WHAT IS PERFORMANCE ASSESSMENT?

The demonstration & evaluation of applied transferable skills that can be taught and learned
WHAT IS HIGH QUALITY PERFORMANCE ASSESSMENT?

High Quality Performance Assessment...

- Elicits evidence of learning that matters
- Is tight on its criteria for success
- Is open to different learner approaches
- Is authentic
- Is a learning experience in and of itself
FOR EXAMPLE

- Student-Led Conferences
- Portfolio Defense
- Capstone Project
- Exhibition of Learning
"HOW DO WE KNOW IF THEY ARE JUST GOOGLING THE ANSWERS?"
A MORE IMPORTANT QUESTION

HOW DO WE KNOW WHAT STUDENTS KNOW, IN A VIRTUAL ENVIRONMENT?
VIRTUAL PORTFOLIO DEFENSE

A guide to designing authentic culminating assessment in the virtual space

THIS IS AN OPPORTUNITY...

• to meet the needs of all our students in the current time, with equity and access as the most important lens

• to build, innovate, create solutions for needs that are arising out of distance learning, centering the experiences of our most marginalized students

• to redefine how we gather data about what students know
VIRTUAL PORTFOLIO DEFENSE

A guide to designing authentic culminating assessment in the virtual space
“TIGHT ON CRITERIA, LOOSE ON PATH.”
Where are you in the process of building a performance assessment system?

What are your assets?

**HOPES**

- How do you want students to feel?
- How will the design of this experience signal what you value?
- How does this new context shift the ways you have thought about this event in the past?
- What might adults need to best support students?

**ASSETS**

- What work + learning have your students already done that can be highlighted?
- What rubrics or artifact certification processes might you already use?
- What processes + protocols for critique, revision, and reflection do you already use?
- What familiar structure might you shift in order to support this event?
Based on your hopes and assets, we would like to recommend a prototype for you to build upon.

Which best fits your context and aspirations?

- A graduate profile?
- Shared rubrics?
- Advisory?
- A culture of critique and revision?

Do you already have....

Just make it virtual!

Which path?

Is your performance assessment system newly emerged or not yet in place?

Are you looking for a way to assess student learning through student reflection?

Check out level 1

Check out level 2

Check out level 3

Been there?

Ready to innovate?

Take your defense system to the next level by tinkering with scale, process and impact!
There are many ways a successful virtual presentation of learning might look!

However, in order to meet criteria there are some key Design Principles to consider.
OVERVIEW OF THE CURRENT SET OF TOOLS
DESIGN PRINCIPLES

- CONSIDER EQUITY & ACCESS

- THIS CAN BE ABOUT PROFESSIONALISM, PERSONALIZATION, AND/OR IDENTITY

- FACETIME? PHONE CALL? ZOOM? PRE-RECORDED VIDEO?
DESIGN PRINCIPLES

- Dialogue is the primary mode
- Presentation is the secondary mode
- Consider equity & access
- Power of defenses often comes after the prepared remarks
- Honor the opportunity to ask real questions and get real answers from your students
DESIGN PRINCIPLES

• CONSIDER EQUITY & ACCESS

• MORE NOW THAN EVER, WE ALL NEED A BUDDY

• LEVERAGE ALL ADULTS IN YOUR SYSTEM TO REDUCE THE RATIO OF STUDENTS TO MENTORS
• Map backward from when the adults in the system will reflect on what you learned from witnessing student defenses

• Build your timeline in week chunks so that all stakeholders know what is happening that week to prepare.
DESIGN PRINCIPLES

- ZOOM ACTUALLY ALLOWS US TO OPEN UP DEFENSES! EXTENDED FAMILY, COMMUNITY MEMBERS, ETC CAN ALL WITNESS THE EVENT

- REMEMBER THAT YOU CAN HAVE A PANEL AS WELL AS AUDIENCE MEMBERS - THEY EACH HAVE DIFFERENT ROLES TO PLAY
DESIGN PRINCIPLES

• HOW CAN THIS BE MEANINGFUL AND HONOR STUDENT’S JOURNEYS?

• HOW CAN THIS PROVIDE IMPORTANT AND RELEVANT DATA ABOUT LEARNING TO THE ADULTS?