Performance Assessments PLC – Delivery Framework for Session 2

Purpose

The purpose of this document is to outline a framework for delivery of Session 2 – Chapters 3 and 4 of the Performance Assessments Peer Learning Community (PLC). The framework includes 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 2: Design for Rigor
- PI Category 3: Comprehensive Assessment Inventory
- PI Category 4: Assessment Literacy

Suggestions for Activities

Slide Deck

- Book Study Session II PowerPoint

Warm-Up

In the chat, have participants respond to the prompt: What makes an assessment authentic?

Intended Outcomes

By the end of this session, participants will:

- Develop a shared understanding of the word "authenticity."
- Understand the design process for performance assessments.
- Understand the differences between types of rubrics and their uses.

Spectrum of Authenticity Jigsaw Discussion

A primary characteristic of performance assessments is that they are authentic. There is, however, a spectrum of authenticity, and performance assessments can fall anywhere on the continuum between *decontextualized* to *fully authentic.*

Contact Information:

If you have questions about this document or would like additional information, please contact:

Emily Leute, Student Pathways Division, at emily.leute@vermont.gov

Also, there is more than one way to establish authenticity; an assessment does not have to be fully authentic in all four ways to be considered an authentic assessment. As long as the task is set in a **real-world context**; uses **real-world processes, tools, or standards**; has an **impact on others**; or is **personally authentic** to a student, it is considered an authentic assessment.

Put participants into four small groups, one for each "way" of authenticity, and have them review p. 44 (Degree of Authenticity) and p. 59 (Authenticity). Each group should:

- Identify a reporter to share out highlights of the discussion with the whole group.
- Identify a couple of tasks that meet their group's assigned "way" of authenticity.

Bring them back to share out something their group discussed.

Design Process

Look at the Design Elements section of the AOE's [Interdisciplinary Performance Assessment Template](#) and the Design Variables for Performance Tasks and Projects on pages 42-43, which can be used like a sliding scale and can inform the creation of student-designed assessments. In small groups, have participants discuss the idea of authenticity in their context. Each group should:

- Identify a reporter to share out highlights of the discussion with the whole group.
- Share what they have included on the first page of their Performance Assessment Template with their group.
- Use GRASPS (on pages 28-32) to help fill out the Authenticity section of the Design Elements.

Bring them back to share out something their group discussed.

Performance Criteria

Look over the Validity and Reliability quotes, then put participants into small groups for a discussion about choosing the best evaluation tool. Small groups should:

- Discuss the differences between types of rubrics (pages 72-80): criterion performance list ([single point rubric](#)), holistic rubric, and analytic rubric.
- Design scenarios in which you would use each type (use pages 81-82 for ideas).

Bring whole group back together to share what they discussed.

Action Period

Participants should complete the Design Elements section of their Performance Assessment Template.

Other Topics to Consider

Chapter 3 – Crafting Cohesive Project-Based Learning Experiences

- Criteria for high quality project design
- Design variables for performance tasks and projects

- The [Gold Standard PBL model](#)
- Technology and performance assessments
- Sensitive topics

Chapter 4 – Constructing and Using Evaluation tools to Enhance Student Performance

- Evaluative criteria and types of criteria (content, process, quality, and impact)
- Designing effective rubrics

Supporting Resources

- AOE: [Project-Based Learning document series](#)
- AOE: [VTmtss Field Guide](#)
- AOE: [Performance Assessment Tools and Resources](#)

Reflection Questions

- How do the AOE Performance Assessment templates compare to work that you have done in the past? How might educators adapt the templates to meet their students' needs?
- What do you think are key components of an authentic performance assessment? Why are authentic performance assessments an essential part of a proficiency-based educational system?
- How will PLC participants know when they have a reliable assessment? How will they add validity to the assessment?
- What is currently put into practice in your school or SU/SD to support reliability and validity in assessments?

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