



VBCPS Performance Assessment Path A Roadmap to Success

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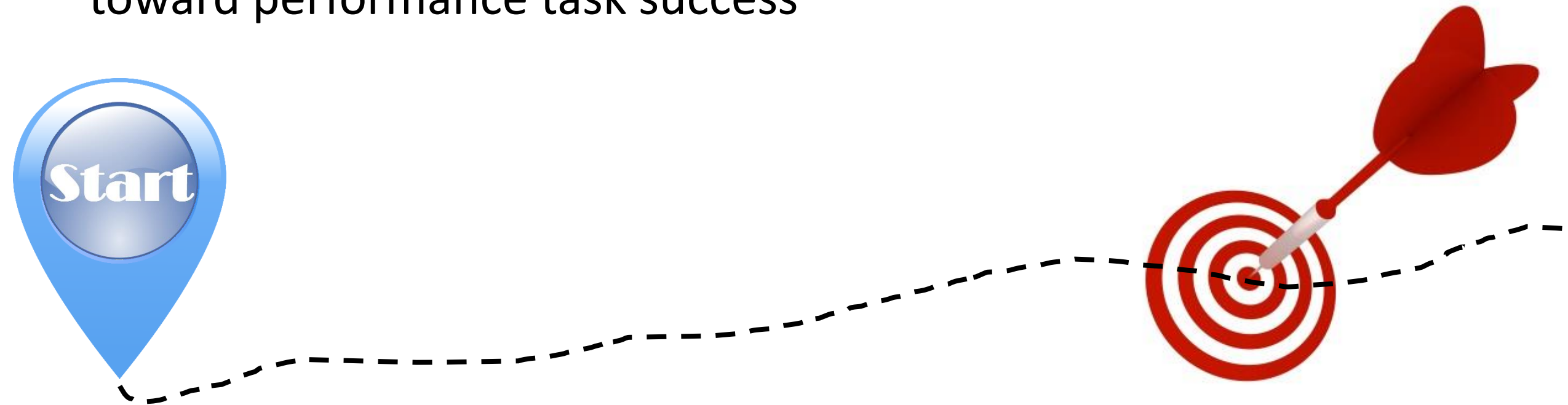
Nicole DeVries, Ph.D., Administrative Coordinator, Teaching and Learning

Assessing for Deeper Learning: A Transformative Pathway to Prepare Virginia Students for the Future

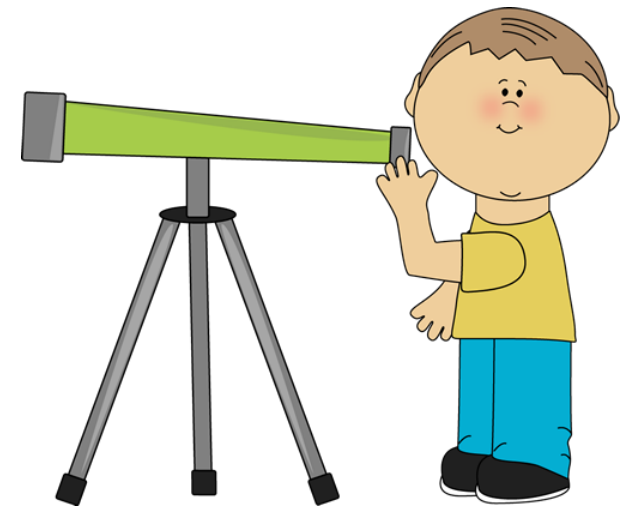
September 26, 2016

Session Learning Targets

- Understand VBCPS's critical path toward performance task integration
- Consider your division's current position with the Local Alternative Assessment Implementation Framework
- Work in division teams to begin the development of next steps toward performance task success



Visioning



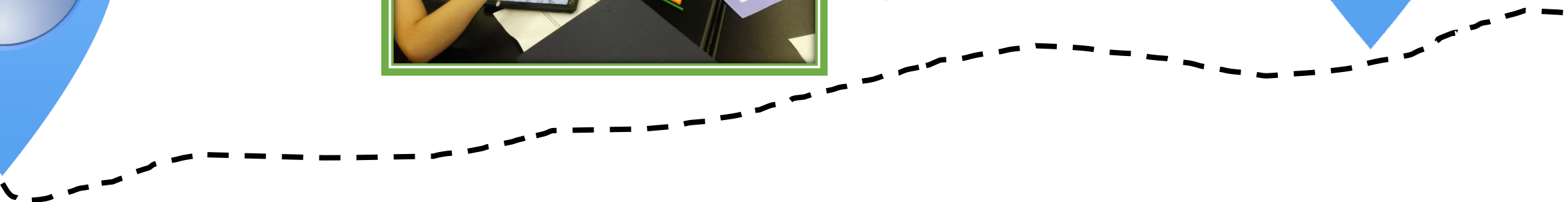
With your team or with a partner, select two picture cards, one to help answer each of the following questions:

- What is the **current** state of assessment in your district?
- What is your **desired** state?

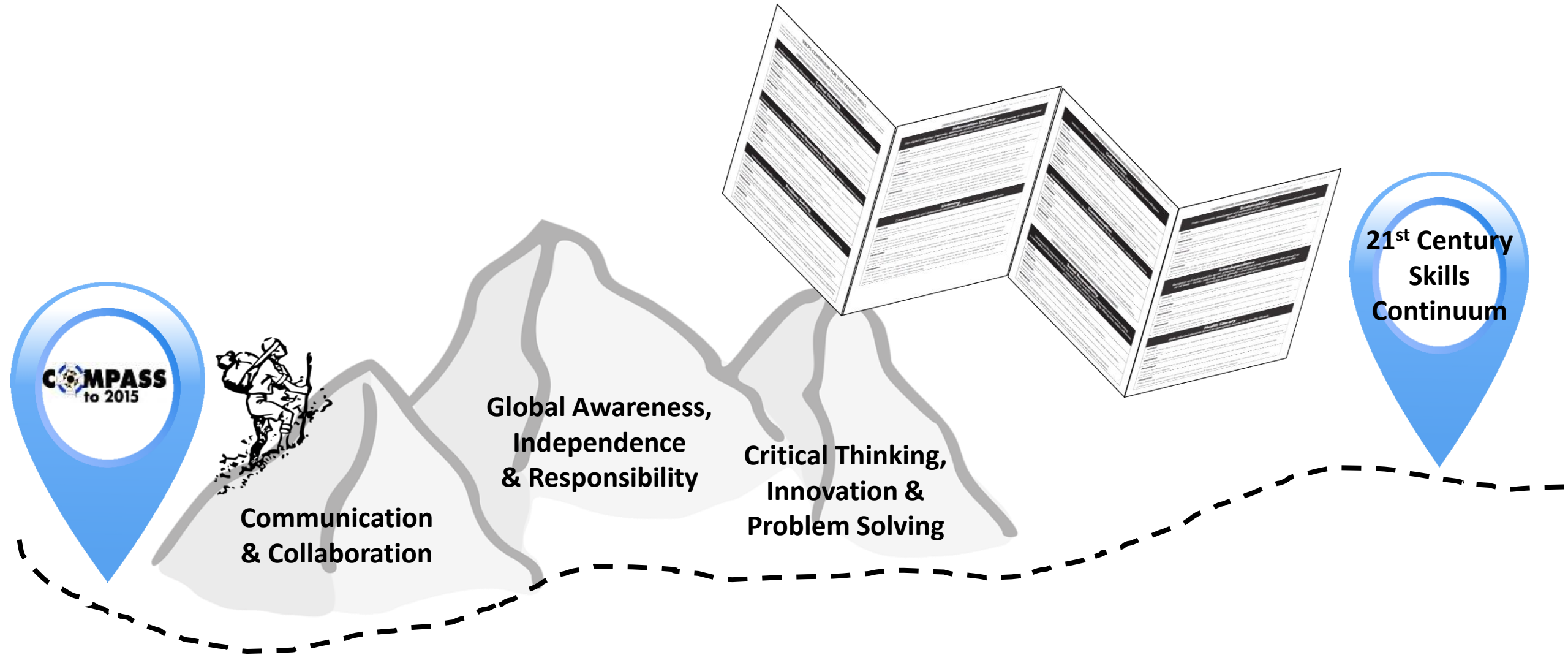
The VBCPS Critical Path Begins...



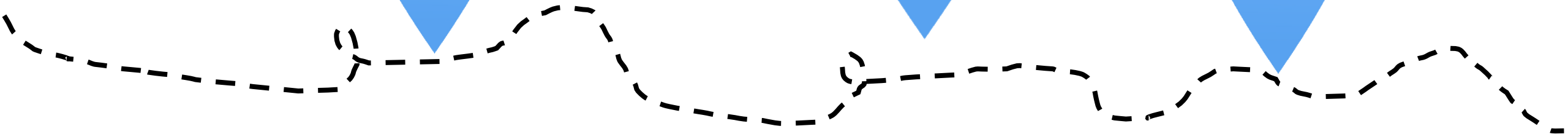
Start



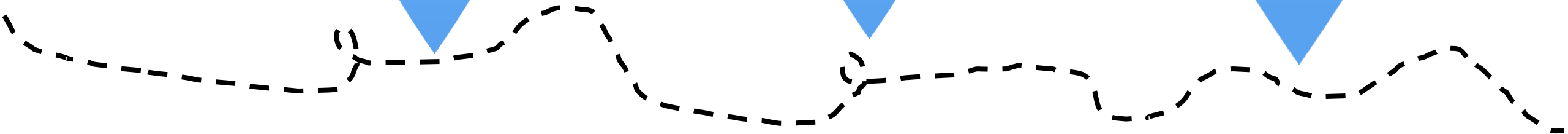
Setting our Sites on 21st Century Skills



Navigating the Way



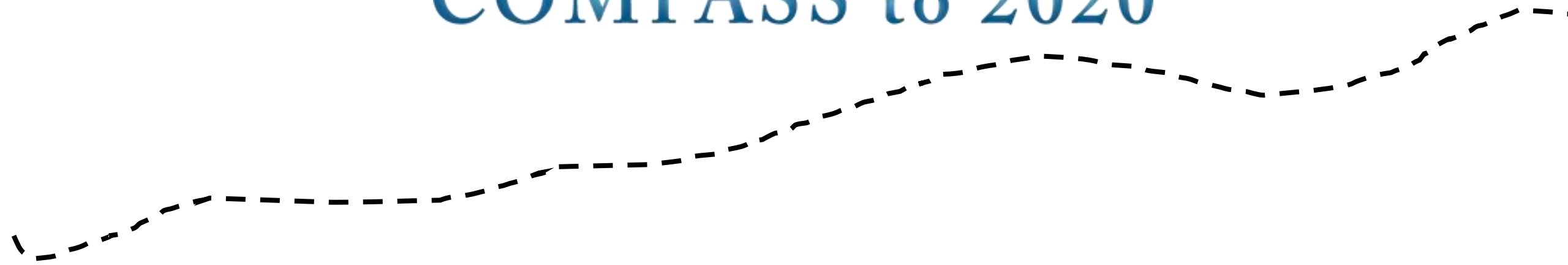
Navigating the Way

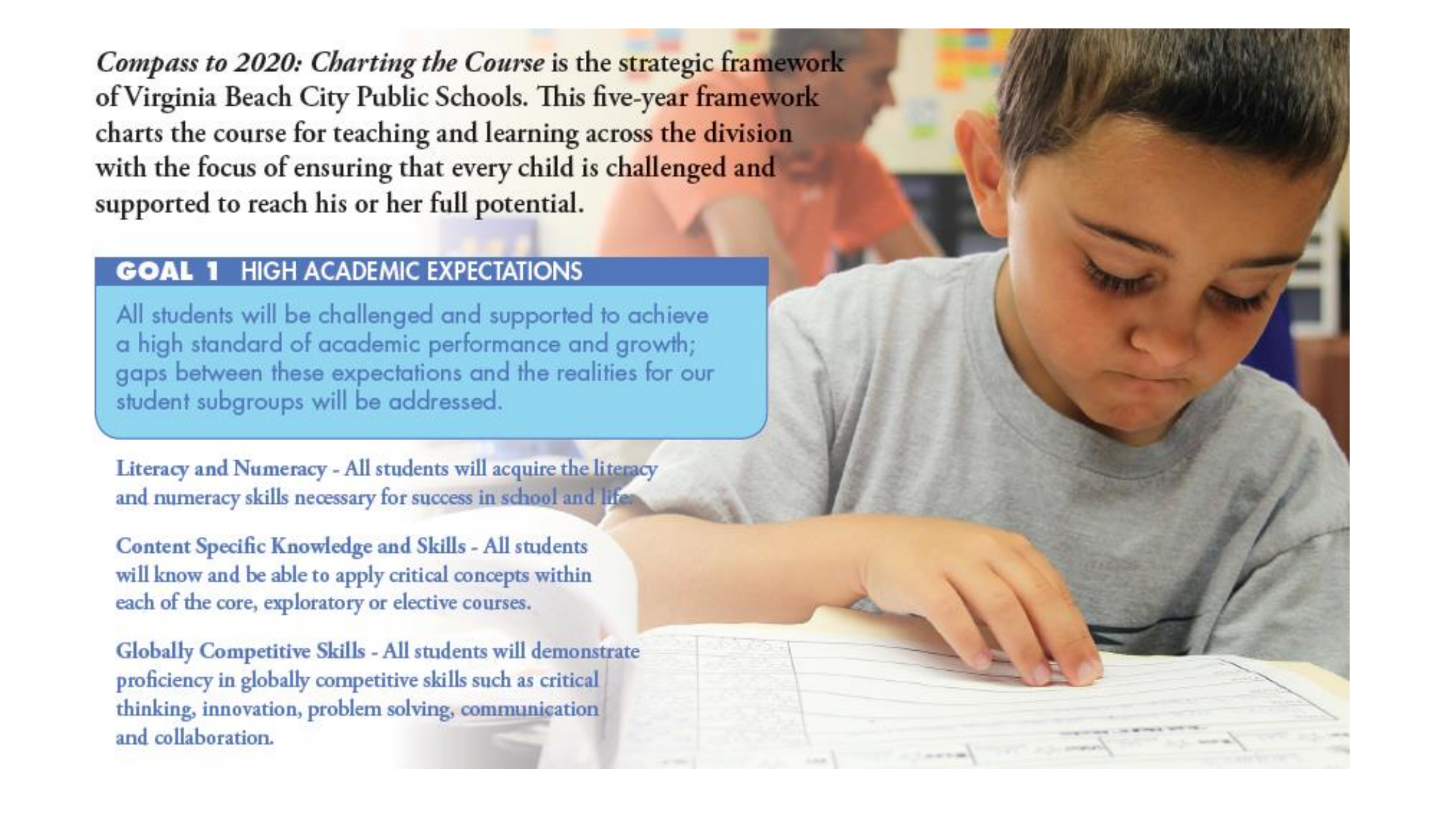


Determining Readiness: Charting our Course to 2020



COMPASS to 2020





Compass to 2020: Charting the Course is the strategic framework of Virginia Beach City Public Schools. This five-year framework charts the course for teaching and learning across the division with the focus of ensuring that every child is challenged and supported to reach his or her full potential.

GOAL 1 HIGH ACADEMIC EXPECTATIONS

All students will be challenged and supported to achieve a high standard of academic performance and growth; gaps between these expectations and the realities for our student subgroups will be addressed.

Literacy and Numeracy - All students will acquire the literacy and numeracy skills necessary for success in school and life.

Content Specific Knowledge and Skills - All students will know and be able to apply critical concepts within each of the core, exploratory or elective courses.

Globally Competitive Skills - All students will demonstrate proficiency in globally competitive skills such as critical thinking, innovation, problem solving, communication and collaboration.

6. **Continue to implement a balanced assessment system with an emphasis on standards-based and performance-based assessments** – Continue to develop and provide training on varied assessments for literacy, numeracy and content-specific knowledge and skills with an emphasis on standards-based and performance-based assessments.



When I ASSESS I...

Check for student understanding

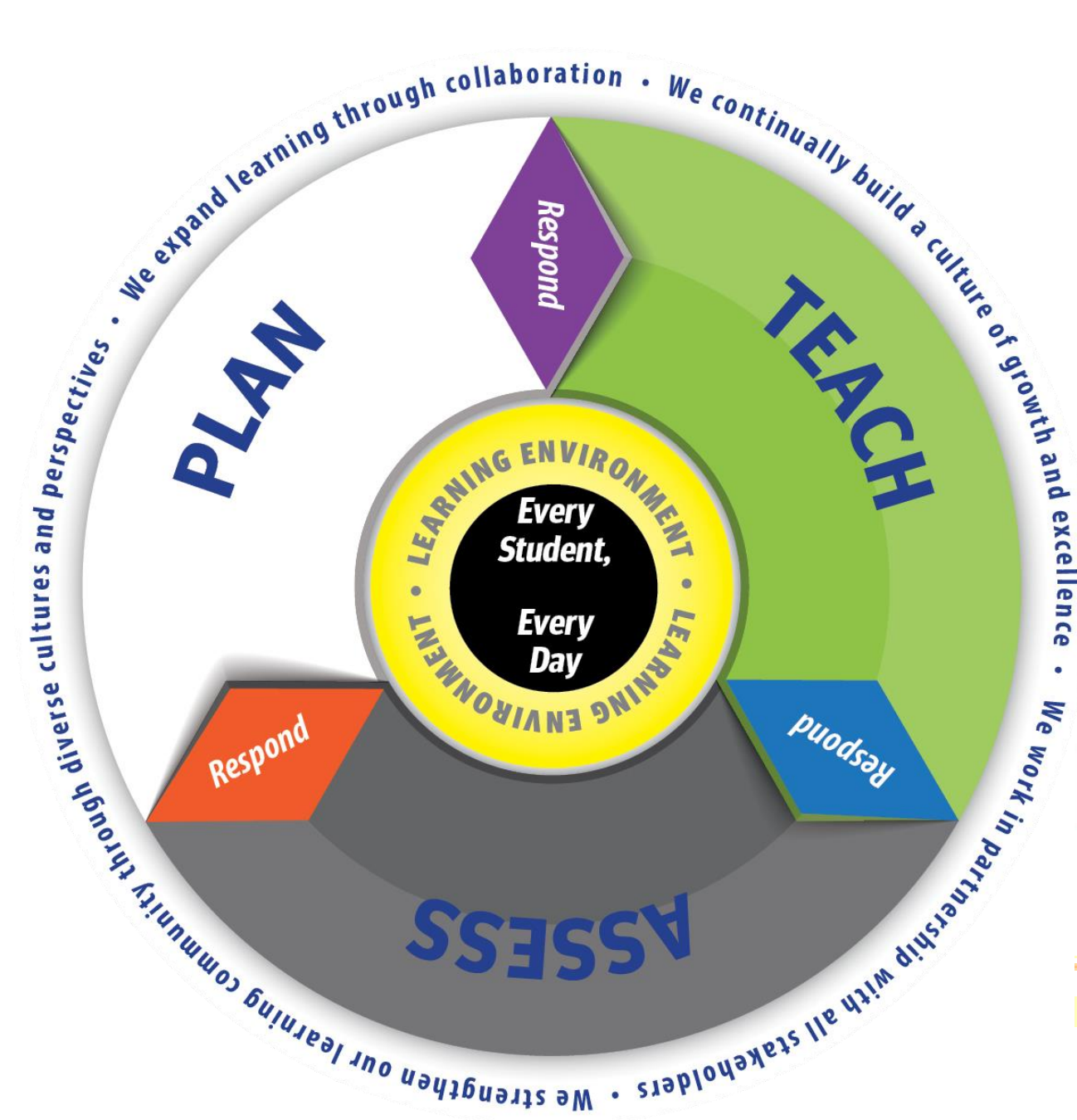
Collect and analyze evidence of student learning

Use assessment data to support [personalized learning](#)

Provide descriptive feedback to students in response to their formative and summative assessments

Respond

Examine, align, and identify student needs based on assessment data from balanced assessments in order to provide appropriate support and intervention.



Map of Performance Tasks K-5



Gr	Mathematics	ELA	Science	Social Studies
5	<p>Q1 – Unit 1 – Numeration and Computation with Whole Numbers Fair Game Dilemma (critical thinking, communication)</p> <p>Goodbye Party Fun (critical thinking, communication)</p> <p>Planely a Problem (critical thinking, communication)</p> <p>Q2- Unit 2 - Geometry The Tower Problem (critical thinking, communication)</p> <p>Display Dilemma (critical thinking, communication)</p> <p>Bridge Building on Lake Champlain (critical thinking, communication)</p> <p>Q2 – Unit 3 – Numeration and Computation with Rational Numbers Bake Sale (critical thinking, communication)</p>	<p><i>Being a Writer, Narrative</i> Performance Task (critical thinking, collaboration, creativity)</p> <p><i>Being a Writer, Informative</i> Performance Task (critical thinking, collaboration, creativity)</p> <p><i>Being a Writer, Opinion</i> Performance Task (critical thinking, collaboration, creativity)</p>	<p>Q1- Force, Motion, Energy: It's a Launching Matter (critical thinking, creativity)</p> <p>Q2- Electricity: Light the Town (critical thinking, collaboration, communication)</p> <p>Q3- Sound: Sound Off (critical thinking, creativity)</p>	<p>Q1- Physical Regions of VA: Where Do People Live? (critical thinking, communication)</p> <p>Q1- Interactions in Action: Artifact Performance Task (critical thinking, communication)</p> <p>Q2- Colonial VA: Day in the Life (creativity, communication)</p> <p>Q2- American Revolution: Museum of the Revolution in VA (critical thinking, communication)</p> <p>Q3- Civil War in VA: Civil War Trust Performance Task (creativity, communication)</p> <p>Q4- Modern VA: Take a Field Trip (critical thinking, communication, collaboration)</p>

Map of Performance Tasks 6-12

Gr	Mathematics	ELA	Science	Social Studies
6-8	<p>Math 6 Unit 2 – Rational Numbers: Ocean Breeze Performance Task CREATIVITY, CRITICAL THINKING, COMMUNICATION</p> <p>Unit 2 – Computation and Estimation: Dog Years Dilemma Exemplar CRITICAL THINKING, COMMUNICATION</p> <p>Unit 2 – Computation and Estimation: Charmin Choices Exemplar CRITICAL THINKING, COMMUNICATION</p> <p>Unit 5 – Measurement and Geometry: Billy’s Goat Exemplar CRITICAL THINKING, COMMUNICATION</p> <p>Unit 5 – Measurement and Geometry: John’s Field Exemplar CRITICAL THINKING,</p>	<p>Grade 6 Unit 1: Search for Identity: Narrative CREATIVITY, COMMUNICATION</p> <p>Unit 2: Passages and Challenges: Literary Analysis CRITICAL THINKING, COMMUNICATION</p> <p>Unit 3 The Role of the Writer: Research Presentation COLLABORATION, CRITICAL THINKING, COMMUNICATION</p> <p>Unit 4: Exploring Themes: Document-based Performance Task with Persuasive Slant CRITICAL THINKING, COMMUNICATION</p> <p>Unit 4: Writer’s Portfolio CREATIVITY, COMMUNICATION</p> <p>Grade 7 Unit 1: Mythology and Folklore: Theme Analysis for Relevancy CREATIVITY, COLLABORATION, CRITICAL THINKING</p>	<p>Science 6 Unit 1: Chemist CREATIVITY, COLLABORATION</p> <p>Unit 2: Water Quality Specialist COMMUNICATION, CRITICAL THINKING</p> <p>Unit 3: Meteorologist COLLABORATION, COMMUNICATION</p> <p>Unit 4: Effects of the Sun on Earth COLLABORATION, CRITICAL THINKING, CREATIVITY</p> <p>Unit 5: Seasons CREATIVITY, COLLABORATION</p> <p>Unit 6: Renewable Energy CREATIVITY, COLLABORATION, CRITICAL THINKING</p> <p>Unit 7: Department of Environmental Quality COMMUNICATION, COLLABORATION, CREATIVITY</p> <p>Advanced Science 6 Unit 1: Energy and Heat Transfer:</p>	<p>Grade 6 Unit 1: Columbus and Indian Interactions CREATIVITY, COLLABORATION, CRITICAL THINKING, COMMUNICATION</p> <p>Unit 1: North America Before 1500s: Consultant for Exhibit CREATIVITY, COLLABORATION, CRITICAL THINKING, COMMUNICATION</p> <p>Unit 2: Clash of Cultures: Treasure Chest Task CREATIVITY, CRITICAL THINKING</p> <p>Unit 3: Colonial America: Postcard to Home Country CREATIVITY, COMMUNICATION</p> <p>Unit 4: Revolution and the New Nation CREATIVITY, COLLABORATION, CRITICAL THINKING, COMMUNICATION</p> <p>Unit 7: Age of Jackson: News Perspective Piece CREATIVITY, CRITICAL THINKING, COMMUNICATION</p> <p>Unit 6,9: Slavery and the Cotton Gin CREATIVITY, COLLABORATION,</p>

Readiness: Preparing Stakeholders

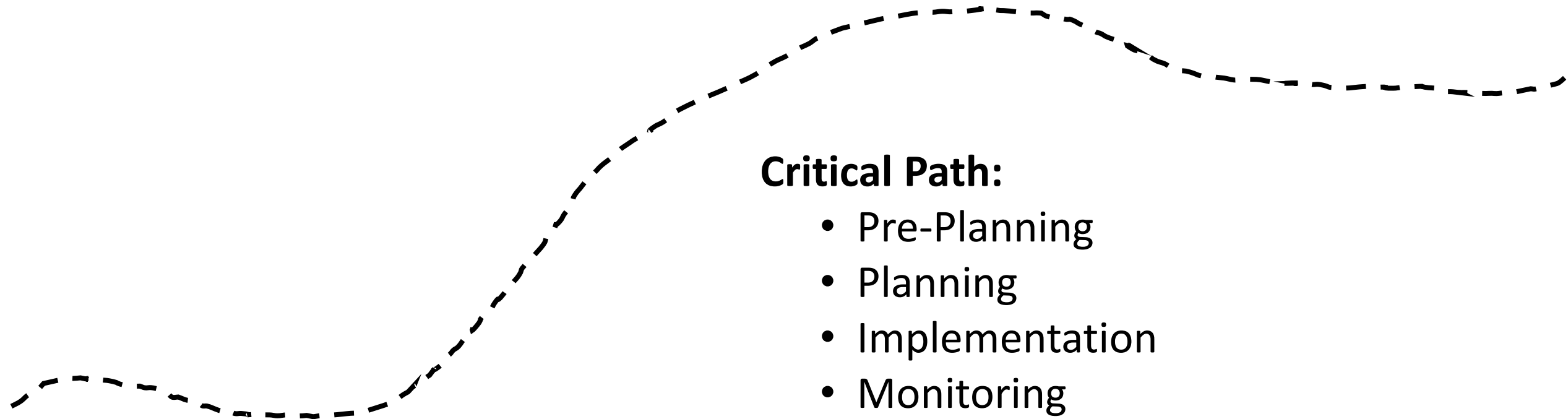
- Literacy Leaders
- Content Leads
- Building Administrators



Readiness Checkpoint



Performance Based Assessments: Design and Development



Critical Path:

- Pre-Planning
- Planning
- Implementation
- Monitoring

Critical Path: Performance Based Assessment



Task Name	Start	Finish	Stakeholders	June 2008	Oct 2010	Mar 2014	July 2014	Mar 2015	May 2015	June 2015	Aug 2015	Sept 2015	Oct 2015	Jan 2016	Apr 2016
Pre-Planning															
Integration of CWRA to division assessments	June 2008	Ongoing	PIA/SPISC												
Development and implementation of the Integrated Performance Task (IPT)	October 2010	Ongoing	PIA/T&L												
Creation and implementation of the teaching and learning Framework	March 2014	March 2014	T&L/Stakeholder Committee												
Development/Implementation of Compass 2020 to transition the work from Compass to 2015	July 2014	Ongoing	Superintendent/Stakeholder Committee												
VDOE Eliminated certain SOL tests in grades 3 - 6	March 2015	July 2015	VDOE/PIA/T&L												
Applied for Regional Grant Examine Alternative Assessments	May 2015	June 2016	Region 2 Committee												
Internal K-12 Audit on	June	August	Secondary/Ele												

4c's Rubric and 21st century skills cont.



VBCPS Continuum for 21st Century Skills

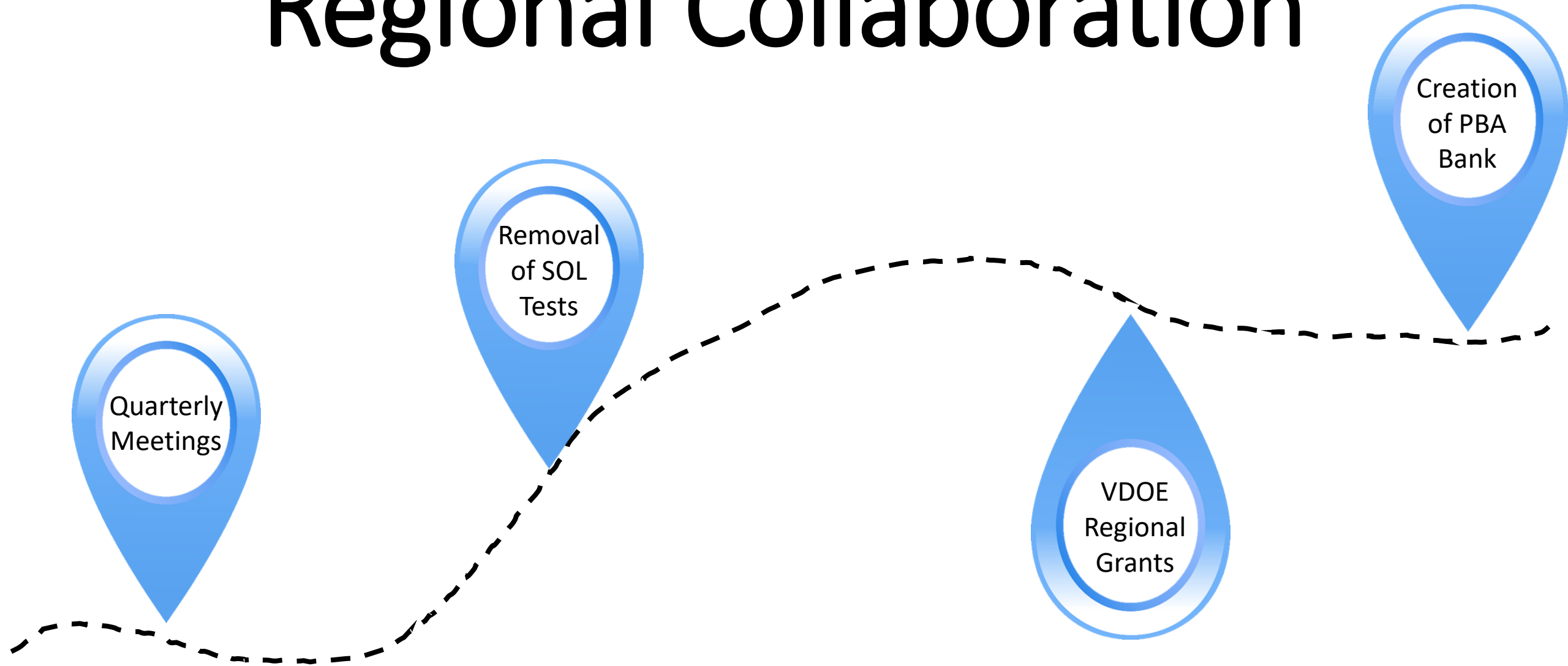
Our Compass to 2020 Strategic Plan for Virginia Beach City Public Schools has been designed to equip students with the skills they need to succeed as 21st century learners, workers, and citizens. So just what are those 21st century skills? Based on our research and our own experience, we believe the following to be key skills for today's world. Therefore, instruction will be designed to foster the development of those attributes.

[Critical and Creative Thinkers, Innovators, and Problem Solvers]

Critical Thinking	
<i>Analyze and evaluate information and ideas to determine appropriate actions or develop a point of view.</i>	
Novice	Respond to information and ideas through prior knowledge, personal experience, or emotional reaction.
Emerging	Analyze information and ideas within a source, problem, or situation to develop a knowledge base.
Proficient	Analyze and evaluate information and ideas across a range of sources, problems, situations, and/or contexts to determine appropriate actions and develop a point of view.
Advanced	Analyze, evaluate, and synthesize information and ideas across a range of sources, problems, situations, and/or contexts to understand diverse points of view, deepen knowledge base, clarify personal perspective, and make reasoned judgments.

Creative/Innovative Thinking	
<i>Generate original ideas, unique solutions, or new associations of existing ideas for an aesthetic or practical purpose.</i>	
Novice	Generate ideas without exploring their originality, relevance, or connections to existing knowledge – not limited by accepted truth because they are not knowledgeable of it.
Emerging	Use knowledge of existing structures to create original ideas, stories, and models.
Proficient	Generate and elaborate upon ideas to create a unique vision or refinement of a known product.
Advanced	Create a novel approach, structure, technique, or technological application that provides the opportunity to create a need, to satisfy an existing need, to solve a problem, or evoke an aesthetic response.

Regional Collaboration



Regional Assessment Bank

Region II Performance Assessment Bank

[Home](#)[Grade 3 Science](#)[Grade 3 Social Studies](#)[Grade 5 Writing](#)[U.S. History I](#)[U.S. History II](#)

Home

Welcome to the Region II Performance Assessment Bank!

Our goal for this project has been to create valid and reliable assessments that meet the requirements for alternative assessments set forth by the Virginia Department of Education. The performance assessments here include those areas where an end-of-year assessment was removed by the VDOE: Grade 3 Science, Grade 3 Social Studies, Grade 5 Writing, U.S. History I, and U.S. History II.

We invite you to browse and use these performance assessments during your teaching.

[Region II Template](#)

[Region II Alternative Assessment Directions](#)

Performance Based Assessments: Administer and Use



Performance Based Assessments: Account



Performance Based Assessments: Institutionalize and Innovate



SWOT Analysis

