, (2) use of a table of specifications, (3) expert review of the LAA, (4) inter- and inter-rater reliability protocols for LAA graders, (5) archiving of sample student responses at respective gradations of performance.

5. Recognizing that some essential intended learning outcomes are described at lower cognitive levels (namely, recall, understanding, application), some subject/grade levels will be in a multiple choice question (MCQ) format.

6. Recognizing that some essential intended learning outcomes are described at higher cognitive levels (namely, analyzing, evaluating, synthesizing), some LAAs are designed to include performance-based assessments (PBAs).

7. In order to make relevant use of the role of writing-to-learn and align generally important intended learning outcomes of learning-to-write, selected LAAs will integrate specific writing competencies into their performance criteria.

8. In order to reinforce the vertical and horizontal articulation of the curriculum, LAAs will be reviewed and graded by vertical and horizontal teams of teachers trained in using the performance criteria for each LAA.

9. In order to reinforce further the vertical articulation of the curriculum, LAAs will be reviewed and graded by vertical and horizontal teams of teachers trained in Grades 1, 2, 4, 7, and 8 to design, develop, and make use of a balanced assessment approach.
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.

---

Proposition ____

- ESL
- Character Education
- Reading Comprehension
- STEM
- College & Career Readiness
- Identifying Author’s Purpose
- Research Skills
- Restorative Justice Discipline Program

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Elements of High-Quality Performance-Based Assessments

**A Cogent Set of Intended Learning Outcomes**
- Content (Knowledge)
- Cognitive Behaviors (Skills)
- Dispositions (Attitudes)

- *complex, coherent, important*

**Authentic/Engaging Performance Task**
- Subject-specific competency
- Extended, higher-order thinking skills
- Real-world (as professional or layperson)
- Process and/or Product
- Verbal reasoning

**Accurate and Reasonably Objective Performance Criteria**
- Determine appropriate type of performance criteria:
  - Checklist
  - Holistic rubric
  - Rating scale
  - Analytic rubric
  - Determine a valid grading scheme

**Accurate and Clear Prompt**
- Role
- Scenario (e.g., purpose)
- Tasks (e.g., steps)
- Audience
- Response format
- All elements of the prompt "hold together"
- Clear and unbiased wording

- *Do these intended learning outcomes "hold together" as relevant subject area competency?*
- *Are these intended learning outcomes connected among the ILs?*
- *What is the relationship of these intended learning outcomes to the year-long course sequence and to the vertical curriculum?*

**Appropriate & Feasible Response Format**
- Format can adequately "capture" student thinking.
- Availability of time, space, and materials required for completion.

- *Is the ability to create a response in the given format an intended learning outcome itself?*
- *Would student chosen response format compromise the validity of the PBA?*
- *Is technology integration appropriate to the task and ILs?*

**Accurate & Clearly Worded Prompt**
- Has clarity, coherence, and is easy to follow.

- *Is the rubric to be written in student-friendly language?*
- *Is formative feedback on performance needed?*
- *Are some ILs of relatively greater importance (therefore "weighted" more) than others?*

**Appropriate & Reasonably Objective Performance Criteria**
- Determine appropriate type of performance criteria:
  - Checklist
  - Holistic rubric
  - Rating scale
  - Analytic rubric
  - Determine a valid grading scheme
Assessment Leadership:
Leveraging PBAs for Deeper Learning

Moral Leadership

Cultural Leadership

Organizational Leadership

Instructional Leadership

Assessment Leadership

Teacher Leadership

Curriculum Leadership

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