

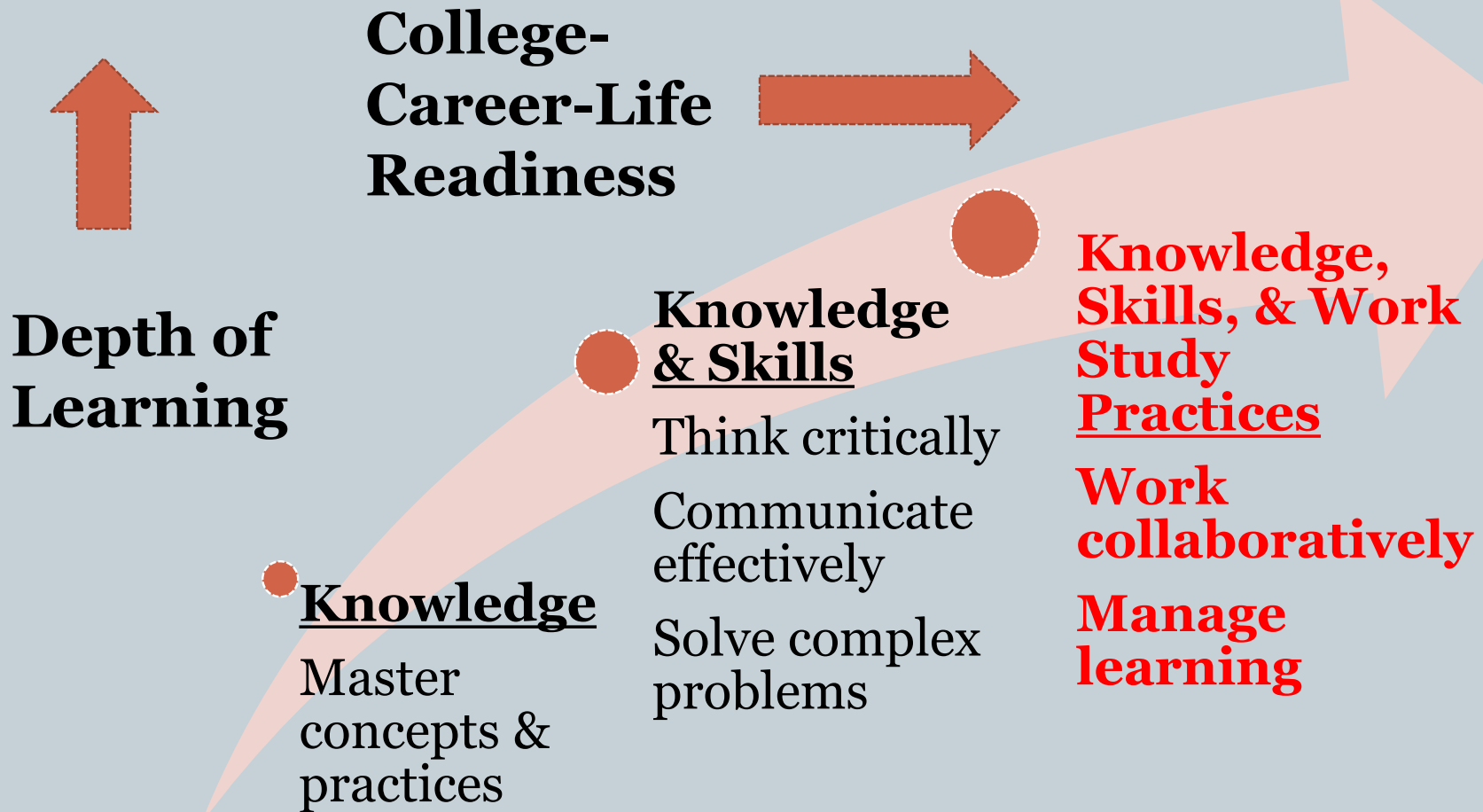
COMPETENCY EDUCATION



QUALITY PERFORMANCE ASSESSMENT

November 10, 2014

Competency Education



Quality Performance Assessments (QPAs)



Competencies



**Quality
Performance
Assessments
(QPAs)**

- Targets for student learning representing key content-specific concepts, practices, and skills applied within or across content domains.

- Build and measure student mastery of competencies at the upper levels of cognitive rigor (Depth of Knowledge).

Standards, Goals, & NH Accountability



1. NH Public School Standards

**Future of NH
Accountability**

**PACE
Regional
Group**

**Competency
Education
Performance
Assessment**

2. NEASC Standards

3. Epping School District Goals



1. NH Minimum Public School Standards



High School Curriculum

- Curriculum outlines district & graduation **competencies**
- Course plan provides attainment of specific district & graduation **competencies**
- Instructional program differentiates for learner needs, learning styles, & interests
- Evaluation of student outcomes includes **performance assessment** of district **competencies**

No later than July 1, 2016

1. NH Minimum Public School Standards



High School Credits & Graduation

- Graduation shall be based on mastery of graduation **competencies** through accumulation of credits
- Credits shall be based on demonstration of district & graduation **competencies** not on time spent achieving them
- Students shall engage with and apply English & mathematics graduation **competencies** during every year of high school even if **competencies** have been demonstrated (may be integrated in other content areas)
- Courses shall have **competency assessments**

1. NH Minimum Public School Standards



Kindergarten – Grade 8 School Curriculum

- Curriculum outlines district **competencies**
- Instructional program differentiates for learner needs, learning styles, & interests
- Evaluation of student outcomes includes **performance assessment** of district **competencies**

No later than July 1, 2017

1. NH Minimum Public School Standards



Authentic Assessment of Student Learning

Multiple formative & summative assessments including, but not limited to:

- Educator observation of project-based learning
- **Competency-based or performance based assessments**
- Educator observations of student performance
- Project evaluation rubrics

2. NEASC Assessment Standard 4



Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

- Employ a formal process to assess 21st century learning expectations (**district competencies**)
- Communicate learning expectations & unit goals prior to unit of study (**course competencies**)
- Use formative & summative assessments (**QPAs**)
- Share **rubrics** prior to summative assessment

3. School District Goals & Action Plan



1. Units of instruction aligned to district **competencies** & curriculum frameworks
2. **Performance assessments** aligned to district **competencies**, curriculum frameworks, & higher depth of knowledge levels
3. Grading and report cards aligned to **competency-based** student learning
4. Accountability plan based on **performance assessment** for **competency education**

Epping System Aligns with Standards



NH Standards & NEASC Learning Expectations

- Content competencies
- Work study practices



District Competencies

- Concepts & practices
- Skills



EMS & EHS Course Study

- Units aligned to competencies
- Assessment of competencies
Formative-Summative **QPAs**

Standards, Goals, & NH Accountability



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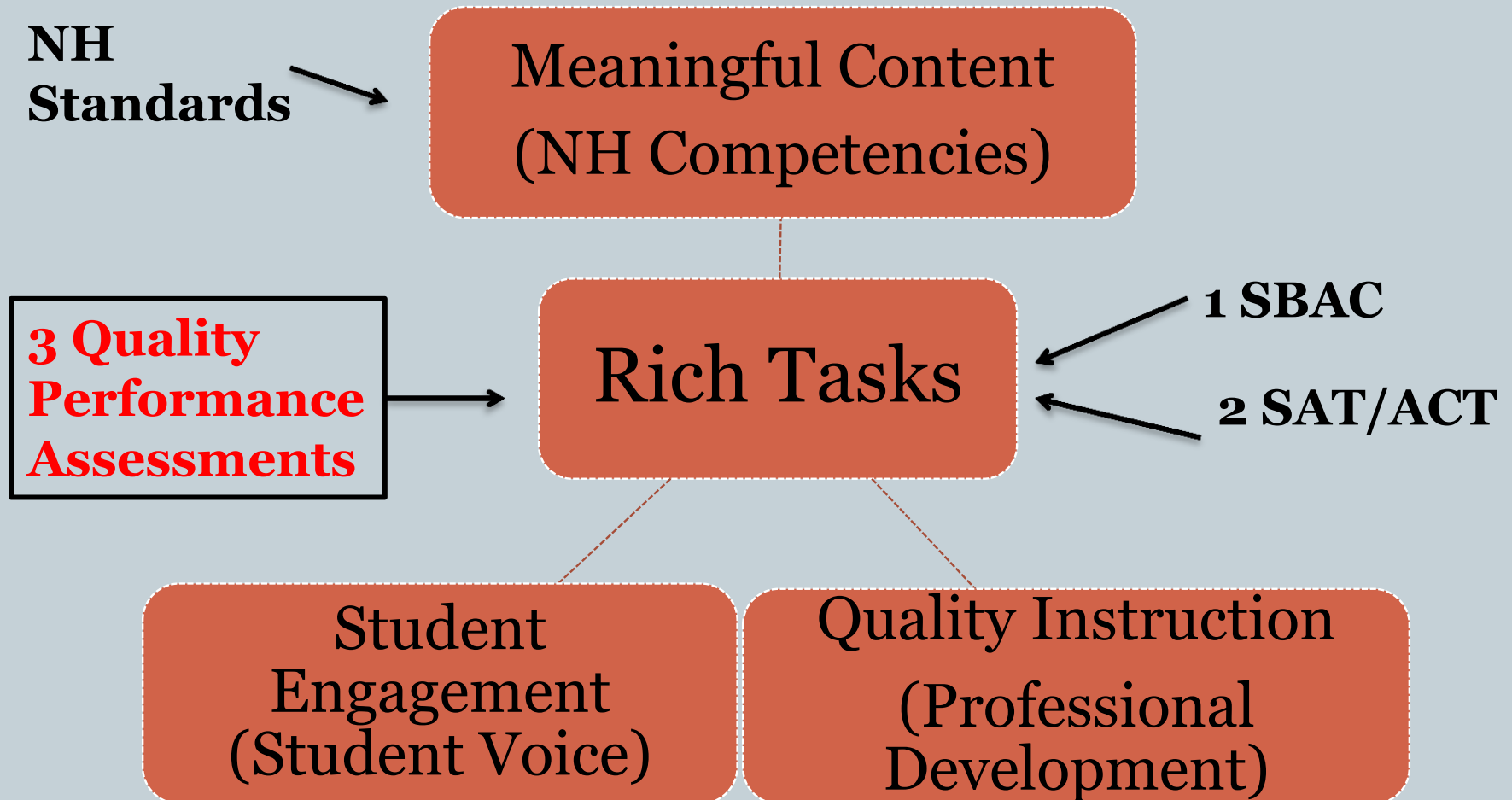
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2. NEASC Standards

3. Epping School District Goals

NH Accountability Reform & Options



QPAs for State Accountability



- QPAs are designed by teachers providing a voice in student achievement & state accountability
- QPAs are part of the regular assessment system guiding teaching & learning
- QPAs apply to all content areas not just ELA, math, & science
- In PACE option QPAs are primary tool for NH accountability while standardized tests are secondary tool to validate assessment system
- QPAs are a better predictor of college-career-life readiness than standardized testing

PACE Pilot – Epping, Rochester, & Sanborn



2014-2015 Goal: One Quality Performance Assessment

Grade	ELA	Math	Science	Social Studies	World Language	Unified Arts
6	QPA	QPA	QPA	QPA	QPA	QPA
7	PACE	PACE	QPA	QPA	QPA	QPA
8	QPA	QPA	PACE	QPA	QPA	QPA
9	PACE	PACE	PACE	QPA	QPA	QPA
10	PACE	PACE	PACE	QPA	QPA	QPA
11	QPA	QPA	QPA	QPA	QPA	QPA
12	QPA	QPA	QPA	QPA	QPA	QPA

Epping Goal – 1 Quality Performance Assessment



PACE pilot – 1 QPA with regional content group

Other – 1 QPA with Epping content group

- Multi-step assignment (**complex task**)
- Clear criteria, expectations, & processes (**rubric**)
- Measures how well a student transfers knowledge, practices, and skills (**mastery of competencies**)
- Creates or refines an original product and/or solution (**college-career-life readiness**)

Resources



- Epping colleagues – QPA cohort & PACE group
- Regional colleagues – Rochester & Sanborn
- School principals – EMS & EHS
- Superintendent – State Policy Committee
- Consultants – State & district
- Materials – QPA book, CCSS flipcharts, & upon request
- ELA, math, & science competency crosswalks (Epping to NH)
- Skills competency crosswalks (Epping to NH)
- Substitute funds for group content work

Thank You!



NH is at the educational forefront with competency education and performance assessment and Epping School District is playing a significant role. Your work is being discussed at state and national levels as a means in which to reform school accountability. More important it is an opportunity to make our educational process work for students and teachers. I am immensely proud of this school district and the work you do. Thank you on behalf of children and teachers everywhere!

Comments & Questions

