

Performance Assessments For Deeper Learning

*DR. RUTH CHUNG WEI
STANFORD UNIVERSITY*

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SCALE

Stanford Center for Assessment, Learning, & Equity

SCALE'S MISSION

SCALE is an assessment development and research laboratory at the Stanford University Graduate School of Education.

*SCALE's mission is to improve instruction and learning through the design and development of **innovative, educative, state-of-the-art performance assessments** and by building the capacity of schools to use these assessments in thoughtful ways, to **promote student, teacher, and organizational learning.***

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A SAMPLE OF SCALE PROJECTS

- Ohio Performance Assessment Pilot Project
- New York City Local Measures Performance Assessment Project
- Smarter Balanced Performance Tasks
- Learning Through Performance PBL Courses (George Lucas Education Foundation)
- Innovation Lab Network Performance Assessment Pilot (Sandler & Hewlett Foundations) – CA, OR, NH, CT, (+CO, KY, IA)
- Literacy Design Collaborative Scoring Tools & Jurying System
- Common Assignments Study (Gates Foundation) – CO, KY



PERFORMANCE ASSESSMENT

Asks students to do
and to produce, to
construct an answer.

PERFORMANCE ASSESSMENT

Assesses skills and knowledge that matter and preparing for performance assessment improves skills and knowledge that matter



“HIGHER ORDER THINKING SKILLS”



Examples

- Analyze information
- Compare/contrast ideas
- Synthesize information/ideas
- Evaluate ideas

PAST WORK WITH ENVISION SCHOOLS

- Developed (with teams of Teacher Leaders) a set of common rubrics for core disciplinary areas
- Provided scorer training through selection of anchor papers with goal of calibrating teachers across schools
- Co-developed the College Success Portfolio Defense process and scoring tools
- Conducted three studies on the impact of the performance assessment system on teaching and learning
 - Study of the impact of the college success portfolio on teaching and learning (2009)
 - Graduate Follow-Up Study (2010)
 - Study of Student-Centered Schools (2014)

ONGOING WORK WITH ENVISION EDUCATION

Deeper Learning Student Assessment Initiative

- Provided technical consulting for DLSAI partner networks (ConnectEd Schools, New Tech Schools Network, Asia Society Int'l Schools)
- Built performance task quality rubric and training protocol to evaluate and support quality of teacher-designed performance tasks

HOW DO PERFORMANCE ASSESSMENTS SUPPORT DEEPER LEARNING?

Well designed performance assessments...

- Engage students in authentic tasks that resemble adult work in the real world
- Support student interest in topics that are relevant and meaningful to their lives
- Require student decision-making and choice
- Have clear and rigorous learning and performance targets
- Are scored using high quality scoring tools (common rubrics)

COMMON RUBRICS

Envision Schools College Success Portfolio Performance Assessment: *ENGLISH LANGUAGE ARTS TEXTUAL ANALYSIS*

SCORING DOMAIN	EMERGING	^{E/D}	DEVELOPING	^{D/P}	PROFICIENT	^{P/A}	ADVANCED
ARGUMENT <i>What is the evidence that the student can develop an argument?</i>	<ul style="list-style-type: none"> Argument is unclear or underdeveloped Makes unclear or irrelevant claims One claim dominates the argument and alternative or counter-claims are absent Draws superficial connections or conclusions 		<ul style="list-style-type: none"> Makes a somewhat clear, but general argument that reflects passive reading or thinking Makes relevant claims Briefly alludes to questions, counter-claims, or alternative interpretations when appropriate Draws general or broad connections or conclusions 		<ul style="list-style-type: none"> Makes a clear and well developed argument that demonstrates engaged reading and critical thinking Makes relevant claims that support the argument Acknowledges questions, counter-claims, or alternative interpretations when appropriate Makes specific connections and draws meaningful conclusions 		<ul style="list-style-type: none"> Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking Makes relevant and significant claims that support the argument Acknowledges and responds to questions, counter-claims, or alternative interpretations to sharpen the argument when appropriate Makes insightful connections, draws meaningful conclusions, and raises important implications
EVIDENCE <i>What is the evidence that the student can support the argument?</i>	<ul style="list-style-type: none"> Relies on one or two reasons, examples, or quotations relevant to argument Makes no reference to the author's point of view or purpose in a text 		<ul style="list-style-type: none"> Refers to limited textual evidence (reasons, examples, or quotations) relevant to argument Briefly notes the author's point of view or purpose in a text 		<ul style="list-style-type: none"> Refers to sufficient and detailed textual evidence (reasons, examples, and quotations) relevant to argument Determines the author's point of view or purpose in a text and its impact on overall meaning 		<ul style="list-style-type: none"> Refers to most important textual evidence (reasons, examples, quotations) relevant to argument Evaluates the author's point of view or purpose in a text and its impact on overall meaning and credibility of ideas
ANALYSIS <i>What is the evidence that the student can analyze evidence?</i>	<ul style="list-style-type: none"> Demonstrates minimal understanding of text(s) Summarizes but does not analyze or evaluate ideas or claims Makes no reference to author's choices to support central ideas or claims 		<ul style="list-style-type: none"> Demonstrates basic understanding of text(s) Summarizes and attempts to analyze the central ideas or claims Briefly refers to author's choices (e.g., language use, literary/rhetorical devices, organization) that support central ideas or claims 		<ul style="list-style-type: none"> Demonstrates comprehensive understanding of text(s), including both explicit and inferred meanings Analyzes the central ideas or sequence of events and their development over the course of the text(s) Analyzes how author's choices (e.g. language use, literary/rhetorical devices, organization) support central ideas or claims 		<ul style="list-style-type: none"> Demonstrates comprehensive and critical understanding of text(s) including both explicit and inferred meanings Analyzes and evaluates complex ideas or sequence of events and explains how individuals, ideas, or events interact and develop over the course of the text(s) Analyzes how author's choices (e.g., language use, literary/ rhetorical devices, organization) support central ideas or claims and the effectiveness of the text

HOW DO COMMON RUBRICS SUPPORT DEEPER LEARNING?

Using Common Rubrics in a Powerful Way



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EVIDENCE OF OUTCOMES

Enrollment and Persistence in College, Envision Schools Graduates 2007-2009

Graduating Class	2007 (MSAT)	2008 (CAT, Metro)	2009 (CAT, Metro)
Total Graduates	69	85	91
Total Enrollment in College	62 (90%)	83 (98%)	80 (88%)
Total Persistence into 2 nd Year of College	62 / 62 (100%)	78 / 83 (94%)	

Sources: National Student Clearinghouse & Direct Follow-Up with Graduates

EVIDENCE OF OUTCOMES

Persistence in College, Envision Schools Graduates Who Enrolled In College 2008-1012

	CAT					Impact	
	2008	2009	2010	2011	2012	2011	2012
5 years of enrollment	48.3%	--	--	--	--	--	--
4 years of enrollment	21.7%	84.5%	--	--	--	--	--
3 years of enrollment	8.3%	5.2%	67.6%	--	--	--	--
2 years of enrollment	5.0%	1.7%	8.1%	72.7%	--	59.7%	--
1 year or less of enrollment	16.7%	8.6%	24.3%	27.3%	100.0%	40.3%	100.0%
Total N of enrolled graduates	60	58	37	77	70	67	59

Sources: National Student Clearinghouse & Direct Follow-Up with Graduates

GRADUATE SURVEYS AND INTERVIEWS

Strong Preparation for College

- Public speaking, presentations, seminar discussions
- Collaborating with others
- Writing research papers and essays
- Self-management, project management
- Resourcefulness, self-advocacy

Challenges in College

- Mathematics skills and fluency
- Science content knowledge and fluency
- Learning from lectures
- Learning in large classes
- Financing college – balancing work and study