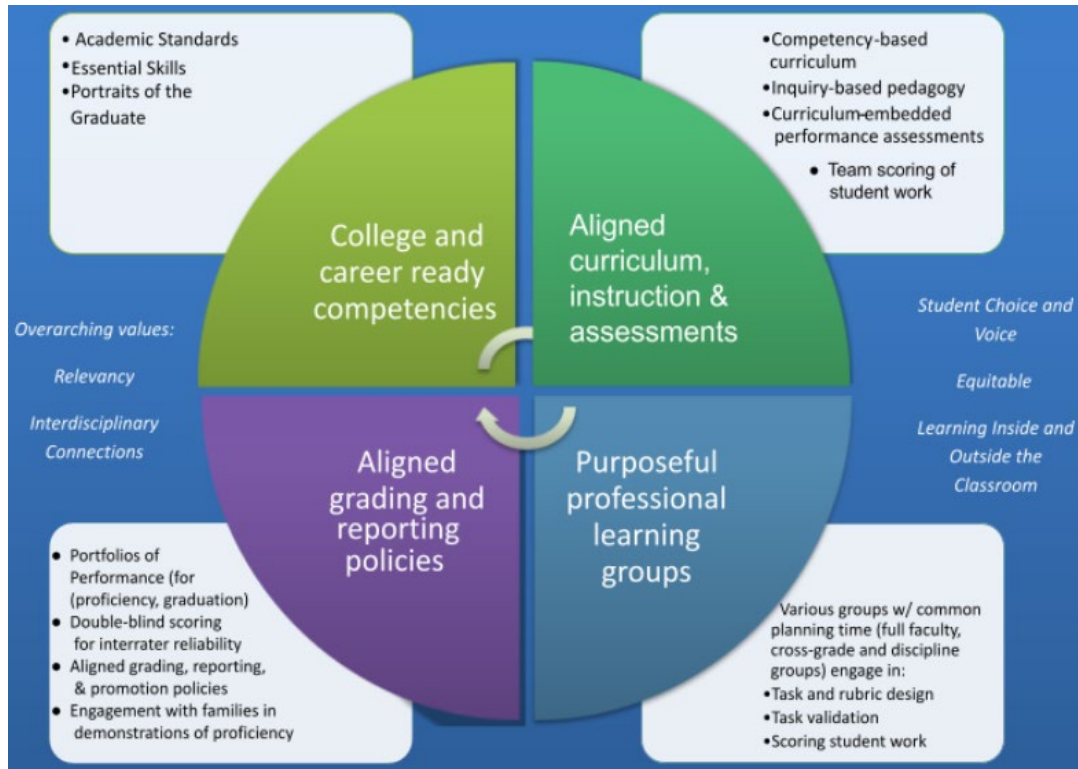


What Does a Fully Enacted Performance Assessment System Look Like?

A performance assessment system relies on standards- and skill-based, curriculum-embedded, performance assessments to assess student learning. A performance assessment system includes a set of interrelated components:



- ✓ **Competencies:** The key standards and essential skills to be attained by students. Often, the essential skills are codified in a district's Portrait of the Graduate.
- ✓ **Aligned Curriculum, Instruction, and Assessments:** Performance assessments are a natural extension and culmination of a competency-based curriculum. Since performance assessments require students to demonstrate what they know and can do in authentic, real-world ways, the inquiry-based instruction leading to the culminating performance task must provide students with the skills to successfully engage with the task.
- ✓ **Purposeful Professional Learning Groups:** A foundation of performance assessment systems is the empowering of teachers to design, validate, and embed in the curriculum high quality standards- and skill-based performance tasks. Thus, teachers are provided with multiple opportunities to collaborate - grade-level and discipline-based teams, performance task review teams, and as a full faculty.
- ✓ **Aligned Grading and Reporting Policies.** Teachers engage in periodic double-blind scoring of individual pieces of student work as well as students' Portfolios of Performance to ensure the building of interrater reliability scoring. Portfolios of Performance are collections of student work generated through performance assessment that are holistically evaluated to make proficiency, promotion, or graduation decisions. Grading practices are revisited to be supportive of standards- and skill-based reports of proficiency. Families can participate in students' portfolio defenses to better understand their students' learning progress.

Portfolios of Performance Pilot – Overview of Process

Select team of lead educators	The school selects a lead team of teachers and an administrator to lead/facilitate the initiative. The team should consist of teachers representing the grades and disciplines to be assessed. This team’s purpose, with external support, helps facilitate the roll-out of the school-wide performance assessment system to the entire faculty.
Select disciplines and grades	Teachers and administrators select the disciplines and grade levels in which you will work towards assessing student learning predominantly through performance assessments.
Select “power” standards and skills	Teacher teams identify “power standards” within the MA curriculum frameworks to be the focus of assessing students’ learning over the course of the school year. For each discipline, it is recommended that the selection of standards represent the discipline’s categories: in grades K-8, strands in ELA, topics in social studies, domains in math, and disciplines in science; and in high school, the subtopics of each course. As well, teacher teams identify any essential skills they would like to assess over the course of the year along with the identified standards.
Select and/or design tasks	In each content and grade, teachers select and/or design 3-5 performance tasks to administer. The standards assessed in the tasks should correspond to the power standards the grade-level team has selected.
Administer tasks	Selected tasks should be embedded within a curriculum that builds students’ knowledge and acquisition of the target standards and skills. Thus, administration of the selected performance tasks may occur at different times throughout the school year.
Score student work	After tasks are administered, teachers use the standards-based rubric to score student work and record the scores.
Compile portfolios of performance	As tasks are administered and student work is scored, each student places their work within a (digital) portfolio. Near the end of the school year, each teacher uses a rubric to holistically score each student’s portfolio of performance to determine a proficiency rating.
Evaluate cross-district comparability	At the end of each school year educators representing all assessed grades and disciplines are convened to participate in a double-blind scoring process of a random sample of student work portfolios, in which teachers score unidentified student work from other classrooms in the same grade.
Discuss emergent score patterns, if needed	The MCIEA team uses the double-blind scoring data and classroom teacher scoring data to create a database of score patterns to share with participating districts and teacher teams. Systematic discrepancies between teacher scores and double-blind scores are shared and discussed with educators and leaders to identify potential strategies to reduce score pattern differentiation in the future.
Report on student proficiency in the SQM	If a school and district are using the School Quality Measures data dashboards, student proficiency levels can be reported in the dashboard within the academic learning category. Proficiency will be reported in Year 1 and proficiency and growth can be reported in Years 2+.