
NASBE’s Center for College, Career, and Civic Readiness

February 2, 2015
Activity 1: Limitations of Current Assessments

What are the greatest limitations you see in current assessments that inhibit their ability to support 21st century learning?

1. 

2. 

(Type your answer into the chat box)
Dr. Linda Darling-Hammond

Charles E. Ducommun Professor of Education at the Stanford Graduate School of Education
Building Systems of Assessments that Support Deeper Learning
Knowledge, Skills, and Dispositions for Postsecondary Success

College & career readiness competencies

Common Core State Standards

Research Experimentation Communication Collaboration Use of technology, etc.

SBAC or PARCC Assessment
Higher Order Skills are Needed

Bloom’s Taxonomy:
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Higher Order Skills
But U.S. Tests Focus on Lower-Level Skills

• Since NCLB, tests have become mostly multiple-choice. Most states phased out performance assessments.
• New RAND study of 17 states’ tests: Only 2% of math items and 21% of ELA items assess higher-order skills.
Side Effects of High-Stakes Multiple-Choice Testing on Teaching

“I have seen more students who can pass [the test] but cannot apply those skills to anything if it’s not in the test format. I have students who can do the test but can’t look up words in a dictionary and understand the different meanings.... As for higher quality teaching, I’m not sure I would call it that. Because of the pressure for passing scores, more and more time is spent practicing the test and putting everything in the test format”

-- A Texas teacher
Other Nations Assess the Full Range of College & Career Ready Skills

High Achievers Use:

-- Open-ended essays and problems to be solved and explained

-- Performance tasks that require students to design and conduct investigations, collect data, analyze and present findings in writing, orally, and with technology
Assessment Continuum

**Examples**
- Traditional Tests
  - CCSS Assessments (SBAC & PARCC)

**Descriptions**
- Narrow Assessment
  - Standardized tests with m-c & open-ended items + short (1-2 day) performance tasks of some applied skills

- Performance Based Items & Tasks (MARS, BAM)

- Extended Performance Tasks (SCALE, EPIC, ILN)

- Student-Designed Projects (Envision, NY Performance Standards Consortium, Singapore, IB)

- Assessments of Deeper Learning
  - Performance tasks that require students to formulate and carry out their own inquiries, analyze & present findings, and (sometimes) revise in response to feedback

- Longer, deeper investigations, (2-3 months) & exhibitions, including graduation portfolios, requiring students to initiate, design, conduct, analyze, revise, and present their work in multiple modalities
SINGAPORE SCHOOL-BASED SCIENCE PRACTICAL ASSESSMENT

To Assess Experimental Skills and Investigations, Students...

- Identify a problem, design and plan an investigation, evaluate their methods and techniques
- Follow instructions and use techniques, apparatus and materials safely and effectively
- Make and record observations, measurements, methods, and techniques with precision and accuracy
- Interpret and evaluate observations and experimental data
Citizens in a democracy have the right and responsibility to make informed decisions. You will make an informed decision on a public issue after researching and discussing different perspectives on this issue.

**Directions to Students:** In a cohesive paper or presentation, you will:

State a position on an issue that considers the interaction between individual rights and the common good AND includes an analysis of how to advocate for your position.

- Provide reason(s) for your position that include:
  - An analysis of how the Constitution promotes a specific ideal or principle logically connected to your position on the issue.
  - An evaluation of how well the Constitution was upheld by a court case OR a government policy related to your position on the issue.
  - A fair interpretation of a position on the issue that contrasts with your own.

- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.
Research Shows that:

- Students who regularly engage in performance assessments develop complex skills at higher levels and score as well or better on traditional tests.
- Students find well-designed performance tasks engaging and interesting, and feel they learn from them.
- College success rates are higher for students from schools that require performance assessments compiled in graduation portfolios with work that has been scored, revised, and defended to meet standards.
Research also shows that:

• Teachers who are involved in designing and scoring performance assessments become more skilled at curriculum design and instructional support, and develop shared standards for quality work.

• When professional learning is organized around student work from these assessments, they become more diagnostic and effective, especially in working with high-need students.
Interactive Elements of an Assessment System

Standardized Tests (with Performance Components)
- Used to validate local assessment results

Performance-Based Assessments / Portfolios
- Used to enrich test results and inform teaching
Policy Contexts for Performance Assessments

• Formative tasks for diagnosis, analysis of learning, and instruction
• Components of summative assessments (common tasks)
• Assessments for proficiency-based decisions
• Graduation portfolios, including exhibitions
• Digital portfolios for college admissions/placement/advisement and employer review
Creating a System of Assessments

• Develop a strategic combination of state and locally-administered assessments that can address different purposes and users

• Connect these assessments to curriculum, instruction, and professional development in a productive teaching and learning system

• Create a multiple measures accountability system that encourages the kinds of learning and practice that are needed to reach the goals of college and career readiness.
Summary: transcript, GPA, CCR test scores, statement of goals, distinctive accomplishments or "badges," short essay, 2-minute video clip from portfolio presentation, table of contents

- **Science & Math Inquiry**
  - Investigation of climate change trends in a local community (science and mathematics), includes paper, data set, and PowerPoint

- **Social Science Inquiry**
  - What social and political forces influenced the passage of the 14th Amendment to the Constitution? (historical inquiry)

- **Literary Analysis**
  - The American Dream in 20th century literature (literary analysis), includes videotaped presentation to panel

- **World Language Exhibition**
  - Demonstration of competence in world language: Tamil (audiotaped conversation and paper)

**Digital Portfolio at Graduation**
The CCSSO Innovation Lab Network Performance Assessment Project:

• Works with states and districts to develop an Assessment Bank of exemplary performance tasks that evaluate CCSS standards and 21st century skills.

• Helps states and districts develop and pilot tasks and assessment strategies to measure the identified standards, support professional development for teachers, and build state and local capacity.

• Supports states as they develop / refine a policy framework for integrating this wider array of strategies into an overall system of assessments.
Performance Assessment Resource Bank

Innovation Lab Network Performance Assessment Project

Learning Progressions
- ELA and math learning progressions/trajectories
- Skills/dispositions - collaboration, communication, creativity, self-direction

Performance Tasks
- With rubrics and benchmark papers
- Mapped to standards and, as appropriate, learning progressions

Portfolio Frameworks
- Frameworks for collecting and evaluating evidence from performance tasks, exhibitions, internships / applied learning experiences, and oral defenses

Protocols for Designing, Reviewing, & Scoring Tasks
- Guidance for performance task design and development
- Task quality criteria and rubrics
- Scorer training materials and moderation processes

Learning Resources
- Materials for supporting professional development
- Professional learning opportunities (MOOCs, institutes, workshops, coaching)

Policy Supports
- Briefs and case studies describing policy designs and state work with performance assessments
- Implementation guidelines and strategies
Tasks that Assess Critical Abilities in the CCSS

- ✓ Research and analysis
- ✓ Experimentation and evaluation
- ✓ Written communication (reading, writing)
- ✓ Oral communication (speaking, listening)
- ✓ Use of technology
- ✓ Collaboration,
- ✓ Modeling, design, and problem solving
Piloting States (current & planned)

- California
- Colorado
- Connecticut
- Iowa
- Kentucky
- Maine
- New Hampshire
- Oregon
- Rhode Island
- Virginia
ILN 2014 Pilot Teacher Feedback

“Students enjoy completing performance tasks much more than taking a multiple choice test. They can show their thinking and see what other classmates produce. They enjoy being challenged and want those opportunities.”
Rising Cost of a College Education

STUDENT INSTRUCTIONS

A. Task context:
You are a reporter for the US News and World Report magazine. (They are the ones who rank colleges). You have been tasked with writing an article about the rising cost of obtaining a college education. In order to be able to write the article you first need to collect and analyze data on the cost of a college education. You will be creating equations and graphs showing the rising cost of education at different types of colleges including an in-state college, a community college, an out-of-state college, and an Ivy League college. You will provide a short (500 - 750 words max) article on the rising cost of college education. It is recommended that you choose schools that are relevant to you. Are there schools that you might consider attending in the future that you might consider researching?
Math Teacher Feedback

“...You learn a lot about how students treat deadlines, the quality of work they pass in, work ethic, deeper understanding. On pure tests, you see skills, study habits and a more surface level of understanding. It's a great way to really see your students develop a strong sense of the mathematical practices.” (Rising Cost of College Education)

“The students can perform the math procedures...they needed support with understanding the reason for performing these procedures. They also needed intensive support with writing and making decisions.” (Rising Cost of College Education)
Making Performance Assessment Feasible and Affordable

- Work in consortia to develop tasks and tools
- Create a thoughtful division of responsibility between states and localities
- Use professional development time for scoring and teacher learning
- Take advantage of new technologies for delivering, uploading, and supporting scoring
Ace Parsi
Deeper Learning Project Director, NASBE
State Policy Considerations

- Performance Assessment Policy Considerations
- Purpose
- Sustainability
- Reliability
- Accountability
- Alignment
- Capacity
- Equity
- Implementation
Can We Trust It?

- **Purpose** – Provide clarity on the role of assessments within the broader system
- **Reliability** – Have clearly understood rubrics and engage educators in scoring
- **Implementation** – Provide sufficient time for stakeholder engagement
- **Equity** – Ensure assessments account for the needs of different learners
Where Does This Fit Into the Broader System?

- **Alignment**—Ensure sufficient alignment with other policies
- **Accountability**—Distinguish role of assessments in accountability
- **Capacity**—Train educators in effectively scoring and using assessments
Can We Afford It?

Average Costs for State and Local Tests
(Per Pupil Costs for ELA and Math)

- Current ELA & Math Tests (State and local)
  - State Summative Tests: $24.52
  - Interim Testing: $5.00
  - Test Prep Materials: $4.00

- PARCC
  - $29.50

- Smarter Balanced
  - $27.30
    - Interim Testing: $4.80
    - Test Prep Materials: $22.50
Jennifer Poon
Program Director, Innovation Lab Network, CCSSO
Innovation Lab Network Agenda

**Outcomes**

1. States define and systematize college and career readiness consistent with deeper learning

2. States enable personalized learning and prepare the educator workforce so that all students can succeed

3. States establish balanced systems of assessment to meaningfully measure college and career readiness

4. States anchor accountability in college and career readiness

5. States develop seamless pathways to college and career

**Goal**

Prepare every student for college and career

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Enabling Conditions & Implementation Levers:
- Structures for collaboration, sharing, scaling
- Research and evaluation strategy
- Flexibility or customized assistance to districts
- Ongoing stakeholder engagement
**State Exemplars**

- **New Hampshire:**
  - Performance Assessment Network
  - Performance Assessments for Competency Education (PACE)

- **Ohio:**
  - Ohio Performance Assessment Pilot Project (OPAPP)
  - State Achievement Waiver (HB 487, Section 3302.15)
CCSSO has just released a tool to help states explore how to realign accountability systems with more balanced systems of assessment.

The tool:

- Provides guiding questions for state action in several areas related to defining learning expectations and how they will be assessed and reported.
- Identifies decision points, options, considerations, and state examples.


Questions?
Join us for our next webinar!

Boosting Summer Meal Participation: Strategies and Best Practices *(February 19)*