CCNETWORK
Comprehensive Center Network

REGION 19
American Samoa
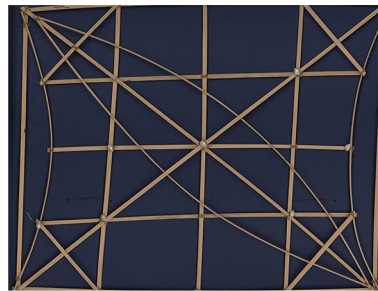Hawaii
Republic of the
Marshall Islands

Alternative Assessment:
Definitions, Examples, Tools, and Resources

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The purpose of this scan is to provide information about alternative assessment evaluation, including performance and competency-based assessment and other non-standards-based assessment (SBA) forms of assessment. This scan also identifies example tools and measures along with key resources and references. A review of state policies and relevant publications provide information on how states are implementing proficiency/competency-based learning and assessment either through intensive framework options, or flexible graduation and credit-awarding options.

This scan begins with definitions of performance- and competency-based assessment followed by brief explanations of state-wide efforts that relate to these alternative assessments. Each description includes a footnote with links to more detailed information about the various state programs. The scan concludes with a short description of how states are assessing students with significant cognitive disabilities. An Appendix is included, which offers links and brief descriptions of tools and key resources. This is not an exhaustive report of all alternative forms of assessment, but highlights state programs that are commonly cited and/or have unique programs.

DEFINITIONS

Competency-based Assessment, also called proficiency- or mastery-based assessment, is employed to measure student learning in a competency-based education (CBE) system. CBE is oftentimes self-paced and student-driven. However, students are closely supervised, mentored, and assessed by qualified educators. Learning outcomes in a CBE system are typically assessed through multiple measures. Students gain skills and knowledge, as well as exhibit learning, through activities that align with clearly stated outcomes (Competency-based Education Network).[1] CBE is a framework that is growing in implementation across the US.

The Aurora Institute, which hosted the National Summit on K-12 Competency-Based Education in 2011 and 2017, provided a revised definition of competency-based education in 2019. The modified definition includes seven statements, and they assert that a competency-based school/district should integrate all of the following elements:

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students progress is based on evidence of mastery, not seat time.
5. Students learn actively using different pathways and varied pacing.
6. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.[2]

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[1] More information can be found here: https://www.cbenetwork.org/competency-based-education/
[2] More information can be found here: https://aurora-institute.org/wp-content/uploads/what-is-competency-based-education-an-updated-definition-web.pdf

As this definition highlights, assessment for this system of learning should be based on whether a student has mastered the subject matter and should provide opportunities for growth. CBE assessments typically: (a) Discern student learning at the student's own pace; (b) Add to student learning by urging students to employ and further their knowledge; (c) Require students to "actually demonstrate their learning"; and, (d) Allow students to demonstrate learning in flexible ways.[3]

Performance-based Assessment is an assessment framework that may be applied in a CBE learning system. A 2017 report released by the CCSSO states that performance assessment is more easily defined by "what it is not", and what it is not is "multiple-choice testing" (Darling-Hammond, 2017). Performance assessment does not ask students to choose answers from a list, but instead requires students to create their own responses and/or carry out an activity or experiment: "from writing a few sentences (short response), to developing a thorough analysis (essay), to conducting and analyzing a laboratory investigation (hands-on)" (p. 4). The basic example of the driving portion of a driver's license test illustrates performance-based assessment as it requires the test taker to demonstrate their driving skills and knowledge in the context of real-life conditions.

The report offers four models of performance-based assessment. These models include: (1) the use of tests that incorporate performance items/tasks; (2) curriculum-embedded performance assessments, (3) portfolios or collections of evidence, and (4) comprehensive assessment systems. **Tests that incorporate performance items or tasks** are the most basic of performance-based assessments. Examples of these are open-ended questions, essays, and inquiry tasks. Computer-based simulation tasks are also a type of performance-based test; the National Assessment of Educational Progress (NAEP), for example, offers a computer-based assessment that has built in simulation tasks. **Curriculum-embedded assessments** are usually scored using a rubric and are conducted over an extended time period: "*curriculum-embedded performance tasks* extending over many days or weeks can test more challenging intellectual skills that come even closer to the expectations for performance found in colleges and careers" (p. 16). Science is a subject where these types of assessments are most commonly employed (students completing experiments and being scored by a common rubric). Another example of this type of assessment is culminating projects and exhibitions. The next model, **portfolio or collections of evidence**, have been used in Vermont and Kentucky where math and writing portfolios are utilized. Single and multi-subject portfolios may be employed. Lastly, **comprehensive assessment systems** offer "opportunities for high-quality teaching, student learning, and evaluation in a carefully integrated system that artfully blends state and local components to provide reliable information *about* learning while minimizing unnecessary testing and maximizing the benefits of assessment *for* learning" (p. 38). New Hampshire is a state that employs a comprehensive assessment system, and more information regarding that program will be provided in the next section of this scan.

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[3] More information can be found here: https://www.nciea.org/sites/default/files/publications/AssessmenttoSupportCBP_042115.pdf

SELECTED STATE APPROACHES TO PERFORMANCE AND COMPETENCY-BASED LEARNING/ASSESSMENT

IOWA

Iowa provides districts and schools the opportunity to employ a competency-based education (CBE) system. According to Iowa Department of Education guidance, CBE allows students to "advance through content or earn credit based on demonstration of proficiency on Iowa Academic Standards and competencies integrating those standards" (Iowa Department of Education). Schools electing to participate in competency-based pathways are able to decide on assessments and proficiency levels, and courses do not have to meet seat-time requirements for credit to be given. Furthermore, students may be given credit for a course based on an appropriate assessment administered by an approved teacher. Students may be awarded credit for experiential, project-based learning that takes place outside of the classroom, as long as it is coordinated with the school. Students are assessed on performance and application of learning in a variety of contexts.

OREGON

The Oregon Department of Education (ODE) employs a proficiency-based framework that allows for flexibility in awarding course credit and personalize, student-centered learning. The ODE website states that "course credit may be awarded when the student has met defined levels of proficiency or mastery on the essential learnings." ODE provides guidelines for instructors in assessment methods that may be used in order to give a student credit for a course. The options provided may be used alone or in combination and include: (1) evidence generated in the class itself (through coursework, "teacher-student contacts," and "class sessions"); stand-alone assessments (summative assessments that evaluate proficiency); collections of evidence (student-created evidence scored by a rubric); and, prior mastery (certificates, letters, awards, etc.). State graduation requirements include a personalized education plan, demonstrated mastery of essential skills, and a credit requirement (which, as described, may be awarded through demonstrating proficiency in lieu of seat time). Students are still

required to take state-wide assessment tests (with the exception of those who qualify for alternate assessments due to disability or English language proficiency); however, parents may petition for their children to be able to opt out of ELA and math testing.[4]

NEW HAMPSHIRE

New Hampshire Department of Education's (NHDOE) Performance Assessment of Competency Education (PACE) is self-described as "a first-in-the-nation accountability strategy that offers a reduced level of standardized testing together with locally developed common performance assessments." According to an article written by the NHDOE, this program is rooted in a competency-based educational framework that provides students with "meaningful opportunities to achieve critical knowledge and skills" (Marion & Leather, 2015). These opportunities are judged by the outcomes students achieve and not by inputs such as seat time. To meet federal law requirements of student proficiency, PACE incorporates: "(1) educator judgments at the end of the school year based on which achievement level best describes each of their students; and, (2) end of year competency scores for each student." These achievement levels are calibrated so that they are "aligned across the two systems." Statewide assessments are employed for the following grades and subjects: grade 3 English language Arts (ELA), grade 4 mathematics; grade 8 ELA and mathematics; and, grade 11 ELA, mathematics and high school science. According to a 2019 report by the National Center for the Improvement of Educational Assessment, schools implementing PACE demonstrated slight positive gains on state achievement tests for grades 8 and 11 (in comparison to non-Pace schools). In addition, "lower achieving students tended to exhibit small positive differential effects." However, male students displayed small negative effects (Evans, 2019).[5]

RHODE ISLAND

The Rhode Island Department of Education's (RIDE) proficiency-based education (PBE) framework is based in a personalized learning approach, which offers students credit based on "demonstrated mastery of desired learning outcomes—regardless of how long that learning takes" (Rhode Island Department of Education). Students are given the chance to provide their opinions on learning and assessment, are measured on clearly communicated proficiencies, and are offered individual

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[4] For more information see these websites: https://www.oregon.gov/ode/students-and-family/OregonDiploma/Pages/Credit-Options.aspx; https://www.oregon.gov/ode/students-and-family/OregonDiploma/Documents/decision-paper-final.pdf; https://csaa.wested.org/tools/state-of-states/

[5] For additional information regarding PACE, please see these websites:

https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/performance-assessment-for-competency-education

https://www.education.nh.gov/sites/g/files/ehbemt326/files/files/inline-documents/effectnhpace3years.pdf
https://www.education.nh.gov/sites/g/files/ehbemt326/files/files/inline-documents/pacemeaningfullearning_0.pdf

feedback and support. The assessment of learning outcomes employed by PBE seems to fit the definition of performance-based measures as RIDE explains: "Learning outcomes emphasize proficiencies that include the application and creation of knowledge, along with the development of important skills and dispositions." In addition, RIDE states that PBE is meant to offer "equitable learning opportunities for every student" through a personalized learning experience that "identifies and addresses gaps in learning." RIDE's proficiency-based graduation requirements are based on mastery of knowledge and skills. This mastery can be exhibited through a variety of assessments "including but not limited to formative assessment, summative assessments, locally-designed assessments, performance assessments, and state and national standardized assessment." The department has assembled a group of educators and administrators deemed the Rhode Island Learning Champions who are working to support the efforts of PBE. The Champions have developed samples of performance-based assessment tasks and student work to assist in the honing of proficiency based "teaching, learning, and assessing." This tool includes both student and teacher tasks, annotated student work, and task support materials.[6]

VERMONT

Vermont's approach to student learning and assessment is grounded in a proficiency-based learning system, which they define as "systems of instruction, assessment, grading and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level, or receive a diploma" (Vermont State Board of Education). Their curriculum offers students flexible pathways to learning such as career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college. These pathways are required to be overseen by a licensed teacher and must align with state standards. Flexibility also extend to assessment of learning as proficiency may be exhibited through various forms of proof: "Students must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher-or student-designed assessments, portfolios, performances, exhibitions and projects." While all students in grades 3-8 and 9 must take Smarter Balance Assessments (except those with significant disabilities who qualify for alternate assessments), graduation is determined by proficiency: "Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms."[7]

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[6] For additional information on RIDE's PBE Framework: https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/Proficiency-BasedLearning.aspx#39891753-aligned-performance-assessments

[7] Sample graduation proficiencies and additional information can be found at these websites:
https://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-transferrable-skills-sample-graduation-proficiencies.pdf;
https://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2000.pdf;
https://education.vermont.gov/student-learning/proficiency-based-learning/proficiency-based-graduation-requirements

Seat-Time Waivers and Credit Flexibility

MICHIGAN

According to the State Aid Act, Section 101(9), as of 2019 school districts in Michigan may apply for project-based seat-time waivers for course credit. This waiver eliminates the minimum number of hours necessary for project-based learning programs approved by the Michigan Department of Education. This option supports Michigan's goal to "'implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.'" If a waiver is granted, a student must be officially enrolled in the course and be assigned a mentor. Two types of waivers exist: (1) **Offline, Computer-based Learning**: Approved when a student is unable to participate in an online program due to lack of sufficient internet access, and (2) **Project-based Learning** (PBL): Provides the option for students "to gain knowledge and skills through the investigation of complex questions, problems, challenges, or tasks. This waiver is necessary if pupils will engage in self-scheduled PBL study where the content exists without online or computer-based components."[8]

OHIO

The state of Ohio allows for the personalization of learning through a credit flexibility option, which does not limit awarding course credit to "seat time." They instead offer Carnegie units "based upon the demonstration of learning expectations of a course" (Ohio Department of Education, 2017). Learning is tailored to the students own "interests and needs," and students must be given the ability to "test out" of coursework they have mastered. The Ohio Department of Education policy states that individualized learning "might include flexible schedules and a choice of modalities (e.g., online learning, work-based learning and community-based projects), as well as options to pursue niche interest areas, combine subjects and graduate early."[9]

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[8] For additional details see the following websites:
https://www.michigan.gov/documents/mde/Project_Based_Waivers_655264_7.pdf;
https://www.michigan.gov/documents/mde/2019-20_Pupil_Accounting_Manual_672533_7.pdf
[9] For additional details: http://education.ohio.gov/getattachment/Topics/Ohio-Education-Options/Credit-Flexibility-Plan/Credit-Flexibility-Guidance-and-Information-2018.pdf.aspx?lang=en-US

Flexible Graduation Pathways/Requirements

FLORIDA

No evidence of PBE or CBE was found in Florida's statewide information; however, the state is notable in its flexible pathways to graduation. Florida offers students five pathways to earn a high school diploma, which include the following options: a 24-credit standard diploma program; the 18-credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option; the Career and Technical Education (CTE) Pathway; International Baccalaureate (IB); or, the Advanced International Certificate of Education (AICE). To graduate all students must pass the Grade 10 ELA or a concordant score as well as the Algebra I end of course or a comparative score. These programs are outlined in greater depth on the Florida Department of Education website.[10]

INDIANA

Indiana offers three pathways to graduation that allow for the personalization of graduation requirements based on students' goals. The first is the High School diploma option, which is similar to the traditional diploma where 40 credit hours must be earned alongside assessment scores. Option two is the employability skills pathway which requires a student to demonstrate employability skills through one of the three options: project-based learning, service-learning, or work-based learning. The final pathway is through postsecondary-ready competencies which obligates a student to fulfill one of the following: meet the requirements of an honor's diploma; meet college-ready benchmarks on the ACT or SAT; earn the minimum AFQT on the ASVAB; complete a state/industry-recognized credential, certificate, or apprenticeship; complete the career-technical education concentrator; complete AP/IB/Dual enrollment/CLEP courses with a C or higher (in at least three courses); or fulfill a locally created pathway. Various waiver options are also available for students who do not meet assessment cut scores.[11]

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[10] Detailed information on Florida's graduation pathways:
http://www.fldoe.org/core/fileparse.php/7764/urlt/StandardDiplomaRequirements.pdf
[11] More information can be found at these two websites: https://www.doe.in.gov/sites/default/files/graduation-pathways/graduation-requirements.pdhttps://www.doe.in.gov/sites/default/files/student-assistance/ways-meet-gqe-or-grad-pathways-req-2018-19-final.pdf

OHIO

Beyond allowing credit flexibility, Ohio's graduation requirements offer three assessment options to meet graduation requirements. In addition to the 20 credits required to graduate, students have three choices in assessment tests: 1.) Receiving 18/35 points on seven of Ohio's State end-of-course tests; 2.) Completing an industry recognized credential and earning the required score on the WorkKeys test; or, 3.) Take a college/career readiness test and earn acceptable "remediation free" scores in math and English. For this option, districts determine if students take the SAT or ACT.[12]

Challenges with Implementing PBE

MAINE

Maine. In 2018, Maine allowed school districts to resume traditional systems and diplomas instead of fully-implementing proficiency-based education state-wide. A lack of stakeholder buy-in was evident in parental confusion over a new grading system that did away with letter grades and expressed fears whether this system would pose an obstacle to college acceptance. Students in Portland even participated in a walkout to protest the new system. Furthermore, with little guidance from the state, teachers were said to be "confused and overwhelmed" (Feinberg, 2018).[13] Whatever the reason for the dissatisfaction and subsequent rollback, the state serves as an example of how important buy-in and clarity can be in implementing a large systemic change in education system. Despite the obstacles encountered, proficiency-based education continues to thrive in some districts across the state as they continue to have the option to provide credit-based or proficiency-based diplomas.[14]

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[12] For additional information see: http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Earning-an-Ohio-High-School-Diploma-for-the-Class

[13] For more information: https://www.mainepublic.org/post/video-despite-local-state-pushback-one-portland-school-says-proficiency-based-education-works

[14] More information can be found here: https://aurora-institute.org/cw_post/what-lessons-are-we-learning-from-maine/

ALTERNATIVE ASSESSMENTS FOR STUDENTS WITH SIGNIFICANT DISABILITIES

Alternative and modified assessments are also available to students with the most significant disabilities. ESSA has capped participation in alternative assessment that are based on alternate achievement standards at 1% of students in the state. States are required to submit a waiver if they believe they will exceed the cap. A scan of the literature reveals that in many cases students who take alternate assessments do not earn a standard high school diploma. Decisions on whether a student requires an alternate assessment are typically based on the students IEP with considerations for the student's abilities and goals. These alternate assessments can be developed by the state or be contracted to a national assessment firm. Examples of state-developed alternate assessments are California's Alternative Assessments (CAA), Colorado's CoAlt, Idaho Alternate Assessment (IDAA), and Alaska's modified/nonstandardized High School Graduation Qualifying Exam (HSGQE). To further illustrate these type of exams, Alaska allows for two alternative assessments, either a modified HSGQE which can be offered to a majority of students with disabilities (allows for accommodations in testing situations), or the non-standardized HSGQE which is only for students with significant disabilities who meet specific criteria. The non-standardized HSGQE "requires a student to prepare an extensive collection of work that reflects competency in each of the state standards tested on the HSGQE. The work is then graded by a jury to ensure that the student has met those standards."[15]

Several states employ exams created by a third-party. A popular assessment system used nationwide for students with disabilities is the Dynamic Learning Map (DLM) system:

> The DLM Alternate Assessment System helps educators facilitate student success by illustrating the interrelation among the knowledge, skills, and understandings necessary to meet academic content standards in a ***learning map model***. The basis of all DLM assessments, the learning map model was developed by teams of researchers through extensive review and synthesis of research literature. It undergoes continual review and refinement by experts in academic content, special education, and cognition.[16]

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[15] For more information: https://education.alaska.gov/regs/filed/PartGuide_SBOEadopted_FINAL.pdf
[16] Dynamic Learning Maps website: https://dynamiclearningmaps.org

DLM is used by several states including (but not limited to) Delaware, Iowa, Kansas, Missouri, New Hampshire, North Dakota, and New Mexico.

Appendix A: Additional Key Resources and Tools

Name	Author/Organization	Description	Location
Alternatives to Traditional Exams and Papers	Indiana University Center for Innovative Teaching & Learning	List of alternatives	https://citl.indiana.edu/teaching-resources/assessing-student-learning/alternatives-traditional-exams-papers/index.html
Analysis and Recommendations for Alternatives to the Washington Assessment of Student Learning	School Redesign Network (Stanford)	Pros and cons of alternative assessment options.	https://edpolicy.stanford.edu/sites/default/files/publications/analysis-and-recommendations-alternatives-washington-assessment-student-learning.pdf
Assessment Pathways as a Means to Ensure Equity, Rigor	Great Schools Partnership	"As schools implement personalized learning and encourage and support a greater number of pathways where students demonstrate their learning in more varied and individualized ways, the role of assessment becomes increasingly paramount. We must shift to a system that collects evidence of what students can demonstrate they have learned. Resources supporting the design and evaluation of tasks used to assess what students have learned while engaged in different experiences will be shared."	https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/iNACOL-Assessment-Pathways-Slides-10_19_16.pdf
Assessment to Support Competency-Based Pathways	Achieve: Center for Assessment	Resources—including a publication and webinar. From document abstract: "This document addresses the role of summative assessment in supporting CBP, clarifies key assessment challenges, and provides examples and recommendations that will be useful in guiding those who wish to design and implement assessment systems to support CBP."	https://www.achieve.org/publications/assessment-support-competency-based-pathways https://www.achieve.org/files/AssessmenttoSupportCBP.pdf
Assessment to Support Competency-Based Pathways	NCIEA	Foundations of CBP, Design/Implementation, and Validity Considerations. The examples are on a school/district-level, not state-wide.	https://www.nciea.org/library/assessment-to-support-competency-based-pathways/
Authentic Assessment	Indiana University Center for Innovative Teaching & Learning	Definitions, List of Tasks/Indicators, Examples	https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html

Name	Author/Organization	Description	Location
Competency-Based Education Network Website	C-Ben	Organization's Website: "C-BEN recognizes that today, competency-based education is still a nascent field with a small number of people and institutions understanding enough to describe it or implement it…C-BEN is committed to spreading its knowledge and expertise through programming and support services that can help others move through the learning curve competently – accelerating development, adoption, and continued innovation.	https://www.cbenetwork.org/competency-based-education/
Creating and Using Performance Assessments: An Online Course for Practitioners	IES	Self-paced online course	https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2021048.pdf
Creating Systems of Assessment for Deeper Learning	Stanford Center for Opportunity Policy in Education	From abstract: "This report describes how systems of assessment and accountability can be designed strategically to support continuous improvement across all levels of the education enterprise." Includes international and US examples.	https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeper-learning_0.pdf
Criteria for Procuring and Evaluating High-Quality Assessments	CCSSO	Includes assessment criteria and evidence	https://ccsso.org/sites/default/files/2017-10/CCSSO%20Criteria%20for%20High%20Quality%20Assessments%2003242014.pdf
Developing and Measuring Higher Order Skills: Models for State Performance Assessments	CCSSO	Offers definitions of PB Assessment alongside models of measurement	http://www.regents.nysed.gov/common/regents/files/FB%20Tuesday%20-%204%20Developing%20and%20Measuring%20Higher%20Order%20Skills%20-%20Models%20for%20State%20Performance%20Assessment%20Systems.pdf
Locally Developed Performance Assessments: One State's Decision to Supplant Standardized Tests with Alternative Measures	*Journal of Organizational & Educational Leadership*	Case study of one district's implementation of alternative assessments that replaced standardized testing.	https://files.eric.ed.gov/fulltext/EJ1131521.pdf

Name	Author/Organization	Description	Location
Measuring Mastery: Best Practices for Assessment in Competency-based Education	Lumina Foundation	This is written for higher education, but contains some useful K-12 information/references.	https://www.luminafoundation.org/files/resources/measuring-mastery.pdf
Measuring Student Progress and Teachers' Assessment of Student Knowledge in a Competency-Based Education System	IES	From report: "This report examines the academic progress of elementary and middle school students enrolled in competency-based education in one Colorado district…Teachers' assessments of student competencies were only weakly related to student math and reading achievement on the Transitional Colorado Assessment Program, the state's standardized test."	https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017238.pdf
Multiple Measures Approaches to High School Graduation	The School Redesign Network at Stanford	"The report profiles the assessment systems of 27 states, describing policy strategies that have been developed to enhance rigor in the high school program while providing diverse means for students to demonstrate their learning."	https://edpolicy.stanford.edu/sites/default/files/publications/multiple-measures-approaches-high-school-graduation.pdf
Overview of k-12 Competency-Based Education	National Council of State Legislatures	Link to webinar and slides on competency-based education	https://www.ncsl.org/research/education/overview-of-k-12-competency-based-education.aspx
Performance Assessment Resource Bank	Stanford Center for Assessment, Learning, and Equity, Stanford Center for Opportunity Policy in Education, Council of Chief State School Officers	A website that contains expert-reviews tools and resources aligned with K-12 college and career ready standards.	http://performanceassessmentresourcebank.org
Performance-based Assessments for Teaching and Learning	National Council of State Legislatures	Link to webinar and slides on performance-based assessment	https://www.ncsl.org/research/education/performance-based-assessments-for-teaching-and-learning-the-new-hampshire-approach.aspx
Psychometric *Considerations for the Next Generation of Performance Assessment*	k-12 Center at ETS	Focuses on performance assessment. From the abstract: In the five chapters that follow, we take up issues of definition; scoring, score reliability and task comparability for individual and groupwork performance assessment; and modeling and	https://www.ets.org/Media/Research/pdf/psychometric_considerations_white_paper.pdf

Name	Author/Organization	Description	Location
		scoring of the diverse response types produced. The report concludes with recommendations for and challenges in using performance assessment for summative purposes."	
REL Appalachia Ask A REL Response (June 2017)	REL Appalachia	List of sources that answer the question: "What available research or resources are related to designing and implementing performance-based assessments in science and mathematics at the elementary school level?"	https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar03.asp
Selected Alternatives for Assessing College and Career Readiness	CSAI	A brief that discusses three alternative assessments	https://csaa.wested.org/wp-content/uploads/2020/02/CSAI-Update_Alternative_CCR_Measures.pdf
Seven Approaches to Alternative Assessments	ASCD	A list of seven alternative assessments	http://www.ascd.org/ascd-express/vol15/num05/7-approaches-to-alternative-assessments.aspx
Stanford SCALE Quality Rubric Webinar and Resources	Stanford Center for Assessment, Learning, and Equity (SCALE)	Explains scoring systems and rubrics; provides examples of rubrics. Includes a webinar, in-depth slides, and a checklist.	https://performanceassessment.stanford.edu/resources
State Approaches to Competency-Based Education to Support College and Career Readiness for All Students	AIR	Offers definitions and criteria for CBE along with state examples.	https://ccrscenter.org/sites/default/files/AsktheTeam_CBEbrief.pdf

Name	Author/Organization	Description	Location
State of the States	WestEd: Center for Standards, Assessment & Accountability	Interactive website that outlines the different standards, assessment, and graduation initiatives of each state.	https://csaa.wested.org/tools/state-of-states/
Strengthening Local Assessment Systems for Personalized, Proficiency-Based Education	Aurora Institute	"This report describes Vermont's convenings to support schools, districts, and other education organizations seeking to create high-quality local comprehensive systems of assessments. It can serve as a resource for schools, districts, and states that are working toward improving their own assessment systems. Readers will learn about the rationale and essential components, formative and summative performance assessments, and student-designed performance assessments."	https://aurora-institute.org/wp-content/uploads/strengthening-local-assessment-systems-for-personalized-proficiency-based-education.pdf
Using Alternative Assessments	BYU Center for Teaching & Learning	Pros and Cons, Guidelines Using Rubrics	https://ctl.byu.edu/using-alternative-assessments
Valid and Reliable Assessments	CSAI	From intro: "Determining whether an assessment is valid and reliable is a technical process that goes well beyond making sure that test questions focus on material covered in state standards. While both of these terms are used by researchers in association with precise statistical procedures, this brief will define assessment validity and reliability in a more general context for educators and administrators."	https://csaa.wested.org/wp-content/uploads/2020/02/CSAI-Update_Valid_Reliable_Assessments.pdf
Virginia Quality Criteria Review Tool for Performance Assessments	Virginia DOE	From the intro: "Criteria for the development of performance assessments that measure the application of content knowledge and skills." Includes a tool for evaluating assessments.	https://ies.ed.gov/ncee/rel/regions/appalachia/pdf/quality-criteria-tool_508.pdf
What is Performance Assessment?	*Education Week*	From the intro: "Criteria for the development of performance assessments that measure the application of content knowledge and skills." Includes a tool for evaluating assessments.	https://www.edweek.org/ew/articles/2019/02/06/what-is-performance-assessment.html

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