Performance Tasks: Chicago Public Schools’ Type III Assessment
Objectives & Agenda

- Welcome
- Overview: Teacher Evaluation in CPS
- Student Growth - Type III Assessments
- CPS REACH Performance Tasks
  - Program Development
  - Assessment Design
  - Task Examples
  - Program Evaluation
  - Lessons Learned
## Journey to an Improved Evaluation System

<table>
<thead>
<tr>
<th>Historically</th>
<th>SY 2008-09</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The same checklist has been used for 40 years.</td>
<td>• CPS pilots the use of Danielson Framework through the <em>Excellence In Teaching Pilot</em>.</td>
<td>• Illinois passes the Performance Evaluation Reform Act (PERA), a law that mandates changes to evaluations statewide.</td>
</tr>
<tr>
<td>• PATs/non-tenured teachers = 1 obs. per year</td>
<td>• 124 CPS schools participate.</td>
<td>• Assessment of professional skills and measures of student growth must be included.</td>
</tr>
<tr>
<td>• Tenured = observed every 2 years</td>
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<tr>
<td>• Teachers say evaluations don’t give them the feedback or support they want</td>
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<tr>
<td>SY 2011-12</td>
<td>SY 2012-13</td>
<td>SY 2013-14</td>
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<td>------------</td>
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</tbody>
</table>
| • Over 2,200 teachers in 200 CPS schools participate in focus groups about evaluation. | • REACH Students evaluation system launched  
• More than 3,000 Non-tenured educators receive Summative Ratings based on multiple measures | • REACH Students expands to include all CPS teachers  
• An expansive library of teacher developed resources become available to support professional practice |
2013-2018 CPS Action Plan

OUR VISION

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.

The Future We See

The Work We Do

PILLAR 1
High Standards, Rigorous Curriculum and Powerful Instruction

PILLAR 2
Systems of Support that Meet Student Needs

PILLAR 3
Engaged and Empowered Families and Community

PILLAR 4
Committed and Effective Teachers, Leaders and Staff

PILLAR 5
Sound Fiscal, Operational and Accountability Systems

Our Ultimate Outcomes are Increases in:

> Graduation rate
> Academic preparedness for college and career
> Entry into college, military or employment
> Persistence and success in college and employment

Our Guiding Principles

CORE BELIEFS

- ALL of our children are capable of success.
- Every child must have equitable access to a high-quality education.
- Our children’s academic achievement and well-being come first.

CORE VALUES

- We hold high expectations for every student.
- We expect excellence in the adults who serve our students and hold them accountable.
- We base every decision on what is best for our students.
Multiple Measures of REACH

- **Professional Practice** is measured using a discipline specific **CPS Framework**
  - There are currently 8 unique CPS Frameworks that define professional excellence across the District

- **Student growth** is measured in two ways
  - *REACH Performance tasks*
  - *Value-Added* using NWEA MAP or Growth based on EPAS
## Type III Background Research

<table>
<thead>
<tr>
<th>Location</th>
<th>Subjects</th>
<th>Grades</th>
<th>Years in Use</th>
<th>Accountability Use</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nebraska</td>
<td>Reading, Writing, Math, Science</td>
<td>Reported for 4,8,11</td>
<td>2001-2008</td>
<td>No</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Writing, Math</td>
<td>Writing: 4,7,12, Math: 5,8,12</td>
<td>1990-1999</td>
<td>School level only</td>
<td>Portfolio Performance Task</td>
</tr>
<tr>
<td>Vermont</td>
<td>Writing, Math</td>
<td>Writing: 5,8, Math: 4,8,10</td>
<td>1988-1996</td>
<td>Graduation requirement</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>All core subjects</td>
<td>12</td>
<td>2004-Present</td>
<td>Graduation requirement</td>
<td>Portfolio Performance Task</td>
</tr>
<tr>
<td>New York City</td>
<td>Reading, Math</td>
<td>All Pre-K through 11</td>
<td>2010-Present</td>
<td>Teacher evaluation (previously grad requirement)</td>
<td>Performance Task</td>
</tr>
<tr>
<td>Maryland</td>
<td>All core subjects</td>
<td>3,5,8</td>
<td>1991-2002</td>
<td>School-level only</td>
<td>Performance Task</td>
</tr>
</tbody>
</table>
Type III Development Overview

Three steps for creating a Type III measure:

1. Define the Purpose
2. Design the Activity
3. Develop Scoring Criteria
### What is a REACH Performance Task (PT)?

- A Performance Task is a written or hands-on demonstration of mastery of a specific skill or standard
  - In-depth
  - Reflect long-term, key outcomes
  - Require higher-level and extended thinking

### Who developed REACH PTs?

- Tasks are developed by CPS teachers with the guidance and assistance of CPS content specialists and the Department of Student Assessment

### Which courses have a REACH PT?

- 150 task sets cover 12 different content areas in grades PK – 12. This covers 99.7% of CPS teachers.
# Performance Tasks SY 14-15

<table>
<thead>
<tr>
<th>Content</th>
<th>Elementary</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (Dance, Music, Theater, Visual Arts)</td>
<td>1, 4, 7</td>
<td>Novice – Intermediate (10)</td>
</tr>
<tr>
<td>Career and Tech Ed</td>
<td>N/A</td>
<td>Accounting – Web Design (22)</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>PK</td>
<td>N/A</td>
</tr>
<tr>
<td>Education Technology</td>
<td>1, 4, 7</td>
<td>N/A</td>
</tr>
<tr>
<td>JROTC</td>
<td>N/A</td>
<td>JROTC I – JROTC IV (4)</td>
</tr>
<tr>
<td>Library Science</td>
<td>1, 4, 7</td>
<td>High School (1)</td>
</tr>
<tr>
<td>Literacy</td>
<td>K - 8</td>
<td>9 – 12 (4)</td>
</tr>
<tr>
<td>Math</td>
<td>K - 8</td>
<td>Algebra I – Statistics (6)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1, 4, 7</td>
<td>Health – PE II (5)</td>
</tr>
<tr>
<td>Science</td>
<td>4 – 8</td>
<td>Biology – Physics (8)</td>
</tr>
<tr>
<td>Social Science</td>
<td>6 – 8</td>
<td>US History – World Studies (9)</td>
</tr>
<tr>
<td>World Languages</td>
<td>1, 4, 7</td>
<td>Novice – Advanced (14)</td>
</tr>
</tbody>
</table>
## Student Growth Measures: 
**REACH Performance Tasks**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is responsible for administering the Performance Task?</td>
<td><strong>ALL CPS teachers and librarians</strong> must administer a BOY and EOY Performance Task to one of their classrooms</td>
</tr>
<tr>
<td>How will student performance on the Performance Task affect my REACH rating?</td>
<td>The growth shown by assessed students will comprise a certain percentage of a teacher’s evaluation, depending on his/her teaching role (elementary/high school, subject taught, etc.)</td>
</tr>
<tr>
<td>How can REACH Performance Tasks be used to help inform instruction?</td>
<td>In addition to providing student growth data for the overall REACH score, REACH performance tasks will also help schools and teachers determine the level of student understanding for skills that are aligned to a teacher’s curriculum.</td>
</tr>
</tbody>
</table>
REACH PT Objectives

Measure of Student Growth
Communicate expectations
Opportunity for collaboration
Instructional Tool

For teachers, by teachers
Aligned to curriculum
Build assessment creation skills
Provide data on student performance
## Administration Guidelines of REACH Performance Tasks

<table>
<thead>
<tr>
<th>Protocol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to Complete</td>
<td>Designed to be completed in one class period.</td>
</tr>
<tr>
<td>Task Assignment</td>
<td>All students sharing a common subject/grade level/classroom receive the same task with the same directions.</td>
</tr>
<tr>
<td>Proctoring Protocol</td>
<td>Teachers proctor own class and collect tasks at the end.</td>
</tr>
<tr>
<td>Scoring Protocol</td>
<td>Teachers score the tasks of their students, in teacher teams if possible.</td>
</tr>
</tbody>
</table>
Task Design Process: Overview

Content & Assessment Teams
- Develop REACH PT Strategy

Task-writing Team
- Attends Assessment Training
- Designs Tasks with supports

Content & Assessment Teams
- Review Draft Tasks

Task-writing Team
- Pilots Tasks

Task-writing Team
- Revises BOY Task & Creates EOY Version

Content & Assessment Teams
- Review and Finalize BOY and EOY Assessments
Task Design Process: Select the Standard

Content leads selected standard(s) using three criteria:

- **Measurable** within REACH Performance Tasks
- **Foundational** to the course or grade level
- Highly likely to be part of scope and sequence of instruction
1. Identify the skill(s)/content assessed in the standard.

2. Identify the **stretch** level of measurable skill(s)/content

3. Phrase skill(s)/content as measurable objectives for the performance task

**CCSS.Math 4.NF:** Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

What is the stretch level of skill(s)/content?

Foundational → Advanced

- Operations with whole numbers
- Relationship of fractions to whole numbers
- Application of operations to fractions
### Task Design Process: Determine Task Objectives

Each objective identified will guide development of the task and rubric. These will be referred to as **task objectives** during rubric design.

<table>
<thead>
<tr>
<th>Task Objectives</th>
<th>Insufficient Response</th>
<th>Below Mastery</th>
<th>Emerging Mastery</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student applies basic operations to whole numbers</td>
<td>0 Points</td>
<td>? Points</td>
<td>? Points</td>
<td>? Points</td>
</tr>
<tr>
<td>Student understands the relationship of whole numbers to fractions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student applies knowledge of operations to fractions</td>
<td>0 Points</td>
<td>? Points</td>
<td>? Points</td>
<td>? Points</td>
</tr>
</tbody>
</table>

**Summative Score**

<table>
<thead>
<tr>
<th>Standards</th>
<th>0 Insufficient Response</th>
<th>1 Below Mastery</th>
<th>2 Emerging Mastery</th>
<th>3 Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text of standard(s) should be written here</td>
<td>?-? Points</td>
<td>?-? Points</td>
<td>?-? Points</td>
<td>?-? Points</td>
</tr>
</tbody>
</table>
## Task Design Process: Principles

<table>
<thead>
<tr>
<th>Design Principles</th>
<th>Key Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance</strong></td>
<td>• Incorporates materials and activities that are authentic to instruction and student experience in a given discipline</td>
</tr>
<tr>
<td><strong>Rigor</strong></td>
<td>• Maintains high cognitive demand throughout the task</td>
</tr>
<tr>
<td><strong>Stretch</strong></td>
<td>• Includes items that address foundational and advanced skills/content within the standard</td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td>• Measures identified objectives (skills/content) that are aligned with the standard(s)</td>
</tr>
<tr>
<td><strong>Accessibility</strong></td>
<td>• Incorporates text and/or activities that all students can engage with, or that can be easily adapted for diverse learners</td>
</tr>
</tbody>
</table>
# Task Design Process: Task Commonalities

## Four Part Structure of REACH Performance Tasks

<table>
<thead>
<tr>
<th>1 Standards</th>
<th>2 Task Description</th>
<th>3 Task Activity</th>
<th>4 Rubric</th>
</tr>
</thead>
</table>
| • 1 or 2 standards  
• Primary standards  
• Optional auxiliary standards | • Task overview  
• Teacher directions  
• Student directions  
• Required materials | • What students are asked to do | • Scoring Rubric  
• Summative Score |
EXAMPLE: In 2nd grade literacy, students will listen to a story read aloud then use story details and illustrations to show understanding of characters and their development. (RL.2.3)

After students write their responses, the teacher reviews each response and assigns a Performance Task summative score based on the scoring tool.

Teachers should score tasks in grade-level/course teams, where possible, to ensure consistent interpretation of student responses and alignment to the rubric.
Next Generation Science Standards (NGSS)
Standard Assessed:
4. Earth’s Systems: Processes that Shape the Earth

Performance Expectation:
4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Science and Engineering Practice
• Planning and Carrying Out Investigations: Planning and carrying out investigations to answer questions or test solutions to problems in 3-5 builds on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions (4-ESS2-1).

Disciplinary Core Idea
• ESS2.A: Earth Materials and Systems: Rainfall helps to shape and affects the types of living things found in a region. Water, ice, wind, living organisms and gravity breaks rocks, soils, and sediments into smaller particles and move around (4-ESS2-1).
Program Evaluation

- **REACH PT Study (Summer 2014)** – evaluating objectivity of scoring by comparing teacher scores of student work to those of two independent reviewers.

- **Calibration Exercise Toolkit** – outcome of the PT Study, helps teachers develop common interpretations of student open response answers.

- **REACH Performance Task Sub-Committee** – CPS and CTU working group around Performance Tasks and their use in teacher effectiveness policy.

- Teacher feedback informs program development.
Lessons Learned

- CPS – CTU Partnership key for program conception, implementation, communication, and iteration
- Thorough vetting of task quality essential
- Expect pushback from all sides
- Communicate, communicate, communicate
QUESTIONS?