

BOY and EOY Performance Tasks

Student growth will be included as a component of *REACH* (Recognizing Educators Advancing Chicago) *Students* – Chicago’s new, comprehensive evaluation system. Measuring a teachers’ impact on student learning provides helpful information on their performance when coupled with other sources of information. It is for this reason that the state law requires that student growth be a “significant factor” in teacher evaluation.

Student growth will be measured in two ways—through the use of a standardized assessment as well as through the use of teacher-designed performance tasks. Teachers often favor performance tasks because they allow for some creativity, and therefore, can be a reflection of the actual work being done in their classroom. By using more than one measure, we can create a better picture of a teacher’s impact on student learning.

What is a Type III assessment?

The Performance Evaluation Reform Act (PERA) of 2010 requires inclusion of a Type III student growth metric based on “an assessment that is rigorous, aligned with the course’s curriculum, and that the evaluator and teacher determine measure student learning in that course,” as defined by ISBE. In CPS, Beginning-of-Year (BOY) and End-of-Year (EOY) Performance Tasks will be used to meet this requirement.

What is a Performance Task?

A performance task is a written or hands-on demonstration of mastery, or progress towards mastery, of a particular skill or standard.

Are all Performance Tasks going to be used for teacher evaluation?

No. Specific BOY and EOY performance tasks will be developed in each subject area/grade level to meet the criteria for Type III assessments for evaluation purposes. These beginning- and end-of-year performance tasks will provide useful baseline and summative data for teachers. In addition to the beginning and end of year performance tasks used for teacher evaluation, teachers should continue to use their own performance tasks to assess students formatively throughout the year. Formative teacher-created performance tasks embedded in unit plans, for example, should not be confused with Type III assessments.

What do these Performance Tasks measure?

Performance Tasks are designed to assess students’ grade-level mastery of content and skills aligned to a particular standard or group of standards.

Literacy and math will develop performance tasks aligned to the Common Core State Standards. All other subjects will derive the standards assessed within performance tasks from national standards sets specific to their content area. Performance tasks will be customized by grade level and subject area.

What are the components of the Performance Tasks?

Performance Tasks will contain the following components, at minimum:

- *Standards*: What students should know and be able to do - a few skills (depth over breadth)
- *Task Description*: 1) the activity in which a student will engage to demonstrate level of proficiency with respect to the standards; and 2) *Student directions* to define guidelines and expectations for each activity
- *Task materials*: What students need to engage in the specified activities
- *Rubrics*: The tool for scoring student work products

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How are the Performance Tasks being developed?

Performance tasks are being collaboratively developed by CPS teachers and our own content experts. Teams of subject-specific and / or grade-level groups of teachers will be identified by the content departments and selected through an inclusive application process. The goal of the application process is to ensure that teachers throughout CPS with relevant interest and expertise can participate in this important work.

When will the Performance Tasks be developed?

Beginning- and end-of-year Performance Tasks for the fall 2012 administration will be developed between now and the end of May/beginning of June. CPS is planning to pilot these performance tasks in a subgroup of classrooms the last two weeks of school so adjustments can be made prior to the start of SY12-13. CPS plans to release the performance tasks for the fall 2012 administration in late July. An exact delivery date has yet to be determined.

How will teachers know which Performance Task to administer?

Guidelines will be provided for performance task administration by grade level, subject area and / or course section to help teacher and principals identify which performance tasks should be used and how many. Guidelines will consider, for example, grade levels, subject areas and courses taught by teachers and students' specific student learning needs.

A Performance Task Handbook is under development. The Handbook will be provided prior to the beginning of the school year and will outline detailed instructions and administration guidelines.

How long will the Performance Tasks take to administer?

Performance tasks will be designed to take between 30 and 60 minutes (roughly one class period) for students to complete.

How will the Performance Tasks scored?

While guidelines are still being finalized, CPS anticipates that Performance Tasks will be scored by CPS teachers, and teachers will score their own students' performance tasks, based on a rubric that will be provided. The performance tasks will be designed to take 5-10 minutes to score. This maximizes the instructional utility of the tasks as teachers can learn a lot about student progress toward standard mastery from these performance tasks and that that learning would be lost if they were scored externally.

Guidance around how to score performance tasks will be included in the Performance Task Handbook and reviewed during professional development prior to the fall administration.

Who will receive a Performance Task score?

For SY12-13, all teachers in grades Pre-K – 8 will receive a score based on Type III performance tasks. All high school teachers of core subjects will receive a score based on Type III performance tasks. Starting in SY13-14, ALL teachers will administer a Performance Task and the student growth will be included in their summative performance level rating.

How and when will teachers receive professional development on the Performance Tasks?

Because the performance tasks are designed to mimic regular classroom instruction, professional development will be focused primarily on scoring and will be a minimal time burden for teachers. Though the specific dates for PD have yet to be determined, they will likely fall on days reserved prior to the start of the 2012-2013 school year.