




New Hampshire, September, 2012

## DESIGNING QUALITY PERFORMANCE ASSESSMENT INITIATIVE

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## Today's Presentation

- Overview of the Initiative
- Foundational Principles of the Initiative
- Content and approach to professional learning in the Designing Quality Performance Assessment Institute
- Cohort 1 Goals and Activities
- Questions and Discussion





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## About the Designing Quality Performance Assessments Initiative



- A new, multi-year initiative that aims to engage New Hampshire's school districts in building valid and reliable performance assessments into our state student assessment system
- In 2012-2013, the initiative will provide professional development and implementation support for a cohort of 10-15 New Hampshire high schools that represent the diversity of the state's schools/districts
- Future cohorts will include schools across the K-12 span, therefore middle school representation on cohort 1 teams is encouraged to provide continuity moving forward



Quality  
Performance  
Assessment



## Networks of Support



- Tier 1: Technical Assistance Networks
  - **Standards and Assessments**
  - Educator Effectiveness
  - Use of Data to improve Teaching and Learning
- Tier 2: Knowledge Networks
- Tier 3: Innovation Networks



Quality  
Performance  
Assessment





## NHDOE's Partners in the Initiative



- National Center for Improving Educational Assessment (The Center for Assessment)

– [www.nciea.org](http://www.nciea.org)



- The Center for Collaborative Education's Quality Performance Assessment Initiative

– [www.ccebos.org](http://www.ccebos.org)

– [www.qualityperformanceassessment.org](http://www.qualityperformanceassessment.org)



## Foundational Principles (1)



- New Hampshire's Student Assessment System should promote and measure the knowledge, skills, and dispositions that lead students to graduate from high school college- and career-ready.



Dennis Coughlin Photography  
Kennett High School Graduation 2010

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## Foundational Principles (2)



- Performance assessments are a vehicle for encouraging teaching and learning of meaningful content.

Definition of Performance Assessment:

Performance assessments are **multi-step** assignments with clear criteria, expectations, and processes which measure how **well** a student **transfers** knowledge and **applies** complex skills to create or refine an original product.



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## Q P A

# Foundational Principles (3)

- New Hampshire's system of educator support should build the capacity of educators to engage students in learning of meaningful knowledge and skills.
- Accountability systems, including educator evaluation systems, should be built upon a foundation of a student assessment system that measures critically important student outcomes.







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## Q P A

# How do we get there?

- Alignment to competencies and the Common Core
- Quality Tasks including Common Performance Assessments
- Analyzing Assessment Evidence
- Collaboration for continued learning and refinement
- Leadership and Policy Support

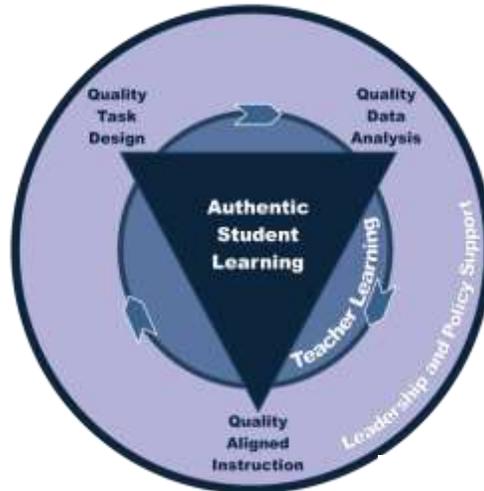






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## How do we get there? QPA Framework for Technical Quality



## Our Approach to Professional Learning



- Offers entry points to differentiate based on individual teacher and school needs
- Introduces practical, useable tools and processes
- Supports teachers and leaders in integrating new learning into practice



## Performance Assessments: Impacting Teacher Practice

Q P  
A

*“These conversations are very important because they help us consider how we ensure that all students demonstrate mastery. Reflecting on the alignment, the assessment design, and the student work makes transparent the need for a learning plan that gets students to the destination.”*



Teacher reflection after a curriculum sharing



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## Cohort 1 Institute Goals

Q P  
A

- Build school team expertise in how to design, administer, and reliably score high-quality performance assessments, aligned with the Common Core and the school's required competencies;
- Provide teams with tools and resources that will enable them to establish a shared understanding and school-wide culture of quality performance assessments;
- Expand school and district capacity to create and sustain a system of valid and reliable performance assessments in which student-centered learning is embedded; and
- Develop and field-test several cross-school or grade common performance assessments in ELA and/or mathematics.



## Cohort 1 Activities and Timeline



- All applications due by **Wednesday, October 3, 2012 at 5:00 p.m.**
  - Application and Guidelines: <http://www.education.nh.gov/assessment-systems/documents/performance-institute.pdf>
  - Online Application (encouraged): <https://www.surveymonkey.com/s/NHdesigningQPA>
- Pre-Institute Self-Assessment Survey (October)
- Institute Professional Development Days
  - Fall: Thursday and Friday, Nov 1-2, 2012
  - Winter: Friday, Jan 25, 2013
  - Winter: Tuesday, Feb 12, 2013
  - Spring: Tuesday, April 16, 2013 (note: may be half day tbd by cohort)
- Additional support and coaching
- Participation in State-Wide Committees Designing Common Performance Tasks



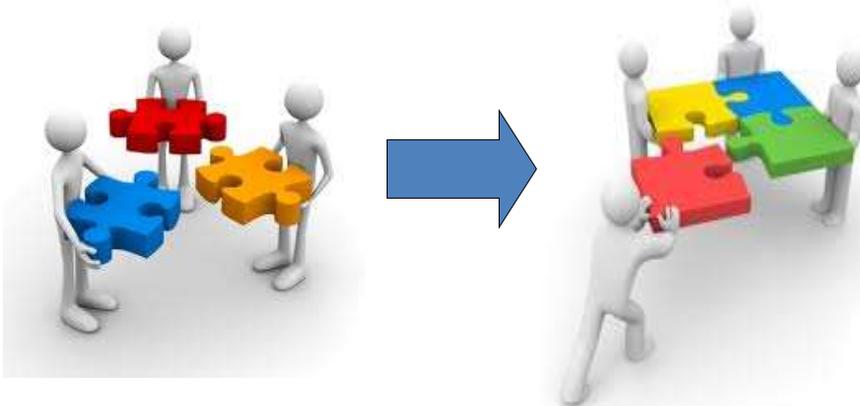
## Graduate Credit Option



- Participants are eligible to receive graduate credit through Endicott College
- Cost: \$60.00 per credit (\$180.00 total)
- Requirements
  - Complete registration form by the second day of the PD initiative pay the required fee (check, MO, credit card)
  - Complete all the activities and assignments required for the PD initiative AND four additional assessments (journal entries, curriculum plan for performance assessment, analysis of performance assessment, and a cognitive lab with students)



## Questions and Discussion



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## Additional Information



- Website: <http://www.education.nh.gov/assessment-systems/index.htm>
- Online Application (encouraged): <https://www.surveymonkey.com/s/NHdesigningQPA>
- Contact us:
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