



Overview

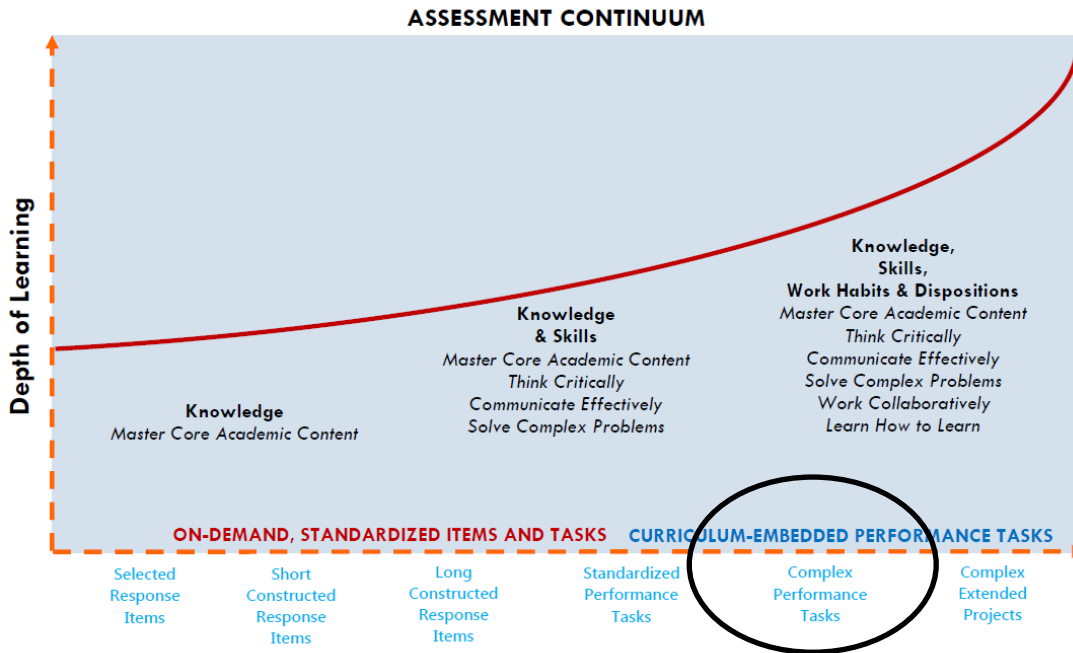
What is PADS?

The *Performance Assessment Demonstration Sites* (PADS) project is a partnership between Oregon schools, Oregon Department of Education, and the Center for Collaborative Education to provide performance assessment professional learning and implementation support.

The schools participating in 2016-17 are receiving grant funds to provide additional professional learning time to work through integrating the performance assessment with their curriculum, providing instruction to prepare students, administering the performance assessment, collaboratively scoring the student work, and providing feedback to students throughout the process. Following this year, the schools that received grant funding will be identified as demonstration sites where other school leaders or teachers can come to observe performance assessment practices. All PADS performance assessments and all professional learning content, including the Center for Collaborative Education's book, *Quality Performance Assessment: A Guide for Schools and Districts*, will be licensed as open-educational resources so that any school or district in the state could engage in this professional learning without incurring licensing costs and without limitations on sharing the performance assessments or professional learning resources.

Why performance assessment?

The process of preparing students for a performance assessment provides meaningful learning opportunities and the experience of completing the performance assessment includes opportunities for students to work through complex concepts and apply their knowledge, skills, work habits, and dispositions. For this project, educators will be working with complex, curriculum-embedded performance assessments. The Assessment Continuum graphic shows a range of assessment types and where these performance assessments are situated.



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Which schools were selected to participate?

- Coos Bay SD 9, Millicoma Intermediate School
- Pilot Rock SD 2, Pilot Rock High School
- Portland SD 1J, Metropolitan Learning Center
- Salem-Keizer SD 24J, North Salem High School
- South Lane SD 45J3, Bohemia Elementary School
- Springfield SD 19, Thurston High School
- Yamhill-Carlton SD 1, Yamhill-Carlton Intermediate School

Professional Learning Design

Performance Assessment Demonstration Sites (PADS) project is about building and assessing deeper learning. Educators will draw upon performance assessments from the Performance Assessment Resource Bank (<https://www.performanceassessmentresourcebank.org/>) or other performance assessment banks that are vetted by Center for Collaborative Education and publicly available. There are performance assessments available in math, English, science, and social science educators in elementary through high school grades.

Kick Off Meeting

The Kick Off meeting provides resources, tools, and guidance to help administrators and teachers leaders plan a successful launch of the PADS project. During the kick off, participants will:

- 1) Develop an understanding and common language around Quality Performance Assessments
- 2) Understand the goals, timeline, and expectations of the Oregon PADS project for administrators, teacher leaders, and teachers
- 3) Become familiar with the tools for implementing performance assessment systems in their schools and/or districts
- 4) Build understanding of the value for and mechanisms to build Professional Learning Communities
- 5) Develop clear, compelling statements of purpose and vision around which to organize this work

PADS Phase I – Between August and December 2016

Center for Collaborative Education will facilitate professional learning to support school teams to select performance assessments, embed the performance assessments within local curricula, administer the performance assessments, and engage in calibration scoring of student work produced by the performance assessments.

- Between September and mid-November 2016, Center for Collaborative Education will convene **virtual conferences** that will also be open to any and all teachers from PADS schools. The first meeting will be used to review the selected performance assessments, gain a sense of what capacity building of teams has taken place, and ensure there is a plan and timeline in place for implementing the performance assessments. The second meeting will be used to ensure that implementation is going smoothly and address any challenges.
- In late November or early December 2016, the PADS learning community of teacher leaders will reconvene for one day of **calibration professional learning and scoring** that will be used to (a) move towards agreement on what constitutes quality work, (b) identify next steps in student learning and instructional strategies to address them, and (c) identify areas in which to strengthen the performance assessments and the instructional strategies used during implementation.

PADS Phase II – Between January and June 2017

By January 2017 each school must decide whether they will select the Performance Assessment Design Strand or the Performance assessment Administration Strand for the second phase of this project.

- a. **Performance Assessment Administration Strand:** Select a second performance assessment, embed the performance assessment within local curricula, administer the performance assessment, and engage in calibration scoring of student work produced by the performance assessment.
- b. **Performance Assessment Design Strand:** Engage in the process of performance assessment design, in which the teams create an original performance assessment and complete the initial stage of validation, with the intent of administering and scoring the assessment in the spring or fall 2017.

a.) Activities for Performance Assessment Design Strand

- In January 2017, PADS teacher leaders will convene for one day to practice developing scaffolding for performance assessments, providing formative feedback to students, developing guidelines for student work completed outside of school, and ensuring consistency and fidelity of performance assessment implementation.
- In March 2017, Center for Collaborative Education will convene a **virtual conference** with each PADS team in order to review the selected performance assessments, gain a sense of what team capacity building has taken place on performance assessment administration, and ensure there is a plan and timeline in place for implementing the performance assessments.
- In early April 2017, the PADS teams will reconvene for one day of **calibration professional learning and scoring** that will be used to (a) move towards agreement on what constitutes

quality work, (b) identify next steps in student learning and instructional strategies to address them, and (c) identify areas in which to strengthen the performance assessments and the instructional strategies used during implementation.

b.) Activities for Performance Assessment Design Strand

- In January 2017, PADS teams will convene for one day to learn and practice the **performance assessment design process** (e.g., starting with standards and essential questions, steps of performance assessment design, aligning curriculum and planning instructional strategies, universal design, fairness and sufficiency considerations).
- In February 2017, Center for Collaborative Education staff will conduct a **virtual working session** with PADS teams to discuss progress in performance assessment design, problem solve dilemmas, and provide guidance in identifying strategies and tools for completing the design process in every team.
- In March 2017, PADS teams will convene for a second day, using the draft performance assessments created from their respective teams to undertake a **performance assessment validation** process that will be used to identify areas in which the performance assessment needs to be revised prior to field testing.
- By early April 2017, all teacher teams will be expected to **submit all performance assessments to Center for Collaborative Education for a final review**.
- Upon receiving Center for Collaborative Education feedback, teams may decide to (1) make revisions and field test the performance assessment during May and June, or (2) spend the rest of the school year revising the performance assessment to prepare for field testing in fall 2017. By mid-June 2017, all teams will be expected to have made **final revisions** and submitted their completed performance assessment to ODE, along with a timeline for when the performance assessment was or will be field-tested.

Reporting

Across the project, ODE and the program evaluators from Washington State University's Learning and Performance Research Center will collect information about this project in order to build an understanding of what it takes for a school or district to be successful with implementing this professional learning initiative and what the impact of this initiative is on the local assessment practices. The program evaluators will collect surveys and program artifacts, including the performance assessments and a sample of scored student work, from all participants; some participants will also participate in interviews or focus groups. The program evaluator will also collect student surveys and teacher reflections about changes in practice across this project. In addition, ODE will collect information about how grantees use the budget to illuminate what funding is needed to implement a professional learning initiative of this scope.