

Performance Assessments PLC – Delivery Framework for Session 3

Purpose

The purpose of this document is to outline a framework for delivery of Session 3 – Chapters 5 and 6 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 4: Assessment Literacy
- PI Category 6: Culture of High Expectations

Suggestions for Activities

Slide Deck:

- [Books Study Session III PowerPoint](#)

Warm-Up

Post the following directions and prompt for a Chat Storm. Directions: In the chat, respond to the following prompt, but DON'T HIT SEND until we tell you to. Prompt: Teaching for transfer = thinking like a coach – what does this mean to you? This strategy allows facilitators to get a sense of each participant's current thinking related to the prompt.

Intended Outcomes

By the end of this session, participants will:

- Understand the teacher's role in setting up classroom practices and environment for student success with performance assessments.
- Understand the formative assessment process and how formative assessment is assessment for learning.
- Be able to provide actionable and effective feedback as well as instruct students how to do so.

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

Teaching for Transfer = Thinking Like a Coach

Watch [the video](#) from 31:30-35:17 in which Jay McTighe explains teaching like a coach. In a small or whole group discussion, ask: What do you currently do that resembles teaching like a coach? What's one step you could take toward teaching more like a coach? What might you let go of?

Formative Assessment Practices

To prepare for the next discussion, mention the classroom practices that support inclusion of performance assessments: differentiation, routines, a culture of high expectations for all, Universal Design for Learning, and flexible learning environments. Then, go over the qualities of a well-designed performance assessment (listed on slide).

In the chat box, have participants respond to the prompt: How do you gather information about what your students know, understand, and can do? Ask clarifying and probing questions in the chat; look for responses such as productive questioning, observing, listening, interviewing students, providing non-judgmental feedback, and offering opportunities for class discussions.

Watch [Dylan Wiliam's Formative Assessment video](#). Look at the graphic on slide 3 that depicts the role of the teacher, learner, and peer and discuss what that looks like in the classroom. Ask: How does this match with what you have been thinking about formative assessment?

Giving Effective Feedback

Watch [Austin's Butterfly](#) and go over the qualities of effective feedback: specific and descriptive; goal specific (not personal); user friendly (understandable to the receiver); guided by clear criteria; timely (based on recent evidence); and actionable.

Actionable and Effective Feedback

Watch a portion of the video of a [Student Presentation](#). Then, go over the AOE Document: [Clear and Effective Communication Scoring Criteria](#). In small groups, have participants choose two or three criteria on which to focus and score the student work on these criteria.

Action Period

Participants should finish filling out their Performance Assessment Template.

Other Topics to Consider

Chapter 5 – Teaching to Support Student Performance on Tasks and Projects

- Pre-assessment
- Project launch
- Practice conducting research, evaluating sources, using evidence, and engaging in discussion
- Minitasks

Chapter 6 – Tailoring Tasks and Projects for All Students

- Classroom environment: assigning roles, strategic grouping, flexible space
- [Universal Design for Learning \(UDL\)](#)
- Differentiation (by student choice or readiness)

Supporting Resources

- AOE: [Essential Components for Ensuring Local Comprehensive Assessment Systems Are Culturally Relevant and Equitable](#)
- Strengthening Local Assessment Systems for Personalized, Proficiency-Based Education: Strategies and Tools for Professional Learning: [AOE and Aurora Institute Publication](#) and [Accompanying Webinar](#)

Reflection Questions

- What does it mean to teach like a coach? Are there any roadblocks in your current content that might limit an educator’s opportunity to teach like a coach?
- What classroom practices or school expectations build support for the inclusion of performance assessments? Are there any that limit it? If so, what can be done to embed authenticity in instruction and assessment?
- How does Dylan Wiliam’s explanation of formative assessment align with your thinking? What formative assessment practices do you incorporate into your teaching? What new practices would you like to try?