AURORA INSTITUTE

SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 24, 2022 | 2:30-3:30 PM ET

Building a Professional Learning Program to Promote the Use of Performance Assessments at the Local Level

PRESENTERS:
- Sara Belvedere, Macomb Intermediate School District
- Phoebe Gohs, Michigan Department of Education
- John Lane, Michigan Assessment Consortium
- Edward Roeber, Michigan Assessment Consortium
- Jennifer Spohn, Tecumseh Public Schools

Michigan Performance Assessment Cadre (MiPAC) Program

Building a Professional Learning Program to Promote the Use of Performance Assessments at the Local Level

The MiPAC Journey: Beginnings and Beyond

Vision: Provide resources to support implementation of competency-based/student-centered educational programs

The MiPAC Journey: Beginnings and Beyond

- Michigan model resources
  - Profile of a Graduate
  - Implementation Rubric
  - Model Competencies (Essential Skills)
  - Model Performance Assessments

- Partnerships to support the work
  - Great Schools Partnership
  - Michigan Assessment Consortium (MAC)
  - Michigan State University (MSU): CBE Study
  - Center for Assessment
  - Future of Learning Council

Why CBE?

1 Student voice and choice

2 Meaningful, empowering assessment that supports individual learning needs

3 Progress based on mastery, not seat time

4 Equitable access to education

5 Rigorous, explicit, transparent, measurable, and transferable competencies

CBE and Michigan's Strategic Plan

> " 1. All students have access to high-quality instruction regardless of their gender, sexual orientation, ethnicity, race, economic status, native language, or physical, emotional, and cognitive abilities to close the student achievement and opportunity gaps that currently exist.
>
> 3. All students are encouraged to express their creativity, have voice in their own learning, feel connected to their schools, and have authentic, meaningful relationships with educators.
>
> 4. All students are provided every opportunity to achieve the broadest range of life dreams. "

Guiding Principles

Michigan CBE Definition

Education leaders from across the state and country endorse the following **primary components** as a working definition of Competency-Based Education:

- **Students are empowered** daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.

- **Assessment is a meaningful**, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.

- Students receive timely, differentiated support based on their **individual learning needs**.

- Students **progress based on evidence of mastery**, not seat time.

- Students learn actively using **different pathways and varied pacing**.

- Strategies to **ensure equity** for all students are embedded in the culture, structure, and pedagogy of schools and education systems.

- Rigorous, common **expectations for learning** (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

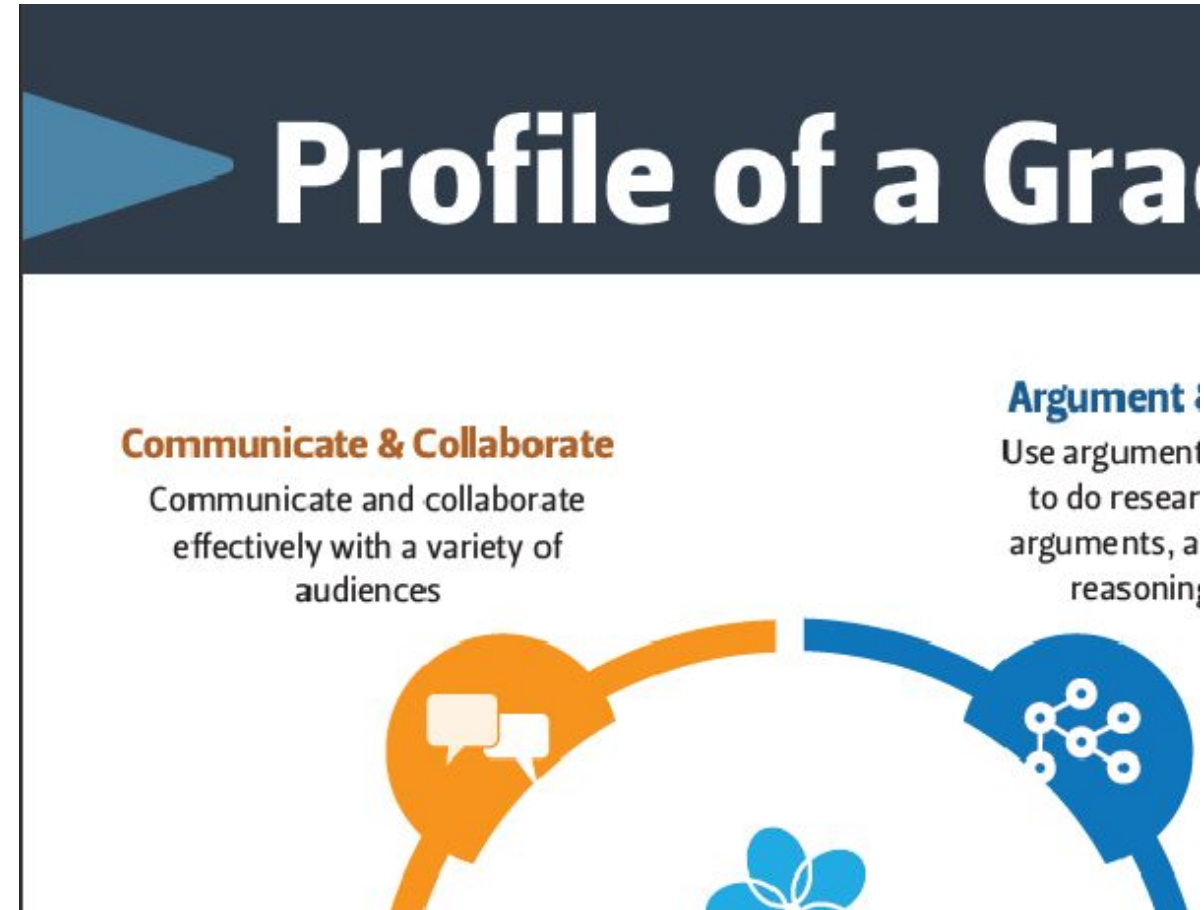# State Incentives: 21j Pilot Districts and Marshall Plan Grants

- State School Aid allocated $500,000 in 2017 for Section 21j districts to begin implementation of CBE
  - 7 districts representing 11,184 students
  - 3-year pilot program with MDE staff and ongoing network support
  - Co-development of Profile of a Graduate, built network of stakeholders, most of whom have continued partnership through FLC

- 2018 Marshall Plan for Talent included state funding to support CBE implementation (among other foci):
  - Key Objective: "Evolve to competency-based learning: Provide tools and resources for schools to transition to a more competency-based education model, allowing students to learn at their own pace and earn industry-recognized credentials for mastery of courses."

Michigan's Profile of a Graduate

- Social and emotional learning is centered because students use SEL skills in each of the four components:
  - Communication and collaboration
  - Argument and reasoning
  - Technology and tools
  - Problem solving

- Michigan's graduates are career and college ready when they can apply these skills within the academic standards

- Students attain skills through real-world, cross-content, and relevant instruction.

Profile of a Gra

Communicate & Collaborate

Communicate and collaborate effectively with a variety of audiences

Argument

Use argument to do resear arguments, a reasoning

Developing the Model Competencies

- Partnership with Great Schools Partnership
- Worked with Michigan teachers 2019-2020
- Paradigm Shift: Standards to Competencies
- Mathematics and English language arts, K-12
- Ongoing revisions, development
- Some educators continued into MiPAC

Paradigm Shift: Standards to Competencies

- Developed with Great Schools Partnership

- Framework for Teaching and Learning

- Helps to illustrate:
  - Standards, performance indicators, and big ideas (competencies)
  - Aligns assessment practices to instruction
  - Defines communication of progress
  - Clarifies what are "graduate requirements"

Name of Chart Goes Here

Michigan Model Competencies

MODEL COMPETENCIES | ENGLISH LANGUAGE ARTS | GRADES K–8

| Grades K–2 | Grades 6–8 | **A. Reading Literature** | C. Writing | E. Research and Inquiry |
| Grades 3–5 | | B. Reading Informational Text | D. Speaking and Listening | F. Style and Language |

A — **Reading Literature:** Students can read with purpose, understand and analyze evidence in literature to construct meaning in increasingly complex texts.

	K	1	2
1.	Students can use words and phrases through conversations, reading and being read to, to retell familiar stories, including key details.	Students can ask and answer questions about key details in a text.	Students can answer 'W' questions (who, what, when, where, why–and how) to demonstrate understanding.
2.	Students can identify characters, settings, and major events in a story.	Students can retell stories, including key details and the central message or lesson.	Students can recount stories, including fables and folktales, and determine the central message, lesson, or moral.
3.	Students can ask and answer questions about unknown words in a text.	Students can use key details and illustrations in a story to describe characters, settings, and major events in a story.	Students can describe how characters in a story respond to major events and challenges.
4.	Students can identify different text (poems, story book)	Students can identify words and phrases in conversations, stories or poems that suggest feelings or appeal to the senses.	Students can describe how words and phrases supply rhythm and meaning in a story, poem, or song, and use those words and phrases to respond to texts.
5.	Students can compare and contrast multiple versions of a story.	Students can tell the difference between narrative and informational text.	Students can use information from illustrations and words in print or digital text to outline the structure of a story (beginning, middle, end).
6.	Students can engage in group reading with a defined purpose.	Students can compare and contrast characters' experiences and identify who is telling the story at various points in the text.	Students can compare and contrast stories, including points of view of characters.
7.	Students can understand the basic concepts of print and basic word rhyming.	Students can accurately and fluently read emergent–reader texts, prose and poetry with prompting and support, for purpose and understanding.	Students can accurately and fluently read stories and poetry with increasing complexity for understanding.

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- These became Michigan's Essential Skills when the pandemic disrupted learning. They are included on the MDE Accelerated Learning resources to support unfinished learning

- K-12, Math and English language arts

- Grade band competencies: K-2, 3-5, 6-8, 9-12

- Each grade lists aligned performance indicators under each competency

- https://www.michigan.gov/mde/resources/accelerated-learning/focus-on-essential-skills-a-strategy-for-accelerated-learning
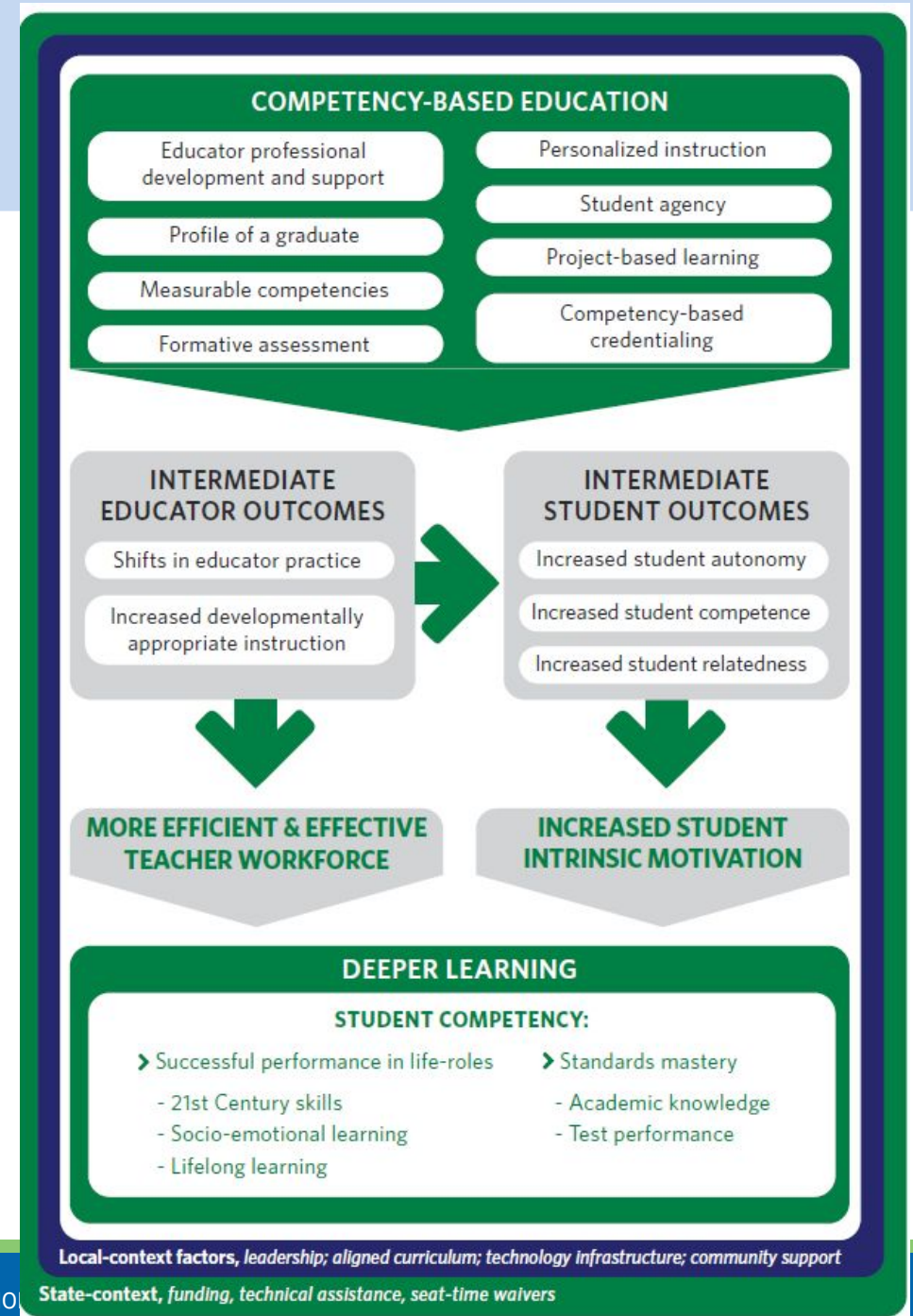
MSU EPIC: CBE Implementation Study

- Surveys were administered to **students, teachers, and administrators** in five 21j districts in Fall 2019

- Findings
  - **Professional development is an area of need** for CBE districts to provide teacher support for implementation
  - Responding districts have **developed unique profiles of a graduate** (administrator response: 90% agree)
  - Districts are **including measurable competencies** (80% agree)
    - Interestingly, this occurred in fall 2019, when model competency development at the SEA began
  - Significant variance among teacher respondents regarding which **formative assessment practices** are used. Most met individually with students and have students formally assess their own work.
  - Teachers report **providing personalized instruction** for students (90%)
  - **Student agency was not as prevalent as anticipated**
    - only ½ of students indicated it was true that "teachers consider students' interests when deciding what they work on"
    - only 20% report being able to choose topics of study or activities to participate in.

CBE Theory of Change

- 8 core components of CBE (top)

- Proximal Educator and Student Outcomes

- Mechanisms of change

- Distal Outcomes

- Centered in local and state contexts

COMPETENCY-BASED EDUCATION

- Educator professional development and support
- Profile of a graduate
- Measurable competencies
- Formative assessment
- Personalized instruction
- Student agency
- Project-based learning
- Competency-based credentialing

INTERMEDIATE EDUCATOR OUTCOMES
- Shifts in educator practice
- Increased developmentally appropriate instruction

INTERMEDIATE STUDENT OUTCOMES
- Increased student autonomy
- Increased student competence
- Increased student relatedness

MORE EFFICIENT & EFFECTIVE TEACHER WORKFORCE

INCREASED STUDENT INTRINSIC MOTIVATION

DEEPER LEARNING

STUDENT COMPETENCY:
- Successful performance in life-roles
  - 21st Century skills
  - Socio-emotional learning
  - Lifelong learning
- Standards mastery
  - Academic knowledge
  - Test performance

Local-context factors, *leadership; aligned curriculum; technology infrastructure; community support*

State-context, *funding, technical assistance, seat-time waivers*

Goals for MiPAC

- Develop local assessment literacy.
- Create a library of performance assessments.
- Promote the appropriate use of performance assessment within a balanced assessment system.
- Support district implementation of CBE or student-centered educational systems.

MiPAC
Michigan Performance Assessment Cadre

MiPAC: Where we've been

- MiPAC Cohort 1
  - Partnered with the Center for Assessment (part of MSU study)
  - 8 participants (during the pandemic year)
  - Created 9 model performance assessments

- MiPAC Cohort 2
  - Partnered with the MAC
  - 15 participants
  - Created 15 model performance assessments (total=24)
  - Field test administration; rubric calibration and scoring in the Michigan Collaborative Scoring System, MI-CSS.

MiPAC: Where we are

- **MiPAC Cohort 3**
  - Continuing Partnership with the MAC
  - 20 participants, with waiting list!
  - Planning for a total of 50 model performance assessments (26 new) by the end of this year
  - Field test administration; rubric calibration and scoring in MI-CSS

MiPAC: Where we're going

- Development of library of performance assessments for K-12 ELA and mathematics

- Repository of performance assessments available for Michigan educators

- Use of MI-CSS for collaborative scoring

- Instructional Shift support for educators

- Development of model competencies for science and social studies
  - Develop performance assessments aligned to science and social studies competencies

References and Resources

Performance Assessment Models
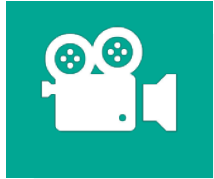
Rubrics

Student Work Samples

MI-CSS Collaborative Scoring

CBE resources for Michigan Educators

1 What and Why of CBE

2 Profile of a Graduate

3 English Language Arts Model Competencies

4 Mathematics Model Competencies

5 Coming Soon: Model Performance Assessments

Competency Development

Writing Mathematics Competencies

- Joining the team
  - 9th grade team at Tecumseh High School
  - Thematic units
    - Problem based
    - Cross-curricular
    - How does math class fit in?

- Teacher perspective on getting started
  - Diverse backgrounds
  - Large group
  - One day events
  - Goals for the day and team defined

Big Ideas and Competencies

1 BIG IDEAS

- Great Schools Partnership
  - Facilitated our meetings
  - Norms
  - Guided our large groups

- Big Ideas
  - Created with our Michigan State Standards
  - Consistent through K-8
  - Most difficult part
  - Large amount of time, many meetings

2 COMPETENCIES

- Professional development given in large group

- We used Michigan Standards to base our competencies

- How many to create?

Writing Mathematics Competencies

- Language
  - Write your competencies so that they are easily understood by anyone, most importantly students.
  - Keep in mind the big ideas
  - Only include what is essential
  - Smaller edits can be made at a late date

- Takeaways
  - Once we had common language, common understanding the process was smoother
  - Third party facilitators made the process smoother
  - Pros and Cons to large and small groups

Competency Development

- Think BIG picture
  - By the end of the semester/year, what should students be able to do when they leave your classroom?
  - What are the *most important* skills that they need to have to be successful?

- Importance of understanding the vertical alignment of Big Ideas and Competencies
  - For example, the Common Core English standards are the same for grades 9-12 except for some nuances in language.
  - Similar to the Cross-Cutting Concepts in Science that span K-12 or the Mathematical Practices

BIG *idea*

Performance Assessment

What is it and why is it important?

What is Performance Assessment?

> People gain content knowledge, acquire skills, and develop work habits—and practice the application of all three to 'real world' situations.
>
> Performance assessment is the "application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students."

ASCD

Defining Performance Assessment

HOW WELL

Performance assessments measure **how well** students **apply** their knowledge, skills, and abilities to **authentic problems**.

AUTHENTIC

Sometimes, "authentic" means what an adult might be expected to be able to do, or what a student has already experienced.

PRODUCE SOMETHING

Performance assessments require the student to **produce something unique** (e.g., a report, product, experiment, or performance), which is scored against specific criteria.

DURATION

A performance assessment may be designed to occur over a period of a class period, several class periods, or weeks, in or out of class, depending on the range and complexity of skills to be assessed.

Characteristics of High-Quality Performance Assessments

1 Are authentic, engaging, active, and relevant

2 Are aligned to the depth and breadth of the learning targets you are trying to gather evidence about

3 Require students to think deeply and transfer their learning to new and novel situations

4 Are fair, unbiased, and accessible for all students regardless of student background or disability

5 Have clear performance criteria (e.g., scoring guides or rubrics)

Uses of Performance Assessment

Four reasons to use performance assessments:

1. **Personalized Learning**
   - Performance assessment is a critical component of a high engagement learner-centered environment.
   - Projects often give students at least some control over the themes, pacing, and the final product.
   - Performance tasks can produce high levels of motivation and engagement.

2. **Periodic Assessment**
   - Short performance assessment can be incorporated into units of instruction to check for understanding.
   - Performance tasks can be combined with other forms of assessment to measure progress through units of study.
   - In some schools, students are responsible for providing different forms of evidence for a learning target, such as a performance assessment.

3. **Competency Education**
   - Longer and more comprehensive performance assessments can serve as an entrance gateway in a competency-based environment. For example, end of year projects at Expeditionary Learning schools, called Passages, demonstrate a student's preparation to advance to the next level.
   - Senior projects are required for graduation at many high schools and in some states.

4. **Standards-based Education**
   - Performance assessment is often the best way to assess difficult to measure skills such as critical thinking, collaboration, or effective communications.

Types of Performance Assessment

- Assessment Type
  - Event – An on-demand assessment in which students provide a "first draft" response without benefit of rehearsal, practice, or revisions. This assessment might last only one class period, or a few at most.
  - Task – An assessment in which students have the opportunity to plan, rehearse, modify, and "polish" their responses. It may take students multiple class periods to carry out these activities and provide their responses.

- Examples of Performance Assessment
  - Written paper – Petition the student council advocating for a change in the school
  - Presentations – Present the arguments and care for the proposed change to the student council
  - Create a product – Select the name and create a label for a soda can in the theme of a famous artist
  - Performances – Demonstrate what life on the "orphan train" must have been like for young children in the 1890's
  - Solve a problem – Determine the cost of refreshments for a school party
  - Fix something – Repair a car or a motor cycle

Benefits and Challenges

Benefits

- Motivational for students

- Permits students to engage in activities in which they might participate as an adult

- Demonstrates the value of learning knowledge and skills to students and helps them to see a reason for the learning

Challenges

- Time-consuming if carried out in class (results in a sacrifice content coverage for depth of learning)

- If carried out outside of class (as individual student projects), whose work is it?

- Untrained nature of individual teacher evaluation of student work may affect validity of the results

- Takes time to evaluate student responses

Performance Assessment Development

Steps to Creating a Quality Performance Assessment – Teacher Perspective

- Identify the Big Idea and accompanying competency(ies) that will be assessed
  - Only select a small few to actually assess, otherwise grading can become overwhelming
  - Think about what you really want to focus on when you are grading – What is the true purpose of the assessment?

- Think about what mastery will look like
  - What will be the cognitive rigor of the assessment? How will you know?

- Brainstorm all kinds of tasks that students can engage in to show mastery of the competency(ies)
  - Write down anything and everything that comes to mind. Ideas that you don't select for the performance assessment could be used as formative assessments during the unit
  - Try to think outside the box – what are your students interested in? What are they passionate about?

- Plan for how you can make this assessment accessible to ALL learners
  - Universal Design for Learning
  - Necessary and acceptable supports and scaffolding that don't jeopardize the integrity of the assessment

My Biggest Take-Aways

1 Work with a team as much as possible

2 Provide student choice as much as possible

3 Seek feedback in all stages of the process

4 Think about and plan for any prior learning that may need to occur before the performance assessment to ensure that students can be successful

5 Creating quality performance assessments takes TIME (and a lot of patience)

Writing Performance Assessments

- Mathematics Teacher Perspective

  - Internal gratification with continuing the work

  - Benefits from professional development sessions in large group

  - Empowerment through creating meaningful products with like minded team

- The Assessments

  - Initial struggle

  - Not all competencies are in a real world settings

  - Student voice and choice

Lessons Learned

- Professional development is essential and requires time.

- Partnerships among several organizations builds capacity and develops stakeholder community.

- Focus on systems change

- Multiple on-ramps to the work:
  - SEA Grant Programs
  - Adoption of Profile of a Graduate
  - Model Competencies/Essential Skills
  - Performance Assessment

Add Contact Information

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