

Performance Assessments PLC – Delivery Framework for Session 4

Purpose

The purpose of this document is to outline a framework for delivery of Session 4 – Chapters 7 and 8 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:

- [Book Study Session IV PowerPoint](#)

Warm-Up

Watch a portion of the webinar, [Ask the Students: They Know How to Teach and Assess as Well as Adults](#) and ask participants for their key take-aways.

Intended Outcomes

By the end of this session, participants will understand:

- Why performance assessments are essential components of a proficiency-based educational system;
- How to build a collaborative culture;
- How to provide actionable feedback to a colleague;
- How to refine their performance assessment; and
- The potential of cornerstone performance assessments.

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

Building a Culture of Respect and Teamwork Discussion

Have participants review pages 145-149. In a small or whole group discussion, ask: What do you currently do to build a culture of respect and teamwork? What explicit or subtle strategies do you currently use? Participants could discuss out loud or drop ideas into the chat.

Spectrum of Student Voice Activity

One important aspect of collaborative and respectful culture is including opportunities for student voice. In a small or whole group discussion, review the graphic at the bottom of page 3 in the [Motivation, Engagement, and Student Voice Brief](#). Instruct participants to mark where they see their classroom along this continuum. Ask: What is one step that you can take to move to the next column to the right?

Performance Assessment Feedback

Put participants into groups of two or three so that they can give actionable feedback to one another. Have small groups review the [Quality Criteria for Performance Assessments](#) document. Each participant should think about two or three sections on which they would like to receive feedback. Groups should use the Quality Criteria to provide feedback.

Other Topics to Consider

Chapter 7 – Collaborating to Manage Projects and Performances: A Teacher-Student Partnership

- Check-in points
- Communication channels
- Feedback, self-assessment, and reflection
- Time management
- Accountability

Chapter 8 – Creating a Performance-Based Curriculum

- Cornerstone tasks and projects and benefits of such a system
- Design matrices, task/project templates, and task/project starters

Supporting Resources

- Webinar: [Using Performance Assessment in College Admissions](#)
- Webinar Summary: [Using Performance Assessment in College Admissions](#)

Reflection Questions

- How do you build a classroom culture of respect and collaboration?
- Do students have opportunities to decide how they will demonstrate their learning? If so, when? If not, how can that be integrated into practice through authentic performance assessments?
- How has your thinking about performance assessments changed?