

Designing for Deeper Learning: Implementing Performance Tasks

A Massive Open Online Course (MOOC)

Designed by Understanding Language-Stanford Center for Assessment, Learning, and Equity (UL-SCALE)
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Course Description

College, career, and civic readiness standards such as the Common Core State Standards, Next Generation Science Standards and C3 Framework for Social Studies 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 6-session course focuses on the wise implementation of performance assessments and the use of student work products to inform task design and subsequent instruction. Course activities include selecting and adapting a performance assessment that is aligned with worthwhile performance outcomes and embedded within a specific curricular unit, implementing that task, and evaluating student work to learn more about the task and students' learning. We will use a learning-centered approach where assessments are not only about measuring learning, but are also events for learning.

This course is the second in a series and is open to those who participated in the first course and new participants. The first course, *Designing for Deeper Learning: How to Develop Performance Tasks*, focused on designing performance assessments and participants in that course designed a performance assessment that they can implement and evaluate in this course. For those who did not participate in that course, the initial sessions in this Implementing course will guide you in selecting and adapting a performance task for your local context.

This MOOC is designed for K-12 teachers. We also welcome other educators and policymakers. It is recommended that participants currently teach or have access to a classroom where they can implement their chosen assessment. The target month for implementing that assessment is April 2017. However, there will be alternate options for those who are unable to implement during this month.

Participants will work collaboratively with other educators to accomplish learning goals and complete assignments. We encourage and welcome school, district, or region-based teams to participate and combine our online resources with in-person meetings. We call this a hybrid approach and you can find more information about that approach and our MOOCs [here](#).

Learning Objectives

Upon course completion, participants will be able to:

- Select and prepare a high-quality performance task that is aligned with (and embedded within) a curricular unit of study;
- Develop a set of considerations for effective implementation of performance tasks;
- Begin to use data from performance tasks to tailor and improve instruction and curriculum;
- Identify freely-available resources that support the wise use of performance assessments in K-12 classrooms;
- Contribute to building a community of educators focused on using performance-based assessments to identify and develop students' abilities.

Course Organization

The course is comprised of one Orientation and Review session and five subsequent sessions, each of which is framed by central questions. Each of these five sessions introduces new topics through videos, readings, and/or additional resources. Each of the 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 Tuesday of each week that a new session launches (e.g., Orientation and Review-February 28; Session 1-March 7, Session 2-March 21, etc.) Sessions are designed to build on one another and course participants should complete all parts of a session (videos, assignments, and when possible, recommended readings), before they move on to the next session. Within a session, you can complete the activities and assignments at your own pace.

****Please note that the Orientation & Review session is only one week long. Sessions 1 and 2 are two weeks long and the third session, in which you will implement a performance task, is a three week session to allow you more time to implement your task. The subsequent sessions (#4 and 5) are each two weeks long and participants should complete the session's work over those two weeks.**

The **Orientation & Review page** is the first available and provides information to help orient participants to the course and NovoEd platform. It also includes some brief content to review if performance assessment or UL/SCALE's approach is new to you. This Orientation and Review session includes some Housekeeping tasks that are also listed on your home page and should be completed during the opening week.

Different Learning Pathways

We expect course participants to have a variety of backgrounds and professional roles and have built in some ways to tailor the course to fit with various needs. While all participants will be expected to learn by doing, there are four key places in the course where we anticipate that what you do may differ. However, the learning objectives are consistent no matter your trajectory in the course. These flexible moments are described below.

- 1.) The first session focuses on selecting and adapting a performance task in this course. Some of you will already have a task, so this session mainly offers you an opportunity to review and sharpen that task.
- 2.) The third session asks you to implement your task in your classroom. Some of you will be unable to do this so we will share other options, including pairing with a teacher who may be able to implement the task, running a small pilot, or engaging with other participants about implementation puzzles, challenges and successes.
- 3.) Assignment 5 asks you, in teams, to analyze student work from an implemented task. If this is not possible, we will provide you with a task and some student samples so you can still experience and complete this team assignment.

- 4.) Assignment 6 will give you a choice of product. One focuses on submitting your task, student work, and what you've learned from implementation. The second focuses on thinking through how to share course content and lessons with colleagues.

Statement of Accomplishment

Upon successful completion of the required course assignments, participants will earn a Statement of Accomplishment. The statement specifies an approximate number of professional development hours to which the course is equivalent. Please check with your employer as to whether this Statement of Accomplishment may be used for professional development credit. To earn this Statement, participants must complete:

- Pre and post course surveys
- All Assignments (1, 2, 3, 4, 5, 6)
- Three peer reviews

Performance Assessment: Definition & Key Principles

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. We use two terms interchangeably to talk about a particular performance assessment, both “performance assessment” and “performance task.”

Definition: Performance Assessment asks students to think and to produce—to demonstrate learning through work authentic to the discipline and/or real world.

We further maintain that performance assessment

- Targets skills and knowledge that matter and preparing for performance assessment improves skills and knowledge that matter;
- Is assessment *for* and *as* learning, not only of learning;
- Is learning by doing, and that,
- Curriculum, assessment, and instruction are all tied together.

Assignments

Course assignments are designed to guide participants through the process of selecting, adapting, and implementing a performance assessment and then learning from that implementation. The final assignment, for most participants, is the submission of that performance assessment, its accompanying materials, student work, and a reflection. Alternately, those participants unable to implement a task or interested in sharing content from the course with their colleagues can turn in a plan for sharing.

Assignments will be accessed and submitted on NovoEd. Once you have completed and uploaded your assignment, please review and comment on the submissions of other participants.

The assignments are:

Three Housekeeping Tasks: **Due March 7**

1. Assignment 1: Draft of Ready-to-go Performance Task. **Due March 20**
2. Peer reviews of Assignment 1 submissions: **Due April 3**
3. Assignment 2: Implementation Plan (with Ready-to-go task) **Due April 3**
4. Assignment 3: Reflecting on Implementation **Due April 24**
5. Assignment 4: Team Formation, **Due April 24**
6. Assignment 5: Team Assignment: Learning from Student Work **Due May 8**
7. Assignment 6: Final Project Due—Performance Assessment portfolio or Plan for Sharing: **Due May 23**

Course timeline at-a-glance

	Session videos and readings available	Team Task Due	Individual Assignment Due	3 Peer Evaluations Due
Orientation	2/28	N/A	3-4 Housekeeping Tasks Due 3/07	N/A
Session 1	3/07	N/A	3/20	4/3
Session 2	3/21	N/A	4/3	N/A
Session 3	4/4	4/24	4/24	N/A
Session 4	4/25	5/8	N/A	N/A
Session 5	5/09	N/A	5/23	N/A
Project Due	5/23	N/A	5/23	N/A

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.

- **Discussions** will be our primary collaborative space. Here you can post questions and make comments in existing discussions. We encourage you to use these discussion forums, read what other participants are saying, and post your comments, insights and questions. Please note that one of your housekeeping tasks is introducing yourself in the Discussion.
- **Groups** allow you to create special interest groups where you can comment and post on others' comments. For example, do you have a special interest in elementary education or teacher education? You may wish to start or join a group.
- Our teaching team will send out **weekly emails** through NovoEd with reminders and notifications about the course.
- 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 **#pa4dl2017**.

If you have questions about using the site or other **technical issues**, please use one of the options under "Have a Question" on the right hand side of your home page. Please note that due to the large number of participants in this course, we will likely be unable to respond to all messages.

Teams

Joining a team is **required** for this course. Many of you will do this in Session 3 by completing Assignment 3: Team Formation. Completing that Session 3 assignment will mean that you have a team in place by April 24, the due date for that assignment. This will allow your team to then complete the team Assignment, Assignment 5: Learning from Student Work, by May 8.

Teams work best when members share content and/or grade-level interests. Once a team is created on NovoEd, each team has a space that facilitates private interaction with the option to submit team assignments, and publish work as well. Forming a team is not mandatory until mid-way through the course, and there may be some advantage in waiting to do so as it becomes easier to identify possible team

members who are actively participating in the course. However, you are welcome to form a team earlier in the course. To do so, access the Team Formation Assignment on the Orientation & Review page.

HYBRID PARTICIPANTS: If you are working face-to-face with other class participants in a site or district-based team, that is your team for the course. However, you should also register as an online team and use the NovoEd team space to further facilitate your work. To do this at the start of the course, see the “Team Formation” task, accessible on the Orientation & Review session.

Recommended Readings

Most of the sessions are accompanied by one or more recommended readings or video resources. 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 session that they are assigned. We also include “Additional Readings” in several sessions. These are readings and resources that are of special interest to some educators, for example, readings specific to science instruction. Please check each session page on NovoEd for a complete list of recommended and additional readings. The “Session Reading” discussion forum provides a place for you to discuss and critique these readings with fellow course participants.

Course Outline

*See NovoEd for additional resources associated with each lesson and to access all course materials and any adjustments that we make during the course to available resources, readings, etc.

Orientation & Review:	
February 28, 2017	<p><i>This page provides information to help orient participants. It includes some Housekeeping tasks that are also listed on your home page.</i></p> <p>Housekeeping Tasks:</p> <ol style="list-style-type: none"> 1.) Complete your personal profile 2.) Introduce yourself in the Discussion forum 3.) Complete the pre-course survey *) HYBRID groups--form a team (optional) <p>Tools & Resources</p> <ul style="list-style-type: none"> • Performance Assessment: Definition • Performance Assessment: Principles • Types & Continuum of Performance Assessment
Session 1: Selecting and Adapting Performance Assessments for your Classroom	
March 7, 2017	<p><i>How do I choose or create a worthwhile performance task for my students? What makes a high quality performance assessment?</i></p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Draft Ready-to-go Performance Task, Due March 20, 2017 <p><u>Tools & Resources:</u></p> <ul style="list-style-type: none"> • Tool: Selecting and Adapting a Performance Task • Selected Task Banks

	<ul style="list-style-type: none"> • SCALE Quality Criteria • Task Quality Review Tool • Sample Tasks & Rubrics • SCALE My Quality Performance Assessment Template <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • Stiggins, R. (2007). Assessment through the student's eyes. <i>Educational Leadership</i>, 64(8), 22–26. http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student's-Eyes.aspx <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> • [FORA.tv]. (2012, December 23). <i>What's different about the new science standards?</i> [Video File]. Retrieved from https://youtu.be/73bfNiTxjSw. • English Language Proficiency Assessment for the 21st Century (n.d.). Professional development. Retrieved from http://www.elpa21.org/standards-initiatives/professional-development
Session 2: Planning for Implementation	
<p>March 21, 2017</p>	<p><i>How do I pilot a performance assessment? How do I set context and engage students in my performance assessment?</i></p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Implementation Plan with Ready-to-go Task, Due April 3, 2017 • Peer Reviews of Assignment 1 <p><u>Tools and Resources</u></p> <ul style="list-style-type: none"> • Anticipating Implementation Challenges • Alignment Tool <p><u>Recommended Readings</u></p> <ul style="list-style-type: none"> • Van Lier, L. & Walqui, A. (2012). Language and the Common Core State Standards. Stanford, CA: Understanding Language. • TeachingChannel. (n.d.). <i>Preparing learners: Activating prior knowledge</i>. [Video file]. Retrieved from http://www.teachingchannel.org/videos/activating-prior-knowledge <p><u>Additional Readings</u></p> <ul style="list-style-type: none"> • [National Science Teachers Association]. (2015, May 12). <i>Next Generation Science Standards: A teacher's perspective</i>. [Video File]. Retrieved from https://www.youtube.com/watch?v=f479iHKYY_E&feature=youtu.be • TeachingChannel. (n.d.). <i>Reading like a historian: Turn to your partner</i>. [Video file]. Retrieved from https://www.teachingchannel.org/videos/increasing-student-collaboration
Session 3: Piloting your Performance Assessment	
<p>April 4, 2017</p>	<p><i>How do I pilot a performance assessment?</i></p> <p><u>Assignment</u></p> <ul style="list-style-type: none"> • Reflecting on Implementation, Due April 24, 2017 • Team Formation, Due April 24 <p><u>Activity</u></p>

	<ul style="list-style-type: none"> • Pilot/implement your performance assessment • Form a Team <p><u>Recommended Readings</u></p> <ul style="list-style-type: none"> • Brookhart, S. (2013). What are rubrics and why are they important? In <i>How to create and use rubrics for formative assessment and grading</i>. Association for Supervision and Curriculum Development (ASCD) • McLeod, M., Grabill, J., & Hart-Davidson, B. (n.d.) <i>Feedback and revision: The key components of powerful writing pedagogy</i>. Retrieved from http://elireview.com/content/td/feedback/ <p><u>Additional Readings</u></p> <ul style="list-style-type: none"> • Chope, J. (2013, Oct. 25). <i>Video playlist: English Language Learners</i>. Retrieved from https://www.teachingchannel.org/blog/2013/10/25/video-playlist-ell-instruction/
Session 4: Learning from Implementation	
April 25, 2017	<p><i>How do I use student work to inform my instruction and revise my task?</i></p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Reflect & Revise: Learning from Student Work (team assignment), Due: May 8 <p><u>Tools & Resources:</u></p> <ul style="list-style-type: none"> • SCALE Protocol for Learning from Student Work <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • Falk, B. & Ort, S. (1998). Sitting down to score: Teacher learning through assessment. <i>Phi Delta Kappan</i>, 80(1), 59-64. (FREE) • Reddy-Butkovich, K. (2007). On the verge of understanding: A district-wide look at student writing." In C. Clingman & A. Tendero (Eds.), <i>Writing Intention: Prompting Professional Learning through Student Work</i> (pp. 5–10). Grand Rapids, MI: Michigan Reading Association. http://www.nwp.org/cs/public/download/nwp_file/10530/verge_of_understanding.pdf?x-r=pcfile_d
Session 5: Scoring and Looking Forward	
May 9, 2017	<p><i>How do we score and calibrate? Where do I want to go next?</i></p> <p><u>Assignment:</u></p> <ul style="list-style-type: none"> • Performance Assessment Implementation Portfolio, Due May 23 OR • Plan for Sharing, Due May 23 <p><u>Tools and Resources:</u></p> <ul style="list-style-type: none"> • Principles of Scoring • SCALE Semi-Structured Calibration Activity Protocol • SCALE Selecting Anchor Papers: A Guide <p><u>Recommended Readings:</u></p> <ul style="list-style-type: none"> • TeachingChannel. (n.d.). <i>Calibration: Assessing Portfolio Defenses</i>. [Video file]. Retrieved from https://www.teachingchannel.org/videos/calibrating-for-portfolio-defense-eed <p><u>Additional Readings:</u></p> <ul style="list-style-type: none"> • Darling-Hammond, L., Herman, J., Pellegrino, J., Abedi, J., Aber, J. L., Baker, E., ... & Steele, C. M. (2013). <i>Criteria for High-Quality Assessment</i>. Stanford, CA: Stanford

	<p>Center for Opportunity Policy in Education (SCOPE). (FREE) https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf</p> <ul style="list-style-type: none"> • Jaquith, A., Martin, D., & Johnston, J. (2014). Developing a performance assessment system from the ground up: Lessons learned from three Linked Learning pathways. Stanford, CA: Stanford Center for Opportunity Policy in Education (SCOPE). (FREE). https://edpolicy.stanford.edu/publications/pubs/1151
Final Projects Due	
May 23 2017	<p><u>Activity:</u></p> <ul style="list-style-type: none"> • Post-course Survey

Research Information/Participation Agreement

Please visit the NovoEd page under “Course Information” on the left side of any session page. There you will find information about our research, your participation in that research, and how to opt out of that participation if you wish.