SCALE

Designing for Deeper Learning: How to Develop Performance Tasks for the Common Core

A Massive Open Online Course (MOOC)
Designed by the Stanford Center for Assessment, Learning, and Equity (SCALE)
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Course Description

College and career readiness standards such as the Common Core State Standards and the Next Generation Science Standards call for students to acquire and apply complex disciplinary knowledge and skills. For example, students in today's schools need to select, use, and explain evidence to support a claim, and to analyze data to evaluate a hypothesis. Traditional multiple-choice tests are inadequate to measure and support students' learning and growth in these areas. Performance assessments, which require students to create and produce rather than merely recall, are more suited to this task. While performance assessments vary along multiple dimensions, including duration and focus, they all demand that students use and apply critical skills and knowledge to demonstrate understanding.

This 10-week course focuses on the design and use of performance assessments in grades 6-12, with an emphasis on developing and using curriculum-embedded performance assessments that fit local contexts. The initial three sessions of the course focus on building a shared knowledge base about performance assessment; subsequent sessions support the hands-on process of building and using performance tasks. Course activities guide participants through the development and implementation of a performance task that is aligned with worthwhile performance outcomes and embedded within a specific curricular unit. The course will use a learning-centered approach in which assessments are not only *of* learning, but are also events *for* learning.

We know that assessment informs curriculum and instruction, and we believe that performance assessment has the power to transform curriculum and instruction so that they truly prepare students for the complex demands of college, career, and citizenship.

Learning Objectives

Upon course completion, participants will be able to:

- understand and identify features of high quality performance assessments;
- develop a grade-level, course-specific, practical performance task that is aligned with (and embedded within) a curricular unit of study;
- use protocols to evaluate student work;
- begin to use data from performance tasks to tailor and improve instruction and curriculum; and
- contribute to building an online community of educators focused on using performance assessments to identify and develop students' abilities.

Course Organization

The course is comprised of ten sessions, each of which is framed by central questions. Eight of these sessions introduce new topics through videos, readings, and additional resources. The other two sessions focus on a central activity: the first (week 6) focuses on peer review of colleagues' draft performance assessments, the second (week 8) focuses on implementing your performance assessment. For each of these two sessions, we will have special guest speakers (Professors Linda Darling-Hammond and Kenji Hakuta). Each of the ten sessions has its own homepage on NovoEd, where all videos, assignments, readings, and additional resources for that session can be accessed.

The homepage for each session will become available the Monday of each week (e.g., Session 1-September 8; Session 2-September 15). Sessions are designed to build on one another and course participants should complete all parts of a session (videos, assignments, and when possible, optional readings), before they move on to the next session. You can complete the activities and assignments for each session at your own pace during the week.

Many of the sessions include content-specific videos and resources in English/Language Arts, History/Social Studies, Mathematics, and Science. Course participants are expected to read and watch the resources that fit with their focus subject area. In weeks 2-5, this will usually mean watching a content-specific video in addition to the general videos for the session.

Below you will find a schedule of course topics, key questions, assignments, and optional recommended readings. Please refer to NovoEd for the most up-to-date assignments and readings as adjustments may be made throughout the course.

Course Calendar

The course calendar is accessible on the course NovoEd homepage. The course will run from September 8 through November 10, with final assignments due November 17. Please note that the implementation window for your performance task is **October 21 – October 31**. While not all course participants will be able to implement or pilot their tasks within this window, these are the target dates.

Assignments

Course assignments are designed to guide participants through the process of developing and implementing a performance assessment. The final assignment is the submission of that performance assessment, its accompanying materials, and a reflection.

Assignments will be accessed and submitted on NovoEd. Once you have completed and uploaded your assignment, please view, and learn from, the submissions of other participants. In week 3 of the course, a video explaining the key assignments will be available.

The assignments are:

1A. *Introductions:* Do three short tasks to join the class community. **Due September 12**
1B. *Team Formation:* Make and join teams. **Due September 15**
2. *Design:* Identify Topic and Task Type. **Due September 21**
3. *Design:* Sketch Ideas and Identify Performance Outcomes. **Due September 28**
4. *Design:* Select and Adapt Scoring System. **Due October 5**
5. *Design:* Draft Performance Assessment. **Due October 12**
6. *Peer Review of Performance Assessments.* **Due October 19**
7. *Reflect & Revise:* Learning from Student Work. **Due November 9** (team assignment)
8. *Performance Assessment Portfolio.* **Due November 17**

Communication

This course will build an online community of educators who share an interest in performance assessment. Several NovoEd features will enable building that community.

- The **forums** will allow you to post questions and make comments in existing discussions as well as start a discussion. We encourage you to use the forums, read what other participants are saying, and post there when you have questions, comments, or concerns. This will likely be the quickest (and most interesting) way to receive a response.
- Your **team space** will allow you to communicate with your team members directly and facilitate collaboration.
- The course **Twitter** feed, found on the course homepage, will allow you to keep up with other participants' thoughts and progress, and provide a public forum for communication. We encourage you to tweet about the course using the hashtag #pa4dl.
- Our teaching team will send out **weekly emails** through NovoEd with reminders and notifications about the course.

If you have questions about using the site or other **technical issues**, please use the "Help" button that appears at the bottom of every NovoEd page. If you have questions or concerns about the **course content** that are not resolved in the forums or amongst your team members, email pa4dl.mooc@gmail.com. Please note that due to the large number of participants in this course, we will likely be unable to respond to all messages.

Teams

We encourage you to work in teams, both within the course's virtual community and at your school or district sites. Teams will collaborate throughout the course to deepen understandings of key ideas and to develop and pilot performance assessments. Team members may share resources, critique ideas, ask questions, and collaborate further as helpful. Teams will also complete Assignment 7 together and have the option of developing a shared performance assessment.

The nature of each team's work arrangement is flexible and we anticipate different scenarios for teamwork. For example, a team may decide to collaboratively develop a performance assessment, yet only one member will pilot the task. While course participants will need to turn in individual products for their design assignments, a team could complete those assignments together, and then each member would individually turn in a copy of the team product. Alternatively, each member of a team might develop his or her own performance assessment and then weekly check-ins would focus on discussion, critique, and problem solving.

In Week 1, for Assignment 1B, participants will form teams using the NovoEd process. We encourage you to form grade-level or grade-band, discipline-specific teams. Once a team is created, the team will have a team journal and space that will facilitate interacting on NovoEd. (It is possible to form a team of one.)

Mentors

We are piloting the use of mentors in our course. These mentors are experienced educators who have worked extensively with performance assessment. If your team is interested in having a mentor, look for emails explaining the process by which you can invite a mentor to work with you. We have a small group of mentors participating in this pilot project and they will be working on a first-come, first-served basis with teams that fit their areas of expertise.

Recommended Readings (Optional)

Most of the ten sessions are accompanied by one or more optional, but recommended, readings. These readings have been carefully selected to reinforce and deepen understandings of central concepts and

processes discussed in the course. We recommend that you read these selections during the week that they are assigned.

Accessing Recommended Readings: Logistics and Cost

Recommended readings (optional) are free whenever possible, however there are a few that require a small fee. Free readings will contain an embedded link on NovoEd that you can click on to access the reading, or a link to where you will be able to download the reading from SIPX, a web service that we are using for this course. To access the readings through SIPX, you need to create a SIPX login here, and then click on the links provided on NovoEd. For support accessing the readings on SIPX, please email support@sipx.com.

To access the remaining readings, participants will be required to pay a small fee (e.g., a few dollars) for copyright royalties to authors and/or publishers. The transactions will be simple and secure. SIPX will also manage these payment transactions for you.

Both free and low-cost course readings will be accessible via NovoEd/SIPX throughout the duration of the course.

Statement of Accomplishment

Upon successful completion of the required course assignments, participants will earn a Statement of Accomplishment. Note that completing a draft performance assessment, team assignment, and Performance Assessment Portfolio, as well as completing peer reviews (Assignments 5-8) are all requirements for earning a Statement of Accomplishment.

There will also be an opportunity for participants to apply for a micro-credential related to performance assessment. Interested participants will submit their completed performance task to a post-course review process and, if judged high quality, will earn a micro-credential in developing quality performance assessments. Please stay tuned for updates regarding micro-credentials.

Course Outline

*See NovoEd for additional resources associated with each lesson and to access all course materials.

Session 1: Introduction	
September 8, 2014	*What are performance assessments and why should I use them? What are the key principles of performance assessment?* Assignments: 1A. Introductions • Pre-course survey • NovoEd course profile • Performance assessment autobiography 1B. Team Formation • Make or join a team Tools & Resources: • Justin Wells, Campaign Ads: How Do You Change a Voter's Mind? • Teaching Channel Video: Tiny House: A Community Project https://vimeo.com/user11426713/review/85370098/a0d6e73b65 • Texas Region 13 Education Service Center: Project Based Learning in Action: Dripping Springs High School http://blinkwave.wistia.com/medias/w2cwtvw5i5

	Recommended Readings (Optional): • Excerpts from Darling-Hammond, L., & Adamson, F. (2010). *Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning* (pp. 7-21). Stanford, CA: Stanford Center for Opportunity Policy in Education (SCOPE). (FREE) https://edpolicy.stanford.edu/sites/default/files/publications/beyond-basic-skills-role-performance-assessment-achieving-21st-century-standards-learning_3.pdf • Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148. (FREE) http://service.sipx.com/service/php/inspect_document.php?&id=x-0b0b225c-180e-11e4-b0d4-22000a890e29
Session 2: **Designing a Variety of Performance Assessments**	
September 15, 2014	*What is the range of performance assessments? How do I start designing a performance assessment?* Assignment: 2. Design: Identify Topic and Task Type Tools & Resources: • Sample content-specific performance tasks • SCALE Range of Performance Assessments Visual Recommended Readings (Optional): • Herman, J. L. (1992). Rethinking Assessment. In *A practical guide to alternative assessment* (pp.1-11). Alexandria, VA: Association for Supervision and Curriculum Development. (FREE) http://service.sipx.com/service/php/inspect_document.php?&id=x-3d7e6610-0c45-11e4-b0d4-22000a890e29 • Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership*, 64(8), 22–26. (FREE) http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student's-Eyes.aspx • Teaching Channel Video: Engaging Students in Work That Matters (FREE) https://vimeo.com/user11426713/review/85307337/6af00f8607 • See NovoEd.com for additional content-specific readings
Session 3: Quality Performance Assessments	
September 22, 2014	*What makes a high quality performance assessment?* Assignment: 3. Design: Sketch Ideas and Identify Performance Outcomes Tools & Resources: • SCALE Performance Assessment Quality Criteria • SCALE Performance Assessment Quality Rubric • Common Core State Standards (math): http://www.corestandards.org/Math/ • Common Core State Standards (ELA): http://www.corestandards.org/ELA-Literacy/ • Next Generation Science Standards (NGSS): http://www.nextgenscience.org/next-generation-science-standards

	• C3 Framework for Social Studies State Standards: http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf • 21st Century Skills: http://www.p21.org/about-us/p21-framework Recommended Readings (Optional): • Excerpts from Newmann, F. M., King, M. B., & Carmichael, D. L. (2007). *Authentic instruction and assessment: Common standards for rigor and relevance in teaching academic subjects* (pp. 2-13). Des Moines, IA: Iowa Department of Education. (FREE) http://centerforaiw.com/sites/centerforaiw.com/files/Authentic-Instruction-Assessment-BlueBook.pdf • See NovoEd.com for additional content-specific readings
Session 4: Scoring Systems	
September 29, 2014	*How will I assess students' work?* Assignment: 4. Design: Select and Adapt Scoring System Tools & Resources: • Sample rubrics in each content area • SCALE Checklist for Quality Rubric Design Recommended Readings (Optional): • Brookhart, S. (2013). What are rubrics and why are they important? In *How to Create and Use Rubrics for Formative Assessment and Grading.* Association for Supervision and Curriculum Development (ASCD). (FREE) http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx • See NovoEd.com for additional content-specific readings
Session 5: Tailoring Performance Assessments for your Classroom	
October 6, 2014	*How do I choose or create a worthwhile performance task for my students? How do I meet the diverse needs of my students?* Assignment: 5. Design: Draft Performance Assessment Tools & Resources: • SCALE My Quality Performance Assessment Template Recommended Readings (Optional): • Wiggins, G. (1992). Creating Tests Worth Taking. *Educational leadership*, 49(8), 26-33. (FREE) http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199205_wiggins.pdf • Explore http://www.udlcenter.org/implementation/examples and http://www.cast.org/udl/ • See NovoEd.com for additional content-specific readings
Session 6: Peer Review of Draft Performance Assessments	
October 13, 2014	*What makes a high quality performance assessment?* Guest Speakers: • Professor Kenji Hakuta

	• Dr. Ericka Fur Assignment: 6. Peer Review of Performance Assessments
Session 7: Implementing Performance Assessments	
October 20, 2014	*How do I pilot a performance assessment? How do I set context and engage students in my performance assessment?* Activity: • Pilot/implement your performance assessment
Session 8: Piloting your Performance Assessment	
October 27, 2014	*How do I pilot a performance assessment? How do I score student work?* Guest Speaker: • Professor Linda Darling-Hammond Activity: • Pilot/implement your performance assessment
Session 9: Learning from Implementation	
November 3, 2014	*How do I use student work to inform my instruction and revise my task? How do we score and calibrate?* Assignment: 7. Reflect & Revise: Learning from Student Work (team assignment) Tools & Resources: • SCALE Protocol for Learning from Student Work • SCALE Semi-Structured Calibration Activity Protocol • SCALE Selecting Anchor Papers: A Guide Recommended Readings (Optional): • Falk, B. & Ort, S. (1998). Sitting down to score: Teacher learning through assessment. *Phi Delta Kappan, 80*(1), 59-64. (FREE) http://service.sipx.com/service/php/inspect_document.php?&id=x-774e7848-1817-11e4-b0d4-22000a890e29 • See NovoEd.com for additional content-specific readings
Session 10: Bringing it all Together	
November 10, 2014	*Where do I want to go next?* Assignment: 8. Performance Assessment Portfolio Recommended Readings (Optional): • Darling-Hammond, L., Herman, J., Pellegrino, J., Abedi, J., Aber, J. L., Baker, E., ... & Steele, C. M. (2013). *Criteria for High-Quality Assessment.* Stanford, CA: Stanford Center for Opportunity Policy in Education (SCOPE). (FREE) https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf
Final Projects Due	
November 17, 2014	Activity: • Post-course Survey