NH PACE
Task Development
Ellen Hume-Howard
<table>
<thead>
<tr>
<th>Year</th>
<th>English Language Arts (ELA)</th>
<th>Mathematics</th>
<th>Science</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Algebra (3, 6, 7, Algebra)</td>
<td>Energy and Matter Systems (4)</td>
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<td></td>
<td></td>
<td>Geometric Measurement (Geometry)</td>
<td>Structure and Function (8)</td>
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<td>Cause and Effect (Physical Science, Life Science)</td>
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<tr>
<td>2015-2016</td>
<td>Argumentative Writing (Informational Text)</td>
<td>Mathematical Practices (ALL)</td>
<td>Nature of Science (ALL)</td>
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<td>Cause and Effect (Physical Science, Life Science)</td>
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<tr>
<td>2016-2017</td>
<td>Informational Writing (Literary Text)</td>
<td>Mathematical Practices (ALL)</td>
<td>Nature of Science (ALL)</td>
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<td></td>
<td></td>
<td>Measurement and Data (3, 5)</td>
<td>Cause &amp; Effect (4)</td>
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<td></td>
<td></td>
<td>Geometry (5, 6)</td>
<td>Stability &amp; Change (8)</td>
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<td></td>
<td>Numbers Systems (6)</td>
<td>Systems and System Models (Physical Science)</td>
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<td></td>
<td>Similarity, Right Triangles, and Trigonometry</td>
<td>Cause and Effect (Chemistry)</td>
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<td></td>
<td></td>
<td>(Geometry)</td>
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<tr>
<td></td>
<td></td>
<td>Algebra (Algebra)</td>
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<tr>
<td>2017-2018</td>
<td>Narrative Writing</td>
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<td>2018-2019</td>
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NHPACE Mindset

- Designing an assessment system at the classroom level that includes multiple measures of student learning.
- Embedding an assessment as part of a unit of study rather than an event.
- Meaningful so that students know the assessment counts
- Development of performance assessments changes instruction
- Maybe we should listen to experts
- Together we are better than alone
Selecting Competencies

- Targeting competencies (skills and understandings) that students have practiced and applied in the classroom, consider secure, and are ready to transfer.
- Timing is everything.... Right time for the assessment
- Performance assessments provide the opportunity for students to apply their competency in a task that expects competency to be transferred.
Introducing the Template

ELA NH PACE
Performance Assessment for Competency Education
Performance Task Framework 2015-2016

This is a detailed NH PACE Performance Task Overview. Additional teacher directions and administration guidelines will be found in addendum documents and in local administration guides.

☐ LOCAL TASK  ☐ COMMON TASK  ☐ In Development  ☐ Reviewed #1  ☐ Reviewed #2 (NOSA)  ☐ FINAL APPROVED

Performance Task Name
Unique name given to this performance task

Content Area
For example, ELA, Science, Math, Social Studies, etc.

Grade-Level
If this is a middle or high school task, indicate grade level and course name if applicable

NH State Model Competencies: Task Targets
List each NH State Model Competency that will be assessed through this task; these are one or two primary task targets

Contributing Author(s)
List the names, emails, and schools or agencies of all contributing authors in the task

Citations/Attributions
If this task is an adaptation of work published elsewhere, list all citations/attributions. Permission to include copyrighted work must be obtained by the author(s) listed above from the originator of the adapted work and documented here.

Performance Task Description
Describe the performance task in detail, specifying the context for the task, the anticipated student activities, products and/or presentations and resources, tests, self-evaluation, and materials needed. What will the students be asked to do, to produce, and through what actions will they demonstrate mastery of the target competencies? Refer to the NH PACE Accommodations and ELA Guidelines in ensuring that the construction of the task leads to activities that are accessible to all students.

Task: Students will be required to write an opinion/argument

Elements Addressed in the Performance Task

Source of Standards: List the document(s) from which the standards are drawn i.e. CCSS, NH State Frameworks, NOSA, etc., including any locally developed competencies or standards.

Standards: List the complete wording of the target standard(s) and any crosswalks to the key competencies included above (may copy & paste). There should be a direct and obvious alignment between the standards and the competencies.

Include all rubrics to be used in the assessment of students' proficiency with this performance task. Be specific in the description of the student products and activities to which the rubric will be applied. Cut and paste or upload the rubric document here. Annotate the rubric to make clear which standards and competencies are aligned with each scoring dimension. Rubrics adapted to student-friendly language should be included in the student instructions section. However, they should align with teacher-use rubrics included here.

Listing student activities/products to be scored using this rubric

Task: Students will be required to write an opinion/argument

Rubric: copy or upload the entire annotated rubric to this section

PROVIDED WITH THE NH PACE TEMPLATE

Teacher Directions
In this section, describe all directions that the teacher needs to use in the administration of all aspects of the performance task, including lesson focus and formative assessment tasks. Bear in mind that teachers other than the original author(s) will need these directions in order to administer the task. Include hyperlinks for online resources.

Student Instructions
Describe clearly and in detail all student instructions used in the administration of this performance task. Attach or upload aligned rubrics that have been adapted to student-friendly language.

Artifacts
Optional: in this section, include links to artifacts depicting student products that may be useful in gaining greater clarity of this performance task. These may be digital pictures, podcasts, websites, etc.
What does it mean to assess for competency?

- Depth of Knowledge (DOK) 3-4
- Opportunity for students to perform at the highest level
- Application and transfer of skills
- Real-world/Authentic Challenge
Recognizing the Difference
Instruction vs Assessment

- Where instruction stops and assessment starts
- Assessments live on even after the PACE assessment
- Instruction shifts based on the needs of students
- Tools that are appropriate for instruction
- Tools that are appropriate for PACE assessment
## ELA NHPACE Performance Task
### Instructional Continuum

<table>
<thead>
<tr>
<th>2015-16</th>
<th>BEFORE PACE TASK BEGINS</th>
<th>DURING PACE ADMINISTRATION</th>
<th>PACE TASK READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING</strong></td>
<td><strong>READING INFORMATIONAL TEXT</strong> (Practice Text)</td>
<td><strong>GRAPHIC ORGANIZER NOTE-TAKING</strong></td>
<td><strong>PACE TASK READING</strong></td>
</tr>
<tr>
<td>Lessons</td>
<td>1. Strategies for reading informational text 2. Students generate, answer, and ask questions 3. Think Aloud using selected text. 4. Text Structure; using organizers to understand ideas. 5. Develop critical analysis; help students critically analyze the information they obtain from text</td>
<td>1. Strategies for using a graphic organizer 2. Understanding your learning style for organizing information 3. Read one selection as a class activity (G4, G5)</td>
<td>1. Introduce PACE Task Reading 2. Students read selected text at the student’s instructional level 3. Reading selections taken from different types of media. 4. Video viewing-Note-taking</td>
</tr>
<tr>
<td>G4</td>
<td><strong>SCAFFOLDED INSTRUCTION</strong>  • Activities and lessons prepare students to work independently on the PACE assessment. • Activities and lessons should naturally occur as a teacher is addressing the standards for argumentative writing. • Activities include individual conferences with students to check for understanding.</td>
<td>G4/G5 <strong>STUDENTS WORK INDEPENDENTLY/TEACHER SUPPORT (when needed)</strong> [PACE TASK READING] <strong>G6-G10</strong>  • STUDENTS WORK INDEPENDENTLY [PACE TASK WRITING]  • Gathering information to support their argument  • Organizing their ideas</td>
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<tr>
<td>G5</td>
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<tr>
<td>G6</td>
<td><strong>WRITING</strong></td>
<td><strong>CONFERENCING</strong></td>
<td><strong>TASK QUESTION</strong></td>
</tr>
<tr>
<td><strong>rubric criteria</strong></td>
<td><strong>1. Discuss the REQUIREMENTS for writing the argumentative essay 2. Review previous writing to identify areas that a student needs to focus on.</strong></td>
<td></td>
<td><strong>1. Introduce the task question</strong></td>
</tr>
<tr>
<td>Lessons</td>
<td><strong>What does a quality argument include?</strong> 1. Purpose/Controlling idea 2. Organization 3. Development with support 4. Language/Conventions</td>
<td><strong>1. Discuss the REQUIREMENTS for writing the argumentative essay 2. Review previous writing to identify areas that a student needs to focus on.</strong></td>
<td><strong>1. Introduce the task question</strong></td>
</tr>
<tr>
<td>G4</td>
<td><strong>SCAFFOLDED INSTRUCTION</strong>  • Writing activities should include the practices and supports provided as common classroom practice.  • Graphic organizers and outlines should be available for students to choose as a tool.  • Writing activities should prepare students to work independently to write the essay.</td>
<td><strong>G4-G10</strong> <strong>STUDENTS WORK INDEPENDENTLY [PACE TASK WRITING]</strong>  • Writing an outline/graphic organizer to plan for writing [Teacher checks as a step to begin writing].  • Writing the essay, Editing, Rewriting  • Produce a final copy</td>
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<tr>
<td>G5</td>
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<tr>
<td>G6</td>
<td><strong>NEXT</strong></td>
<td><strong>Grade</strong></td>
<td><strong>PACE COPIES COLLECTED</strong></td>
</tr>
<tr>
<td>G7</td>
<td><strong>Writing Process</strong></td>
<td><strong>Essay recorded for a grade.</strong></td>
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<tr>
<td>G7</td>
<td><strong>Continues based on the classroom expectations</strong></td>
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<td>G9</td>
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<td>G10</td>
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9/2/2015
PACE Assessment is a Common Assessment

A PACE assessment ..... 

- Is part of a “competency” body of evidence at the classroom level
- Is included in student grades with other assessments
- Is a shared assessment across PACE districts (designed to address a competency all share)
- Is captured for PACE including copy of student work
- Can continue to be refined at the classroom level for grades
What have we learned in our 2nd pilot year?

- The Common Core grounds us
- We have more in common than we thought
- Piloting using the exact task was helpful
- NHPACE is positively impacting district assessment
- Teachers have become assessment literate
- PACE is one point in a collection of evidence
- We need to slow down... it is okay...
- We understand better what a competency assessment looks like
- Template needs to be used
Task to Talk About

- Grade 4 ELA Bold Bills
- Grade 10 ELA Community Support
- Grade 10 Math Water Tower
- Grade 8 Engineering Design Problem