



Panelists



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What is your role?

- a. Teacher/Instructor
- b. School Counselor
- c. Social Worker or Psychologist
- d. Administrator
- e. Other

How valuable do you think performance tasks are for classroom instruction?

Please rate on a scale of 1–5

1 = not valuable at all

5 = extremely valuable



How valuable do you think performance-based assessments are for measuring student learning?

Please rate on a scale of 1–5

1 = not valuable at all

5 = extremely valuable







Are you currently using performance-based assessments in your classroom or institution?



Are you currently using performance tasks in your classroom or institution?





What is a performance task?

- A performance task is a tool for gathering evidence about what a student knows and can do.
- Rather than simply asking students to recall information, a performance task requires students to apply their skills and understandings in a context such as solving a complex problem.
- A high-quality performance task is a meaningful activity that engages students through the use of a realistic scenario and allows them to demonstrate important knowledge and skills.

Why use performance tasks?

- Performance Tasks are **richer and more authentic** than standardized tests consisting solely of selected-response test items.
- By allowing for multiple points of view and varied responses, Performance Tasks can be **more equitable** than assessments that allow for single correct responses.
- By having students construct responses and asking them to justify or explain their thinking, performance tasks enable students to demonstrate the critical thinking processes and communication skills that are essential to college and career readiness.

Why use performance tasks?



- Performance tasks provide teachers with useful insights into how students approach and work through problems. In a typical selected-response test, teachers can see what answers students got "right" or "wrong" but not why they picked specific answers.
- Students' explanations of their thought processes enable teachers to better adjust instructional next steps to build on student strengths and remediate weaknesses.

Real Life Examples

- Designing and conducting a complete science experiment
- Conducting independent research and writing a research paper
- Performing a gymnastics routine



How Performance Tasks Differ

- Focus: generic critical thinking skills vs. specific academic content areas
- Purposes: snapshots of what students know and can do that teachers use to modify instruction vs. tasks used at the state level as part of required accountability systems
- Actions: reading and writing vs. listening, viewing, speaking, drawing.



Five Key Features of High-Quality Performance Tasks

- 1. High Cognitive Complexity
- 2. Integrated Measure of Multiple Standards or Claims
- 3. A Coherent Set of Actions Culminating in an Extended Response
- 4. Meaningful, Engaging, and Open-ended
- 5. Clear and Complete





What was or would be the greatest challenge to using performance tasks or performance-based assessments in your classroom or institutions?

- a. Time to create one
- b. Available class time
- c. Too many required assessments
- d. Teacher or administrator buy-in
- e. Costs





College & Career Readiness Discussion

Message for Educators Discussion



Q & A

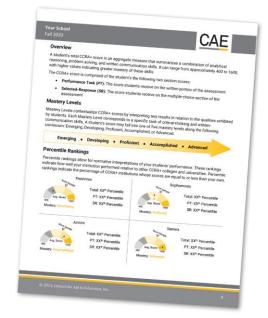


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