

# Using Professional Learning Communities to Create Quality Performance Assessments



Center for Collaborative Education  
*Transforming schools for student success*

# Welcome

- Introductions
- Microlab
- Agenda
- Outcomes

# Introductions/Microlab

- Get into groups of three (3)
- Count off
- Write/think silently for 1 minute
- 3 minutes of sharing
- Write/think silently for 1 minute
- 3 minutes of sharing
- Write/think silently for 1 minute
- 3 minutes of sharing
- Group Debrief



# Microlab Questions

## Questions:

- How do/could professional learning communities benefit in the role you have at your school?
- What is your understanding of a quality performance assessment?
- What do you hope to learn today that you can bring back to your school?



# Agenda

- Introductions/Microlab (20 min)
- Overview of Session (5 min)
- Quality Performance Assessment Overview (40 min)
- Rochester, NH's Process (50 min)
- Bringing it Home: Consultancy (50 min)
- Debrief (10 min)



# Outcomes

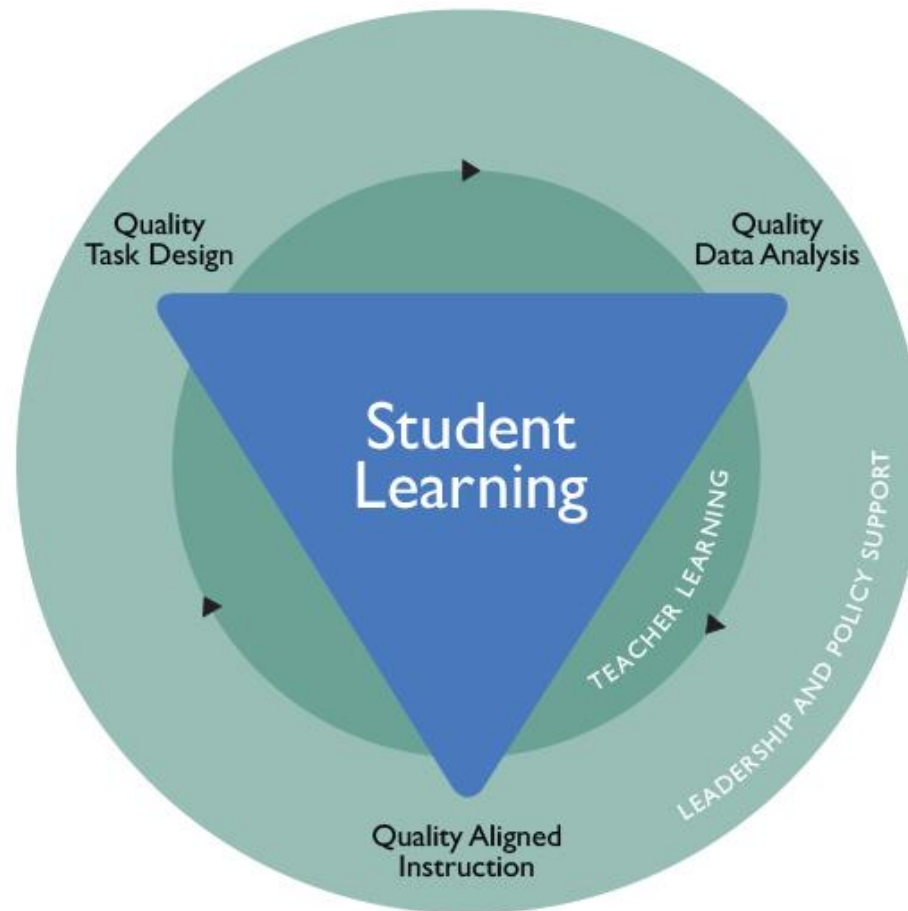
- Understand the parts of a quality performance assessment
- Use protocols to participate in the task validation process
- Facilitate dialogue around task validation and implementation of the process
- Learn from one school's implementation story





# QPA Process

# QPA Framework: Building a Culture around Student-Centered Learning





# Validity and Reliability

## Validity

An assessment measures what it intends to assess.

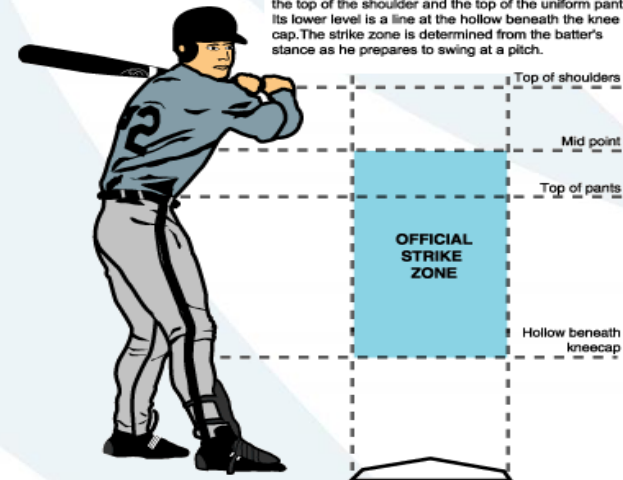


## Reliability

An assessment delivers consistent results.

### The Strike Zone

The strike zone is an area over home plate. Its upper limit is a horizontal line at the midpoint between the top of the shoulder and the top of the uniform pants. Its lower level is a line at the hollow beneath the knee cap. The strike zone is determined from the batter's stance as he prepares to swing at a pitch.



# How Do We Ensure Technical Quality?

- Step 1: Design Task
- Step 2: *Analyze/Validate Task*
- Step 3: Modify Task
- Step 4: Field Test
- Step 5: Calibrate Student Work
- Step 6: Revise Task
- Step 7: Repeat



# Definition of a Performance Assessment with Technical Quality

- Is **open-ended**
  - More than one “right” answer
- Is a **multi-step** process
  - Multi-step does not mean LONG. It can be a week, a month, or a day or two.
  - It takes multiple steps to transfer skills and knowledge to create a new or original product



# Definition of a Performance Assessment with Technical Quality

- Uses **rubrics**
  - Clear criteria for each performance level
- Aligns to **Learning Targets**
  - New Hampshire competencies
  - Work Study Practices
  - Intended DOK requiring higher-order



# Definition of a Performance Assessment with Technical Quality

- Requires **application** and **transfer**
  - This is a multi-step process
- Results in **original products** or **performances**
  - Original to the student

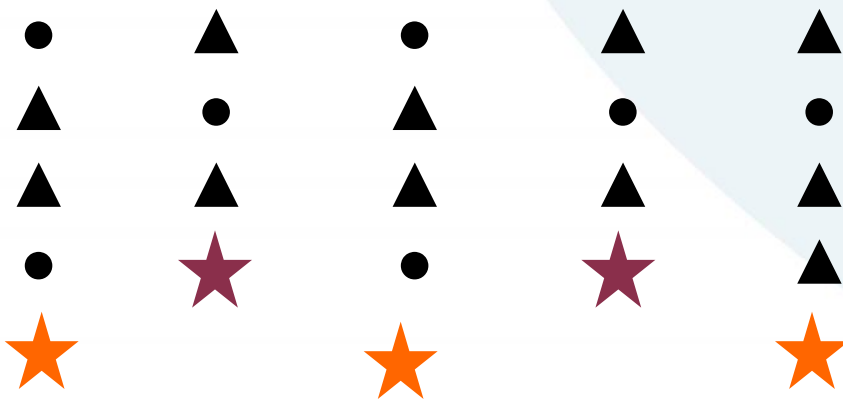


# Bringing it Together into a Local Assessment System

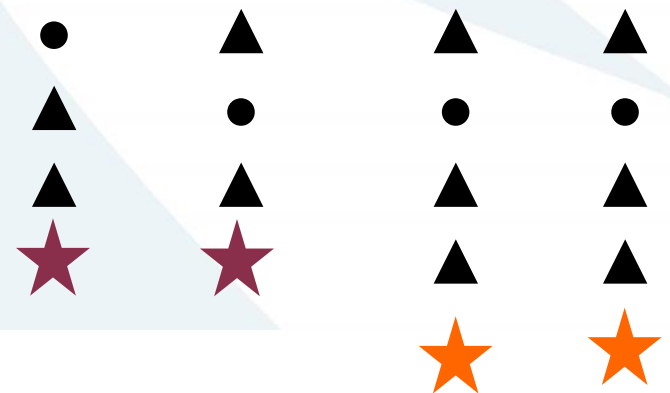
## Graduation Competency Requirements



### Academic Learning Target



### Habits/21 Century Skills



# Design Criteria of Task and Rubric

Alignment

Clarity and  
Focus

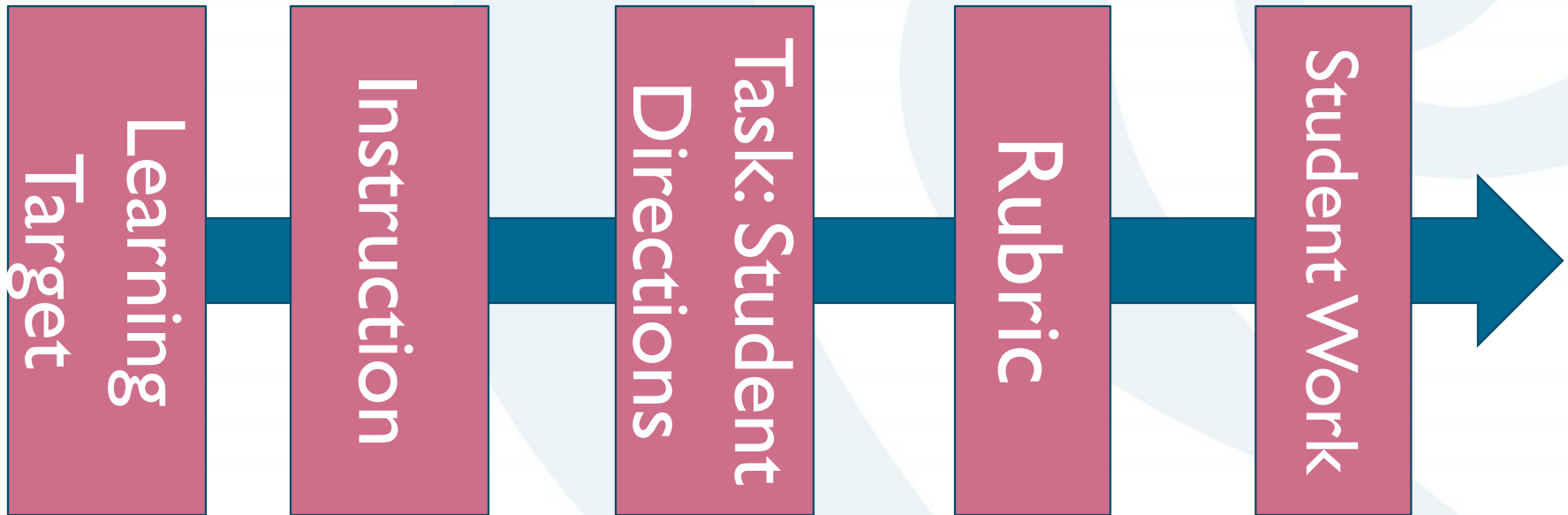
Engagement

Fairness

Universal  
Design for  
Learning



# Alignment ...



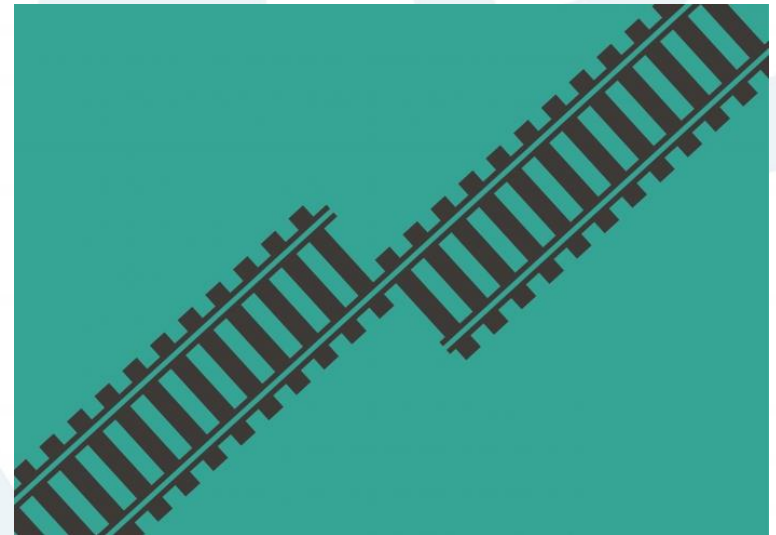
... begins at the learning target (i.e. the competency or standard), and runs all the way through the student work





# Alignment

- Start with the end in mind: the competencies, standards, learning targets, etc..
- Connect “what you want them to know and do” (learning target) with “how do you know” (assessment).
  - What evidence will demonstrated proficiency in that standard/ competency?
  - The language of the standard/ competency should be in the rubric



# Cognitive Rigor (DOK Levels)

DOK 1	DOK 2	DOK 3	DOK 4
Recall and Reproduction	Basic Application	Strategic Thinking	Extended Thinking
1 answer Either you know it or you don't		More than one answer Requires evidence	



# Analyzing Tasks

- 2 Tasks
  - Grade 1
  - Grade 8
- Start with A, B, or C, rotate through each
- Point to the evidence
- Be prepared to share out:
  - Analysis
  - Questions raised



# Why Look at Tasks, Rubrics, and Student Work?



# Norms for Collaboration

- Honor our learning and be respectful of the work of the teacher and student.
- Keep the conversation constructive; avoid judgmental language.
- Be appreciative of the facilitator's role and follow the guidelines.
- Keep feedback crisp and to the point.
- Don't skip the debrief process.





# One School's Process

# Bringing it Home

- Consultancy

# Consultancy Protocol

- What's your dilemma?





# Consultancy Protocol

- Roles:
  - Presenter
  - Facilitator
  - Time-keeper
  - Recorder (optional)



# Consultancy Protocol

- 1) Presenter gives overview—7 min
- 2) Clarifying questions—5 min
- 3) Probing questions—7 min
- 4) Group discussion (presenter is silent)—12 min
- 5) Presenter reflects (group is silent)—5 min
- 6) Large group debrief of consultancy—5 min



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# Consultancy- Step-by-step

I. Presenter gives an overview of the dilemma (7 min)

- Give context about the school/district
- Explain dilemma
- Provide a framing question



# Consultancy- Step-by-step

## 2. Clarifying Questions (5 min)

- Simple, fact-based questions
- Presenter should have an easy answer
- Helps the participant fully understand the dilemma



# Consultancy- Step-by-step

## 3. Probing Questions (7 min)

- Questions that help the presenter think more deeply about the dilemma
- These are not suggestions (be wary of: Have you tried...? What would happen if you...?)
- Presenter may choose not to answer the question and just let it “sit”



# Consultancy- Step-by-step

## 4. Group Discussion (12 minutes)

- 1) What did we hear?
- 2) What didn't we hear that might be relevant?
- 3) What assumptions seem to be operating?
- 4) What questions does the dilemma raise for us?
- 5) What do we think about the dilemma?
- 6) What might we do or try if faced with a similar dilemma?



# Consultancy- Step-by-step

## 5. Presenter reflects (5 min)

- Presenter shares what she/he is thinking now
- Presenter shares anything that particularly resonates with him or her





# Consultancy- Step-by-step

## 6. Full Group Debrief (5 min)

- How did it go?
- What worked?
- What didn't work?
- What might you take back?



# Debrief

- What's a take-away
- Getting in touch with us
- Adjourn

# Thank-you

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