Applying the Review Protocol to Local Alternative Assessments (LAAs)

VASS Richmond, VA January 18, 2017

Christopher R. Gareis, Ed.D.

The College of William and Mary
crgare@wm.edu

2014-15

House Bill 930 and Senate Bill 306

§ 22.1-253.13:3.C of the Code of Virginia

"Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year."

Required Local Alternative Assessments

- Grade 3 History
- Grade 3 Science
- Grade 5 Writing
- US History to 1865
- US History from 1865 to Present

Timeline for Implementation of PBAs in Virginia

Year 1 (2014-15)

 Replace each of five removed SOL tests with one or more locally developed alternative assessments (preferably PBAs that meet Board guidelines)

Year 2 (2015-16)

Develop local teachers' capacity to create and use PBAs

Year 3 (2016-17)

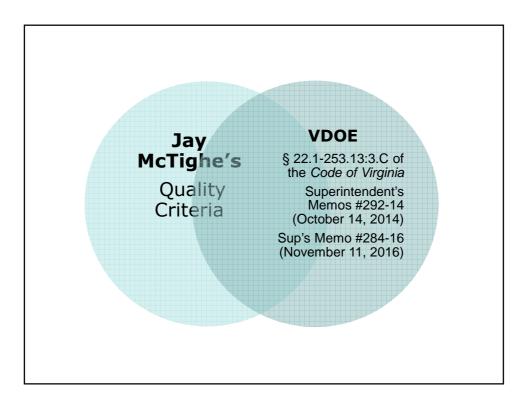
 Use at least one PBA (per Board guidelines) for each of five removed SOL tests

Year 4 (2017-18)

Share examples of PBAs across divisions

Year 5 (2018-19)

Partner with other divisions to score some of each other's PBAs



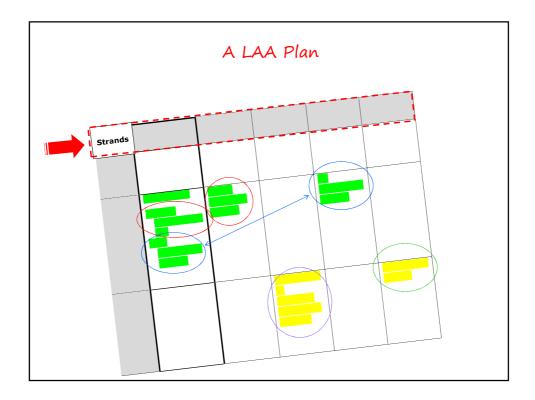
Purpose of the Review Criteria

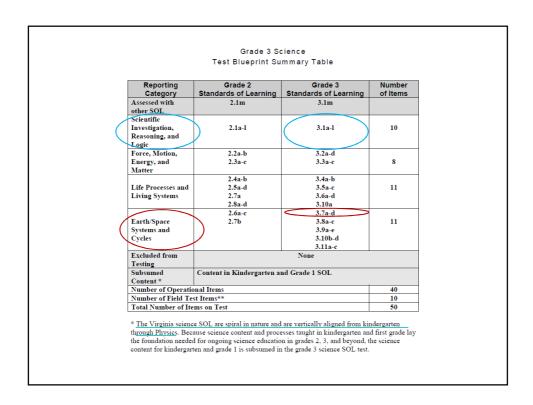
- Support initial design of PBAs/LAAs
- Support review, revision, and/or adoption of PBAs/LAAs
- Support use of PBAs/LAAs for teaching, learning, and accountability

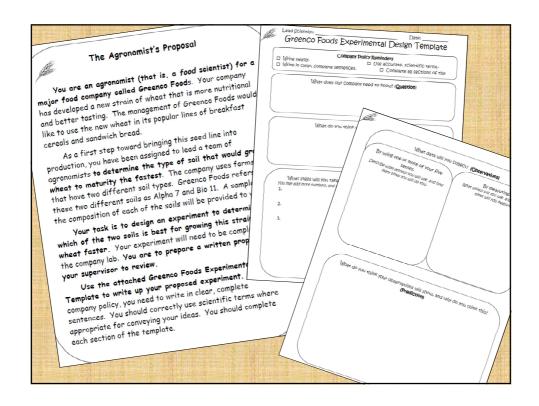
Generic Criteria	McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	Rai 3 = criteri 2 = met 1 = noi	somew	vhat	Suggestions for Task Revision
Standards / Intended Learning Outcomes	The task aligns with targeted standard(s) / outcomes(s) in one or more content areas.	The LAA aligns to either (a) one or more Strands (from the SOL Curriculum Framework) or (b) one or more Reporting Categories (from the SOL Test Blueprint) in a grade level/subject area of a removed SOL test, namely: ¹ Grade 3 Science Grade 3 History from 1865 to Present Grade Stick Witting USHistory to 1865 US History from 1865 to Present Grade Stick Writing	3	2	1	
Cognitive	The task requires extended thinking and application, not simply recall or a formulaic response.	The LAA integrate applied, subject-specific, higher-order thinking skills into content-based standards, namely: ² • Science 3.1 a-m • History 3.1.a-j • USI.1a-j • English 5.7 a-l and 5.8 d-kl	3 ;	2 :	1	
Authenticity	The task establishes an "authentic" context; i.e., includes a realistic purpose, a target audience, and genuine constraints.	The LAA incorporates an "authentic performance," such a task that might occur in a real-world situation.	3	2	1	
Explanation	The task requires explanation and/or support – not just an answer.	The LAA requires a student response format such as performing a task, creating a product, and/or articulating reasoning in writing and/or orally, as an alternative to multiple-choice or technology-enhanced (e.g., drag-and-drop, filli-nt-be-lank) test items.	3	2	1	
Success Criteria	 The task includes criteria/rubric(s) for judging performance based on the targeted standard(s); i.e., criteria do not simply focus on the surface features of a product or performance. 	The LAA includes a rubric or other appropriate scoring criteria, which are accurate and reasonably objective. Results on the LAA can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions. Report of results on the LAA provide feedback to students, teachers, and parents.	3	2	1	

Generic Criteria	McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	Rating 3 = criteria fully met 2 = met somewhat 1 = not yet met			Suggestions for Task Revision
Student Directions / Prompt	 The task directions for students are clear. 	The LAA is age-appropriate and has a prompt that is both valid and reliable. ⁴		2		
Feasibility	 The task is feasible to implement in classrooms. 	The LAA captures student thinking in a relevant and feasible response format.	3	2	1	
Accessibility; reedom from Bias or Sensitive Topics	The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3	2	1	
Student Choice	 Optional: The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances). 	Optional, but Encouraged: The LAA itself and/or the combination of complementary LAAs provide students a variety of approaches to demonstrate success.	3	2	1	
Integration of Subjects	Optional: The task effectively integrates two o more subject areas	Optional, but Encouraged: The LAA may integrate multiple r subjects.9	3	2	1	
Technology Application	Detional: The task incorporates appropriate use of technology.	Not explicit in the VDOE guidelines.	3	2	1	

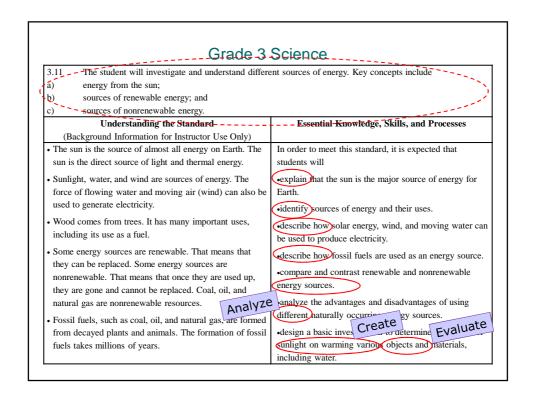
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Cognitive	2.	The task requires extended thinking and application, not simply recall or a formulaic response.	The LAA integrate applied, subject-specific, higher-order thinking skills into content-based standards, namely: Science 3.1 a-m	3	2	1	
Authenticity	3.	The task establishes an "authentic" context; i.e., includes a realistic purpose, a target audience, and genuine constraints.	The LAA incorporates an "authentic performance," such a task that might occur in a real-world situation.	3	2	1	
Explanation		The task requires explanation and/or support – not just an answer.	The LAA requires a student response format such as performing a task, creating a product, and/or articulating reasoning in writing and/or orally, as an alternative to multiple-choice or technology-enhanced (e.g., drag-and-drop, fill-in-the-blank) test items.	3	2	1	
Success Criteria	5.	The task includes criteria/rubric(s) for judging performance based on the targeted standard(s); i.e., criteria do not simply focus on the surface features of a product or performance.	 The LAA includes a rubric or other appropriate scoring criteria, which are accurate and reasonably objective. Results on the LAA can be used to demonstrate adequate academic progress in a subject and to inform instructional decisions. Report of results on the LAA provide feedback to students, teachers, and parents.¹ 	3	2	1	

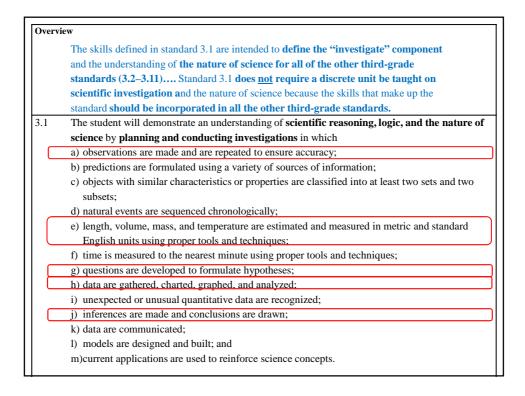


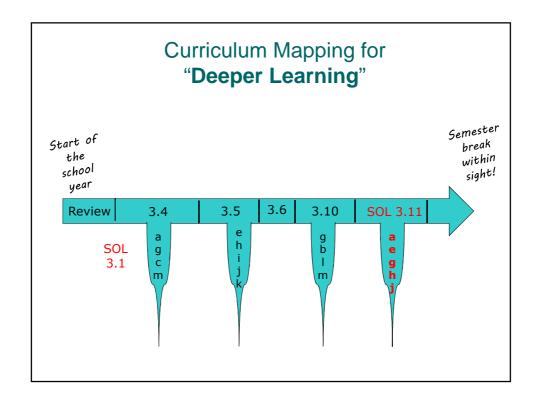




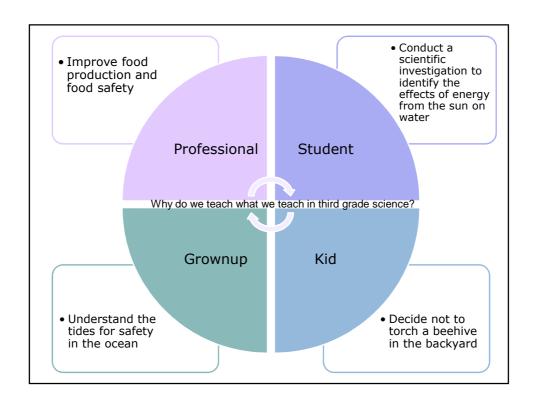
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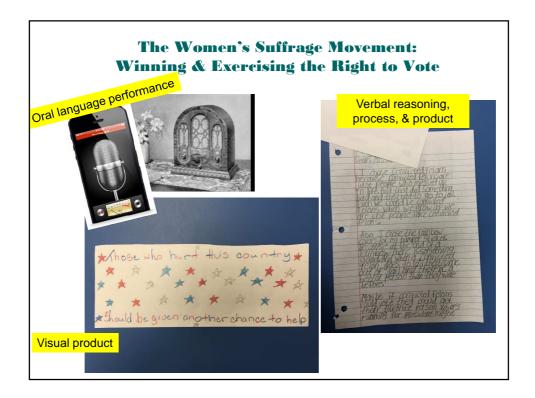




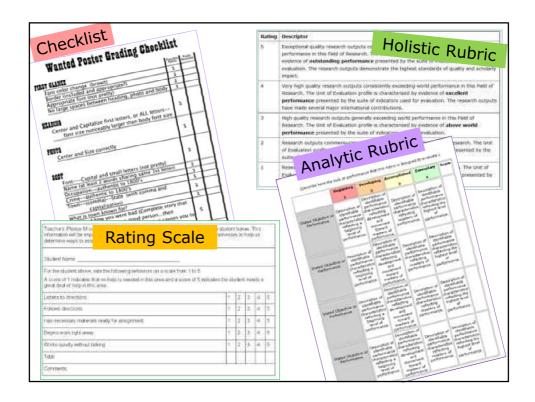
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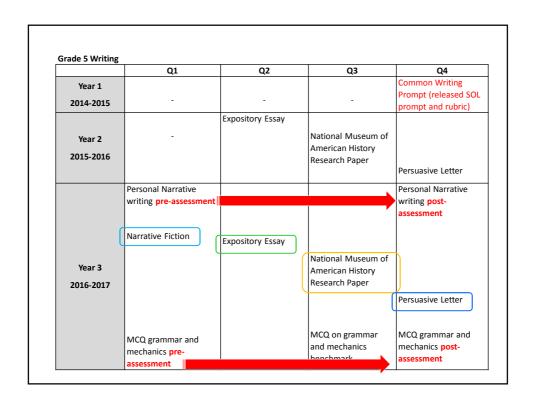


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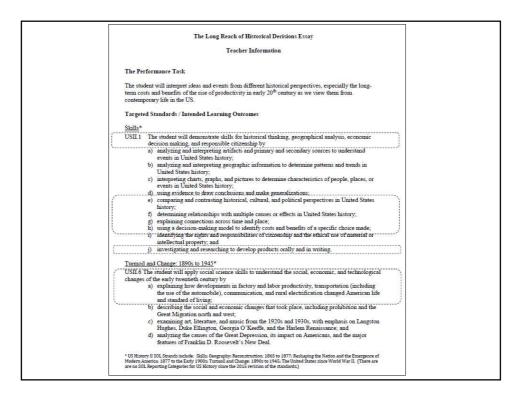


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Instructional Notes

- This PBA is anchored in a unit of instruction on the early 20th-century rise in productivity in the U.S. (SOL USII.6a).
- The expository essay format should not be new to students. This PBA is intended to be either
 the second or third historical essay that students write in the course (assuming the use of informal
 and formal writing opportunities) and should parallel expository writing instruction in Grade 7
 English.
- 3. Preceding instruction should establish the foundational content knowledge (e.g., rise in factory productivity) needed to respond to the question, and the rise and subsequent history of the automobile in the U.S. should be modeled as an in-class example and opportunity for students' guided practice in the historical reasoning.
- Student research is not an intended learning outcome for this PBA, but it could be modified to include research and citation skills.

PBA Administration Notes

- Depending on the level of the students and the content and depth of prior instruction, this PBA
 may take two or more hours to complete, which may occur over multiple days.
- Depending on the availability of resources and other possible intended learning outcomes, computers may be used for writing.
- Students' understanding of the prompt should be scaffolded by the teacher so that the purpose and structure are clear to them.
- 4. Accommodations for students with identified learning, language, or other needs should be made, ensuring that the following essential understandings and skills are demonstrated: (a) accuracy of historical facts and (b) ability to draw and defend one or more inferences about possible positive or negative long-term effects of historical events.

The Long Reach of Historical Decisions Essay Student Prompt

In the United States, the early 20th century was a period of significant change. As we have discussed in class, such changes occurred in the social, economic, and technological "fabric" of our country. Much of this change was thought to be good because it represented progress. Some of this change has turned out to have unintended consequences that have not been good.

First, identify one example of such a change, and explain why it would have been valued as a change at the time. (In class, we discussed the automobile as an example, so you may <u>not</u> choose that for your response.)

Then, from your <u>vantage point</u> as a 21^{st} century citizen, identify one or two unintended consequences of this change in the present day. Be sure to identify any contributing factors to these consequences along the way. (As an example, we discussed the interstate highway system in class and the current problems of pollution and gridlock.)

Finally, make a case for whether the change from the early 20^{th} century has ultimately been beneficial or not for the United States.

Your response will be in the form of a clearly written **expository essay**. Remember, your points should be <u>supported by accurate historical facts</u>. Also, remember that an essay has <u>multiple paragraphs</u> and should be written in a way that is <u>clear to your reader</u>. Use the prompt above to help organize your

The Long Reach of Historical Decisions Essay

		RUBRIC	•	
	Not Evident (0)	Developing (1)	Proficient (2)	Target (3)
Chosen example of change	No example given	Inaccurate example or inaccurately stated (e.g., "electricity brought to the U.S.")	An appropriate example identified	An appropriate example accurately identified
Explanation of value to early 20 th century	No explanation given	Inaccurate explanation	Accurate explanation but lacking supporting details	Accurate explanation supported by accurate details
Identification / explanation of unintended consequence(s)	No unintended consequences stated	Implausible unintended consequence or inadequately explained	Plausible unintended consequence identified and reasonably explained	Plausible unintended consequence identified and convincingly explained
Judgment of ultimate benefit/ detriment	ultimate benefit/ No judgment given ont logically connected and/or unconvincingly connected tilmate ber		connected ultimate benefit	Judgment logically connected ultimate benefit or detriment and persuasively made
Composition / Written Expression	Single paragraph response	More than one paragraph used, but not in a way to effectively organize and convey ideas	Multiple paragraphs used but some lack of clarity in ordering and/or distinguishing of major points	Introductory and concluding paragraphs; clear thesis; separate paragraph for each element of prompt
Usage / Mechanics	Grammatical, mechanical, and/or formatting errors significantly inhibit the conveying of ideas	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or instances of awkward that slow down reading at times	Clearly written and easy to read; few, if any, grammatical errors
Grade		: Resubmit marks	Pass 10-14 marks (with none @ "Not Evident")	Pass Advanced 15-18 marks (with none @"Developing" or "Not Evident" level

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¹ Not all content standards must be assessed. A school division may have multiple, complementary LAAs to account for all Strands or Reporting Categories.

² The LAA necessitates instructional approaches in the classroom that lead to students' deeper conceptual understandings and/or master of subject-specific skills.

³ Scores are not reported to the VDOE.

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Student Choice	Optional: The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances).	Optional, but Encouraged: The LAA itself and/or the combination of complementary LAAs provide students a variety of approaches to demonstrate success.	3 2	1	
Integration of Subjects	 Optional: The task effectively integrates two or more subject areas 	Optional, but Encouraged: The LAA may integrate multiple subjects. ²	3 2	1	
Technology Application	Optional: The task incorporates appropriate use of technology.	Not explicit in the VDOE guidelines.	3 2	1	

⁴ The LAA should be substantiated by a copy of the LAA itself, an assessment blueprint, a scoring protocol, sample responses, and/or training materials for teachers.
⁵ The design, development, administration, substantiation, and use of LAAs should emphasize collaborative effort among teachers and administrators.

Small-Group Review of a PBA

Use the "Review Criteria" to discuss the PBA at your table.

- What are the merits of this PBA?
- How could this PBA be revised to better meet the needs of 2. your division, school, or classroom?
- What questions do you have about the review criteria?
- What ideas for creating other PBAs does this prompt for you?

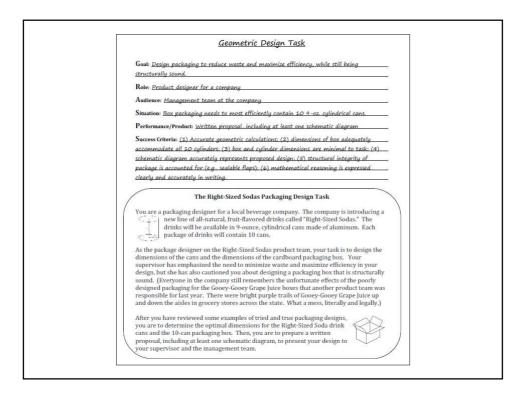
If time allows, review another PBA or begin designing a PBA as a group or individually.

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			Developed by Jay McTighe & Chris Gareis (2017)				

	Table of Specifications for The Agronomist's Proposal							
Content	Remember Understand Apply Analyze Evaluate Create							
 most plants grow in soil and people and many other animals are dependent on plants for food. The nutrients in soil are materials that plants and animals need to live and grow [3.7] key terminology related to soil, including humus, nutrients, topsoil, and bedrack [3.72] 	Know	Understand	прри	744417 ZC	I suduite	Sicurc		
 analyze and describe the different components of soil, including rock fragments, clay, silt, sand, and humus [3.7c] 								
classify objects into at least two major sets and subsets based on similar characteristics [e.g., components of soil] [3.1c]		Describe	Classify	Analyze				
State hypotheses from simple questions. These questions should be related to the concepts in the third-grade standards (e.g., soil)! Hypotheses should be started in terms such as: "If an object is cut into smaller pieces, then the physical properties of the object and its smaller pieces will remain the same." [3.1g]					Hypothesize			
Demonstrate an understanding of scientific reasoning_by planning_investigations [3.1] design an investigation to compare how different types of soil affect plant growth. This includes organizing data in tables and constructing simple graphs [3.7a & c]						Reason scientifically & design an investigation		
Observe using all of the senses. Simple instruments can help extend the senses (e.g., magnifying glass enhances the vision of an item). [3.1e] Measure using the metric system, including centimeters, grams, milliliters, and degrees Celsius, are a standard way to record measurements. The metric system is recognized everywhere around the world. [3.1e]					Determine observations to be made, including at least one measured and one sensed			
There are two different types of data - qualitative and					sensed			

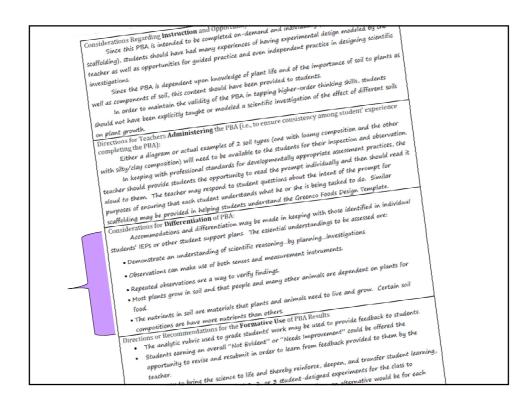


Generic Criteria	McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	3 = crit 2 = me		illy met newhat	Suggestions for Tas Revision
Student Directions / Prompt	The task directions for students are clear.	The LAA is age-appropriate and has a prompt that is both valid and reliable. ⁴		2	1	
Feasibility	The task is feasible to implement in classrooms.	The LAA captures student thinking in a relevant and feasible response format.	3	2	1	
Accessibility; Freedom from Bias or Sensitive Topics	The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3	2	1	
Student Choice	9. Optional: The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances).	Optional, but Encouraged: The LAA itself and/or the combination of complementary LAAs provide students a variety of approaches to demonstrate success.	3	2	1	
Integration of Subjects	10. Optional: The task effectively integrates two or more subject areas	Optional, but Encouraged: The LAA may integrate multiple subjects. ²	3	2	1	
Technology Application	11. Optional: The task incorporates appropriate use of technology.	Not explicit in the VDOE guidelines.	3	2	1	

Advertisement Lab Report Public Service Announcement Artifact Letter to a Company (scripted, performed, audio, Autobiography Letter to an Elected Biography Representative Blog Letter to the Principal/Teacher Research Proposal **Board Game** Letter to a Friend Screenplay Book Report Magazine article Brochure Short Story Мар Cartoon Mock Artifact Simple/Compound Machine Chart Mock Historical Document Collage Simulation Mock Trade Agreement Collection Model Song (lyrics/performed) CAD (Computer-Aided Design) Musical Composition Storyboard Projection Narrated Power Point Conceptual Model Taught Lesson Newspaper article Debate Non-linguistic representation Demonstration Test (e.g., drawing, picture) Design Schematic / Blueprint Weather Forecast Persuasive Essay Diorama Persuasive Speech Webpage/Website Documentary Film Photograph(s) Display Webquest Play/Scene script Dramatization **Podcast** Written Explanation Editorial Poem (e.g., limerick, haiku, free Experiment verse) **Expository Essay** Poetry recitation/Poetry slam Flow Chart Poster/Banner Graph/Chart



Generic Criteria	McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	3 = criteri 2 = met		* Revision
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Technology Application	Optional: The task incorporates appropriate use of technology.	Not explicit in the VDOE guidelines.	3	2 1	
		Developed by Jay McTighe & Chris Gareis (2017)			

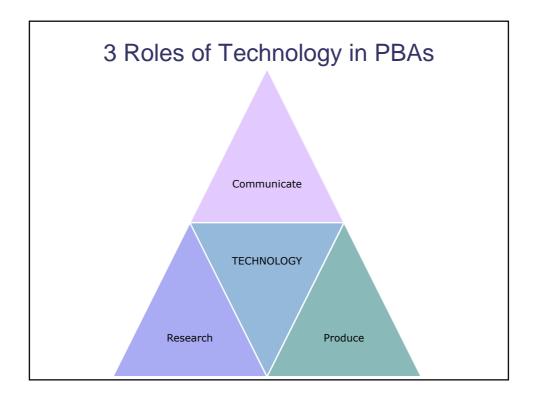


Generic Criteria		McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	3 = crit 2 = m		illy met newhat	Suggestions for Task Revision
Student Directions / Prompt	6.	The task directions for students are clear.	The LAA is age-appropriate and has a prompt that is both valid and reliable. 4	3	2	1	
Feasibility	7.	The task is feasible to implement in classrooms.	The LAA captures student thinking in a relevant and feasible response format.	3	2	1	
Accessibility; reedom from Bias or Sensitive Topics	8.	The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3	2	1	
Student Choice	9.	Optional: The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances).	Optional, but Encouraged: The LAA itself and/or the combination of complementary LAAs provide students a variety of approaches to demonstrate success.	3	2	1	
Integration of Subjects	10.	Optional: The task effectively integrates two or more subject areas	Optional, but Encouraged: The LAA may integrate multiple subjects. ³	3	2	1	
Technology Application	11.	Optional: The task incorporates appropriate use of technology.	Not explicit in the VDOE guidelines.	3	2	1	
			Developed by Jay McTighe & Chris Gareis (2017)	•			

	Q1	Q2	Q3	Q4
Year 1				Common Writing
2014-2015	_	-	-	Prompt (released SOL
2014-2015				prompt and rubric)
		Expository Essay		
Year 2	-		National Museum of	
2015-2016			American History	
2013-2010			Research Paper	Persuasive Letter
				Persuasive Letter
	Personal Narrative			Personal Narrative
	writing pre-assessment			writing post-
				assessment
	Narrative Fiction			
	INATIALIVE FICTION	Expository Essay		
			National Museum of	
Year 3			American History	
2016-2017			Research Paper	
				Persuasive Letter
	MCQ grammar and		MCQ on grammar	MCQ grammar and
	mechanics pre-		and mechanics	mechanics post-
	assessment		benchmark	assessment

Generic Criteria		McTighe Criteria	VDOE LAA Criteria Adapted from Superintendent's Memos #292-14 (October 14, 2014) and #284-16 (November 11, 2016)	3 = crit 2 = m		lly met rewhat	Suggestions for Task Revision
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Feasibility	7.	The task is feasible to implement in classrooms.	The LAA captures student thinking in a relevant and feasible response format.	3	2	1	
Accessibility; Freedom from Bias or Sensitive Topics		The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, or inappropriate topics.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3	2	1	
Student Choice F		Optional: The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances).	Optional, but Encouraged: The LAA itself and/or the combination of complementary LAAs provide students a variety of approaches to demonstrate success.	3	2	1	
Integration of Subjects	10.	Optional: The task effectively integrates two or more subject areas	Optional, but Encouraged: The LAA may integrate multiple subjects. ³	3	2	1	
Technology Application		Optional: The task incorporates appropriate use of technology.	Not explicit in the VDOE guidelines.	3	2	1	
			Developed by Jay McTighe & Chris Gareis (2017)				

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Student Directions / Prompt	The task directions for students are clear.	The LAA is age-appropriate and has a prompt that is both valid and reliable.*	3		1	
Feasibility	 The task is feasible to implement in classrooms. 	The LAA captures student thinking in a relevant and feasible response format.	3	2	1	
Accessibility; Freedom from Bias or Sensitive Topics	The task is free of biased language, stereotypes, and/or sensitive, controversial, offensive, of inappropriate topics.	The LAA accommodates the participation of all students, including students with special learning or language needs.	3	2	1	
Student Choice	Optional: The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variet (e.g., of products or performances).	Optionol, but Encouraged: The LAA itself and/or the combination of complementary LAAs provide students a variety of approaches to demonstrate success.	3	2	1	
Integration of Subjects	10. Optional: The task effectively integrates two more subject areas	Optional, but Encouraged: The LAA may integrate multiple or subjects. ²	3	2	1	
Technology Application	11. Optional: The task incorporates appropriate use of technology.	Not explicit in the VDOE guidelines.	3	2	1	
		Developed by Jay McTighe & Chris Gareis (2017)				



Purpose of the Review Criteria

- Support initial design of PBAs/LAAs
- Support review, revision, and/or adoption of PBAs/LAAs
- Support use of PBAs/LAAs for teaching, learning, and accountability

Workshop Wrap-Up

Think about and respond individually to each of the following two questions. Once everyone at your table has had a chance to do this, then share your responses with each other as a whole group.

- What important understandings about reviewing and improving performance-based assessments (PBAs) and local alternative assessments (LAAs) have you learned today?
- 2. Based on your understandings about PBAs and LAAs, what are important next steps for your division, school, and/or classroom?