
Issue Date: September 18, 2024

Building Authentic Assessments for Learning

The Agency of Education in collaboration with Great Schools Partnership (GSP) is looking for 9th through 12th grade teachers who are excited and interested in working with a cohort of Vermont educators to develop, pilot, and refine content-specific performance assessments.

Overview

Through support from and in collaboration with the Vermont Agency of Education, Great Schools Partnership is continuing to facilitate conversations and material development focused on the [Vermont Framework for Proficiency](#). Starting in November 2024, a second cohort of content-specific classroom teachers from across the state will be formed to develop performance assessments that align with the Priority Performance Indicators outlined in the [Proficiency-Based Graduation Requirement Hierarchies](#). These groups of educators will work within their preferred content area to develop performance assessments, facilitator guidelines, and supporting rubrics. In addition, groups will collaborate to provide feedback and engage in scoring calibration to ensure task alignment and clarity of scoring criteria.

Yes, Join the Team!

Participating in this work provides classroom educators a unique opportunity to directly impact and influence the quality of Vermont assessments. Additionally, the cohort model allows participants to work collaboratively with an inspiring group of educators from across the state. Participants will receive a certificate of participation which can be applied to recertification and will also benefit from professional growth in personal understanding of Vermont's Framework for Proficiency and related performance assessments. Our team also loves good snacks and chocolate! While our virtual treats may not be as satisfying, we will be sure to make up for it during in-person convenings.

Participation Requirements

We invite Vermont high school teachers who meet the following requirements to participate:

- **Deep Understanding:** A strong grasp of both content knowledge and pedagogy.



- **Collaborative Spirit:** A commitment to working together to develop performance assessments that are both culturally responsive and engaging.
- **Assessment Piloting:** The capability to test and refine assessments in a classroom setting.
- **Commitment:** A willingness to persist with this project.

Timeline

While the dates below outline the pre-determined and organized meeting times, there is an expectation that participants will also need to work on their assessment tasks outside of these meetings.

- November 6, 2024 (3-4:30 PM): Virtual convening to introduce the work, goals, and purpose of the cohorts and assessment task development. This session will also be recorded for those who are unable to join the live conversation.
- November 12, 2024 (All day): In-person convening at [Lake Morey Inn](#) to work in content cohorts to begin developing high-quality assessment task models and resources.
- Week of December 9, 2024: Virtual follow-up session.
- December: On-going virtual cohort meetings with GSP support to finalize assessment tasks and supporting materials.
- January - April 2025: Participants will pilot their performance task and collect student work samples.
- Week of April 28, 2025: In-person convening focused on calibration and refinement of the assessment tasks as well as considering ways to capture student evidence of learning in the Proficiency-Based Graduation Requirements (PBGRs) and (Personalized Learning Platforms) PLPs.

How to Apply

If you are interested in joining a performance assessment cohort, we invite you to apply. Please complete this [Performance Assessment Cohort Application Form](#) providing an overview of your preferences and experiences. We appreciate your willingness to participate in this project and will be putting together teams in the beginning of October. Applications need to be submitted by October 18, 2024. If you have questions, reach out to Erica Wallstrom, ewallstrom@greatschoolspartnership.org or Pat Fitzsimmons, pat.fitzsimmons@vermont.gov.

Thank you for considering this exciting opportunity to contribute to our state's library of proficiency-based learning materials.

Helpful Terms

Taken from Vermont AOE Document – [Student-Centered Terminology](#).

Performance assessments are any teacher- or student-designed learning activity or investigation in which students demonstrate their knowledge, understanding, and/or skills through a performance task. Performance assessments engage students in meaningful learning in authentic contexts, show genuine applications of knowledge, and yield a tangible product and/or performance that serves as evidence of learning.

Performance task is what students actually do within a larger performance assessment framework. Tasks built around student interests engage students and help them make connections to their personal lives.

Proficiency-Based Graduation Requirements (PBGRs) encompass all content knowledge and transferable skills that students must exhibit for college and career readiness, thus qualifying a student for high school graduation. The PBGRs should align curricular content literacies with the attributes of a district's Portrait of a Graduate. As per EQS ([2120.7](#) and [2120.8](#)), local graduation policy must define PBGRs based on standards adopted by the State Board of Education. A student meets the requirements for graduation when they demonstrate evidence of proficiency in the curriculum outlined in EQS [2120.5](#), and completion of any other requirements specified by the LEA.

Scoring criteria define what to look for in a learner's response to determine whether or not they are progressing toward meeting a learning target(s).