Personalization and Performance Assessment

Presented by Joe DiMartino
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Six Elements of Personalizing Learning

- Guiding Personalized Learning
- Personalized Learning Plans
- Personalized Teaching
- Community Based Learning
- Personalized Assessment
- Personalized Systems
A continuum of assessments in a balanced system to assess student mastery along learning progressions

**Examples**

- Traditional Tests
  - CCSS Assessments (SBAC & PARCC)
  - Common Performance Tasks (Ohio, New York)
  - C-PAS College Ready Assessments
  - Student-Designed Projects (Envision, NY Performance Standards Consortium, Singapore, IB)

**Narrow Assessment**

- Standardized, multiple-choice tests of routine skills
  - Standardized tests with m-c & open-ended items + short (1-2 day) performance tasks of some applied skills

**Assessments of Deeper Learning**

- Standardized performance tasks (1-2 weeks) that include structured inquiry and demand more integrated skills, including collaboration
  - Performance tasks that require students to formulate and carry out their own inquiries, analyze & present findings, and (sometimes) revise in response to feedback
  - Longer, deeper investigations, (2-3 months) & exhibitions, including graduation portfolios, requiring students to initiate, design, conduct, analyze, revise, and present their work in multiple modalities

Linda Darling-Hammond
Student Designed Projects

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The New York Performance Standards Consortium

A group of 27 high schools in New York City

Across this consortium – Half as many entering ninth graders are reading at grade level as compared to the city as a whole.
85% of Consortium graduates attended colleges rated competitive or better according to Barron’s *Profiles of American Colleges* and persisted in college at rates higher than the national average.
Chart 2: Persistence in College: 2nd Year Comparison Between Consortium, National and NYS Rates, Class of 2008

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<thead>
<tr>
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<th>Consortium Rate</th>
<th>National Rate</th>
<th>NYS Rate</th>
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<tbody>
<tr>
<td>4-Year Colleges</td>
<td>93.3%</td>
<td>74.7%</td>
<td>80.8%</td>
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<tr>
<td>2-Year Colleges</td>
<td>83.9%</td>
<td>53.5%</td>
<td>59.1%</td>
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Chart 3: Consortium CUNY Persistence, 2\textsuperscript{nd} year

85\% - Percent of students in a 4-year CUNY school, either graduated or remaining in (any) college, post 01/01/2011

67\% - Percent of students in a 2-year CUNY school, either graduated or remaining in (any) college, post 01/1/2011

Consortium data based on National Student Clearinghouse, Feb. 2012
Chart 4: Minority Male College Acceptance Rates, 2011

Consortium

86% of African-American male Consortium graduates accepted to college, 2011

90% of Latino male Consortium graduates accepted to college, 2011

Data based on college acceptances.

National

For comparison purposes: The American Council on Education report “Gender Equity In Higher Education: 2010” cites the following national percentages:

37% of African-American male graduates going to college

42% of Latino male graduates going to college

(http://www.acenet.edu/AM/Template.cfm?Section=Press_Releases2&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=35338)
New York Performance Standards Consortium

- Inquiry-based teaching and learning
- Discussion-based classrooms
- Practitioner-designed and student-focused assessment tasks
- External evaluators for written and oral student work
- Moderation studies to establish reliability
- Extensive professional development
- Predictive validity based on graduates’ college success
Hypothesis

Students who participate in inquiry-based learning experiences tied to performance assessments will experience success in school and be better prepared for college and/or career experiences.
New England Network for Personalization and Performance

- Factors leading to creation of NENPP
  - New Hampshire Department of Education support
    - Graduation Mandates in New Hampshire
    - Extended Learning Opportunities Project
  - Nellie Mae Education Foundation Student-Centered Learning
  - New York Performance Assessment Consortium
The Carnegie Foundation is currently conducting a multi-year project to redefine the Carnegie Unit. (Will likely recommend demonstration of proficiency in stead of seat time)

Currently five New England States (RI, CT, ME, VT, NH) allow for earning credit based on demonstrating proficiency rather than seat time.

These states are also part of a national network focusing on developing competency-based pathways.

Massachusetts allows seat time waivers for on-line courses. Commissioner Chester has floated the idea with the State Board of extending this to traditional schools.
New England Network for Personalization and Performance

- Won i3 Development Grant of $5,000,000
- Only 30 winners out of 1324 applications!
- Required match being provided by:
  - NMEF
  - Rural Schools and Community Trust
- Sites include 11 Districts - 8 from New Hampshire
Supports provided to schools:

Schools have accessed professional development opportunities focused on:

- authentic assessment,
- performance assessment development and validation,
- Leadership for improving instructions
- Processes for raising student voice and choice in all aspects of the school.
Supports provided to schools:

- PAR Board comprised of nationally recognized, researchers, and policy makers and State and Regional practitioners.
- Each school has hosted a visit of the PAR Board
- In addition to PAR Board members, visits have included representatives from all NENPP schools.
- Written reports have been provided to host sites to provide a basis for improvement conversations at each site.
- PAR Board meets annually to inform the work of NENPP.
**Successes**

- Inquiry based pedagogy has been embraced at each school by a core group of teachers.
- Many Schools have implemented school-wide performance assessments (senior project, gateway exhibitions, etc.)
- A process for calibration and moderation of performance assessments has been created.
- Student Engagement increased in meaningful ways.
Successes

Every School has shown positive changes in at least one indicator of student growth. (Math, ELA test scores and graduation rate.) Three New Hampshire schools have shown growth in all three indicators!
Remaining Challenges

- Increase exposure to and support for peer mentoring.
- Refine calibration and moderation processes.
- Creating a better understanding of the relationship between graduation rates, college going rates, and performance assessment.
  - Supporting Guidance Departments to lead these conversations.
- Expand student choice in instructional assignments.
Contact Information

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