

Cross-District Performance Assessment Design Groups

What are the Goals of the Design Groups?

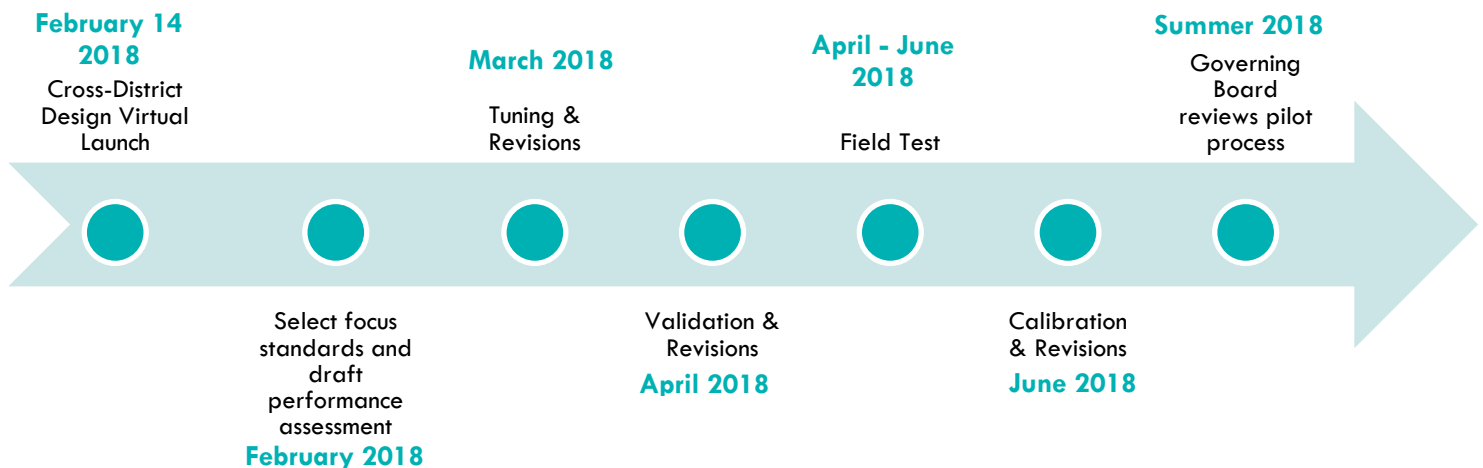
- **Pilot a process** for developing cross-district performance assessments as part of MCIEA. This process will include:
 - Designing performance assessments for a specific subject and grade range
 - Field-testing performance assessments in your classrooms
 - Participating in cross-district scoring sessions, examining work, and reaching consensus on what constitutes quality student work
 - Identifying instructional strategies to improve learning
- **Contribute to a bank** of consortium-approved, high quality performance assessments for all MCIEA teachers to access
- **Promote educator collaboration** across MCIEA schools

Interested in Getting Involved?

Anyone in a current Cohort 1 or Cohort 2 school that has engaged in performance assessment design at their school is welcome to join a cross-district Design Group. This includes lead team members as well as anyone at a participating MCIEA school who has been introduced to the QPA process and is interested in learning more. Each group will consist of 4-6 teachers. We hope to offer elementary, middle, and high school level workings groups for Math, Science, ELA, and Social Studies, but will remain responsive to participant interests. CCE coaches will support each working group throughout the process.

Design Group members will receive a \$1000 stipend contingent upon the successful design of a high quality performance assessment by the end of June 2018.

Process and Proposed Timeline



Frequently Asked Questions

How is this different from the MCIEA QPA Institutes?

The QPA Institutes were professional development days to increase assessment literacy and practice going through the QPA cycle. The working groups will use the QPA cycle to design a task, working in collaboration with teachers across MCIEA districts. While Institutes happen at specific times in larger groups led by CCE, working groups are led by the teacher participants. The timing and quantity of meetings is flexible and CCE coaches will provide support as needed.

What will each working group produce?

Each group will design a performance assessment aligned to standard(s) that everyone in the group selects based on what they will teach before end of year.

How will designed tasks be used?

Working group members will pilot the cross-district task before the end of the school year. Group members and other teachers from the larger MCIEA network will analyze the student work during a Collaborative Scoring Day at the end of the school year. The final performance assessment will be posted in the MCIEA Task Bank.

What is the governing board's role?

The governing board will be reviewing the process and the resulting tasks during the summer and making decisions around next steps for the consortium.

What is the time commitment?

The goal is for each working group to design and implement a performance assessment before the end of the school year. Each working group will determine their schedule based on group needs. Some groups may want to meet for one or more full days, while others might choose a different schedule. We are reserving some time on March 15 and 21 (the 4th Cohort 2 Institute days) for groups to meet in person. There is a possible stipend, paid from the MCIEA project, for a group leader for additional time they may spend organizing group activities or incorporating edits in between meetings.

What is CCE's role?

CCE coaches will be available to work with groups at their meetings and they can help group leads create a design timeline and working group schedule. We know that there are differences in comfort and approach to rubric design so CCE coaches will be available to draft rubrics with or for working groups.