

*Region VI:  
Our Process for Developing Alternative  
Assessments, Sample Assessments &  
Future Goals*

# Presenters and Panelists

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# January 2015: Planning

Readiness

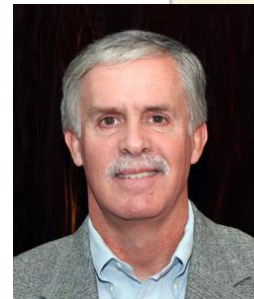
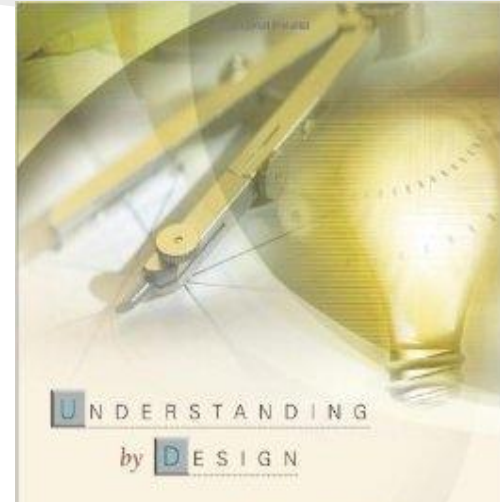
- Region VI Key Leaders are a close group that meets monthly.
- It was decided at these monthly meetings that we would use the alternative assessment assistance incentive grant to work together as a region to develop alternative assessments, and we would share them with all districts, so all teachers would have access to performance tasks to use as alternative tasks, to replace



# January 2015: Planning

## Readiness/Design

- Key Leaders met multiple times and worked together to develop a performance assessment template and rubric in order to ensure alignment and rigor in performance assessment development.
- It was decided to use the work of Jay McTighe and Grant Wiggins to guide our work with teachers to create alternative assessments.



# Template: Stage 1

Design

Unit Title: UbD GLOSSARY

Unit Author(s): \_\_\_\_\_

Content Area(s): \_\_\_\_\_ Grade Level: \_\_\_\_\_

Stage 1 – Desired Results		
<b>Established Goals</b>  <b>(SOLs)</b> The Virginia Standards of Learning that are the focal point of the unit and must be assessed in the evidence of learning.	<b>Transfer</b>	
	<b><i>Students will independently be able to use their learning to...</i></b> Long-term performances that we want learners to independently accomplish in unpredictable, real-world situations. <ul style="list-style-type: none"> <li>• Long term in nature</li> <li>• Emphasis is on independent application when facing new challenges both in and outside of school</li> <li>• Help to establish purpose and relevance by answering common student questions such as “Why do I have to learn this?”</li> </ul>	
	<b>Meaning</b>	
	<b>Understandings</b> <i>Students will understand that...</i> Essential truths about a topic that are both meaningful and measurable. <ul style="list-style-type: none"> <li>• Are framed as full sentences in assessor-friendly language</li> <li>• Help students make connections among discrete facts and skills; “conceptual <u>velcro</u>”</li> <li>• Must be earned by the student through creating and evaluating inferences</li> </ul>	<b>Essential Questions</b> <i>Students will keep considering...</i> Genuine questions that are framed in <i>student friendly language</i> that require students to explore larger concepts and make connections. <ul style="list-style-type: none"> <li>• Framed in student friendly language</li> <li>• Promotes inquiry, thinking, and dialogue rather than straightforward questions</li> <li>• Draws on prior knowledge and past experience to challenge and/or develop thinking</li> </ul>
	<b>Acquisition</b>	
<b>National Standards (if applicable)</b>	<b>KNOWLEDGE</b> <i>Students will KNOW... Statements of Essential Knowledge:</i> Key information (e.g. facts, dates, times, places, vocabulary) students will know at the end of the unit. <ul style="list-style-type: none"> <li>• Outlines major topic</li> <li>• Succinctly stated</li> </ul>	<b>SKILLS</b> <i>Students will be able to do; SKILLED AT...</i> (Bloom’s) Processes in which students will become proficient as a result of the unit. <ul style="list-style-type: none"> <li>• Tasks students should be able to perform.</li> <li>• Phrased using a verb</li> </ul>

# Template: Stage 2

## Design

Stage 2 – Evidence	
Evaluative Criteria	Assessments
<p><u>Criteria for Success</u> Communicates expectations of quality around a performance task or other student assessment to define learning targets for students</p> <ul style="list-style-type: none"> <li>Each criterion is easily understood by the target audience</li> <li>Identify important traits of quality performance</li> <li></li> </ul> <p>(Rubric Criteria/Categories):</p>	<p><b>Performance Task:</b> Tasks are designed to measure mastery of goals, knowledge, skills and understanding. Tasks motivate learners by creating <i>relevant experiences</i> and require transfer of learning to an <i>authentic context or new challenge</i>. Tasks are snapshots of information identified in Stage 1. Typically, they integrate multiple reporting categories and take advantage of the natural relationships that exist. Be cognizant of the amount of time that it will take to complete the task, keep it manageable.</p> <p><b>REMINDER:</b> <i>Every reporting category must be represented in the collective group of tasks.</i></p> <ul style="list-style-type: none"> <li><u>Goal:</u></li> <li><u>Role:</u></li> <li><u>Audience:</u></li> <li><u>Situation:</u></li> <li><u>Product/Performance:</u></li> </ul>
	<p><b>Other Evidence</b> Straightforward demonstration of declarative and procedural fluency.</p> <ul style="list-style-type: none"> <li>Short answer</li> <li>multiple choice</li> <li>academic prompt</li> <li>vocabulary definitions</li> <li>formulaic word problems or experiments</li> </ul>

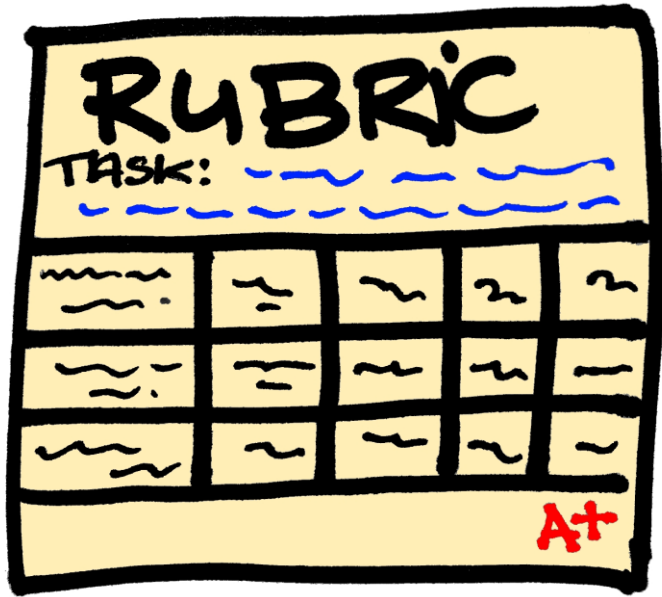
# Design

- application of knowledge and skills,
- open-ended response,
- a real-world context,
- evidence of understanding via transfer to a new situation,
- incorporation of multiple standards,
- integration of two or more subjects as well as college-and-career ready skills, and
- evaluation by established criteria and rubrics (McTighe, 2014).

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# January 2015: Planning

Design



- The Key Leaders also worked together to create a rubric for providing feedback to teams in the design process and final evaluation of performance tasks for placement in the online repository.
- Also during this time, each individual division identified teacher representatives for the Alternative Assessment Writing Teams.
  - Third Grade Science and Social Studies
  - US History I and US History II
  - approximately two teachers per division were identified to serve on the team for a total of about 26 teachers.



# January 2015: Planning

Design

## PERFORMANCE TASK ANALYSIS

SUBJECT:

TASK NAME:

STANDARDS ASSESSED AND LEARNING OBJECTIVES:

BRIEF DESCRIPTION OF TASK:

TASK ELEMENT	1 NOT DEMONSTRATED	2	3 PARTIALLY DEMONSTRATED	4	5 CLEARLY DEMONSTRATED
THE TASK IS SOL-BASED AND MEETS THE OBJECTIVES AND DEPTH OF KNOWLEDGE OF THE STANDARDS.					
THE BULK OF STUDENT TIME ON THE ASSIGNMENT INVOLVES THE STUDENT ENGAGING WITH THE CONCEPTS AND SKILLS BEING ASSESSED.					
IT IS IMPOSSIBLE TO ACCOMPLISH THE TASK WITHOUT DEMONSTRATING UNDERSTANDING OF THE CONCEPTS OR SKILLS BEING ASSESSED.					
THE TASK DEMANDS HIGHER-ORDER THINKING SKILLS (ANALYSIS/SYNTHESIS/EVALUATION).					
THE TASK IS INTERESTING AND ENGAGING TO STUDENTS.					
STUDENTS ARE GIVEN CLEAR EVALUATION CRITERIA AT THE BEGINNING OF THE ASSIGNMENT.					
THE TASK ALLOWS FOR MULTIPLE APPROACHES AND PRODUCTS; THERE ARE AMPLE OPPORTUNITIES FOR STUDENT CHOICE.*					
SIGNIFICANT USE OF THE 4 C's IS DEMONSTRATED (CREATIVITY, COLLABORATION, COMMUNICATION, & CRITICAL THINKING).*					
STUDENTS ARE GIVEN A REAL-LIFE SCENARIO OR ASKED TO PRODUCE A "REAL WORLD" PRODUCT.*					
THE TASK IS INTERDISCIPLINARY.*					
THE TASK INTEGRATES MULTIPLE SOLs.*					

\* INDICATES AN ELEMENT THAT IS NICE TO HAVE, BUT NOT MANDATORY.

ROANOKE COUNTY PUBLIC SCHOOLS, MARCH 2015

# January 2015: Planning

Readiness

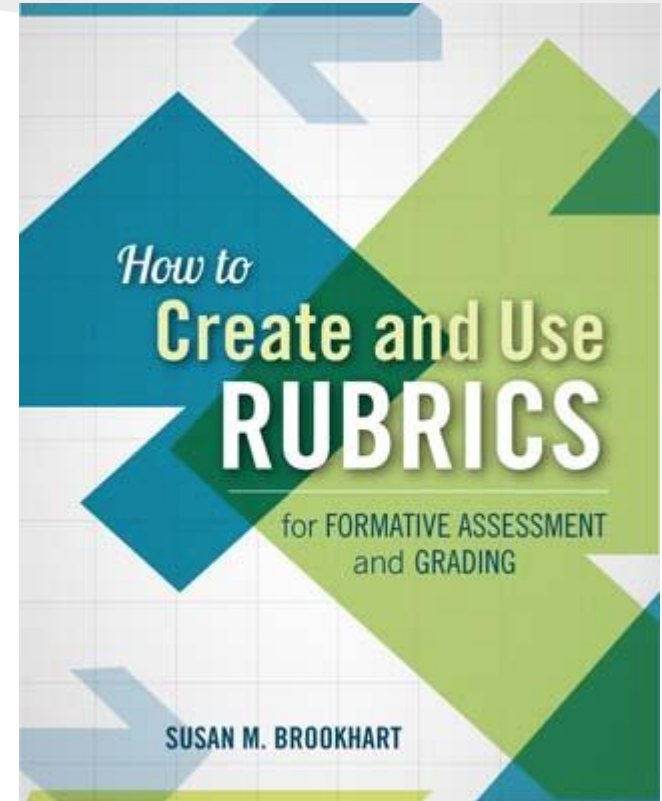
- It was decided by the Key Leaders that the alternative assessment writing team would need professional development and intense instruction on the development of performance tasks before they would be ready to write tasks.
- A registration fee to assist with purchasing additional professional development materials was paid by each school division.



# January 2015: Planning

Readiness

- The Key Leaders ordered and distributed copies of *How to Create and Use Rubrics for Formative Assessment* by Susan M. Brookhart to be used as part of the professional development for the Alternative Assessment Writing Team



# February 2015: Implementation of the Plan: Readiness



- Starting in February 2015, a series of four regional performance task development sessions were held at the Roanoke Higher Education Center for the Alternative Assessment Writing Team.
- Originally, the Key Leaders had planned for only three days, but it quickly became apparent that a fourth day was needed.

# Session 1: Friday, February 27, 2015:

Readiness

- Two VASCD consultants from James Madison University (Kristina Doubet and Eric M. Carbaugh) provided professional development to support the selected teachers and curriculum leaders in the development of the tasks and related rubrics.
- Their session focused heavily on Understanding by Design, the work of Jay McTigh and Grant Wiggins.
- VA Tech graduate students, Region VI administrators, and curriculum team members from Henry County attended as well to assist teachers and provide support.



# Session 2: Saturday February 28, 2015: Readiness/Develop



- Using what they learned from the professional development the day before, the Alternative Assessment Writing Team met to begin working on their performance tasks and rubrics
- Region VI administrators and curriculum team members from Henry County attended as well to assist teachers and provide support.
- It was difficult work, and Key Leaders realized more professional development was needed.



# March 2015: Reflection and Assessment

Readiness/Develop

- Region VI Key Leaders met to review the work the teachers had created and to assess progress and determine next steps.
- It was determined that teachers needed more professional development on creating performance tasks, ensuring the tasks were rigorous, addressed all reporting categories and were aligned to the SOLs.
- The Henry County curriculum team volunteered to provide professional development for the teachers and an additional session was added.



# Session 3: Friday, March 13, 2015:

Readiness/Develop

- Members of the Henry County curriculum team provided additional professional development to support the Alternative Assessment Writing Team and curriculum leaders in the development of the tasks and related rubrics.
- The session focused on going deeper into
  - Ubd lesson design
  - The parts of Stages 1 and 2
  - Elements of effective performance tasks
  - Alignment, rigor and relevant performance task writing
- VA Tech graduate students, Region VI administrators, and the Henry County curriculum team members assisted teachers and provided support as they revised and finalized their performance tasks.

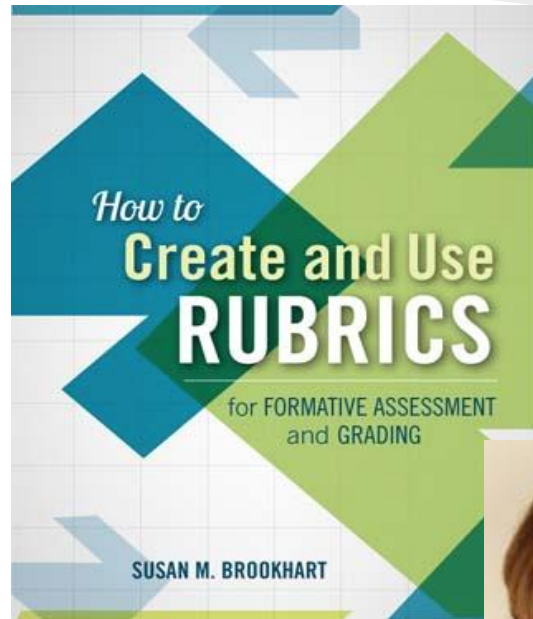
## OVERVIEW OF UBD & THE DESIGN TEMPLATE





# Session 4: Saturday, March 14, 2015: Readiness/Develop

- The Alternative Assessment Writing Team participated in a VASCD webinar conducted by Susan Brookhart on her book *How to Create and Use Rubrics for Formative Assessment*. The team continued working on their unit designs, performance tasks and then created rubrics for their tasks.
- They also uploaded all of their work (performance tasks, rubrics, and supporting documents) to a Region VI Performance Task Google drive folder so all would have access.
- Administrators from Region VI were there to assist teachers and provide support.



# April - June 2015

Readiness/Develop/Implement



- On their own time, teachers from the Alternative Assessment Writing Team completed their work and uploaded it to the Region VI Google folder.
- Their work was reviewed and revised by the Region VI administrators.
- All units, tasks, supporting documents and rubrics were posted in the repository for divisions to plan implementation at the division level. Implementation occurred in most divisions during the 2015-2016 school year.
- Divisions were asked to save student work samples.

# Friday, February 2, 2016:

Use



- Members of the Alternative Assessment Writing Team brought with them student work samples from each of the performance tasks to use as evidence to make revision decisions.
- Henry County Curriculum Team members:
  - conducted an overview of Ubd Stage 1 and 2.
  - reviewed the components of an effective performance task
  - reviewed the components of an effective rubric
- As the HCPS curriculum team members reviewed, teachers reviewed their task, rubric, supporting documents and student work for evidence of effective unit and task design.
- They noted areas that needed review and revision.
- Administrators from Region VI were there to assist teachers and provide support.

# Friday, February 2, 2016

Use



- After lunch teachers worked on revising and rewriting their unit designs, supporting documents, rubrics and performance tasks.
- Teachers found that having student work samples was very beneficial.
- It became evident where there was misalignment and lack of rigor.
- Lots of revisions, reviews and even deletions occurred.
- It was a day of aha's!

# Saturday, February 3, 2016

Use

- The Alternative Assessment Writing Team met and continued their work on revising their units, performance tasks, supporting documents, and rubrics.
- Some teachers chose to start over completely based on what they had learned and the experiences they had with their students.
- Some teachers stated that they went back and shared with their colleagues what they had learned while serving on the Alternative Assessment Writing Team.



# Friday March 11, 2016

Use

- The Alternative Assessment Writing Team met one last time to finish their revisions.
- The team decided that they needed to get the message out to everyone about the tasks and provide an explanation of their work.
- They decided to work on the website and revise/refine it to offer the following features:
  - short videos that walked teachers through the task, providing an explanation of the unit, task, and rubric.
  - FAQ video clips where team members answered questions that they felt most teachers would have...questions they themselves had when they started this process a year ago.





# Repository Samples

Use



## Region VI Performance Tasks

[Region VI Tasks](#)

# Panel Discussion

- At this time we would like to give the teachers on the panel a chance to describe their experience with writing and implementing alternative assessments.
- We will also take questions from the audience.





# Contact Information

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Sara Vernon, US History I Teacher Patrick County Public Schools, [sara.vernon@patrick.k12.va.us](mailto:sara.vernon@patrick.k12.va.us)

# Team Time

- Talk to your colleagues about your division's journey
- Set goals for your division
- All facilitators from today will be available to speak with you individually
- If you would like members of one of the break out sessions to meet with your team, see me with the requested information

