

Example Project Template:

Aligning, Deepening, Modeling, a Performance Assessment System

A. What are our goals?

1. Establish a clear vision for the skills of a graduate, revisiting and synthesizing key components of existing mission, systems & structures
2. Create and implement authentic assessments aligned to the Graduate Profile
3. Adjust the Proficiency & Bridge presentations as a vertically aligned culminating event of a 4-year Performance Assessment System

B. How will we know we have reached them?

The Design Team will have created, with support from ELP...

1. A Graduate Profile, synthesizing school-side outcomes from various sources; a portrait of what proficiency looks like at the 12th grade level.
2. Rubrics to assess Graduate Profile skills, exemplary performance assessments in key content areas at the 10th & 12th grade level, and accompanying student work.
3. Handbook materials that clearly communicate: Graduate Profile, and a revised & aligned Performance Assessment System – including Portfolio Expectations for Bridge & Proficiency Defenses (10th & 12th grade) and Defense Scoring Criteria.

C. How will we get there?

1. Develop Graduate Profile (prep)

Essential question: What do we want our graduating students to know and be able to do so they are prepared to succeed, and be leaders in their community? Why?

In Spring, ELP works with the partner Design Team of 4-8 people (including 10th and 12th grade teachers), to create a draft graduate profile that captures the long-term partner vision for students, aligning the mission and core initiatives into measurable and meaningful student outcomes.

April – Needs Assessment, Observations & Interviews

June – Design Team Retreat: Graduate Profile Investigation & Working Draft Creation

2. Performance Assessment Design (Year 1)

Essential question: How do we design assessments that both communicate and measure desired outcomes for our students?

During this school year, the Design Team participates in full-day professional development with ELP, as well as one-on-one feedback cycles, based on what already exists, and frameworks and tools provided by ELP.

August – Performance Assessment 101 & Rubric Development

November – Student Work Analysis

December – Revisit & revise rubrics, reflect, create working draft proficiency expectations for 10th grade

January – Performance Assessment Workshop I.

February through March – Performance Assessment revision & feedback cycles with individuals

June – Student Work Analysis & Reflection. Apply learning to revise performance assessment rubrics

3. Proficiency & Bridge Portfolios & Defense (Year 2)

Essential question: How can our Defenses be rigorous & unique expressions of student growth & proficiency in the skills laid out in our Graduate Profile?

In the second school year, Design Team participates in full-day professional development with ELP, as well as remote check-ins and feedback cycles, based on what already exists, and frameworks and tools provided by ELP.

August – Revisit & revise Proficiency Defense criteria. Performance Assessment Workshop II

September through October – Revision & feedback cycles with individuals

November – Student Work Analysis

December – Finalize scoring criteria for Defenses

January – Create a visual representation of the Defense System. Vertical planning

February – Growth Mindset: Analyze & adjust systems & structures of support (advisory, etc)

March through April – Defense/Performance Assessment support & coaching as needed

June – Student Work Analysis. Reflect & revise final handbook materials

August 2019 – Leadership, communication, roll-out, and supporting staff