

## Performance Assessment for Competency Education

# PACE

New Hampshire's Reciprocal Responsibility Accountability System 2014



The NHDOE is developing a state-wide performance assessment system that will balance local control with state-wide accountability and comparability, shifting the locus of accountability more into the hands of the district, with state support. This has been described as a reciprocal accountability system, where all parties have both control of and responsibility to glean and share information that results in a more accurate picture of student, teacher, school, district, and state progress in education.

This K-12 system, the Performance Assessment for Competency Education (PACE) option, will build on New Hampshire's competency work, including the development of statewide college and career ready competencies, and will be one component of the New Hampshire student assessment system. The PACE accountability option provides districts with an alternative route of demonstrating measurable progress in student outcomes in the New Hampshire competencies, the Work-Study Practices, and other important measures. It enables districts to emphasize meaningful content, high quality instruction, and deep student engagement. The PACE option will have multiple components, but performance assessment will be a central feature. In this first year, PACE districts will report on ELA, mathematics, science, and the Work-Study Practices. As New Hampshire develops further competencies, social studies, the arts, and other content areas will become a part of the PACE system.

PACE will include common performance tasks that have high technical quality, locally designed performance tasks with guidelines for ensuring high technical quality, regional scoring sessions and local district peer review audits to ensure sound accountability systems and high inter-rater reliability, a web-based bank of local and common performance tasks, and a regional support network for districts and schools.

As an early step in this process, the PACE option is being piloted K-12 by a group of self-selected school districts. The launch for the PACE effort was held on July 21, 2014. School districts piloting PACE this year are Epping, Rochester, and Sanborn. Districts participating in a planning process this year to implement next year are Pittsfield, Seacoast Charter, and Souhegan.

### ***What does it mean to be a PACE Pilot school?***

During the 2014 Pilot, PACE districts will receive up to nine coaching days throughout the year. Additionally, PACE districts will be convened quarterly throughout the school year to share practices, problem-solve dilemmas, and be introduced to additional accountability tools and supports. Districts will develop, implement, provide evidence of, and report on student achievement of competencies in ELA, Mathematics, Science and the Work-Study Practices as outlined in the New Hampshire model competencies approved by the New Hampshire State Board of Education in 2013 and 2014. District and course-level competencies



may also be included in addition to the statewide competencies, if a district desires. In addition, districts must implement at least one common performance assessment (from the test bank provided) per content area, per year for all students of a grade level *or* course.

### ***Where can PACE district educators get information and assistance?***



Each PACE district has formed a team of administrators and teacher-leaders for this effort. This group serves as both supports for and critical friends of the effort on the local level. Members of this group may demonstrate and lead various aspects of the work for faculty and staff who have not attended PACE trainings. They may lead performance task development/writing teams, and they may provide feedback on performance tasks (including the DOOK level that the task is designed to elicit in learners), student engagement in performance tasks, reviewing student work as a group, and the assessment scoring of performance tasks. They may serve as information conduits or as sounding boards and

solution-builders. PACE team leaders and team members receive various supports throughout the year in the form of trainings, discussion groups, readings and implementation suggestions that will be helpful for all districts staff and faculty involved in the K-12 system.

In addition, the [New Hampshire Education Network](#) website includes the Performance Assessment Network where information and helpful documents are shared. There are discussion boards there also, for questions, comments, and sharing of success and solutions. The [Center for Collaborative Education](#), the state's professional developers for Quality Performance Assessment, will also provide a bi-monthly newsletter of information and examples to assist implementers. The National Center for the Improvement of Educational Assessment (NCIEA) is also assisting with their expertise and [Karin Hess](#) has many helpful areas of information her website, such as using Webb's Depth of Knowledge in performance assessment tasks. Schools and districts can also take advantage of site-based assistance provided by the [NH DOE](#), such as consultant Rose Colby, Competency Education Learning and Assessment Specialist.



New Hampshire Education Networks: <http://www.education.nh.gov/networks/>

Center for Collaborative Education: <http://www.ccebos.org/netsinits.html#bqpai>

Karin Hess: <http://www.karin-hess.com/>

NHDOE Performance Assessment: <http://www.education.nh.gov/assessment-systems/index.htm>

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