

The New York Performance Standards Consortium



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www.performanceassessment.org

**Why do we need a new
way to assess student
learning?**

Research Has Shown . . .

“It’s long past time to reckon with how the accountability testing strategy has failed, accepting that we cannot incentivize our way to equity and excellence, and to redirect our efforts to assessments that support learning. It’s time to value teachers, strengthen local curricula, build on the knowledge students bring to class, foster caring classroom environments, and focus on assessments that enable next steps for instruction.”

Dr. Lorrie Shepard, University Distinguished Professor and Dean Emerita of the School of Education at the University of Colorado Boulder.

Past president of the American Educational Research Association; past president of the National Council on Measurement in Education. Recipient of: Distinguished Career Award, National Council on Measurement in Education; ETS Henry Chauncey Award for Distinguished Service to Assessment and Education Science. Author numerous publications.

Research Has Shown . . .

“Neither good intentions nor the value of well-used tests justifies continuing to ignore the absurdities and failures of the current system and the real harms it is causing.”

Daniel Koretz, *The Testing Charade: Pretending to Make Schools Better*
Harvard Graduate School of Education

What's an Alternative to a Test-driven Culture?

Performance-based assessments

"High-quality performance-based tasks have been shown effective for promoting and measuring complex thinking and problem-solving skills."

"It is time to prioritize the deeper learning that a performance-based assessment system can support."

Scott Marion, Ph.D., president and executive director of the National Center for the Improvement of Educational Assessment

<https://www.nciea.org/blog/all-i-wanted-christmas-was-through-year-assessment-system-promotes/>

An Inquiry Approach to Teaching & Learning

An *inquiry-based* approach to teaching and learning educates students to be self-directed, independent, life-long learners.

Open-ended tasks lead to deeper learning.

Collaboration, discussion, and multiple points of view are essential.

Complex texts and research.

Student-centered and culturally relevant curriculum.

Through inquiry, students develop critical higher-order thinking and problem-solving skills.

A Performance Assessment System

New York Performance Standards Consortium

Performance-Based Assessment System



Center for Inquiry

*Performance-based Assessment Tasks

A Network of Schools

Why a network is important:

- Meaningful and deep collaboration
- Opportunities for professional development
- Shared rubrics ensure high standards across schools
- Validity and reliability of the system supported

Teacher Developed, Student Focused, and Externally Assessed



Performance-Based Assessment Tasks

PBATs

Graduation-level PBATs require *written* and *oral presentation* for each:

- Analytic essay on literature
- Social studies research paper
- Report based on original science experiment or engineering design
- Narrative of the process and solution of mathematical problem solving

Individual schools also add tasks in the arts, art criticism, world language, internship, or other areas.

The Performance Assessment Process

All rubrics are designed collaboratively by Consortium teachers and shared across all the schools. They are revised as needed by teachers.

Using the rubrics:

Two teachers in the discipline sign off on a student's paper.

Two external evaluators, after having read the paper, meet with student for oral presentation

Consortium-based **Moderation Studies** occur twice a year with participation by every school using rubrics and Webb's Depth of Knowledge

School-based moderations are led by those who attended Consortium-wide moderation

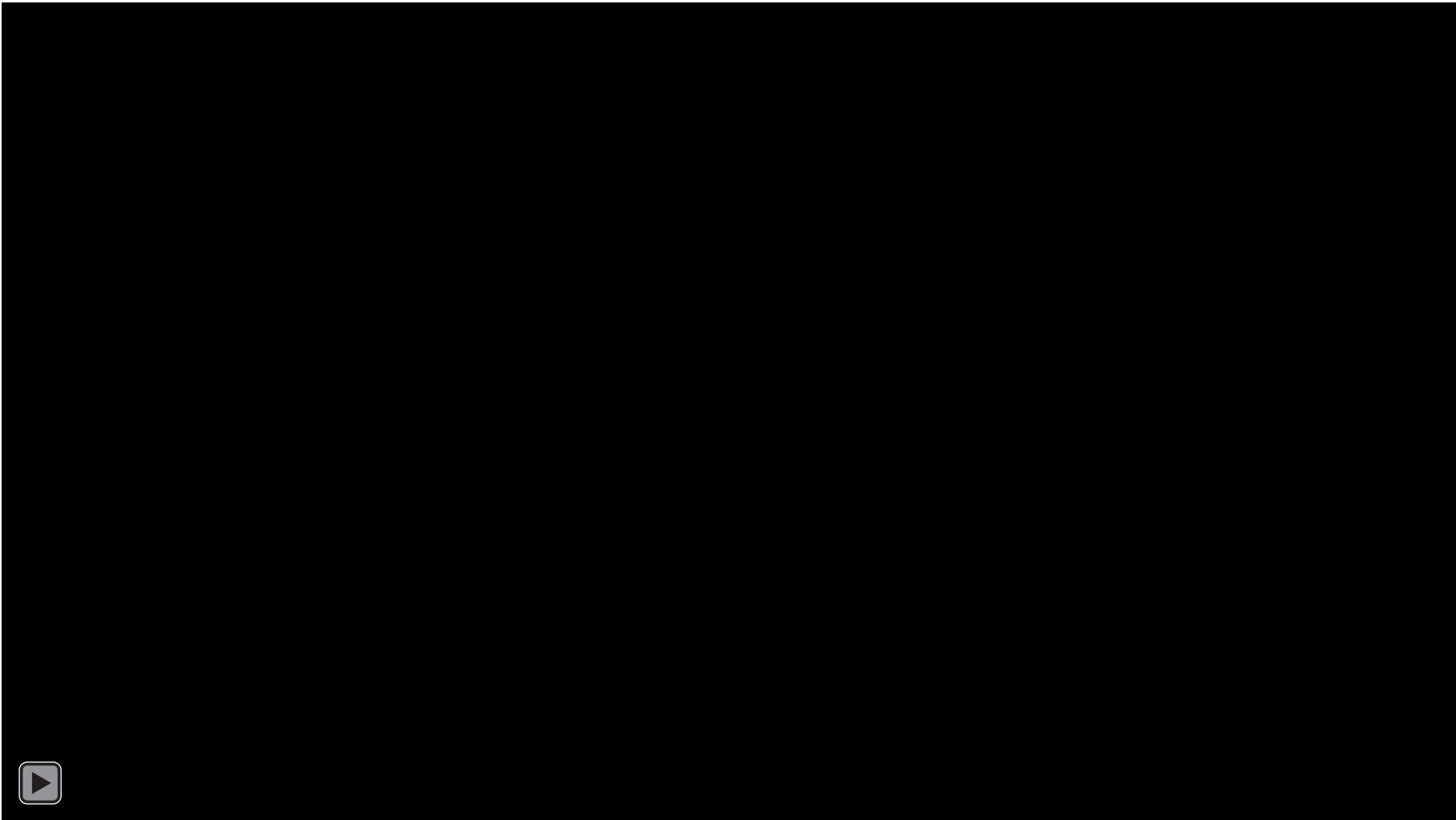
Multiple Ways to Express Learning: Written Report & Oral Presentation



Science PBAT Process



Math PBAT Oral Defense



Recognition of the Consortium

The Consortium is an example of “some of the most sophisticated performance assessments for graduating high school students in the country.”

Linda Darling-Hammond (Charles E. Ducommun Professor of Education Emeritus, Stanford Graduate School of Education & President and CEO of the Learning Policy Institute).

For a study demonstrating the system’s predictive validity, see:
<https://learningpolicyinstitute.org/product/assessing-college-readiness-authentic-student-work-report>

Validity & Reliability

In a letter to the commissioner of NYSED:

- “In the schools of the Consortium, several years of research indicate that the projects have been a successful structure for student learning of science, history, mathematics, and language.
- “. . . The capabilities of the students have been reliably determined and the successful ones moved through graduation and into post-secondary learning.
- “The Consortium is an asset, someday perhaps a major change agent for the schools of New York.”

Dr. Robert E. Stake Professor Emeritus, Educational Psychology, University of Illinois, Urbana-Champaign

Validity and Reliability in a Performance Assessment System

“Performance assessments also tend to be more valid measures of higher order thinking and performance abilities than multiple-choice measures.”

“The strength of performance assessments—and the source of their validity—is their authenticity.”

“Performance assessments are themselves learning tools while also helping students develop co-cognitive skills such as collaboration, grit, resilience, perseverance, and a growth mindset.”

Learning Policy Institute

<https://www.nextgenlearning.org/articles/the-power-and-promise-of-performance-assessments>

Comprehensive Center Network Report for NYSED

- **Each state** emphasized the *power* of performance assessments: **developed locally and linked to classroom instruction.** “. . . The power is in the teachers really thinking about the students and what they want their students to demonstrate.”
- **Every state** relies on **locally-developed performance assessments that are developed and piloted by teachers.** They approached scoring as a *collaborative* process, where teachers develop and calibrate the scoring rubrics together and then pilot the rubrics before making them available to others.
- **Teacher collaboration leads to buy-in and validity and reliability:** Providing resources, support, and time to create high-quality assessments and rubrics led to more buy-in from teachers as well as more valid and reliable measures of student mastery.

from A Review of Performance Assessments in Select States