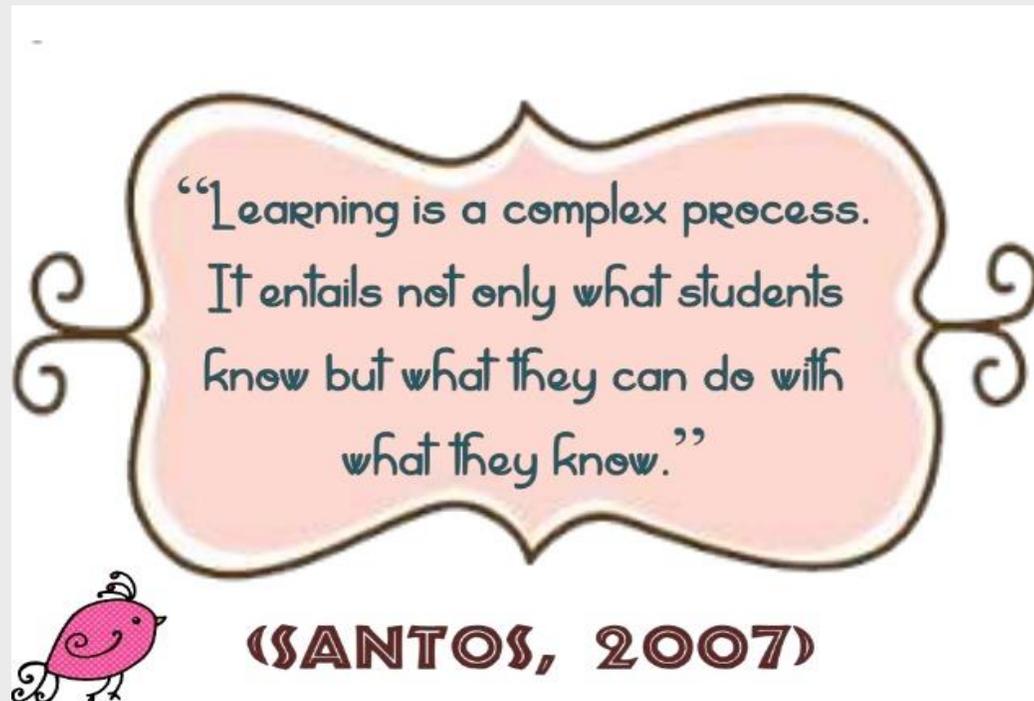


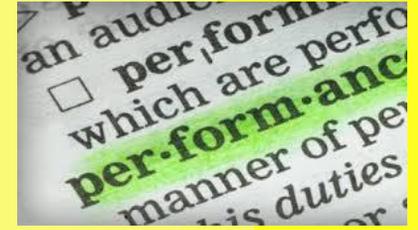
Bringing PBAs to Your School

One Principal's Perspective



By:
T. Matthew Terry,
LUES Principal
and
Lori Bridi,
FCPS Director of Assessment
and Accountability

Project-Based Learning and Performance Based Assessments



- ▶ Authentic
- ▶ Real-Life Experience/Relevant
- ▶ Student Engagement
- ▶ Inquiry Based
- ▶ High Rigor
- ▶ Creativity/Critical Thinking
- ▶ Autonomy
- Coaching/Facilitating
- Failure is Learning- A Process
- Open ended
- Rubrics
- Interactive
- School-Based
- ***FUN FOR KIDS!***

Table Talk/Reflections

- ▶ Where is your school now with PBA awareness and vocabulary?

The Timeline Begins:

- ▶ Key Instructional Leader's Meeting-
Lori Bridi/Region III Team
- ▶ Dr. Chris Gareis, *Teacher-Made Assessments:
How to Connect Curriculum, Instruction, and Student
Learning*



YEAR 1- Training and Product Development



- ▶ Sept-Nov 2014- Readiness: Getting the Right People on the Bus
 - ▶ Identifying the Alternative Assessment Development Team (AADT)
 - ▶ Addair, Roberson, Balwanz, Grabman, Mastrangelo
- ▶ Spring 2015- 4 Cohort Trainings (Design and Develop)
 - ▶ Day 1: PBA Overview (March 10, 2015)
 - ▶ Day 2/3: PBA Product Development (April 13 and 14, 2015)
 - ▶ Day 4: PBA Presentations: Peer Review, Feedback and Revisions (April 24, 2015)

8 DRAFTED PBAs- Spring 2015

- ▶ 2 - Grade 3 Science
- ▶ 2 - Grade 3 History
- ▶ 2 - US History I
- ▶ 1 - Grade 5 Writing
- ▶ 1 - US History II



YEAR 1- *continued*

- ▶ April 24, 2015- AADT/L. Bridi debriefing of the training and next steps
- ▶ May 2015- Ordered Dr. Gareis' books- book study paired with PD in 15-16
- ▶ June 11, 2015- Planning meeting with AADT and Lori Bridi to discuss next steps for implementing PBA's in FCPS.
 - ▶ Aligning PBAs with division practices and school protocol
- ▶ June 2015- CM/PG revisions for grades 3 and 5
 - ▶ A 2-year plan for implementation at LUES was developed

YEAR 2- PBA Implementation and PD

- ▶ July 2015- Lori Bridi/Dr. Gareis contract finalized- LUES PD to train all staff on PBA's.
- ▶ October 5, 2016- The Virginia Alternative Assessment Summit at Hotel Roanoke-
 - ▶ Region III Presentation- Amanda Freeman, Lori Bridi, Matt Terry, Kenneth White
- ▶ **October 16- 1st session- PD for LUES Staff- AADT named "The FCPS Design Team"**
- ▶ October 20- Region III Presentation to FCPS Admin.
- ▶ **November 6- PD for LUES Staff- 2nd session**
- ▶ December 7, 2015- Faculty Meeting work session on PBA's
- ▶ **February 12, 2016- PD for LUES Staff- 3rd Session**
- ▶ March 7, 2016- "Building School and Division Capacity to Develop & Use Alternative Assessments" in Charlottesville
- ▶ March 7, 2016- Instructional Presentation to FCPS School Board
- ▶ **March 11, 2016- PD for LUES Staff- 4th Session**

Year 3 for PBAs at LUES

▶ Design Team will continue to lead PBAs

- ▶ Additional staff involvement (Grade 4 lead)
- ▶ Tiered training and implementation- for 10 new staff members, FCPS, etc.

▶ Updated CM/PG and integrate PBAs

- ▶ Examined pacing and placed PBA's strategically with instructional calendar
- ▶ Front Loaded content better
- ▶ Prepared for materials and anticipated time

▶ Exploring implementation of PBAs in Grade 4

▶ Developing PBAs in other content areas

▶ Examining PBAs and the future IB Program

The Framework In Action at LUES

YEAR	Readiness	Design/Develop	Administer/Use	Account/Institutionalize
1	Design Team			
2	All Teachers	Design Team	Design Team/All Teachers	
3	New Teachers	Design Team/All Teachers	Design Team/All Teachers	Design Team/Admin
4	New Teachers	Design Team/All Teachers	Design Team/All Teachers	All Teachers/Admin



▶ What building specific challenges do you anticipate?

Considerations While Moving Through the Framework

- ▶ Internal Support and External Community Awareness
- ▶ Content Knowledge/Unpacking the SOL's
- ▶ Materials and Resources
- ▶ Professional Development
- ▶ Instructional Calendars/Pacing Guides
- ▶ Rubrics and Grading

Grade 3

Performance Based Assessments, Pacing for Year 2 (2015-2016)

Science:

Assessment	Reporting Category	Dates
Disaster at the Zoo, PBA	<ul style="list-style-type: none">Life Processes and Living Systems	Quarter 1 October 15-21 5 days
Simple Machines/Investigations, PBA	<ul style="list-style-type: none">Scientific Investigation, Reasoning and LogicForce, Motion, Energy, and Matter	Quarter 2 December 14-18 5 days
Earth/Space Systems and Cycles Multiple Choice Test	<ul style="list-style-type: none">Earth/Space Systems and Cycles	Quarter 2 January 22 1 day

Social Studies:

Assessment	Reporting Category	Dates
Treasures of Ancient Civilizations, PBA	<ul style="list-style-type: none">History	Quarter 3 March 21-25 5 days
Country Creation Project, PBA	<ul style="list-style-type: none">GeographyEconomicsSkills	Quarter 4 April 29-May 5 5 Days
Civics Multiple Choice Test	<ul style="list-style-type: none">Civics	Quarter 4 May 24 1 day

Performance Based Assessments, Pacing for Year 2

Writing:

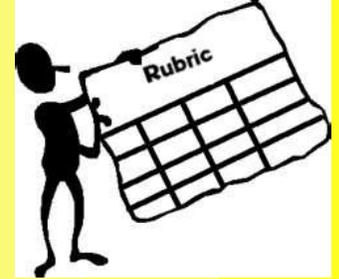
Assessment	Reporting Category
Persuasive Essay, PBA	<ul style="list-style-type: none"> • Research, plan, compose, and revise for a variety of purposes • Edit for correct use of language, capitalization, punctuation, and spelling
King George letter expository essay, PBA (cross curricular)	<ul style="list-style-type: none"> • Research, plan, compose, and revise for a variety of purposes • Edit for correct use of language, capitalization, punctuation, and spelling
Native American Essay, PBA (cross curricular)	<ul style="list-style-type: none"> • Research, plan, compose, and revise for a variety of purposes • Edit for correct use of language, capitalization, punctuation, and spelling

American Indians:
Nov. 2-6
Colonial America:
Jan 21-22
Western Expansion:
May 2-6

Social Studies:

Assessment	Reporting Category
Native American life Project, PBA (cross curricular)	<ul style="list-style-type: none"> • Pre-Columbian Times to the 1700's, • Geography, • Civics/Economics
King George Letter, PBA (cross curricular)	<ul style="list-style-type: none"> • Revolution and the New Nation • Geography • Civics/Economics
Westward Expansion Presentation, PBA	<ul style="list-style-type: none"> • Expansion Reform and the Civil war • Geography • Civics/Economics

MOVE THAT ROCK!



Criteria	Rubric			
	Not Evident (0)	Below Proficient (1)	Pass (2)	Pass Advanced (3)
3.1a observations are made and are repeated to ensure accuracy 3.1b predictions are formulated using a variety of sources of information 3.1c objects with similar characteristics or properties are classified into at least two sets and two subsets. 3.1l models are designed and built 3.1k data are communicated	The student performed one trial.	The student performed two trials	The student performed at least three trials.	The student performed more than three trials.
3.1a observations are made and are repeated to ensure accuracy 3.1b predictions are formulated using a variety of sources of information 3.1c objects with similar characteristics or properties are classified into at least two sets and two subsets. 3.1l models are designed and built 3.1k data are communicated	The student did not record observations.	The student recorded minimal observations about their trials.	The student recorded clear observations about their trials successful or unsuccessful.	The student recorded detailed observations about their trials successful or unsuccessful.
3.2e Design and construct an apparatus that contains a simple machine	The student did not attempt the task.	The machine designed and constructed was not appropriate for the task.	The machine designed and constructed was appropriate but was not successful in moving the rock.	The machine designed and constructed was appropriate and able to move the rock
3.2a Identify and differentiate specific examples of a simple machine.	The student did not identify the machine they constructed.	The student identified the machine they constructed incorrectly.	The student identified the machine they constructed correctly.	
3.2c Analyze the application of and explain the function of the simple machine.	The student does not show an understanding of simple machines as shown through their vocabulary and inferences.	The student shows a minimal understanding of simple machines as shown through their vocabulary and inferences.	The student shows a proficient understanding of simple machines as shown through their vocabulary and inferences.	The student shows an in-depth understanding of simple machines as shown through their vocabulary and inferences.

Staff feedback:



- ▶ The PBAs really bump up the level of instruction that is happening so that *students are having to think deeply,....The PBAs aren't just changing our assessment style, but our instructional practices too!*

-Tera Addair, Grade 3 Teacher

- ▶ Every time we start a new unit they are asking if we are going to be doing a PBA,....No longer do students just have to "memorize" facts in science and social studies. They are now able to *apply all they've learned and create something* that they can be proud of and can demonstrate their ability to apply concepts!

-Jill Roberson, Grade 3 Teacher

