



Standards -and Performance- Based Assessments Enhance Successful Outcomes in Online Classes

***Division of Virtual and Secondary Education
Kentucky Department of Education***

A high quality standards-based course...

- Includes *summative assessments* with performances that are qualified by standards *through the use of explicit rubrics*
- Has *formative assessments* which may or may not be graded; they support progress that will be reflected on the summative assessment
- Includes *creative, complex learning assessments* that are engaging to students
- Stresses quality of *skill performance*—what the student can do with the content
- Puts a *student in the driver's seat* for his/her own learning journey

And in standards-based courses...

- Continued consistent *improvement is rewarded*.
- Focus is shifted from averages to the *quality of learning*
- *Risk-taking* is encouraged; mistakes become positive lessons
- *Formative* assessments become truly...*formative*

What it means is....

Philosophy: A shift to a focus that supports *credentialing performance* supported by content acquisition and skill practice

Planning: Analyzing our current courses through a set of prepared questions in order to *envision improvements*

Support: *Additional training/PD* on implementing the improvements

Performance Based Course Checklist

- What the student should know and be able to do by the end of each unit are clearly stated as unit goals.
- The standards to be assessed in each unit are articulated.
- The end of unit performance assessment is described.
- Formative assessments are clearly related to the unit goals.
- Various feedback modes are offered for all assessments.



Math Assessments



Diagnostic Assessments for Algebra I, Geometry and Algebra II

- Developed under the direction of Dale Brown, Supt., Warren Co. Schools & Bill Bush, Director, Center for Research in Mathematics and Science Teacher Development at UL
- 25 Teachers from various state school districts
- Process included reviews of Core Content; field testing; teacher reviews.
- Currently being used by 6 Kentucky districts under a Bell South grant to design diagnostic tools and remediation programs
- Resides in the KVHS Resource Repository

Open Response:

A hotel needs to design a wheelchair access ramp to its lobby. The lobby is 3 feet above the parking lot, and the angle the ramp will make to the ground is 4 degrees.

- a. Draw and label a diagram to illustrate this situation.
- b. Find the length of the ramp to the nearest foot.
- c. The lobby is still three feet above the parking lot and the length of the ramp is changed to 21 feet.

The Americans with Disabilities Act (ADA) requires that the angle of elevation be no more than 4.8° . Does this new ramp meet the ADA requirement? Justify your reasoning.

SCORE	DESCRIPTION
4	Student produces a clear, appropriately labeled diagram of the wheelchair ramp. The response includes no errors and shows appropriate application of the sine function. The student correctly answers the ADA requirement question using appropriate reasoning.
3	Student sketches a correct diagram and writes a sine equation that would lead to solution to the problem. Student makes a computational error in either part b or c.
2	Student applies sine function only one time (either in part b or c) OR draws incorrect diagram with correct work and solution based on this diagram OR two parts are correct with an error in other part.
1	Student draws diagram correctly, but answers parts b and c incorrectly OR shows minimal understanding of trigonometric functions in order to solve problems.
0	Response is irrelevant or blank.

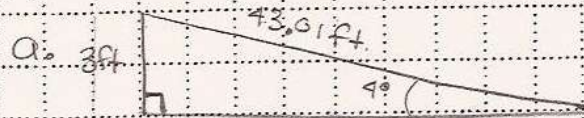
Rationale:
Student answers
all parts correctly
with appropriate
reasoning.

Answer Sheet
Geometry/Cluster 3—Right Triangle Relationships
Version 1

Student Identification Number:

3 | 1 | 0 | 5 | 0 | 0 | 5

#11 Open-Response Answer:



b. $\sin 4^\circ = \frac{3}{x}$
 $\sin(4^\circ) \cdot x = 3$
 $x = 43.01$



$\sin x = \frac{3}{21}$
 $x = 8.2^\circ$

No, the ramp does not meet ADA requirements because the ramp elevation would be too steep, more than 4.8° angle.

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Spanish Culture Performance Assessment

Performance Assessment

- You are the head of the United Way agency in your community that is responsible for programs that help migrant workers adjust to life in the U.S.
- Write in English an Action Plan for helping migrants learn to live in the US. Your Action Plan should include the following sections
 - Needs (Be specific! Include at least 5. Put yourself in their shoes: what would you need?)
 - A recommendation for a way to meet each need.
 - A timeline for each recommendation.
 - A budget for each recommendation. (Do some research with agencies in your community or on the Internet.)
 - The people who will carry out each recommendation.
- Compile a list of 50 useful terms for Hispanic migrants in English with the Spanish equivalents. Use your dictionary! Make an audio recording with PureVoice (see Syllabus) while you read the list in Spanish and in English so that the Hispanic migrants will have a way to practice the new terms.
- Write and record a conversation in Spanish in which you and a new Hispanic person in your community introduce yourselves to each other. Record the conversation on PureVoice, collaborating with a classmate. Use your best Spanish accent, and don't be afraid to be dramatic--have fun!

<p>1.1 Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>I created a conversation in which I clearly stated the conversers' names and origins. I included a reference to what they like to do, and I researched pastimes that might be done by inhabitants of the country of origin specified. I practiced my pronunciation and was easily understood.</p>	<p>I created a conversation in which I clearly stated the conversers' names and origins. I included a reference to what they like to do, but relied on my dictionary to find the names of pastimes with which I am already familiar. I practiced my pronunciation and was easily understood.</p>	<p>In my conversation, I imparted clearly some of the information required.</p>	<p>I imparted a small amount of information.</p>
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<p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	<p>I researched the culture, climate, and society of the country of the Hispanic character in my conversation. I applied what I learned and what I know about my community to create a meaningful Action Plan that reflects the logical needs a person from that country would have in moving here.</p>	<p>I applied what I have already learned (for example, in other classes or from Hispanic acquaintances) about the home country of the Hispanic character in my conversation and what I know about my community to create a logical Action Plan reflecting that character's needs.</p>	<p>I relied on things I have heard but not verified about the Hispanic character's home country and/or my own community to guess about that character's needs. I gave a moderate amount of thought to the Action Plan and was accurate in some areas.</p>	<p>I presented a few of my own ideas in my Action Plan.</p>
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AP Spanish Performance Event

“Home” Unit Performance Event

- You are a real estate agent in Salamanca, Spain.
- A client from the US wants you to help her locate an apartment to rent for 6 months while she teaches for a semester at the University of Salamanca.
- Read the e-mail she has sent you about the specifications she is looking for in an apartment.
- Look at the websites given to you to locate various potential apartments. You should also use the map of Salamanca in order to know the approximate location of each apartment.
- Have a conversation with your “client” in which you discuss a possible match for an apartment. Answer any questions she may have and be ready to present alternative options.
- After talking to your “client”, write her a confirmation e-mail in which you include all of the details discussed in the conversation, including a description of the apartment chosen, cost, dates and your fee for your services.

Scoring Rubric

	80	60	40	20
<p>1.1 Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>I looked up and used some vocabulary not required in the unit for my conversation.</p> <p>I was able to give detailed spontaneous answers to questions about my selections for the client. I offered information that was not specifically requested. I also asked logical follow-up questions of my teacher.</p>	<p>In my I utilized some of the new vocabulary in the unit.</p> <p>My spontaneous descriptions of the properties to my teacher were adequate and done with very little prompting.</p>	<p>I utilized a moderate amount of the new vocabulary in the conversation.</p> <p>I gave short (e.g., one sentence) answers to my teacher about the properties.</p>	<p>I relied mostly on vocabulary learned previously and needed cues from the teacher.</p>
<p>1.2 Students will be able to understand and interpret written and spoken language on a variety of topics.</p>	<p>I was able to understand all the spontaneous questions from my teacher about the properties.</p> <p>I read and understood the details of the ads and the email using my dictionary for words neither cognates nor in <i>Triángulo</i>. My property selections for the new teacher were all logical, based on the email and the ads.</p>	<p>I was able to understand most of the questions posed by my teacher in the unscripted conversation without restatement of questions or help.</p> <p>In my attempt to understand the information in the ads and email, I worked without consulting my dictionary. I understood enough information to choose some properties based on the written information; one or two of the selections that I made had no basis in the reading material.</p>	<p>I was able to understand approximately three-fourths of the questions posed by my teacher in the unscripted conversation with limited restatement of questions or help.</p> <p>I skimmed the readings and I chose one or two property selections based on the information there.</p>	<p>I understood less than half of the teacher's questions in the spontaneous conversation and I required frequent restatement of questions and cues.</p> <p>I gave the client selections I liked after reading one or two lines of the reading materials.</p>

Successes

- Of the 4 students who took the AP Spanish exam this year, 3 received a score of 4 or 5. (The 4th score was reported to the student's brick and mortar school).
- Students are more prepared to communicate in realistic situations upon finishing the course.
- Students feel that they are assessed upon what they truly know and can do with the language, as opposed to a written test which limits ability to reflect proficiency.



Challenge

Students frequently have a difficult understanding/accepting the idea of redoing work numerous times before receiving credit. In changing the way we assess students, we must also change the way we do daily assignments.

Solution

Student experience



Challenge

Students have a difficult time understanding that scores should go up throughout the semester, as they work toward proficiency. Therefore, scores in earlier units may be lower.

Solution

At the end of the course, I average the scores of each standard in the performance events throughout the course. If scores consistently improve throughout the semester, as they should, I drop the lowest scores when calculating an average, so that the grade most accurately represents what a student knows at the end of the course.



Challenge

Allowing students the time that they need to make improvements on assignments has led to a pacing problem.

Solution

I have tried several ways to keep students on track. I have set deadlines for unit completion (not for individual assignments). I have also asked that all students make progress in order to keep working (some students submit an assignment numerous times with the same mistakes). Once students have become comfortable with the way the course is designed, I limit the number of times any assignment can be submitted.

Contact Information:

- beth.gaunce@education.ky.gov

Academic Program Consultant

- julie.swigert@education.ky.gov

Spanish Instructor

Kentucky Virtual High School

19th Floor

500 Mero Street

Frankfort, KY 40601

502.564.4772