

## Ohio Performance Assessment Pilot Program Frequently Asked Questions

### What is OPAPP?

The Ohio Performance Assessment Pilot Program (OPAPP) is designed to pilot the use of performance assessments in classrooms. Currently, the first cohort of this program consists of high school teachers who teach English, mathematics and science in grades 11 and 12. These teachers have been involved in the pilot since it began in 2008.

Starting in fall 2011, an additional cohort will be added to include high school teachers who teach English, mathematics, science, social studies and career-technical pathways in grades nine, 10, 11 and 12. In spring 2012, a final cohort will be added to include elementary school teachers who teach English, mathematics, science and social studies in grades three through five.

### Who can participate in OPAPP?

Participation is limited to teachers in the three cohorts. Local educational agencies (LEAs) can apply to participate for the fall 2011 (high school) and spring 2012 (elementary school) cohorts in April 2011 and September 2011, respectively. The application process and downloadable forms will be posted on the OPAPP page on the Ohio Department of Education (ODE) website by April 12 for the high school cohort and by August 1 for the elementary school cohort. The current cohort will continue participation through spring 2012.

### Are there other ways to participate in OPAPP besides being in the pilot?

Yes. The pilot includes external review committees, coaches, higher education participants and moderation panels. Applications for coaches will occur simultaneously with the LEA cohort applications. If you are interested in participating in another capacity (on a committee or as a higher education participant), please look for additional information on ODE's OPAPP Web page over the next year. Higher education participants will be recruited at the same time as coaches and LEAs for each cohort; committees will be recruited about three months after cohorts are identified. Initially, moderation panel members most likely will be recruited from a pool of past participants in OPAPP.

### What is ODE's definition of a performance assessment?

Using information gleaned from the last three years of the pilot, ODE is using a working model for performance assessment. Ohio's Task Dyad system uses both learning and assessment tasks. The learning tasks are intended to be used as formative tools. These should fit into a teacher's curriculum and become part of the classroom culture. The learning tasks are designed to give students an opportunity to learn the skills and knowledge that will be assessed in the assessment task, so both tasks are closely connected to one another.

### **What is the difference between a learning task and an assessment task in Ohio's Task Dyad system?**

Before and during the implementation of a **learning task**, students should become familiar with the generalized rubric that will be used to provide feedback to each student. During the implementation of the learning task, teachers can modify, scaffold or differentiate the task to accommodate the learning needs of the students.

The **assessment task** is much shorter and more controlled. A teacher does not know, in advance, which assessment task he or she will get, but the teacher knows it will be related to the learning task that was implemented. Teachers must administer the assessment task during a prescribed window of time. Students will not see the task-specific rubric that will be used to score the assessment task.

### **What is the financial support from the state of Ohio for the participants in OPAPP?**

Ohio has RttT funds in Assurance B for this pilot. These funds are available for travel to meetings, substitute reimbursement, supplies and materials.

### **What other support will the state of Ohio provide for the participants in OPAPP?**

A coach will be assigned to each school to provide embedded professional development by supporting teachers in the implementation of the performance assessment tasks.

### **What professional development will support the OPAPP pilot project?**

The contractor and ODE consultants will provide professional development to help participants understand Ohio's Task Dyad system, how to implement tasks in the classroom, what pitfalls to expect and how to avoid them, how to use these tasks and feedback effectively in the classroom, how teachers can develop their own methods for gathering of student evidence, and how to develop and maintain a community of practice.

### **How many days will the participants be away from the schools?**

Professional development will vary from semester to semester. In the first semester of participation, ODE is planning for four two-day sessions. In the second semester, ODE is planning for four one-day sessions. In the third and fourth semesters, there will be either four one-day or two two-day sessions, depending on the needs of the cohort. The fifth and final semester of participation will have two one-day sessions. Additionally, participants are invited to be part of moderation panel training which will be a two-semester commitment of two one-day sessions per semester. Moderation panel training will occur in the second and third year of the pilot. The professional development meetings will be held in central Ohio.