

Competency-Based Instruction K to 12

By a performance assessment administration timeline (to be established), all students in K - 10 will participate in one common valid summative performance assessment based on core instructional competencies in English Language Arts and Mathematics.

Define the Problem/Objective

The district wants to ensure that our assessment structure follows the continuum of assessment for deeper learning. We see the development of performance assessments as a way to embed the critical characteristics of next generation assessment and a means to have students demonstrate their level of mastery for specific competencies and performance indicators in English Language Arts and Mathematics.

Establish Measures

- Results from the administration of common grade level valid summative performance assessments that are aligned to specific competencies and performance indicators in English Language Arts and Mathematics. Common rubrics will define performance levels that are aligned to each grade level's grading system (i.e., A, B, E, C, NYC, IWS). Students scoring competent or better will be considered to have successfully demonstrated mastery of the competency statement(s) being assessed.
- Overall (horizontal) competency statement(s) grade(s) aligned to the competency statement(s) assessed on the common grade level summative performance assessments in English Language Arts and Mathematics. Students scoring competent or better will be considered to have successfully demonstrated mastery of the competency statement(s) being assessed.

Analyze Data

- The number of students by grade level that are successful on the common grade level valid summative performance assessment in English Language Arts and Mathematics versus those who are not.
- The number of students, after relearning and reassessing throughout the school year, who earned less than competent on the common grade level valid summative performance assessment whose aligned overall (horizontal) competency statement grade is competent or above versus those who are not.

Set Goals

- By March 2015, 75% of students will perform at the competent or better level on the common grade level English Language Arts and Mathematics summative performance assessment.
- By June 2015, 90% of the students who were less than competent on the March 2015 common grade level summative performance assessment(s) will perform at the competent level or better on the aligned overall (horizontal) competency statement(s) grade(s) as demonstrated through common summative assessments and other measures.

Implement Changes

- Establish the performance assessment timeline by grade level such that it aligns to the district's grade reporting calendar as well as the students' journey
- Conduct an analysis to determine which performance indicators in English Language Arts and Mathematics should be the focal point of the performance assessments.
- Establish a cadre of teachers to train on and develop high quality, valid performance assessments (note: the chosen common grade level performance assessments will have gone through an established vetting process, which makes them valid)
- Train all teachers on valid performance assessments
- Administer during semester 1, a common grade level valid formative performance assessment in English Language Arts and Mathematics.
- Collect and analyze the data after the common grade level valid formative assessment results at the teacher, school and district levels. Respond accordingly to the results (i.e., adjust core instruction, triangulate this data point with other measures, provide intervention, provide professional

development etc.)

- Administer, according to the RSD performance assessment timeline, the common grade level valid performance assessment in English Language Arts and Mathematics.
- Collect and analyze the data after the common grade level valid summative performance assessment administration. Respond accordingly to the results (i.e., adjust core instruction, triangulate this data point with other measures, provide intervention, provide professional development etc.)
- Collect and analyze the data in June: the overall aligned competency statement grade(s) (not the overall class grade) for any students having earned an NYC or IWS on the March summative performance assessment. Respond accordingly to the results (i.e., adjust core instruction, triangulate this data point with other measures, provide intervention, provide professional development etc.)

Monitor Results

- Results from the administration of common grade level valid formative performance assessments that are aligned to specific competencies and performance indicators in English Language Arts and Mathematics.
- Results from the administration of common grade level valid summative performance assessments that are aligned to specific competencies and performance indicators in English Language Arts and Mathematics.
- Overall (horizontal) competency statement(s) grade(s) aligned to the competency statement(s) assessed on the common grade level summative performance assessments in English Language Arts and Mathematics. This is only for students who did not demonstrate competent or better on the common grade level valid performance assessments administered in March.