

Designing for Deeper Learning: How to Develop 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 7-session course focuses on the design and use of performance assessments in grades 6-12, with an emphasis on developing 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 performance tasks. Course activities guide participants through the development 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;
- contribute to building an online community of educators focused on using performance assessments to identify and develop students' skills and understanding.

Statement of Accomplishment

Upon successful completion of the required course assignments, participants will earn a Statement of Accomplishment. The statement does not specify the 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;
- (Assignment 4) Identify Performance Outcomes & Develop Scoring system;
- (Assignment 5) A Draft Performance Assessment;
- (Assignment 6) Final Performance Assessment Portfolio;
- All peer reviews (three of assignment 4 + three of assignment 5=6 peer reviews);
- Two Comments in Discussion Forums.

Course Organization

The course is comprised of seven sessions, each of which is framed by central questions. Five of these sessions introduce new topics through videos, readings, and additional resources. The other two sessions focus on peer review of colleagues' draft performance assessments (Session 6), and completing your performance assessment (Session 7). Each of the seven 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 (e.g., Session 1-October 4; Session 2-October 11, Session 3, October 25). 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.

**Please note that the first two sessions of the course will be released over the first two weeks of the course. Participants should complete those first sessions over those two weeks. The third and subsequent sessions will be released with two week intervals between them and participants should complete the session's work over those two weeks. These longer intervals between Sessions 2-7 will allow participants more design time and those meeting face-to-face more time to discuss and collaborate. We have also designed the schedule this way to allow for holiday breaks and commitments.

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 sessions 2-5, this will usually mean watching a content-specific video in addition to the general videos for the session.

The **Orientation page** releases before the course starts and provides information to help orient participants. It includes some Housekeeping tasks that are also listed on your home page and reiterates information that is in the syllabus.

Below you will find a more detailed 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.

Assignments

Course assignments are designed to guide participants through the process of developing 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 review and comment on the submissions of other participants.

*Please note that there are multiple versions of Assignment 4 and 5. Each participant only needs to submit to one of these assignments. For example, if you are working on a Math task, you would submit work to the Assignment 4 and 5 designated “for Math teachers.”

The assignments are:

Three Housekeeping Tasks: **Due 10/10**

Optional: Team Formation Task: Recommended by **10/16, ongoing until Session 4.**

1. *Assignment 1: Performance Assessment Autobiography.* **Due October 11**
2. *Design: Assignment 2: Identify Topic and Task Type.* **Due October 25**
3. *Design: Assignment 3: Sketch Ideas.* **Due November 8**
4. *Evaluate Language Demands of a Task: Optional Team Assignment.* **Due November 8**
5. *Design: Assignment 4: Identify Performance Outcomes & Develop Scoring System:* **Due November 22**
6. *Peer Reviews of Assignment 4 submissions:* **Due November 30**
7. *Design: Assignment 5: Draft Performance Assessment.* **Due December 6**
8. *Peer Review of Assignment 5 submissions.* **Due December 20**
9. *Reflect & Revise Assignment 6: Submit Final Performance Task.* **Due January 9, 2017**

Course timeline at-a-glance

	Session videos and readings available	Team Task Due (Optional)	Individual Assignment Due	3 Peer Evaluations Due
Orientation	9/27	N/A	3 Housekeeping Tasks Due 10/10	N/A
Session 1	10/04	N/A	10/11	N/A
Session 2	10/11	N/A	10/25	N/A
Session 3	10/25	11/08	11/08	N/A
Session 4	11/8	N/A	11/22	11/30
Session 5	11/22	N/A	12/06	N/A
Session 6	12/06	N/A	12/20	12/20
Session 7	12/20	N/A	01/09/2017	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 **2 discussion comments are required** to earn a Statement of Accomplishment.
- **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 #pa4dl.

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 or one of the options under “Have a Question” on 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—an Option

Joining a team is **optional** for this course. 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 can also register as an online team and using the NovoEd team space will further facilitate your work. We also encourage those participants who are interested in collaborative design or ongoing virtual peer support to create or join a team. 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 publish work as well.

Your **team space** allows you to communicate and collaborate with your team members privately. The “Team Formation” task, accessible on the Home page or Orientation session, provides more information about the process for creating teams. There will be one Optional Team Assignment in Session 3 where teams will work together to evaluate a performance task and it’s attention to language demands and development. There may also be suggested optional activities for teams in subsequent sessions.

Create or join a team as soon as you decide that is a good option for you—creating a team will be possible at any time before Session 4.

Recommended Readings

Most of the sessions are accompanied by one or more 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 session that they are assigned. The “Session Reading” discussion forum provides a place for you to discuss and critique these readings with fellow course participants.

Accessing Recommended Readings: Logistics and Cost

Recommended readings are free and 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.

Course readings will be accessible via NovoEd/SIPX throughout the duration of the course.

Course Outline

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

Orientation:	
September 27, 2016	<i>This page releases before the course starts and provides information to help orient participants. It includes some Housekeeping tasks that are also listed on your home</i>

	<p><i>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 4.) Optional—form a team
Session 1: Introduction	
October 4, 2016	<p><i>What are performance assessments and why should I use them? What are the key principles of performance assessment?</i></p> <p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Performance assessment autobiography <p>Housekeeping Tasks</p> <p><u>Tools & Resources:</u></p> <ul style="list-style-type: none"> • 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://pbl.esc13.net/videos (this video is at the bottom of the page: Dripping Springs: PBL in Action) <p><u>Recommended Readings (Optional):</u></p> <ul style="list-style-type: none"> • Excerpts (pp. 7-21) from Darling-Hammond, L., & Adamson, F. (2010). <i>Beyond basic skills: The role of performance assessment in achieving 21st century standards of learning</i> (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. <i>Phi Delta Kappan</i>, 80(2), 139–148. (FREE) http://service.sipx.com/service/php/inspect_document.php?id=x-57d8fbba-81d3-11e6-a73e-22000b61898b
Session 2: Designing a Range of Performance Assessments	
October 11, 2016	<p><i>What is the range of performance assessments? How do I start designing a performance assessment?</i></p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> 2. Design: Identify Topic and Task Type <p><u>Tools & Resources:</u></p> <ul style="list-style-type: none"> • Sample content-specific performance tasks • SCALE Range of Performance Assessments Visual <p><u>Recommended Readings (Optional):</u></p> <ul style="list-style-type: none"> • Herman, J. L. (1992). Rethinking Assessment. In <i>A practical guide to alternative assessment</i> (pp.1-11). Alexandria, VA: Association for Supervision and Curriculum Development. (FREE) https://service.sipx.com/service/php/inspect_document.php?id=perma-x-245a42de-d68b-11e5-9618-22000b61898b • Stiggins, R. (2007). Assessment through the student's eyes. <i>Educational Leadership</i>, 64(8), 22–26. (FREE)

	<p>http://www.ascd.org/publications/educational-leadership/may07/vol64/num08/Assessment-Through-the-Student's-Eyes.aspx</p> <ul style="list-style-type: none"> • 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	
<p>October 25, 2016</p>	<p><i>What makes a high quality performance assessment?</i></p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> 3. Design: Sketch Ideas Optional Team Assignment: Evaluate Language Demands of a Task <p><u>Tools & Resources:</u></p> <ul style="list-style-type: none"> • SCALE Performance Assessment Quality Criteria 2.0 • 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 <p><u>Recommended Readings (Optional):</u></p> <ul style="list-style-type: none"> • Excerpts from Newmann, F. M., King, M. B., & Carmichael, D. L. (2007). <i>Authentic instruction and assessment: Common standards for rigor and relevance in teaching academic subjects</i> (pp. 2-13). Des Moines, IA: Iowa Department of Education. (FREE) https://www.centerforaiw.com/wp-content/uploads/2016/05/authentic-instruction-assessment-bluebook.pdf • See NovoEd.com for additional content-specific readings
Session 4: Scoring Systems	
<p>November 8, 2016</p>	<p><i>How will I assess students' work?</i></p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> 4. Design: Identify Performance Outcomes & Select and Adapt Scoring System <p><u>Tools & Resources:</u></p> <ul style="list-style-type: none"> • Sample rubrics in each content area • SCALE Checklist for Quality Rubric Design <p><u>Recommended Readings (Optional):</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). (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	
November 22, 2016	<p><i>How do I choose or create a worthwhile performance task for my students? How do I meet the diverse needs of my students?</i></p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> Design: Draft Performance Assessment Three Peer Reviews of Assignment 4 <p><u>Tools & Resources:</u></p> <ul style="list-style-type: none"> SCALE My Quality Performance Assessment Template <p><u>Recommended Readings (Optional):</u></p> <ul style="list-style-type: none"> Wiggins, G. (1992). Creating Tests Worth Taking. <i>Educational leadership</i>, 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	
December 6, 2016	<p><i>What makes a high quality performance assessment?</i></p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> Three Peer Reviews of Performance Assessments
Session 7: Submit Performance Task	
December 20, 2016	<p><i>How do peer reviews and time for reflection help me improve my task?</i></p> <p><u>Assignment:</u></p> <ol style="list-style-type: none"> Submit your performance assessment portfolio <p><u>Activity:</u></p> <ul style="list-style-type: none"> Post-course Survey