



**ALBERT SHANKER INSTITUTE
THE GOOD SCHOOLS SEMINARS**

DOING ASSESSMENT RIGHT

AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,
POLICY EXPERTS, AND SUPERINTENDENTS
March 12-13, 2013

III. PERFORMANCE ASSESSMENTS: COMPLEMENTS TO THE COMMON CORE?

Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning

Linda Darling-Hammond & Frank Adamson *Stanford Center for Opportunity Policy in Education*, 2010

A review of the research on performance assessments that suggests that a more balanced and comprehensive assessment system could better represent academic content standards, particularly those describing higher-order, cognitively demanding performance; provide clearer signals to teachers about the kinds of student performances that are valued; and reduce pressures to mimic multiple-choice teaching in classroom instruction.

Data: Now What? Measuring What Matters

Mike Schmoker, *Educational Leadership*, December 2008/January 2009, Vol. 66, No. 4

The most prominent advocates of 21st-century education all stress the importance of learning essential content by way of authentic intellectual skills. A good model is the New York Performance Standards Consortium, a consortium of 28 high schools in New York State that uses data-driven decision making in service of 21st-century learning, with both simplicity and success.

Changing the National Conversation on Assessment

Phyllis Tashlik, *Phi Delta Kappan*, March 2010, Vol. 91, No. 6

The New York Performance Standards Consortium includes urban public high schools that have successfully used a performance-based assessment option. Instead of exit exams, student assessments are based on specific performance-based assessment tasks. These schools have shown that it is possible to use qualitative data to make substantive decisions about students.

Educating for the 21st Century: Data Report on the New York Performance Standards Consortium

A report on the schools that are part of the New York Performance Standards Consortium shows that these schools are serving a more challenging population of students, yet they are "finding ways to meet their learning needs by focusing on the types of skills that are too often ignored: critical thinking, problem solving, research and expository writing, public speaking, independent initiative."

Introducing Internationals Network for Public Schools

A brief description of the Internationals Network for Public Schools, a program designed for recent immigrant students who are English Language Learners.

Assessment in a Multilingual School: The International High School

Claire Sylvan, *Educational Forum*, Fall 1994, Vol. 59

An article about the types of assessments used by International High School, a school for recent immigrants who are learning English, where both students and faculty undergo ongoing evaluation.