



# QPA Tuning/Validation Protocol

Performance assessments are multi-step assignments with clear criteria, expectations, and processes which measure how well a student transfers knowledge and applies complex skills to create or refine an original product.

# Purpose

- To ensure our internal assessments have technical quality. (When we share our assessments with our colleagues we are more likely to uncover our blind spots and assumptions.)



# Norms

- The facilitator reviews the protocol process and norms and a note taker is selected.



# Presentation

- Presenter briefly walks through the rubric with the group and explains the context of the assessment.



# Examination

- Group members **silently** examine the assessment materials.



# Clarifying questions

- The group asks any clarifying questions they have about the materials and process.



# Validation Guide

- Validation guide: While the presenter silently takes notes, the facilitator leads groups through each of the **Validation checklist** and seeks **consensus** for each item.
- The facilitator reads **each numbered item** aloud, asks the group to consider whether the answer is **yes or no** and to be prepared to explain their choice.
- The **focus** of the conversation is **feedback for presenter** rather than as the group through each item, but note taker should mark where the group validates an item.

# Presenter Response and Reflection

- The **presenter** may ask **clarifying questions** and **offer reflection based on feedback**, but **DOES NOT** need to justify! The presenter reflects on next steps in the assessment's development.

*ASK YOURSELF...*



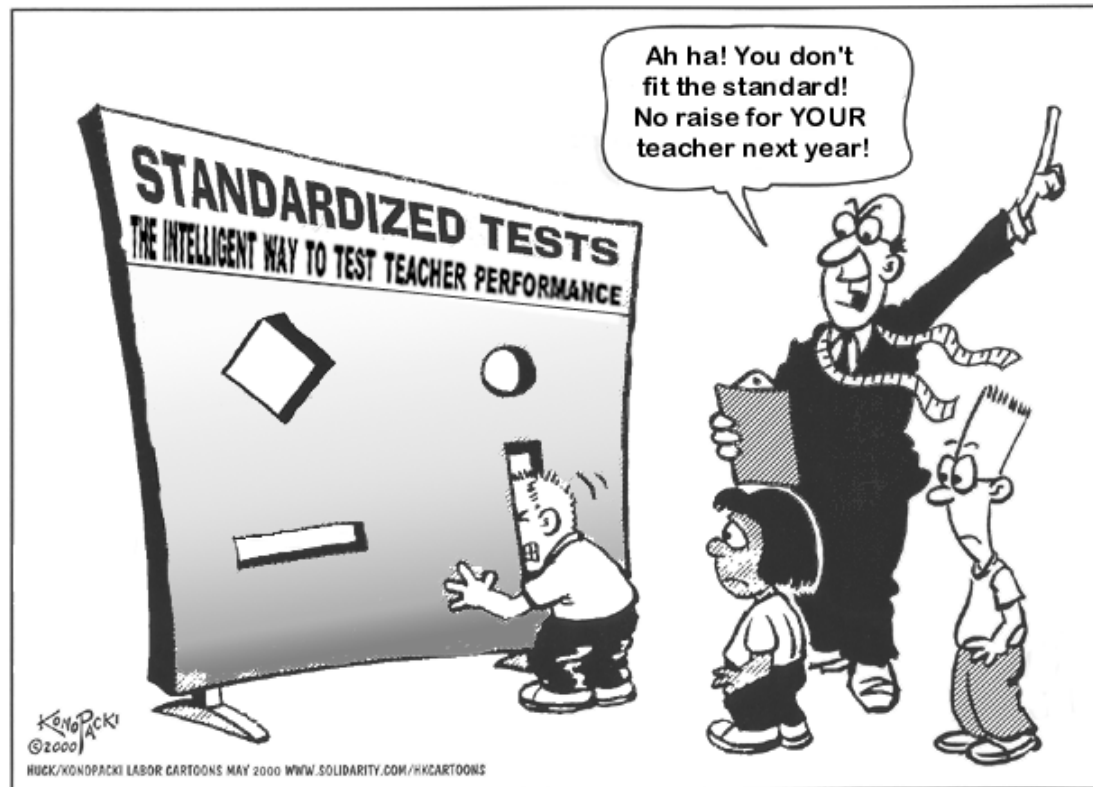


# Debrief

Did the team honor the norms?

What went well?

What are the implications of what we've learned for instruction?



- Rewrite rubric on form integrating Common Core Standards.
- Underline Common Core Standards
- Fill out student and teacher cover sheet

Criteria
<u>Define the question the experiment seeks to address.</u>
<u>Describe a procedure for the experiment addressing the problem being investigated</u>
Experimental design eliminates variables
<u>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</u>
<u>Translate technical information expressed in words in a text into visual form</u>
<u>Apply key scientific terms/concepts</u> <u>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships</u>
<u>Translate information expressed visually into words citing specific textual evidence to support analysis attending to the precise details.</u>
<u>Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</u>

# Newtown Public Schools

## DPLC 2012-13: Performance Assessment

### Proposed Time Frame

Underlined documents below and additional resources can be found on the District PLC page of the website by clicking [here](#).

<u>DATE</u>	<u>ACTIVITY</u>
November 6 (12-3 PM)	Identify curriculum unit that will be the basis for the performance assessment ( <i>Completed <u>Curriculum Unit Template</u> is suggested</i> ) Begin completion of <u>Performance Assessment Teacher Page</u> <i>** Special education teachers are to remain with DPLCs. Remaining Pupil Personnel staff will receive further instructions from Julie Haggard and Eric Colon.</i>
December 7	Complete <u>Teacher Page</u> and <u>Student Handout</u>
January 18	Complete <u>Rubric</u> for performance assessment
February 15	Finalizing PA packet; reviewing student work and selecting exemplars
March 1	Finalizing PA packet; reviewing student work and selecting exemplars
May 12	Submit Performance Assessment Packet containing: <ul style="list-style-type: none"><li>✓ Curriculum Template (suggested)</li><li>✓ Teacher Page</li><li>✓ Student Handout</li><li>✓ Rubric</li><li>✓ Exemplars (student work exemplifying each level of performance)</li><li>✓ Assessment Planner (suggested)</li></ul>