



RILS 2014

# PERFORMANCE ASSESSMENT AS A SOURCE OF INSTRUCTIONALLY USEFUL INFORMATION

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# Let's Start with a Definition of Performance Assessment

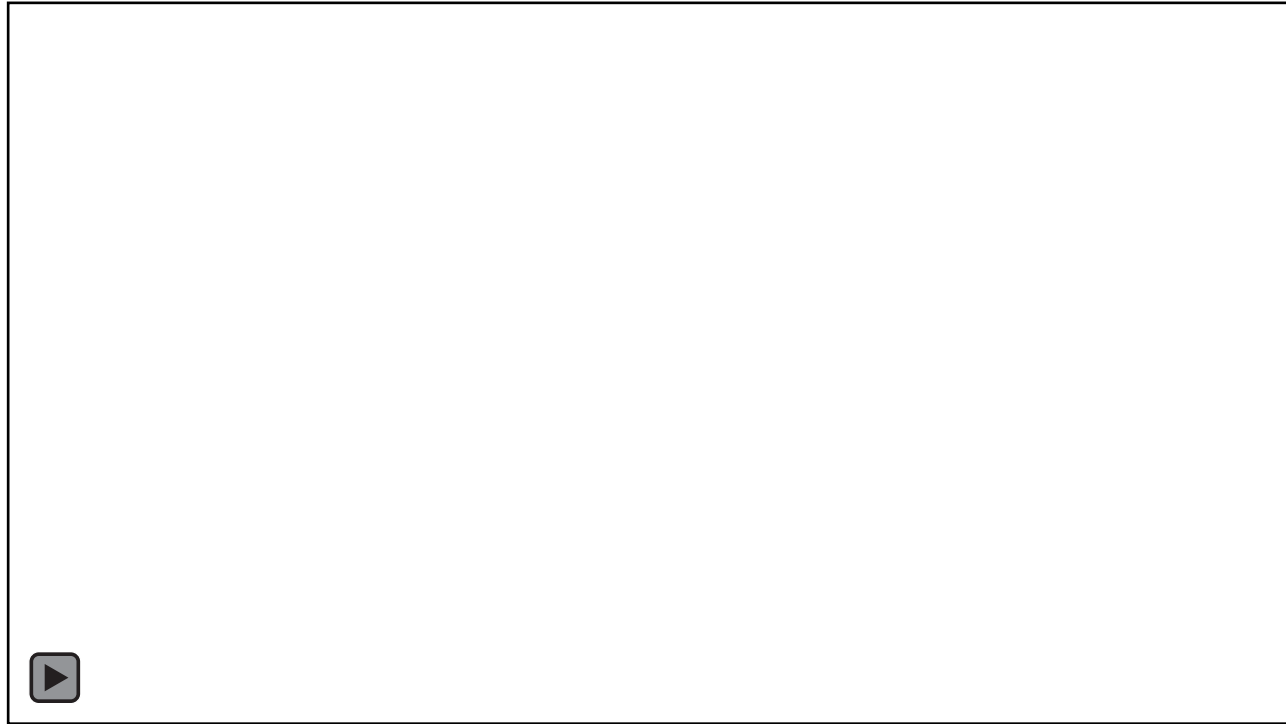
## A Quality Performance Assessment ...

- ... is open-ended
- ... uses rubrics
- ... addresses content, skills, and/or habits
- ... requires higher-order thinking
- ... requires application and transfer
- ... results in original products or performances
- ... is embedded in meaningful curriculum



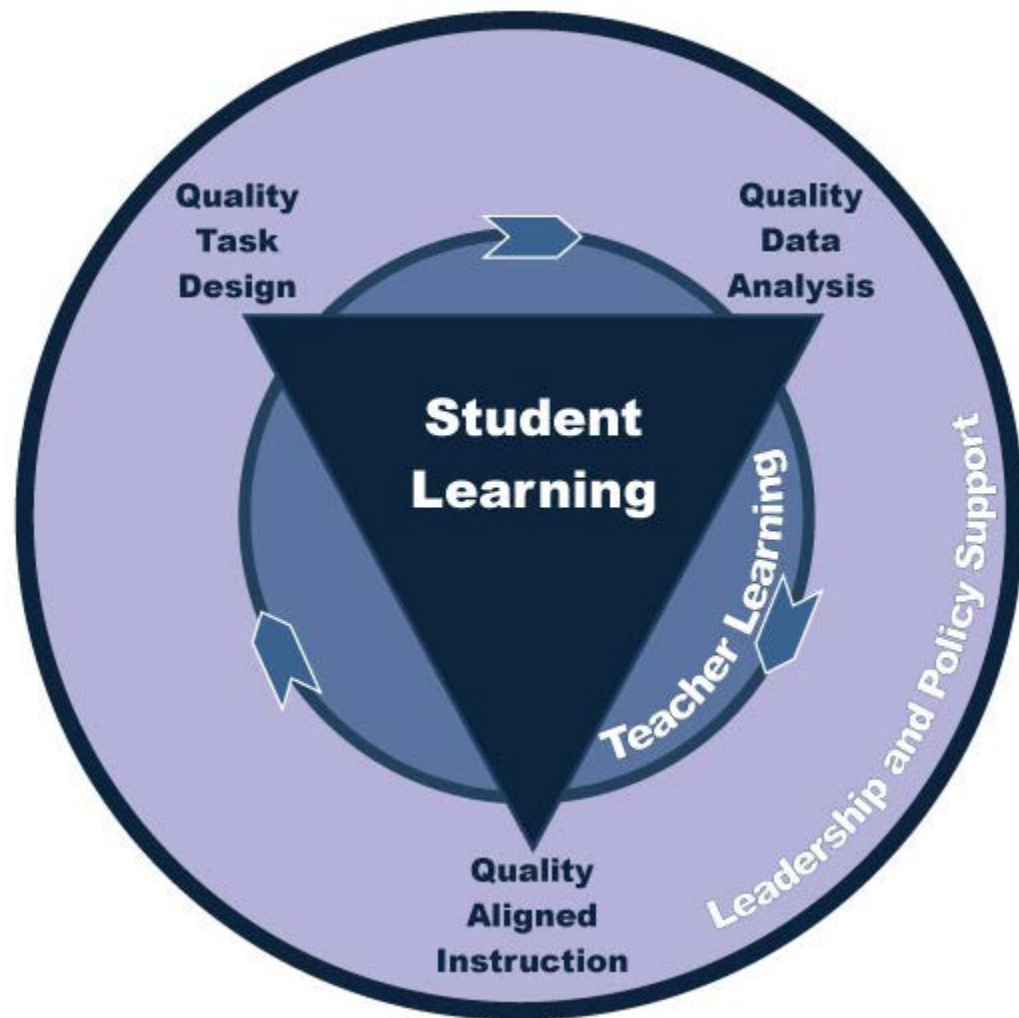
# And a Guiding Question

How can performance assessment inform teachers about student learning and improve teacher practice?



# The QPA Framework: Tending to Quality, Process, and Support

- ALIGN to meaningful learning goals
- DESIGN Quality Tasks
- ANALYZE Assessment Evidence
- COLLABORATE for continued learning and refinement
- Leadership and Policy Support



# Power of Common Performance Assessments

1. Student Engagement in Deeper Learning
2. Assessment of Deeper Learning
3. Professional Engagement in Developing Assessment Literacy
4. A Coherent System of Learning and Assessment



# Elements of a Common Performance Task for Instructional Improvement

- **Common Rubric:** Used by students to clarify requirements of the assignment and by teachers for consistent scoring.  
Example: [Tool 24: QPA Common Position Paper Rubric](#)
- **Anchor of proficient student work:** Ensures that students and teachers interpret the rubric with an agreed-upon standard. Anchors are selected after the first use of the task.  
[Tool 37: QPA Training with Anchors Protocol](#)
- **Calibration Protocol:** Used by teachers to calibrate scoring of student work and explore the instructional implications of the prompt/task, student work.  
[Tool 4: QPA Calibration Protocol](#)

# Impact on Teacher Practice and Student Learning

"Our work of creating common assessments and rubrics and scoring them across classrooms has created a culture of inquiry and a collaborative atmosphere. Four years ago classroom doors were closed and there was no collaboration...Now I believe 100% of the teachers [work in a professional learning community]."

This is a result of our process of learning about the Common Core, unpacking standards, writing lesson plans and tasks, sharing those plans, giving each other feedback, creating common rubrics, and collectively examining student work."

-- Priti Johari, Redesign Administrator Chelsea High School, MA

Darling-Hammond, L. & Falk, B. (Sept. 2013). Teacher Learning Through Assessment, How Student-Performance Assessments Can Support Teacher Learning. <http://www.americanprogress.org/issues/education/report/2013/09/12/73978/teacher-learning-through-assessment/>



# Why are Common Performance Assessments Worth the Investment of Time and Resources?

- Collaborative engagement of teachers in development, scoring and analysis, and making instructional decisions



- College and career-ready students who are engaged life-long learners

