REIMAGINING
COLLEGE ACCESS
Performance Assessments From K–12 Through Higher Education

Beyond Standardized Tests: Using Performance Assessment in College Admissions

May 27, 2020

LEARNING POLICY INSTITUTE
Research. Action. Impact.

EducationCounsel
Policy | Strategy | Law | Advocacy

educationfirst

Moderator

Monica Martinez

Director of Strategic Initiatives

Learning Policy Institute

@drmonie | @LPI_Learning

The Reimagining College Access Initiative

June 2017

1st Convening
Tested & Validated the Vision

2017-2018

Task Forces
- Recognition
- Technology
- Leading Places

May 2018

2nd Convening
Feedback on the Task Forces' Recommendations

2018-19

Work Strands
- Criteria
- Transfer of student info
- Pilots

May 2019

3rd Convening
Workshopping the Work Strands

2019-2020

Pilot RCA
K-12 & IHE learning community to increase quality, equity, and access

THE COMMON APPLICATION

Partners with more than

800

Colleges and Universities

Works with IHEs in 49 states, DC, and multiple countries

Collaboration with

SlideRoom

to support submission of student work

REIMAGINING COLLEGE ACCESS

NACAC
National Association for College Admission Counseling

Colorado Education Initiative

LINKED LEARNING ALLIANCE

AACRAO

COLORADO
Department of Education

THE COALITION

GREAT SCHOOLS PARTNERSHIP

MTC MASTERY TRANSCRIPT CONSORTIUM

INTERNATIONALS NETWORK
Transforming education for multilingual learners

national center for innovation in education
University of Kentucky

MAKING CARING COMMON
A Project of the Harvard Graduate School of Education

REIMAGINING COLLEGE ACCESS

Agenda

The Power of Performance Assessments
Linda Darling-Hammond, Learning Policy Institute

The Use of Performance Assessment for Admissions to the City University of New York
Joanna Kucharski, City University of New York

The Impact of Performance Assessments on Equity and Students' Success at CUNY
Michelle Fine, City University of New York Graduate Center

Q&A

Presenter

Linda Darling-Hammond

President and CEO

Learning Policy Institute

@LDH_ed | @LPI_Learning

A Critical Moment Has Emerged

The Promise of Performance Assessments: Innovations in High School Learning and College Admission

Roneeta Guha, Tony Wagner, Linda Darling-Hammond, Terri Taylor, and Diane Curtis

- Innovative schools have found that performance assessments strengthen teaching and learning.
- Many colleges want to use to illuminate what students know and are able to do, particularly where tests are no longer used.
- Finding the bridge is key.

What are performance assessments?

Opportunities for students to demonstrate what they know and are able to do through actual *doing*….

With iterative feedback and opportunities to revise.

- Open-ended problems
- Evidence-based analysis
- Research investigations
- Exhibitions of learning
- Defense of ideas

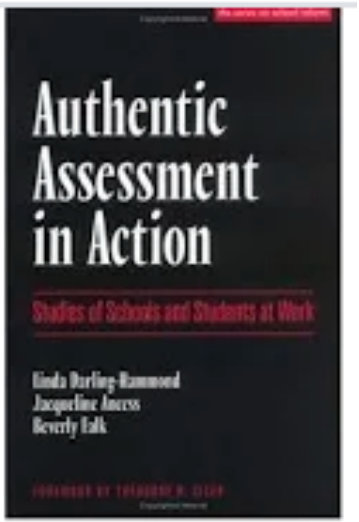
What can students demonstrate on performance assessments?

Performance assessments can provide more valid measures of the higher-order thinking skills needed for postsecondary success.

- Disciplinary Inquiry
- Critical Thinking
- Creative Problem-Solving
- Self-management
- Communication
- Collaboration

Performance Assessments Can….

- Develop deeper understanding and cognitive skills
  - Analysis & synthesis of information
  - Evaluation and use of evidence
  - Communication through writing, speaking, quantitative and graphic representations
- Develop social-emotional abilities
  - Planning, organization
  - Self-management
  - Resourcefulness & perseverance
  - Collaboration
  - Problem solving
  - Taking and using feedback
  - Growth mindset



REIMAGINING
COLLEGE ACCESS

NY Performance Standards Consortium

- Since early 1990s, schools have graduated students by portfolio with performance tasks in ELA, math, science, history + (often) world language, arts, internships
- Revision to standards that express the criteria for inquiry in the discipline
- Presentation and defense of ideas to a jury of scholars & peers
- Strong outcomes in high school & college

Performance-Based Assessment Tasks (PBATs)

New York Performance Standards Consortium

Mathematics

New York Performance Standards Consortium
Performance Assessment: Mathematics

Student _____

Project Title (e.g. Mathematical Modeling, The Can Project): _____

Project Topic (e.g. Linear programming, Volume -surface area optimization): _____

Circle One: **Written** **Oral**
Circle One: **Teacher** **External Evaluator**

Evaluator (Print name)_____

Overall Holistic Evaluation _____ **Signature** _____ **Date**_____

09/2016

Performance Indicators	Outstanding	Good	Competent	Needs Revision
Problem Solving	Selects appropriate and efficient strategies to solve non-routine problems. Provides in-depth analysis of strategies Executes conceptually sound mathematical procedures accurately.	Selects appropriate and efficient strategies to solve non-routine problems. Provides some analysis of strategies Executes conceptually sound mathematical procedures with minor computational errors.	Selects appropriate, but inefficient, strategies to solve non-routine problems, and executes conceptually sound mathematical procedures with minor computational errors. or Selects appropriate and efficient strategies to solve non-routine problems but executes mathematical procedures with minor conceptual and computational errors.	Selects an inappropriate strategy or Makes major conceptual errors or procedural errors.
Reasoning & Proof	Makes valid conceptual/theoretical argument(s) and mathematically justifies it logically and thoroughly.	Makes valid conceptual/theoretical argument(s) and mathematically justifies it logically.	Makes argument(s) and justifies most mathematical statements accurately.	Makes arguments but does not justify mathematical statements accurately.
Communication	Always uses mathematical language and notations accurately. Always clearly explains mathematical thinking in an organized and detailed way.	Mostly uses mathematical language and notations accurately. Mostly clearly explains mathematical thinking in an organized and detailed way.	Sometimes uses mathematical language and notations accurately. Sometimes clearly explains mathematical thinking in an organized and detailed way.	Limited use of mathematical language and notation in an accurate manner. Rarely clearly explains mathematical thinking in an organized and detailed way.
Connections	Demonstrates an in-depth understanding of the relationships between mathematical concepts, procedures, and/or strategies.	Demonstrates an understanding of the relationships between mathematical concepts, procedures, and/or strategies.	Demonstrates a limited understanding of the relationships between mathematical concepts, procedures, and/or strategies.	Does not demonstrate understanding of the relationships between mathematical concepts, procedures, and/or strategies.
Representation	Creates an accurate and sophisticated mathematical representation(s), inherent to the task, to solve problems or portray solutions.	Creates an accurate mathematical representation(s), inherent to the task, to solve problems or portray solutions.	Creates an accurate mathematical representation(s), inherent to the task, to solve problems or portray solutions, but may be imprecise or contain minor errors.	Does not create an accurate mathematical representation, inherent to the task, to solve problems or portray solutions.

Performance-Based Assessment Tasks (PBATs)

New York Performance Standards Consortium

Experimental Science

New York Performance Standards Consortium
Experimental Science

Circle one: Teacher External Evaluator
Circle one: Written Oral Defense

Overall Holistic Evaluation_____

Student_____

Title of Experiment_____

Evaluator (Print name)_____

Signature_____ **Date**_____

03/2017

Performance Indicators	Outstanding	Good	Competent	Needs Revision
Contextualize	Background research has been thoroughly conducted using at least two original sources. • Sources are all appropriately cited. •The significance of the problem is clearly stated • The hypotheses/theses are grounded in the background research.	Background research has been thoroughly conducted. • Sources are appropriately cited. • The significance of the problem is stated • The hypotheses/theses are relevant to the background research.	Background research is included in the introduction. • Sources are cited. • The significance of the problem is stated • The hypotheses/theses are clearly stated.	Background research is not included in the introduction. • Sources are not cited. • The significance of the problem is not stated • The hypotheses/theses are not • stated.
Critique Experimental Design	Identifies, describes and controls relevant variables. • Thoughtfully evaluates the procedure, data sampling method*, and/or set up • Clearly describes bias in the design	Identifies, describes and controls most relevant variables. • Evaluates the procedure, data sampling method*, and/or set up • Clearly describes bias in the design	Identifies, describes and controls some relevant variables. • Evaluates the procedure, data sampling method*, and/or set up • Attempts to describe bias in the design	Does not identify, describe or control any variables. • Does not evaluate the procedure or sampling method and/or set up • Does not attempt to describe bias in the design
Collect, Curate*, Organize, and Present Data	Collects or curates* data in a reliable and valid manner. • Presents relevant data that is consistent with the problem. • Generates appropriate tables, charts and graphs with data and makes appropriate calculations. • Conducts thorough mathematical analysis of the data.	Collects or curates* data in a reliable and valid manner. • Presents relevant data that is consistent with the problem. • Generates appropriate tables, charts and graphs with data and/or makes appropriate calculations. • Conducts mathematical analysis of the data.	Collects or curates* data in a reliable and valid manner. • Presents data that is consistent with the problem. • Generates tables, charts and graphs with data. • Conducts analysis of the data.	Collects or curates* data in a non-reliable and/or invalid manner. • Does not present data or presents data that is not relevant to the problem. • Does not generate tables, charts and graphs. • Does not analyze the data.
Analyze and Interpret Results	Draws thoughtful conclusions that are supported by the data. • Relates conclusions to original question. • Thoroughly describes sources of error and their effects on the data or identifies limitations of data & conclusion*.	Draws conclusions that are supported by the data. • Relates conclusions to original question. • Describes several sources of error and their effects on the data or the limitations of data & conclusion*.	Draws conclusions that are partially supported by the data. • Attempts to relate conclusions to original question. • Describes sources of error and attempts to describe their effects on the data or the limitations of the data & conclusion*	Draws no conclusions or draws conclusions that are not supported by the data. • Does not attempt to relate conclusions to original question. • Does not describe sources of error or does not attempt to describe their effects on the data or limitations of data*.
Revise Original Design	Proposes effective and relevant revisions for the experimental plan (and investigative plan*) to lessen the effects of bias and sources of error. • Poses thoughtful and relevant questions for future research.	Proposes relevant revisions for the experimental plan (and investigative plan*) to lessen the effects of bias and sources of error. • Poses relevant questions for future research.	Proposes revisions for the experimental plan (and investigative plan*) to lessen the effects of bias and sources of error. • Poses questions for future research.	Does not propose revisions for the experimental plan (and investigative plan*). • Does not pose questions for future research.
Defense (for oral component only)	Thoroughly answers questions relevant to the experiment and related topics.	Adequately answers questions relevant to the experiment and related topics.	Adequately answers questions relevant to the experiment..	Does not adequately answer questions relevant to the experiment.

* When working with "big data."

Presenter

Linda Darling-Hammond

President and CEO

Learning Policy Institute

@LDH_ed | @LPI_Learning

Presenter

Joanna Kucharski

Associate Director of Admissions and Recruitment

City University of New York

joanna.kucharski@cuny.edu

City University of New York:

An Overview

25 Colleges

275k Degree Seeking Students

86,577 Freshman Applicants

354,074 Applications

"CUNY propels almost six times as many low-income students into the middle class and beyond as all eight Ivy League campuses, plus Duke, M.I.T., Stanford and Chicago, combined."

– *The New York Times*

City University of New York:

The Admission Experience

- One Application
- Application Components
- Central Review Process
- Campus Decisions

City University of New York:

The Consortium Pilot

- 2015
- Holistic Review
- PBAT
- Advocacy
- Campus Decision

City University of New York:

Implementation and Expansion

- Technology
- Timeline
- Standardization

Presenter

Joanna Kucharski

Associate Director of Admissions and Recruitment

City University of New York

joanna.kucharski@cuny.edu

Presenter

Michelle Fine

Distinguished Professor of Critical Psychology, Women's Studies, American Studies and Urban Education

City University of New York
Graduate Center

MFine@gc.cuny.edu

The New York Performance Standards Consortium – CUNY Collaboration: An Empirical Study of Equity and Access

Michelle Fine and Karyna Pryiomka

Graduate Center, City University of New York, The Public Science Project

May 27. 2020

A Pilot is borne

Research Questions:

- How do students educated in the Consortium, with performance assessments who attend CUNY, fare over time in terms of college persistence (measured as CUNY-wide retention), GPA and credits accumulated in general and disaggregated by race/ethnicity, when compared to CUNY students in general?
- How do students in the CUNY-Consortium pilot who score under 500 on the SATs fare over time in terms of college persistence (measured as CUNY-wide retention), GPA and credits accumulated in general and disaggregated by race/ethnicity, when compared to CUNY students in general, Consortium students accepted through traditional means and students from selective high schools?

Findings

- First Year Full Time Students Pursuing a BA in the CUNY Pilot had a higher rate of persistence after one year
- A higher percentage of First Year Full Time Students Pursuing a BA in the CUNY Pilot earned 80% or More of Attempted First-Semester Credits
- First Year Full Time Students Pursuing a BA in the CUNY Pilot had higher grade point average for one year
- First Year Full Time Black Male Students Pursuing a BA from in the CUNY Pilot and from the Consortium Schools had a higher rate of persistence after one year (pilot and non pilot)
- First Semester Full Time Black Male Students Pursuing a BA from in the CUNY Pilot and from the Consortium Schools had a 2.90 GPA (pilot and non pilot)

Percent of Pilot Applicants Admitted to CUNY Four-Year Colleges and the Percent of Admits who Attended

	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 Cohort
Admitted to 4-year college	28.8% (N = 52)	77.8% (N = 81)	95.5% (N = 111)	78.1% (N = 110)
Yield	60% (N = 15)	66.7% (N = 63)	51.9% (N = 106)	67.4% (N = 86)

Source: CUNY Admissions Office

First Year Full Time Students Pursuing a BA in the CUNY Pilot had a higher rate of persistence after one year

School Type	Total	Retained (N)	Retained (%)
Consortium (non-Pilot)	522	440	84.3
NYC Public*	24,504	21,331	87.1
Pilot	**54**	**51**	**94.4**

A higher percentage of First Year Full Time Students Pursuing a BA in the CUNY Pilot earned 80% or More of Attempted First-Semester Credits

School Type	Total	Earned 80% or More of Attempted Credits	
	N	N	%
Consortium (non-Pilot)	516	395	76.6
NYC Public*	24,316	19,910	81.9
Pilot	**54**	**48**	**88.9**

Source: The CUNY Office of Institutional Research and Assessment provided raw data for this analysis.

Note 1: These results are based on the population of students who graduated high school in 2015 or later and entered one of CUNY's senior colleges as first-time full-time freshmen pursuing a Baccalaureate Degree without delay (usually within 6 months of graduating HS) and include entering cohorts of Fall 2015, 2016, and 2017.

Note 2: Students who did not attempt credits are excluded from this analysis; thus, total numbers (N) in this table for some student groups might differ from those presented in other tables throughout this report.

First Year Full Time Students Pursuing a BA in the CUNY Pilot had a higher grade point average for one year

School Type	Total	Mean GPA	GPA SD	Median GPA
Consortium (non-Pilot)	515	2.77	1.1	3.07
NYC Public*	24,284	2.87	0.9	3.09
Pilot	**54**	**3.06**	**0.7**	**3.16**

First Year Full Time Black Male Students Pursuing a BA from in the CUNY Pilot and CUNY Pilot and from the Consortium Schools had a higher rate of persistence after one year

School Type	Total	Retained (N)	Retained (%)
Consortium	39	35	89.7
NYC Public	1,560	1,219	78.1
Specialized	98	86	87.8

First Semester Full Time Black Male Students Pursuing a BA in the CUNY Pilot and from the Consortium Schools had a 2.90 GPA (pilot and non pilot)

School Type	Total	Mean GPA	GPA SD	Median GPA
Consortium	39	2.75	1.0	**2.90**
NYC Public	1,542	2.44	1.0	2.66
Specialized	98	3.04	0.9	3.32

Implications for equity, access and persistence in high school and college

- Early results reveal encouraging patterns in terms of equity, access, credit accumulation, GPA and persistence
- Early evidence on race/ethnicity equity promising, but at the moment we have limited ability to conduct disaggregated analyses with small sample size
- The CUNY-Consortium pilot offers preliminary and very *encouraging* empirical evidence that college admissions policies rooted in performance assessments can strengthen equitable college admissions, achievement, persistence and eventually, we predict, graduation rates.
- Both the statistical evidence and the interviews with administrators suggest that even large public universities are beginning to recognize the need, and develop the means, to open admissions processes to a more diverse student community, through a multi-metric framework.

A prec(ar)ious moment for education and equity

As private universities move toward test optional admissions, is it not the responsibility of public and private universities to develop policies that widen access, strengthen equity and deepen the creative intellectual development of our students?

A natural experiment on equity, access and higher education achievement has been borne from a public health crisis. *How can we best examine and study this?*

Presenter

Michelle Fine

Distinguished Professor of Critical Psychology, Women's Studies, American Studies and Urban Education

City University of New York
Graduate Center

MFine@gc.cuny.edu

Presenter

Linda Darling-Hammond

President and CEO

Learning Policy Institute

@LDH_ed | @LPI_Learning

Panel Discussion and Q&A

Monica Martinez

Director of Strategic Initiatives

Learning Policy Institute

@drmonie

Linda Darling-Hammond

President and CEO

Learning Policy Institute

@LDH_ed

Joanna Kucharski

Associate Director of Admissions and Recruitment

City University of New York

joanna.kucharski@cuny.edu

Michelle Fine

Distinguished Professor of Critical Psychology, Women's Studies, American Studies and Urban Education

City University of New York Graduate Center

MFine@gc.cuny.edu

REIMAGINING COLLEGE ACCESS

Thank you for joining!

Learn more
learningpolicyinstitute.org/rca

Contact: Monica Martinez
mmartinez@learningpolicyinstitute.org

Next RCA Webinar
June 23, 2020

Twitter
@LPI_Learning

Email
bit.ly/LPIupdates

REIMAGINING
COLLEGE ACCESS