

Performance Assessments PLC – Delivery Framework for Session 1

Purpose

The purpose of this document is to outline a framework for delivery of Session 1 – Chapters 1 and 2 of the Performance Assessments Peer Learning Community (PLC). The framework includes a connection to Local Comprehensive Assessment System (LCAS) performance indicators (PIs), a link to the slide deck, suggestions for activities and related links, a list of other topics to consider, supporting resources, and reflection questions. It is a companion document to the [Facilitation Guide Cover Sheet](#), the purpose of which is to provide educational leaders with resources and materials to aid in the facilitation of a PLC centered around a book study of [Designing Authentic Performance Tasks and Projects](#). The goal of this PLC is to develop a shared understanding of the uses and benefits of performance assessments as they relate to equity, student engagement, and authenticity.

Connection to LCAS Performance Indicators

- Performance Indicator (PI) Category 1: Clear Vision for Teaching and Learning

Suggestions for Activities

Slide Deck

- [Book Study Session I PowerPoint](#)

Warm-Up

Post the question: What is the most interesting way that you have ever shown that you learned something? Have participants drop their responses in the chat or create a note-catcher (e.g., Jamboard) to collect responses. Prompt: What do all these assessments have in common? Have participants drop their responses in the chat or share out.

Intended Outcomes

By the end of this session, participants will be able to:

- Develop a shared understanding of high-quality performance assessments.
- Understand the relationship between transfer goals, transferable skills, and a Portrait of a Graduate.
- Understand how to use Depth of Knowledge (DOK) in the design of performance assessments.
- Be prepared to complete the first page of the AOE Performance Assessment Template.

Contact Information:

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Performance Assessment “Wall Walk”

In order to begin building a shared understanding of performance assessments, lead participants through a version of this activity.

- **For remote professional learning:** Create a Padlet or discussion space and post the [Performance Assessment Wall Walk Quotes](#). Have participants read the quotes and add their comments to the discussion platform, in the chat, etc.
- **For in-person professional learning:** Have the quotes posted on chart paper around the room and have participants walk around and read the quotes. Tell them to move to a quote that resonated with them and stand there. Do a whip around to discuss what resonated and why.

Definition of Performance Assessments

Share AOE’s definition from the [Proficiency-Based Learning Glossary](#). Ask: What words or phrases from the definition resonate with you?

Give participants a minute to look over the “Performance Assessments” slide (slide 9). Point out how these qualities and the definition from the previous slide reflect what was written in response to the question from the warm-up and discussed during the “Wall Walk.” Summarize the groups’ thinking. Key ideas should include: performance assessments are relevant and authentic, help synthesize knowledge into a coherent whole, show evidence of understanding and the ability to apply new learning, and integrate transferable skills and academic content.

Transfer Goals and a Portrait of a Graduate

[A Vermont Portrait of a Graduate](#) was developed collaboratively by over three hundred Vermont students, community members, and educators. It can be used as a tool for reviewing and refining proficiency-based graduation requirements, as well as a guide for making instructional decisions. It clarifies the expectations for College and Career Readiness as described in the Vermont Education Quality Standards and specifies the cognitive, personal, and interpersonal skills and abilities that students should be able to demonstrate upon graduation.

- In small groups, have participants look over pages 9-11 in the book (characteristics and examples of transfer goals) and answer the question: How do you see transfer goals connecting to a Vermont Portrait of a Graduate?
- Bring them back to share out: How do you currently or how might you integrate transfer goals into learning opportunities?

Depth of Knowledge (DOK) Activity

Have participants read [Depth of Knowledge in Four Content Areas](#) in the content area that most resonates with them, jotting down notes as they read. Ask participants to summarize each DOK level in their own words, then show them the Depth of Knowledge Level slide.

After reviewing this slide, give the Depth of Knowledge “Quiz.” Participants can respond by holding up the corresponding number of fingers or drop a number in the chat.

In small groups, have participants construct a question at each level. Instruct them to identify a recorder to post the questions in a note-catcher (e.g., Jamboard). Bring them back to have a spokesperson share with the whole group. Reflection: How would this connect to the development of high-quality performance assessment?

Introduction to the Design Process

Walk participants through the AOE's [State and Local Assessments](#) webpage. Click on the [Interdisciplinary Performance Assessment Template](#) and walk them through the template.

- Action Period: Participants should begin to fill out the Introduction/Overview for the next meeting. Refer them to A Process for Designing Performance Tasks (p. 20) as a resource.

Other Topics to Consider

Chapter 1 – Implementing Performance Task and Projects: What and Why

- [Coordinated curriculum](#)
- Performance task v. project
- Challenges in implementation

Chapter 2 – Designing Authentic Performance Tasks

- Performance task criteria and design process
- Facets of Understanding
- GRASPS (included in Session 2)
- Authenticity (included in Session 2)
- Challenges in design

Supporting Resources

- Video: [Learner Agency and Authentic Assessments: Empowering Learners through Authentic Performance Assessments](#)
- [Webb DOK Levels Chart](#)
- [DOK Wheel](#)

Reflection Questions

- What are participants' current beliefs on assessments? What is important to them? What do they like to see? How does this fit with performance assessment, if at all?
- How are performance assessments currently used in your school system?
- What is the relationship between what McTighe calls "transfer goals" and your school's transferable skills?
- If your school or SU/SD has its own Portrait of a Graduate, how might you adapt the "Transfer Goals and a Portrait of a Graduate" activity to align with it?
- How familiar are educators in your school system with Depth of Knowledge? How can understanding Depth of Knowledge inform assessment practices?