

Achieving Equity Through Deeper Learning

How Performance Assessments Support Deeper Learning and Equity

Join the conversation

#EquityThruDeeperLearning



LEARNING POLICY INSTITUTE
Research. Action. Impact.

Moderator



Roneeta Guha

Senior Researcher

Learning Policy Institute

@RoneetaGuha

#EquityThruDeeperLearning

Agenda

- **Welcome & Introduction**

Roneeta Guha, *Senior Researcher*, Learning Policy Institute

- **Presentations**

Ann Cook, *Executive Director and Co-founder*, New York Performance Standards Consortium

Young Whan Choi, *Manager of Performance Assessments*, Oakland Unified School District

Paul Leather, *Director for State and Local Partnerships*, Center for Innovation in Education

Deb Delisle, *Executive Director and CEO*, ASCD

- **Discussion and Audience Q&A**

Presenter



Ann Cook

Executive Director and Co-founder
New York Performance Standards
Consortium

info@performanceassessment.org

Find the resources from Ann Cook's presentation including reports, videos, student work, rubrics, and more online at performanceassessment.org

Presenter



Young Whan Choi

*Manager of Performance
Assessments*

Oakland Unified School District

@itsywc

Oakland Unified School District

Graduate Capstone

What's the problem here?



Oakland Unified School District Graduate Profile

“Career is the goal - Education is the path”



“Our graduates are college, career, and community ready!”

Oakland Unified School District Graduate Profile

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“Our graduates are college, career, and community ready!”

Where are we now? (senior enrollment)

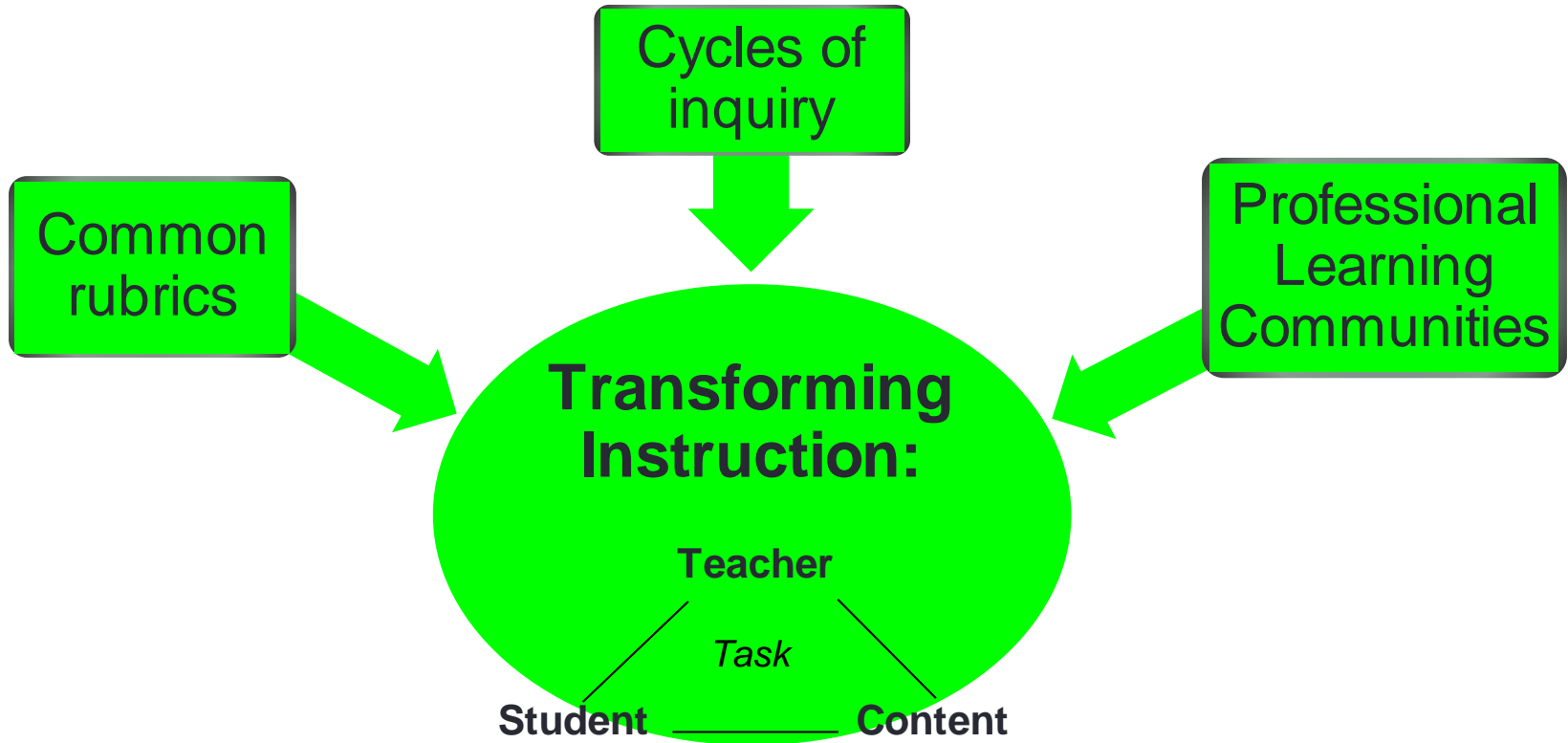
Schools Using Rubrics	Schools Not Using Rubrics
Oakland High (305)	Dewey (147)
Skyline (374)	Rudsdale (79)
Tech - Fashion, Comp, Health (224)	Tech Other (230)
Fremont (130)	MetWest (43)
Castlemont (131)	McClymonds (64)
Life Academy (68)	Oakland International (80)
Madison (67)	
CCPA (64)	
Bunche (77)	

1440 Seniors Using Rubrics

643 Seniors Not

69%

What's the goal?



Presenter



Paul Leather

*Director of State and Local
Partnerships*

Center for Innovation in Education

@cie_uky

Summary of Key Performance-Based Formats

FORM OF ASSESSMENT	TIMING	STATUS/PROGRESS	EXAMPLE
Performance Based Assessment (PBA) [NYPA Consortium, NH]	Throughout units and courses, as well as at the end of instruction	Each PBA is a measure of status at a point in time	Designing, conduction, and reporting on a scientific investigation
Portfolio [Envision Schools, CA]	Designed to cover an extended period such as a semester, course, or even multiple courses	Individual entries can be considered status measures, but the portfolio is usually intended to provide evidence of progress	Writing portfolio to allow students and teachers to judge the changes (improvements) in writing over time
Exhibition [Envision Schools, NYPA Consortium, VA, CO]	Generally at the end of a designated time period such as a course, series	If intermediate products are collected, could be a measure of progress, but primarily measure of achievement (status)	End of High School Graduation Exhibition

Continuum of State Level Designs for Performance Assessments ~

Innovation Network

- Local Districts
- Charters
- Examples
 - Kentucky
 - Illinois
 - California*

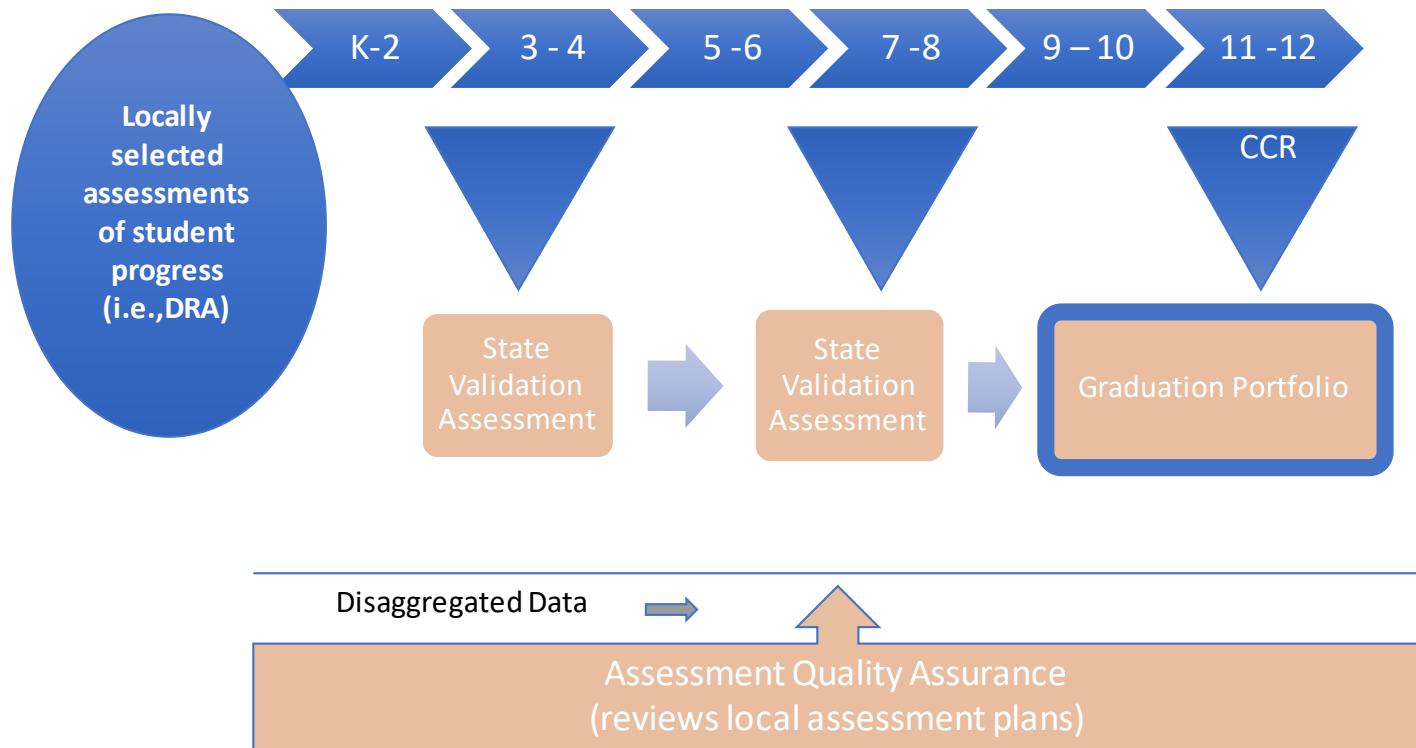
Pilot

- Formative
- Summative
- Examples
 - New Hampshire
 - Idaho

Full Scale Implementation





- Local
- State-wide design
- Examples
 - Virginia
 - Colorado

Accountability For Meaningful Learning In A 51st State – State And Local Partnership



Darling-Hammond, Wilhoit, Pittenger, 2014

4 State Performance Assessment Network

State	Initial Driver	Key Partners	Key Opportunities
 California	<ul style="list-style-type: none"> Graduation portfolios replace CAHSEE Performance tasks in Social Sciences assessment 	<ul style="list-style-type: none"> CA DOE Learning Policy Institute SCALE/Envision Partners California Performance Assessment Collaborative, CPAC 	<ul style="list-style-type: none"> Student Portfolios as graduation requirement LCAP Multiple Measure Accountability System History/Social Science Assessment Seal of Civics Engagement
 Colorado	<ul style="list-style-type: none"> Grow and sustain district-driven PA at the district and state levels Grad Guidelines Menu of Options 	<ul style="list-style-type: none"> CO DOE Colorado Education Initiative CO Rural Ed Collaborative SCALE/Envision Partners 	<ul style="list-style-type: none"> Policy Coherence Grad Guidelines Menu of Options including PA ESSA Pilot Learning from Local Networks
 New Hampshire	<ul style="list-style-type: none"> Performance Tasks replace State Test Continued expansion of PACE districts 	<ul style="list-style-type: none"> NH DOE New Hampshire Learning Initiative NEA-NH CIE – ALP/4 State Project 	<ul style="list-style-type: none"> ESSA Plan Implementation ESSA Section 1204 Pilot Scaling Competency Education Adding Portfolio Defense to maximize Student Agency
 Virginia	<ul style="list-style-type: none"> Expand performance assessment pilot to replace tests Profile of VA Graduate 	<ul style="list-style-type: none"> VA DOE Jobs for the Future State Board General Assembly VASS EdLeader21 	<ul style="list-style-type: none"> Local Alternative Assessment Profile of a VA Graduate New Multiple Measure accountability model Standards of Accreditation

Adapted from Udall, Shearer, 2017

Opportunities

- Many state leaders have considerable interest in performance assessment and can benefit from tools and models for supporting it from the top
- Many of these same states have networks of districts working on performance assessment that provide home-grown know-how and a “bottom-up” constituency for system change
- RTI study of state readiness to scale performance assessment suggests teacher and local system capacity-building is a key to large-scale change
- ESSA plans makes room for a new SEA-LEA dynamic

Goals

SHORT TERM

Translate Local Models and Lessons Within and Across Districts and States

Engage District and State Leaders in Learning Network

Strengthen Validity and Reliability of Local Performance Assessments

LONG TERM

Develop and Execute State-Specific Policy Platforms

Focus on Teacher and Local System Capacity-building

Udall, Shearer, 2017

Think of state & local interaction as a cycle or spiral of inquiry, not as a closed loop

What does a culture of learning mean in a system that has taken up complex change to meet the community's goals for its children?
(LEARNING AGENDA)

Each iteration of planning, doing, and reflecting should elevate the conversation and deepen understanding.

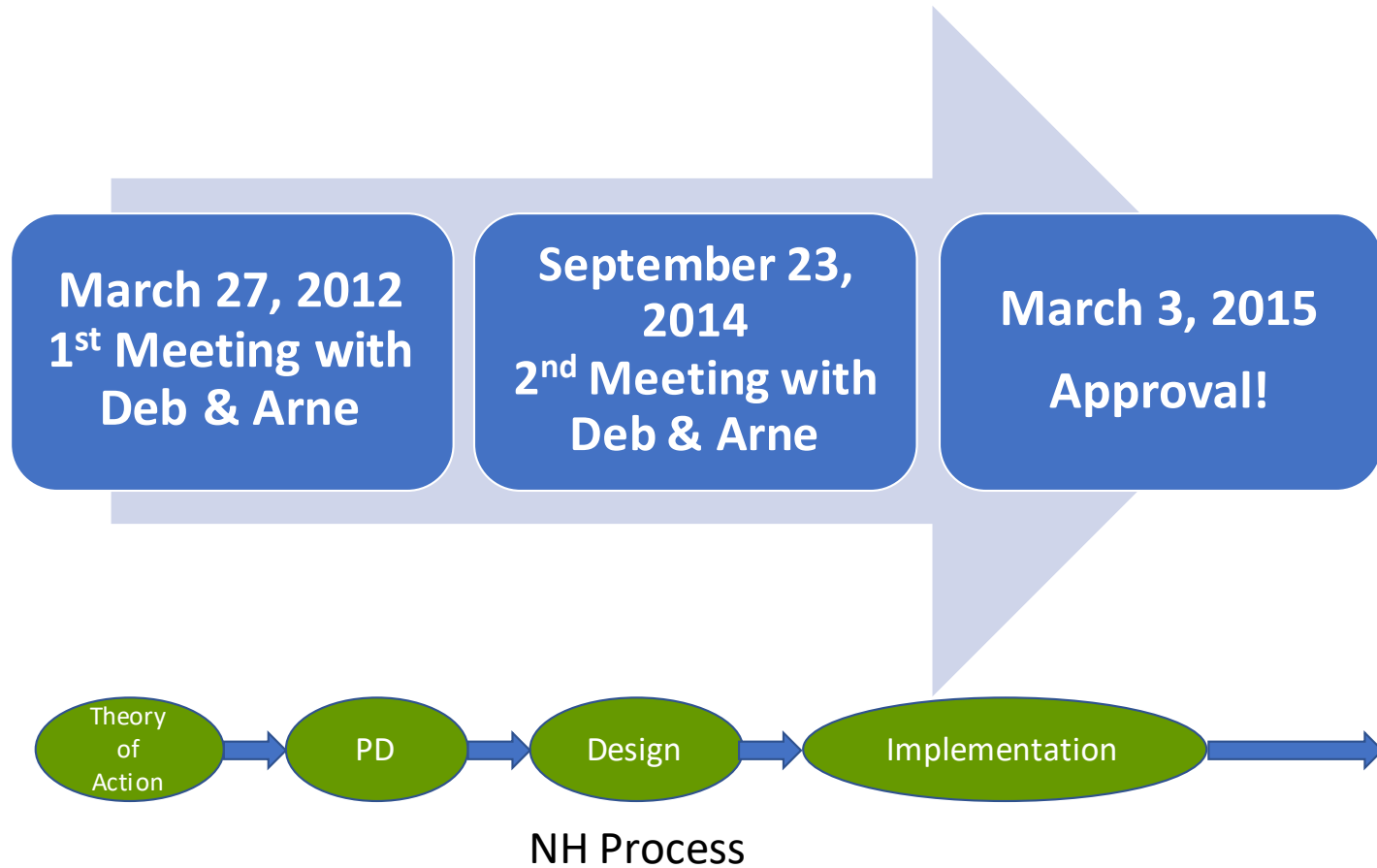
What conditions must be put in place to develop a resilient learning culture that will spark and continue to fuel successful transformation?
(CONDITIONS)

What is being learned at the local level should spiral up to inform broader policy change at the state level.

What does that tell us about larger issues of policy and practice that impact our systems?
(INFORM BROADER SYSTEMIC CHANGE)

How can we describe the conditions and characteristics that are most likely to lead to transformative learning?
(KEY DIMENSIONS)

NH PACE Process for Approval with the US Department Of Education



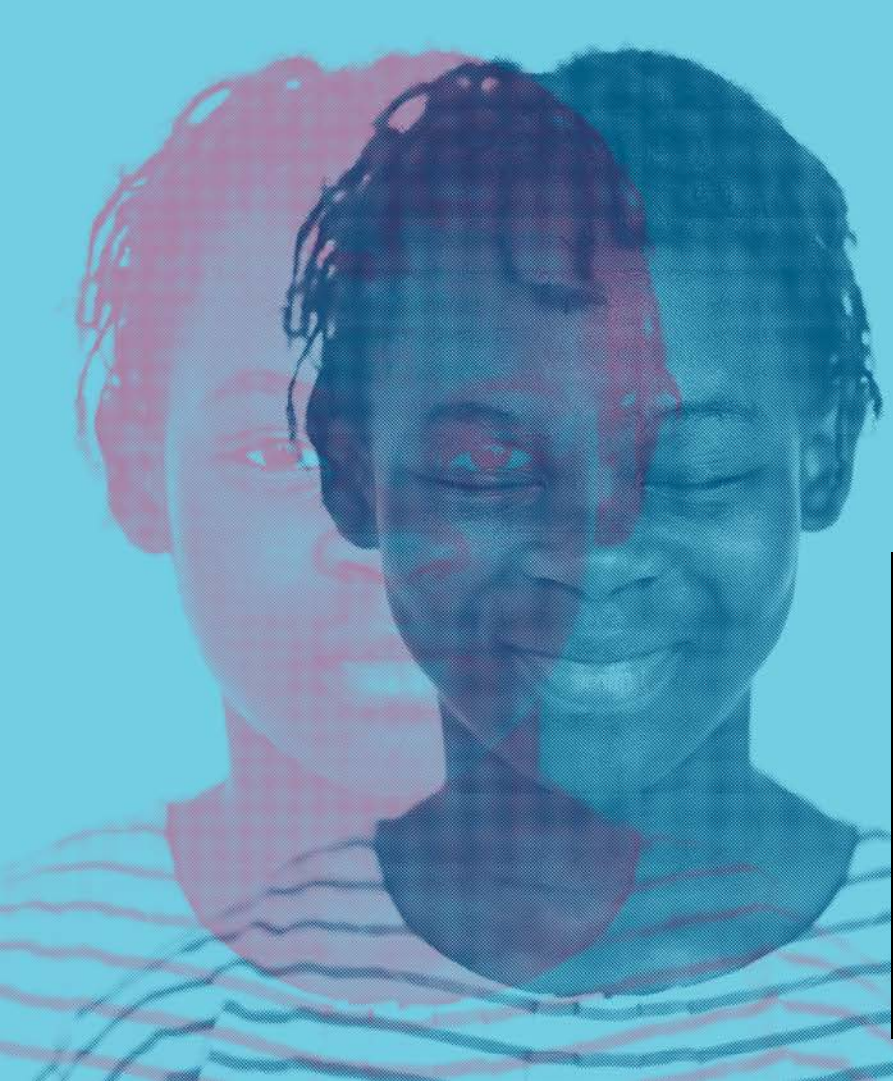
Presenter



Deb Delisle

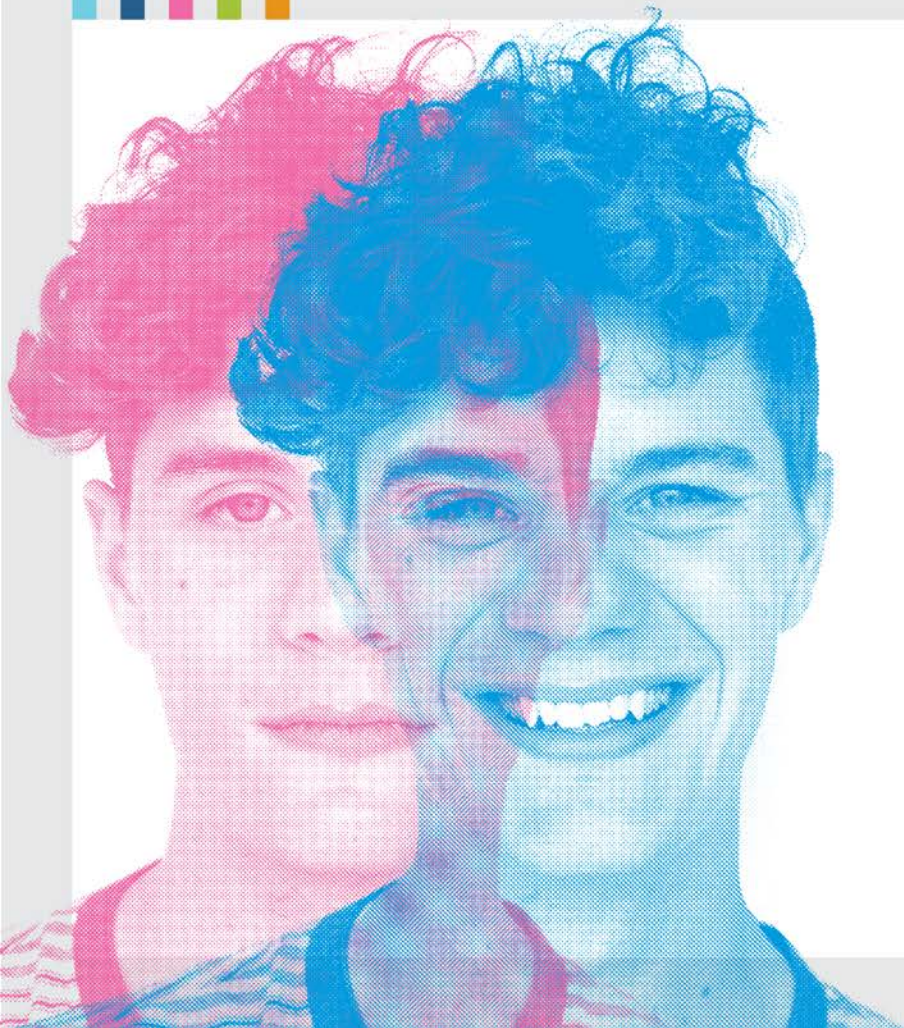
Executive Director and CEO
ASCD

@DebDelisle



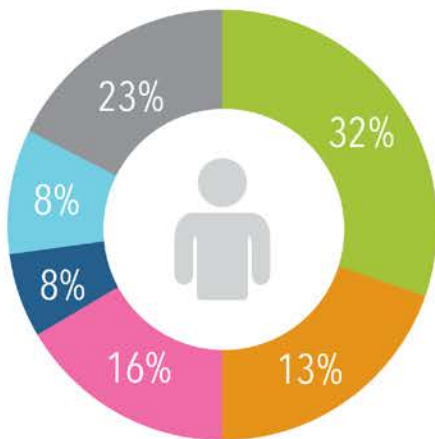
Performance Assessments
How & Why They Matter
to Our Members

Deb Delisle
3/20/18



Mission

ASCD is dedicated to excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, and challenged.



Members' Roles in Education

- Principal/Assistant **32%**
- Teacher **13%**
- Central Office Staff **16%**
- Superintendent/Assistant **8%**
- Higher Education Faculty **8%**
- Other **23%**
(e.g., education consultants or retired educators)

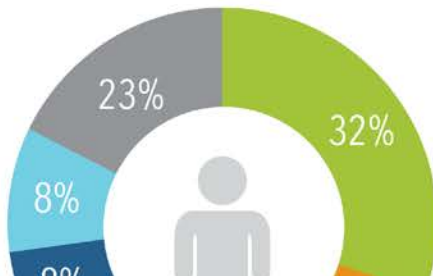


127
Countries

114,000
Members

Total member count as of August 31, 2017

56
Affiliates



EQUITY MATTERS!

It is one of our areas of focus and a primary driver of our work!

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Performance Assessments

- ❖ We have prioritized multi-factored assessments.
- ❖ Our authors and researchers readily share their importance and members recognize their impact on learning.
- ❖ Desire to make learning and teaching relevant to the lives that students and teachers lead in and out of classrooms.
- ❖ Belief that what we offer to our students tells them what it is that we value.
- ❖ Recognize that personalized learning can be achieved through performances tasks/assessments.
- ❖ Time to move past an over-reliance on one type of assessment has come.



Significant Areas of Interest/Common Challenges of Our Members

- ◆ **Common research-based definition of performance-assessment**
- ◆ **Collaboration required to develop and implement performance assessments**
- ◆ **Communication with parents/students**
- ◆ **Time (and what will it look like) to be coached in effective implementation and use**
- ◆ **How to align with our philosophy of teaching and learning/with our standards**
- ◆ **Developmentally appropriate tasks and assessment**
- ◆ **Fidelity across a school/district**



Help me to be
better at my craft
so I can be the best
I can be for my kids!

PROFESIONAL LEARNING



ASCD 75



Discussion and Audience Q&A

Discussion and Q&A



Moderator:
Roneeta Guha

Senior Researcher,
Learning Policy
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@RoneetaGuha



Ann Cook

*Executive Director and
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@itsywc



Deb Delisle

*Executive Director
and CEO, ASCD*

@DebDelisle



Paul Leather

*Director of State and
Local Partnerships,
Center for Innovation
in Education*

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Next Webinar

Leading the Way: How States Are Using Deeper Learning Assessments

Thursday, May 17 at 11 a.m. (PT)

Featuring

- **Dawn Cope**, Science Assessment Lead, State of Washington, Office of Superintendent of Public Instruction
- **Paul Leather**, Director of State and Local Partnerships, Center for Innovation in Education
- **Stephen Pruitt**, Commissioner of Education, Kentucky Department of Education

Learn more & register

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This Diversity, Equity, and Inclusion Initiative webinar series is supported by a grant from the William and Flora Hewlett Foundation.

Upcoming Webinars

FUTURE WEBINARS

August

Opening the Gates: Using Deeper Learning to Expand College Access

September/October

How It's Done: What School Networks Can Teach Us About Scaling Up Deeper Learning Practices

November

Positive Outliers: How High-Performing Districts Advance Equity and Deeper Learning

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Resources



**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



JANUARY 2018

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Consortium:** performanceassessment.org

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