

NYC DOE Common Core Performance-Based Assessment Pilots

During the Summer of 2010, the New York City Department of Education kicked off five pilot programs, three of which are focused on performance-based assessments.

Approximately sixty six schools across elementary, middle and high school are engaged in this work. Each is partnered with a unique national expert and is also supported by a senior instructional coach and program manager. The goals of the three performance based pilots are to:

- Develop & pilot a strong set of CCSS-aligned performance tasks & accompanying resources across multiple subject areas.
- Support teachers in developing pedagogical skills to effectively adopt and implement performance tasks.

Click the links below to read more about each of the three pilots:

Elementary Performance-Based Assessment Pilot	2
Middle School Performance-based Assessment Pilot	3
HS Performance-based Assessment Pilot Overview	4

Elementary Performance-Based Assessment Pilot

Senior Instructional Coach: Nancy Birson

Program Manager: Tony Plunkett

The Elementary Performance-based Assessment Pilot includes 20 schools with approximately 90 teachers from three networks, and focuses on math and ELA content areas. Participants in the Elementary School Performance-based Assessment Pilot will work with the Center for Assessment and Exemplars, Inc. to develop a deeper understanding of performance assessments and tasks that are aligned to the Common Core State Standards (CCSS). The pilot will help to build individual and system capacity in New York City for the use of performance assessments to guide instructional practice and educators' readiness to use the Partnership for the Assessment of Readiness for College and Careers (PARCC) performance assessment components.

The pilot's primary goals are to train pilot teachers to understand the CCSS and the kinds of changes the new standards call for in their classrooms, as well as become effective assessors of performance tasks using rubrics and anchor papers, to create artifacts, both physical and online, that can be used to assist others as performance assessment expands among New York City public schools and to use the collaborative inquiry process of systematically studying student work and data to reflect on how performance-based assessments can inform and improve instruction. More broadly, the pilot will also assist the NYC DOE consider the policy, technical, and practical issues associated with implementing performance assessments for instructional purposes while also bringing to light how certain benchmark assessments might be incorporated into wider school use and local assessment systems.

Since the pilot launch at the end of August, there have been 3 sessions in which participants explored topics such as: assessing student work to focus on performance and the standards; building working knowledge of structure/content using tasks; student self and peer assessment; pedagogical changes in the problem solving/common core/performance assessment classroom; questioning to improve understanding; determining rubric language for targeted focus for each grade for performance assessments; and identifying the writing and mathematics progress monitoring assessments' focus by grade level.

Participating schools receive support from their Network Pilot Lead (NPL). The NPLs attend all professional development sessions and meet monthly with other NPLs to build content expertise and exchange promising practices.

Middle School Performance-based Assessment Pilot

Senior Instructional Coach: Kaitlin Seaver

Program Manager: Tony Plunkett

The Middle School Performance-based Assessment Pilot has 100 participants across 21 schools and three content areas: ELA, math and science. Participants in the Middle School Performance-based Assessment Pilot are working with the Institute for Learning (IFL), based out of the University of Pittsburgh, to construct, collect and create a set of resources centered on performance assessments and tasks that are aligned to the Common Core State Standards.

The Middle School Performance-based Assessment Pilot has three main goals: to build participants' foundational understanding of the CCSS, to build capacity among participants to engage in creating performance-based assessments and tasks, and to provide materials, artifacts, and professional development modules to all NYC schools. By building participants' capacity, teacher teams will learn how to embed performance assessments into curriculum and lesson plans and reflect on how these assessments affect instruction; DOE teachers will be involved in the development of performance assessments that provide valid and reliable data; and participants will use the collaborative inquiry process of systematically studying student work and data to reflect on how performance-based assessments can inform and improve instruction.

Participants have attended 11 sessions between August and December 2010 in which they explored topics such as: learning about the design of tasks, characteristics of the task that make it high level and providing links to the CCSS; developing cognitively demanding tasks and coherent units aligned to the CCSS to scaffold students' work with complex texts; learning about two forms of formative assessment (assessing and advancing questions and teacher/student trackers); considering lessons learned from analyzing classroom discourse; and increasing understanding of the ELA CCSS as it applies to informational texts.

Participating schools receive supports from 10 Network Pilot Leads (NPLs). NPLs participate in all monthly PD sessions, visit schools biweekly to support teachers team implementation (bridge to practice), and convene with other NPLs monthly to build content expertise and exchange promising practices.

HS Performance-based Assessment Pilot Overview

Senior Instructional Coach: Caleb Perkins
Program Manager: Meghan Cliffl

The participants in the High School Performance-based Assessment Pilot are working with the Stanford Center for Assessment Learning and Equity (SCALE) to create, collect, and construct a collection of resources built around performance assessments and tasks that are aligned to the Common Core State Standards (CCSS) in English Language Arts (ELA) or math in a year-long pilot program. The goals of this pilot are to help participating teachers:

- build foundational understanding of the CCSS
- learn how to embed performance assessments into curriculum and lesson plans and reflect on how these assessments affect instruction.
- develop performance assessments that provide valid and reliable data.
- use the collaborative inquiry process of systematically studying student work and data to reflect on how performance-based assessments can inform and improve instruction.

There are 20 schools participating in this pilot with approximately 150 teachers from 8 networks. Each school designated a team of teachers to participate in the pilot (approximately 6 teachers) and nominated 2 teachers to take on a leadership role in the pilot by serving as a School Lead Facilitator or a member of the Advisory Group to the Design Team. School Lead Facilitators coordinate, convene and coach their school's teacher team and get additional professional development to assist them in this role. Advisory Group members take an active role in the design of the assessments, attending additional PD where they learn about assessment and rubric design and give feedback on the design of the assessments to be piloted. In addition to the leadership positions at the school level, each network designated a member of the network staff to work as a Network Pilot Lead, attending all PD sessions and supporting the work of their teacher teams across schools.

All pilot participants attend monthly sessions where they work with SCALE and other educators across the pilot schools to deepen their work around performance assessment. In between monthly PD sessions, participants take the learning from the PD back to their school and deepen the work through trying new assessments and techniques in the classroom and reflecting on the practices and their effectiveness in teacher team meetings. School Lead Facilitators and Network Pilot Leads help to support and develop the work of participating teacher teams.

Through the PD sessions and teacher team meetings that have been held to date, participants have focused on developing their understanding of the CCSS and their relationship to assessment and instruction. Participants have also focused on the features of good performance assessment tasks, the connection between performance outcomes

and rubric design and how to analyze student work in teacher team meetings so that meaningful reengagement lessons can be developed.

This Spring, pilot participants will test out the performance tasks and materials developed by the Advisory Group and SCALE, collect student work and look deeply at what about the tasks were effective and what should be improved. After further vetting, these will be shared citywide so other high school teachers can benefit from these resources.