

The Center for Collaborative Education's Quality Performance Assessment Program and the RIDE Office of Multiple Pathways are partnering to bring the Strengthening Proficiency-Based Graduation (SPBG) Initiative, that will provide two cohorts of schools with professional development and inclusion in a state network to develop and implement quality local common performance assessments as part of meeting the state's Graduation by Proficiency policy.

SPBG Goals:

- Train school teams to be assessment experts in how to design, administer, and score quality performance assessments for the school's Proficiency-Based Graduation requirements.
- Provide teams with tools and resources that will enable them to build a school-wide culture of quality performance assessments.
- Build school capacity to create and sustain a system of valid and reliable performance assessments in which student-centered learning is embedded.

Application Information:

Successful school or district applicants must have a minimum of five members and have the following composition:

- A principal or designee administrator
- Two teachers each from two of the following academic disciplines: Social Studies, Science, Mathematics, English Language Arts (e.g., two ELA and two Social Studies teachers)

Middle and high school teams will be selected based on the following criteria:

- Evidence of commitment and readiness to engage in the development and implementation of high quality performance assessments
- Diversity of urban and suburban districts
- Middle /High School teams demonstrate articulation practices

The 2013-2014 SPBG initiative will consist of a 2-day summer institute, followed by 3 institute days throughout the year (fall, winter, and spring sessions). For more information, please contact Helena Miranda at hmiranda@ccebos.org or Cali Cornell at cali.cornell@ride.ri.gov. For more information, please visit: <http://www.ride.ri.gov/omp/secondary/default.aspx>



Key Features of the QPA PD:

- Builds a shared understanding of expectations aligned to the Common Core State Standards (CCSS) and of high quality performance assessment
- Guides teachers, schools, and districts in learning how to use assessment validation, scoring, and anchor papers to design high quality assessments and reinforce consistent interpretations of the standards across schools and districts
- Provides performance task models that focus on authentic student learning that is complex, deep, and lead to meaningful preparation for college and career
- Makes connections between the technical quality of performance assessments and the school's local assessment systems and helps teachers transfer and apply their assessment literacy



"Regardless of the standards or assessments that measure them, all students should have the opportunity to engage in meaningful work that matters and prepares them for the 21st century workplace...The new standards and assessments create a seismic shift in the national assessment conversation...Practitioner-developed performance assessments must be a large part of the equation if assessment is to help all students in the United States achieve prosperity."

Quality Performance Assessment: Harnessing the Power of Teacher and Student Learning