Ohio Performance Assessment Pilot

Lauren Monowar-Jones
Susan Tierney
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Ohio Performance Assessment Pilot

Moderator

Michael Richards,
OPAPP Program Manager
Measured Progress

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PERFORMANCE ASSESSMENT

- A form of testing that requires students to accomplish a task
PERFORMANCE ASSESSMENT

- A form of testing that requires students to accomplish a task
- Explain historical events
- Generate a scientific hypothesis
- Solve a math problem
- Converse in a foreign language
- Conduct research on an assigned topic
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PERFORMANCE ASSESSMENT

- A form of testing that requires students to accomplish a task
Performance Assessment over Time

Performance Assessment a.k.a. Authentic Assessment
Performance Assessment over Time

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Performance Assessment over Time
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“With the Common Core State Standards, the Race to the Top state assessment consortia (PARCC and Smarter Balanced), and college and career readiness initiatives becoming so prominent in the education landscape, attention has turned again to performance assessments as measures of students’ proficiency with respect to higher order skills – critical thinking, problem solving, etc.”

Stuart Kahl, Co-Founder, Measured Progress
Ohio Performance Assessment Pilot

"The 1990s foray into this area was forestalled for a variety of reasons, but the tide has turned again. While much of the current conversation pertains to state accountability assessment, the success of the movement will depend on the success local educators have in implementing performance assessment programs in their schools."

Stuart Kahl, Co-Founder, Measured Progress
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Ohio Performance Assessment
Pilot Project
Race to the Top

measured progress™
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Race to the Top
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Ohio’s Next Generation Assessments

SCIENCE

SOCIAL STUDIES
Ohio Performance Assessment Pilot

Presenter

Lauren Monowar-Jones,
OPAPP Project Coordinator,
Ohio Department of Education

Ohio Department of Education
Ohio

EDUCATION DEMOGRAPHICS

- 600 public school districts
- 3,600 schools
- 1,750,000 students
Ohio

EDUCATION DEMOGRAPHICS

- 600 public school districts
- 3,600 schools
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- $10,600 per student
- 43% of students classified as disadvantaged
Ohio

EDUCATION DEMOGRAPHICS

- 600 public school districts
- 3,600 schools
- 1,750,000 students
- $10,600 per student
- 43% of students classified as disadvantaged
- 13% students with disabilities
- 2% limited English proficient
Why Performance Assessment?

Teacher benefits:
- Unpack new standards
- Recognize skills and knowledge required
- Understand how Ohio’s New Learning Standards (with Common Core) are different
- Apply what assessment reveals
Why Performance Assessment?

Student benefits:
- Engage in hands-on tasks
- Become familiar with new items
- Greater teacher insights lead to improved instruction
Performance Assessment

Paired Tasks

Learning Tasks
- Instruction
- Practice
- Feedback

Assessment Tasks
- Demonstrate Knowledge
- Transfer Skills

Formative  Summative
Performance Assessment

- **Ohio New Learning Standards**
- **Common Core State Standards Initiative**

**Formative**
- Learning Tasks:
  - Instruction
  - Practice
  - Feedback

**Summative**
- Assessment Tasks:
  - Demonstrate Knowledge
  - Transfer Skills
Performance Assessment

- DOE Staff
- Teachers
- Coaches
- Higher Education

150 Pairs

- Content Experts
Performance Assessment

Learning Tasks  Assessment Tasks

150 Pairs
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Ohio Performance Assessment
Pilot Project
Race to the Top

Ohio’s
Next Generation Assessments

SCIENCE

SOCIAL STUDIES
Ohio Performance Assessment Pilot

“The Grand Experiment”

Ohio Performance Assessment
Pilot Project
Race to the Top

Group A

Group B

Learning Tasks  Assessment Tasks

Assessment Tasks
Ohio Performance Assessment Pilot

Presenter

Susan Tierney,
Product Manager,
Measured Progress

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\[(x + 3y)(2x - 4)\]
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GOALS

1. Ensure graduates are prepared for higher education and workplace
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GOALS

1. Ensure graduates are prepared for higher education and workplace
2. Provide opportunities to demonstrate knowledge by applying knowledge through performance
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WHAT?

WHY?

HOW?
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New assessments will require students to:

- Demonstrate their content knowledge
- Explain their thinking
- Apply their understanding
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- Performance Assessment
  - Embedded into the curriculum
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Performance Assessment
- Embedded into the curriculum
- Used to instruct
Ohio Performance Assessment Pilot

Performance Assessment
- Embedded into the curriculum
- Used to instruct
- Written to be student-centered
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- Thoroughly supported teachers
- Fully integrated teachers into the process
### Session 2

#### Scientific Content

<table>
<thead>
<tr>
<th>More instruction is needed:</th>
<th>Some more instruction may be needed:</th>
<th>No more instruction is needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scientific Content</strong></td>
<td><strong>Scientific Content</strong></td>
<td><strong>Scientific Content</strong></td>
</tr>
<tr>
<td>Student has a limited understanding.</td>
<td>Student has a general understanding.</td>
<td>Student has a thorough understanding.</td>
</tr>
<tr>
<td>Scientific content regarding the life cycles of plants is inaccurate (incorrect) OR irrelevant to the topic OR expressed in general terms without much explanation.</td>
<td>Accurate and relevant scientific content regarding the life cycles of plants is used to clearly explain and make general connections to the situation.</td>
<td>Accurate and relevant scientific content regarding the life cycles of plants is used to clearly and thoroughly explain and make specific connections to the situation.</td>
</tr>
</tbody>
</table>

#### Scientific Observations and Questioning (PreK to grade 4)

<table>
<thead>
<tr>
<th>More instruction is needed:</th>
<th>Some more instruction may be needed:</th>
<th>No more instruction is needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scientific Observations and Questioning</strong></td>
<td><strong>Scientific Observations and Questioning</strong></td>
<td><strong>Scientific Observations and Questioning</strong></td>
</tr>
<tr>
<td>Student has a limited understanding.</td>
<td>Student has a general understanding.</td>
<td>Student has a thorough understanding.</td>
</tr>
<tr>
<td>Observations and/or questions about the natural environment are missing, inaccurate or unclear.</td>
<td>General observations and/or general questions about the natural environment are included or demonstrated.</td>
<td>Accurate, specific observations and thoughtful questions about the natural environment are included or demonstrated.</td>
</tr>
</tbody>
</table>

#### Data Presentation, Analysis, and Interpretation (PreK to grade 4)

<table>
<thead>
<tr>
<th>More instruction is needed:</th>
<th>Some more instruction may be needed:</th>
<th>No more instruction is needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Presentation, Analysis, and Interpretation</strong></td>
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<td><strong>Data Presentation, Analysis, and Interpretation</strong></td>
</tr>
<tr>
<td>Student has a limited understanding.</td>
<td>Student has a general understanding.</td>
<td>Student has a thorough understanding.</td>
</tr>
<tr>
<td>Mathematics is missing or inappropriately used with data to construct explanations. Observations, investigations, and explanations are missing and/or poorly communicated, and do not include details.</td>
<td>Mathematics is used with data with some errors to construct reasonable explanations. Observations, investigations, and explanations are generally communicated and/or may or may not include details.</td>
<td>Mathematics is appropriately used with data to construct reasonable explanations. Observations, investigations, and explanations are clearly communicated and include details.</td>
</tr>
</tbody>
</table>

#### Comments:

No answer specified.
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Performance Assessment for Formative Use
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Curriculum-Embedded Performance Assessments

Session 2: Is It Made of Cells?

Session Length
- Pre-Assessment: 15 minutes
- Instruction: 60-120 minutes
- Providing Evidence: 20 minutes

* Instructional section length varies according to the needs of the class and the understanding of which things are made up of cells and which are not.

Learning Targets
- I can distinguish between things made of cells and things that are not.
- I can distinguish between cells and the parts of cells and the materials that make them up.
- I can provide evidence to support whether something is made of cells.

Materials List
- Computer to access Measured Progress.
- Session 2 Instructional Section rubric.
- 18/63. Topic: teacher's notes (not student's notes).
- Chart posted in the room for use in the activity. It lists the materials needed for this activity.

Optional Supplementary Materials
- If the book Discovering Student ideas in Science by Kelley is available, see information in the text for more.

Background Information
- The cell is the fundamental unit of structure and function in all living things. Cells are specialized into different types, each with a specific function.
- Cells can function as single entities, such as single-celled animals, or as organisms, such as multicellular organisms.
- Within cells, there are also smaller parts called cell organelles, which can be organized into groups, such as the nucleus.

Misconceptions:
- There is a tendency for students to over-apply the idea of living things. They may identify molecules or organelles as being made up of cells.
- Some students think that only certain parts of the human body are made up of cells.
- Some students show that their ideas differ from the teacher's ideas.

Teacher Instructions:
- Prior to instruction, consider making an extra copy of the worksheet for students who need extra support. Also, consider providing students with a worksheet for review.

Providing Evidence
- Session 2 Pre-Assessment (30 minutes)

Step 1
- Open Measured Progress; open Session 2 Pre-Assessment.
- Direct students to complete Session 2 Pre-Assessment.
- Students will be provided with a set of images and asked to classify them into the appropriate categories.

Session 2 Pre-Assessment Question #1
- The pictures below show different types of things that may or may not be made of cells. Sort the pictures into the categories labeled below by dragging the pictures into the correct category.

Things Made of One Cell
- Things Made of Many Cells
- Things NOT Made of Cells

Session 2 Pre-Assessment Question #1 – Scoring Guide (automatic)
Curriculum-Embedded Performance Assessments

1. What is the life cycle of a monarch butterfly? Click "Start Slideshow" in the website below to find out.

Monarch Butterfly

The Life Cycle of the Monarch Butterfly

by Elizabeth Howard

Describe the life cycle of a monarch butterfly, frog, or plant in your own words. You may also draw a diagram. Use your own paper or the paper provided by your teacher.
Curriculum-Embedded Performance Assessments

Your teacher has just discussed the following examples with you. For each of the examples, identify if it is a model of the structure and/or function of a cell or not a model of the structure and/or function of a cell. Select the correct response by dragging it to the box next to each example.

Response

Model
- labeled diagram of a cell
- video of ameobae feeding
- preserved microscope slide of blood cells
- animation that compares cell sizes

Not a Model
- photographs of blood cells on the Internet
- analogy that compares a cell to a shopping mall
- plastic replica of an animal cell
- drawing of red blood cells in a blood vessel

Reset
Session 4: Human Body Basics

Session Length
- Pre-Assessment: 15–30 minutes
- Instruction*: 30–60 minutes
- Providing Evidence: 30 minutes

* Instructional section length varies according to the ability level of the students and the depth of understanding of systems and subsystems in the human body.

Learning Targets
- I can list the levels of organization in the human body.
- I can describe the systems and subsystems in the human body.
- I can construct an argument to support the claim of the importance of the system.

Materials List
- Computer to access Measured Progress
- Session 4 Instructional Section Rules
- Safety Issues: NONE

Student
- Create a slide or a chart of the assessment.
- Make sure each group has a set of questions to answer.
- Give each group a set of questions to answer.

Teacher
- Pictures of the following:
  - Skeletal Muscle Cell Skeleton
  - Skeletal mesenchyme such as the vertebral column

Session 4 Pre-Assessment Question #1

Read the statements below and then complete the question:

The correct answer is [answer]. Students should explain that all levels of the human body are made of cells and include ideas about the cell being the basic unit of function that carries out life processes such as reproduction or release of energy, eliminating waste molecules, growth, repair, movement, and response.

Step 1
Post a sign in each corner of the room with the name of one student in the group.

Step 2
Direct students to stand in the corner of the room with the sign that matches the student they choose. Have them discuss with other students who selected the same answer their reason for their answer. Have each group report out to the other groups, the reasoning that was shared that supports the claim they most agreed with. Listen carefully and solve any misunderstandings that will need to be addressed in the instructional section.
Questions?

To learn more, visit:
- education.ohio.gov
- opapp.tv
- measuredprogress.org/opapp
- measuredprogress.org/pilot (Science Pilot)