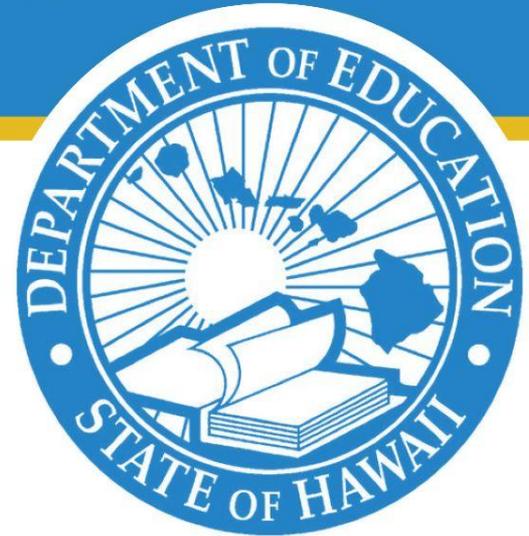
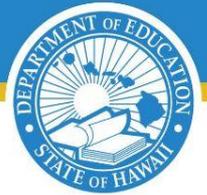


A large sunburst graphic in shades of blue, with a semi-circle at the bottom left and rays extending across the top of the slide.

Performance Assessment Development Initiative Informational Session

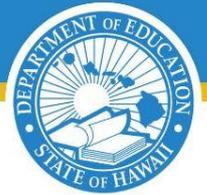
Hawai'i Comprehensive Assessment Program





Overview

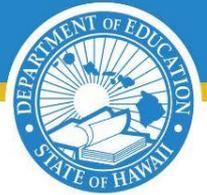
1. Background for the Hawai'i Comprehensive Assessment Program (HICAP): Balanced Assessment Systems
2. Purpose of the Performance Assessment Development Initiative (PADI) as one component of HICAP
3. Information about PADI and how you can join the Initiative



Why Balanced Assessment Systems?

What is the “problem” Hawai'i is trying to solve with respect to assessment?

- over-testing
- misalignment between what is tested on the state test, the enacted curriculum, and deeper learning goals
- desire for more authentic and culturally responsive assessments that foster student agency (voice and choice)
- desire for assessments that inform instruction

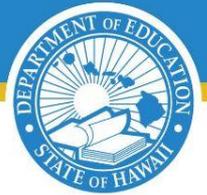


Assessments that Support Instruction

Assessments that inform instruction have certain features:

1. Coherent with the enacted curriculum
2. Items and tasks must foster and support deeper thinking
3. Results at the right grain size to support useful feedback
4. Timely results
5. Results to inform instruction—helps inform what to do next





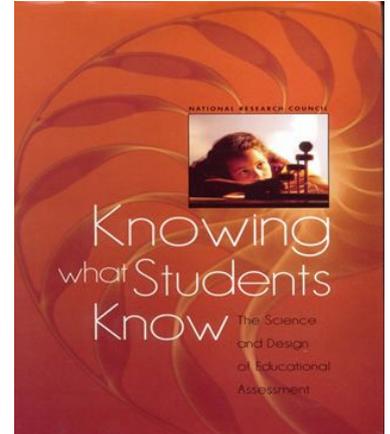
Assessment Design Involves Tradeoffs

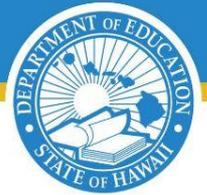
A key trade-off in state assessment design: **Accountability** versus **instructional** support and improvement for individual students

“Ironically, the questions that are of most use to the state officer are of the least use to the teacher.”

(National Research Council, 2001)

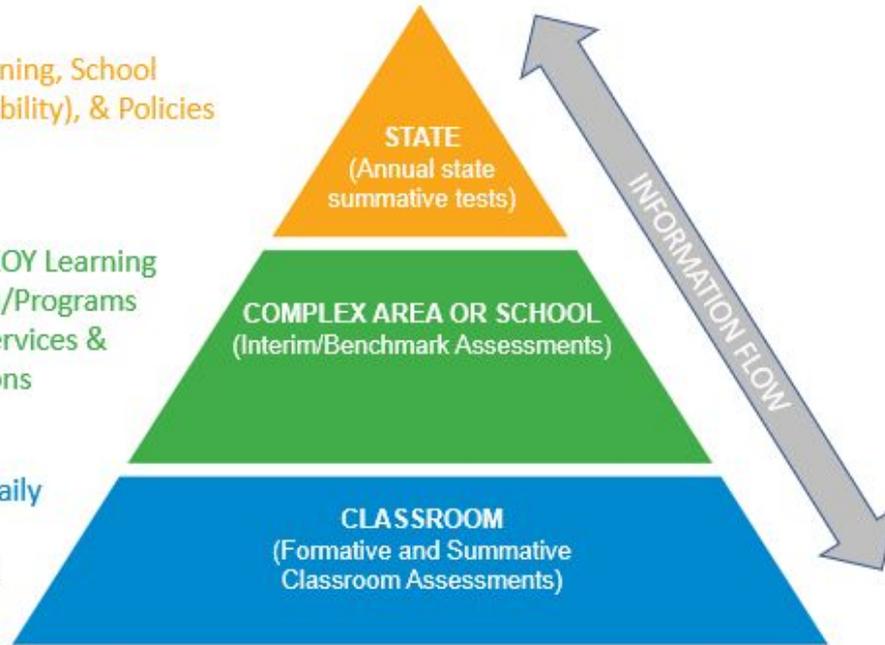
Why? Timing, grain size, connection to the enacted curriculum...





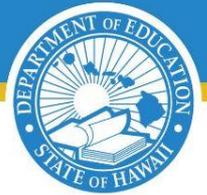
Balanced Assessment Systems

- Evaluate EOY Learning, School Quality (Accountability), & Policies
- Predict/Monitor EOY Learning
- Evaluate Curricula/Programs
- Inform Student Services & Placement Decisions
- Monitor/Adjust Daily Instruction
- Inform Parents & Students about Learning Progress



There are multiple layers of assessment systems.

Assessment information is used for different purposes and uses at each layer. Use informs design.



Possible Solutions to the “Problem”

01

Use classroom assessments in lieu of the state test to determine student proficiency and for school accountability purposes.

- Requires classroom assessments to meet **technical requirements** of federal law, which would significantly increase the footprint of the state test (i.e., data collection burdens b/c of comparability).
- Mixes **accountability** and **instructional** uses, which often leads to unintended negative consequences (e.g., teaching to the test).

02

Use the state test for accountability purposes. Separately, create a bank of high-quality curriculum-embedded and authentic performance assessments that could be used at the local level.

- Involves **building the capacity of Hawai'i educators** to design and/or implement high-quality performance assessments.
- Bank can serve as **exemplars of assessments** that require students to apply knowledge and skills in authentic, culturally responsive scenarios, that prioritize student agency.

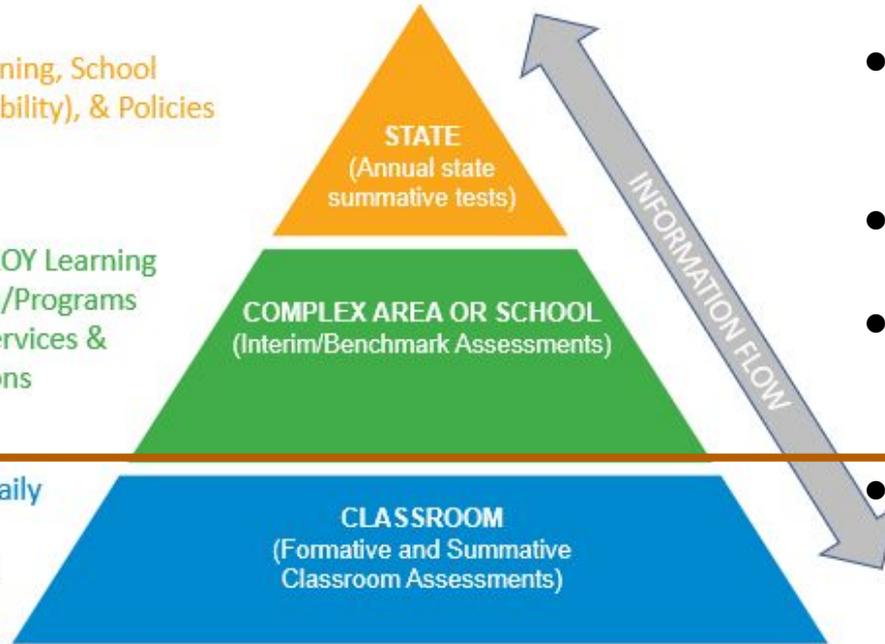


Balanced Assessment Systems

- Evaluate EOY Learning, School Quality (Accountability), & Policies

- Predict/Monitor EOY Learning
- Evaluate Curricula/Programs
- Inform Student Services & Placement Decisions

- Monitor/Adjust Daily Instruction
- Inform Parents & Students about Learning Progress



- Smarter Balanced State Assessment
- Smarter Balanced Interim Assessments
- Complex Area/School Interim or Benchmark Assessments
- **Curriculum-embedded and authentic tasks, activities, performance assessments, and tests**

PADI: Overview

- Goal is for each grade/content area team to create ONE complex performance assessment
- There will be three teams per grade/content area
- This will create a bank of high-quality curriculum-embedded and authentic performance assessments that can be used by Hawai'i educators
- Training and ongoing coaching support will be provided throughout the year

<https://www.hawaiipublicschools.org/TeachingAndLearning/Testing/InnovativeAssessmentProject/Pages/default.aspx>

PERFORMANCE ASSESSMENT DEVELOPMENT INITIATIVE (PADI)



The Hawai'i Department of Education and its partner, the Center for Assessment, are seeking Hawai'i educators who are interested in engaging in professional learning to design a bank of high-quality performance assessments for use in classrooms across the state!



Who: Classroom teachers with expertise in one of the following grades/content areas: Grade 4, 6, or 8 English Language Arts; Grade 4 or 7 Mathematics or High School Algebra

What:

- ✓ Learn how to design high-quality, curriculum-embedded and authentic performance assessments for classroom use.
- ✓ Pilot your group's performance assessment in your classroom and collect student work.
- ✓ Provide input on teacher scoring guides and administration manuals.
- ✓ Provide feedback on the professional learning design and implementation process.

Commitment:

- ✓ Virtual, 4-Day Institute: July 22-23 & 26-27, 2021
- ✓ Virtual, 2-Half Day Institute: October 12-13, 2021
- ✓ In-Person, 4-Day Institute (Oahu): March 15-18, 2022

Stipend: \$184.66 / full-day training; \$92.33 / half-day training



Questions: Contact hsa@k12.hi.us

To Participate: Submit [an application form](#) by June 1, 2021. You will need a laptop, access to Google drive, and a stable Internet connection to participate. <http://bit.ly/PA-Design>

For more information, please reference [this Superintendent's memo](#).

PADI: Who is Invited?

Classroom Teachers

(or curriculum/instruction leaders with access to students and classrooms)

→ Gr 4, 6 and 8 English Language Arts

→ Gr 4, 7 Mathematics, and High School Algebra

PERFORMANCE ASSESSMENT DEVELOPMENT INITIATIVE (PADI)



The Hawai'i Department of Education and its partner, the Center for Assessment, are seeking Hawai'i educators who are interested in engaging in professional learning to design a bank of high-quality performance assessments for use in classrooms across the state!



Who: Classroom teachers with expertise in one of the following grades/content areas: Grade 4, 6, or 8 English Language Arts; Grade 4 or 7 Mathematics or High School Algebra

What:

- ✓ Learn how to design high-quality, curriculum-embedded and authentic performance assessments for classroom use.
- ✓ Pilot your group's performance assessment in your classroom and collect student work.
- ✓ Provide input on teacher scoring guides and administration manuals.
- ✓ Provide feedback on the professional learning design and implementation process.

Commitment:

- ✓ Virtual, 4-Day Institute: July 22-23 & 26-27, 2021
- ✓ Virtual, 2-Half Day Institute: October 12-13, 2021
- ✓ In-Person, 4-Day Institute (Oahu): March 15-18, 2022

Stipend: \$184.66 / full-day training; \$92.33 / half-day training



Questions: Contact hsa@k12.hi.us

To Participate: Submit [an application form](#) by June 1, 2021. You will need a laptop, access to Google drive, and a stable Internet connection to participate. <http://bit.ly/PA-Design>

For more information, please reference [this Superintendent's memo](#).

PADI: What Will You Do?

- Learn how to design high-quality, curriculum-embedded and authentic performance assessments and rubrics for classroom use
- Learn how to evaluate the quality of performance assessments and rubrics using cognitive lab protocols and small classroom pilot
- Collect student work and learn how to score reliably by selecting anchor papers and annotating student work samples
- Provide input to improve PADI training in the future

PERFORMANCE ASSESSMENT DEVELOPMENT INITIATIVE (PADI)



The Hawai'i Department of Education and its partner, the Center for Assessment, are seeking Hawai'i educators who are interested in engaging in professional learning to design a bank of high-quality performance assessments for use in classrooms across the state!



Who: Classroom teachers with expertise in one of the following grades/content areas: Grade 4, 6, or 8 English Language Arts; Grade 4 or 7 Mathematics or High School Algebra

What:

- ✓ Learn how to design high-quality, curriculum-embedded and authentic performance assessments for classroom use.
- ✓ Pilot your group's performance assessment in your classroom and collect student work.
- ✓ Provide input on teacher scoring guides and administration manuals.
- ✓ Provide feedback on the professional learning design and implementation process.

Commitment:

- ✓ Virtual, 4-Day Institute: July 22-23 & 26-27, 2021
- ✓ Virtual, 2-Half Day Institute: October 12-13, 2021
- ✓ In-Person, 4-Day Institute (Oahu): March 15-18, 2022

Stipend: \$184.66 / full-day training; \$92.33 / half-day training



Questions: Contact hsa@k12.hi.us

To Participate: Submit [an application form](#) by June 1, 2021. You will need a laptop, access to Google drive, and a stable Internet connection to participate. <http://bit.ly/PA-Design>

For more information, please reference [this Superintendent's memo](#).

PADI: What Is the Commitment?

- Participate in all training sessions
 - ◆ July 4-day virtual training is non-negotiable
- Conduct cognitive lab with 2-3 students in September
- Share feedback and input on revisions to the performance assessment in October (virtual)
- Pilot in a classroom and collect/upload student work in January
- Help annotate student work samples and select anchor papers in March (in-person)

PERFORMANCE ASSESSMENT DEVELOPMENT INITIATIVE (PADI)



The Hawai'i Department of Education and its partner, the Center for Assessment, are seeking Hawai'i educators who are interested in engaging in professional learning to design a bank of high-quality performance assessments for use in classrooms across the state!



Who: Classroom teachers with expertise in one of the following grades/content areas: Grade 4, 6, or 8 English Language Arts; Grade 4 or 7 Mathematics or High School Algebra

What:

- ✓ Learn how to design high-quality, curriculum-embedded and authentic performance assessments for classroom use.
- ✓ Pilot your group's performance assessment in your classroom and collect student work.
- ✓ Provide input on teacher scoring guides and administration manuals.
- ✓ Provide feedback on the professional learning design and implementation process.

Commitment:

- ✓ Virtual, 4-Day Institute: July 22-23 & 26-27, 2021
- ✓ Virtual, 2-Half Day Institute: October 12-13, 2021
- ✓ In-Person, 4-Day Institute (Oahu): March 15-18, 2022

Stipend: \$184.66 / full-day training; \$92.33 / half-day training



Questions: Contact hsa@k12.hi.us

To Participate: Submit [an application form](#) by June 1, 2021. You will need a laptop, access to Google drive, and a stable Internet connection to participate. <http://bit.ly/PA-Design>

For more information, please reference [this Superintendent's memo](#).

PADI: What Is the Compensation?

Stipend:

- ◆ \$184.66 / full-day training
- ◆ \$92.33 / half-day training

*Neighbor island participants will have all travel costs provided by the Assessment Section for the March 2022 in-person institute.

PERFORMANCE ASSESSMENT DEVELOPMENT INITIATIVE (PADI)



The Hawai'i Department of Education and its partner, the Center for Assessment, are seeking Hawai'i educators who are interested in engaging in professional learning to design a bank of high-quality performance assessments for use in classrooms across the state!



Who: Classroom teachers with expertise in one of the following grades/content areas: Grade 4, 6, or 8 English Language Arts; Grade 4 or 7 Mathematics or High School Algebra

What:

- ✓ Learn how to design high-quality, curriculum-embedded and authentic performance assessments for classroom use.
- ✓ Pilot your group's performance assessment in your classroom and collect student work.
- ✓ Provide input on teacher scoring guides and administration manuals.
- ✓ Provide feedback on the professional learning design and implementation process.

Commitment:

- ✓ Virtual, 4-Day Institute: July 22-23 & 26-27, 2021
- ✓ Virtual, 2-Half Day Institute: October 12-13, 2021
- ✓ In-Person, 4-Day Institute (Oahu): March 15-18, 2022

Stipend: \$184.66 / full-day training; \$92.33 / half-day training



Questions: Contact hsa@k12.hi.us

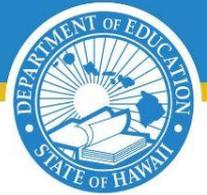
To Participate: Submit [an application form](#) by June 1, 2021. You will need a laptop, access to Google drive, and a stable Internet connection to participate. <http://bit.ly/PA-Design>

For more information, please reference [this Superintendent's memo](#).

Questions?



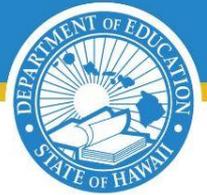
hsa@k12.hi.us



To Participate

Submit an application form!

<http://bit.ly/PA-Design>



Definition: Performance Assessments

Performance assessments measure how well students apply their knowledge, skills, and abilities to authentic problems. Performance assessments require the student to produce something (e.g., a report, product, experiment, or performance), which is scored against specific criteria. A performance assessment may be designed to occur over a period of hours or days, depending on the range and complexity of skills to be assessed.

Building Bold Bills!



Congratulations! You have been elected to represent the people of your community by serving in our classroom senate. Senators must create and research a bill that will solve a problem or make things better, and may become a law.

Think about something in our state OR school community that should be changed or improved. In order to convince others that your bill should become law, you will need to support your argument with evidence and refute a counter-argument.

Read the article by the Concord Monitor about the suggestion to create an official state fossil then start thinking about what you would like to change.

How you will be assessed:

- Individual work
 - your written input to your Bill Form organizer and Bill Testimony (essay).

Example: Gr 4 ELA (Opinion) SS Connections

Source: NH PACE
<https://nhlearninginitiative.libguides.com/COMMUNITY>

Phone Home

You have broken your phone (again) and have decided to purchase a brand new Smartphone. You are not concerned with getting a data plan, just the phone (which you will need to purchase at full retail price). Luckily you have a job and started a savings account thus you can afford to replace your phone. After taxes, you make \$10 per hour and you have already saved \$50. You have two options for how to fund your new cell phone:



Option 1: Your parent(s)/guardian(s) loan you the full amount needed to purchase the selected phone (*without using any of your savings*). In exchange, you give them your full paycheck until they are paid back.

Option 2: If you give your parent(s)/guardian(s) a down payment of at least \$25, they will loan you the remaining money for the phone AND allow **you** to select the amount you give them **per hour worked**. For example, you could give them \$5 per hour worked, \$2 per hour worked, \$9 per hour worked, or any other amount per hour worked.

Using [the flyer](#) attached, take some time to research the smartphone you would like to purchase. With this phone in mind, compare the two payment options and determine which you prefer.

Your task: Write a letter/create a presentation/etc. to show your parent(s)/guardian(s) the choice you have made. In order to make sure you show your parents you have considered all options and are an informed consumer, be sure to:

- Show the model you created for the two options. Be sure to include *at least* 2 function(s) and graph(s).
 - Remember the correct way to represent function notation.
- Compare the options and state the benefits and drawbacks for each.
- State your preference for funding your new smartphone and justify why.
- Pre-empt your parents'/guardians' inevitable questions and make sure to also address the following questions in your letter:
 - Is there ever a time at which it would not matter which plan you picked?
 - Which option allows you to pay off the phone first?
 - How much sooner would you pay it off?
 - How much money do you still owe on the phone in the other plan at this time?

Example: HS Algebra

Source: NH PACE

<https://nhlearninginitiative.libguides.com/COMMUNIT>

Y