

REIMAGINING
COLLEGE ACCESS

Performance Assessments From K-12 Through Higher Education

Connecting K-12 and Higher Education Through the Use of Performance Assessments

July 21, 2020



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Moderator



Monica Martinez

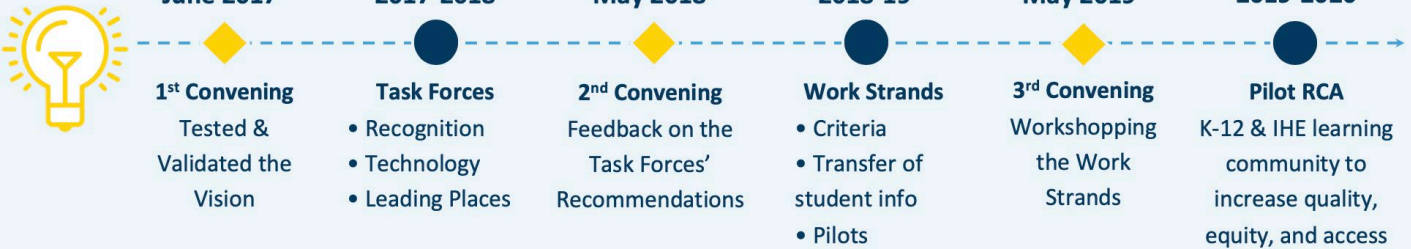
Director of Strategic Initiatives

Learning Policy Institute

@drmonie | @LPI_Learning



The Reimagining College Access Initiative



Report



Assessing College Readiness Through Authentic Student Work

How the City University of New York and the New York Performance
Standards Consortium Are Collaborating Toward Equity

Michelle Fine and Karyna Pryiomka

The Public Science Project at the Graduate Center,
City University of New York



JULY 2020

Available at
learningpolicyinstitute.org/rca-cuny

Panelists



Monica Martinez

Director of Strategic Initiatives

Learning Policy Institute

[@drmonie](#)



David Hawkins

Executive Director for Educational Content and Policy

National Association for College Admission Counseling

[@NACACWonk](#)



Khalia Joseph

Manager of College Readiness
Internationals Network for Public Schools

[@intlsnetwork](#)



Chris White

Director of College Counseling & Educational Coach
High Tech High Graduate School of Education

[@hthgse](#)

Heterogeneity
+ Collaboration

H.



Schools and classrooms are heterogeneous and use collaborative structures that build on the strengths of each member of the school community to optimize learning.

Experiential
Learning

E.



Expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society.

Language
+ Content
Integration

L.



Strong language skills develop most effectively in context and emerge most naturally in a purposeful, language rich, interdisciplinary, and experiential program.

Localized
Autonomy +
Responsibility

L.



Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.

One Learning
Model For All

O.



All members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.



4 Design Principles

<p>Personalization</p>	<ul style="list-style-type: none"> ○ 6 high schools ○ 2,700 9th-12th total in network ○ 16 to 1 student to staff ratio
<p>Equity</p>	<ul style="list-style-type: none"> ○ 49.5% Pell Eligible/Free-Reduced lunch ○ 47% First Generation College Bound ○ Majority students of Color: 44% Latinx/10% Black ○ Culturally responsive teaching pedagogies ○ Abolitionist Teaching Network (Dismantling White Supremacist Culture)
<p>Authentic Work</p>	<ul style="list-style-type: none"> ○ Students engage in projects that matters to them, their teachers, and the world outside of class ○ Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts
<p>Collaborative Design</p>	<ul style="list-style-type: none"> ○ Teachers collaborate to design curriculum and projects while seeking student experience and voice in each of these areas



Deeper Learning Competencies

Master Core Academic Content	Think Critically & Solve Complex Problems
Work Collaboratively	Communicate Effectively
Learn How to Learn	Develop Academic Mindsets

Current Assessment Practices

Qualitative Comments	Letter Grades
Presentations of Learning	Student Led Conferences



National Association for
College Admission Counseling

2019 State of
College
Admission

TABLE 7. PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO FACTORS IN ADMISSION DECISIONS: FIRST-TIME FRESHMEN, FALL 2017

Factor	N	Considerable Importance	Moderate Importance	Limited Importance	No Importance
Grades in All Courses	220	74.5	15.0	5.5	5.0
Grades in College Prep Courses	220	73.2	16.8	5.9	4.1
Strength of Curriculum	219	62.1	21.9	8.7	7.3
Admission Test Scores (SAT, ACT)	221	45.7	37.1	12.2	5.0
Essay or Writing Sample	220	23.2	33.2	24.1	19.5
Student's Demonstrated Interest	218	16.1	23.9	28.0	32.1
Counselor Recommendation	218	15.1	40.4	26.6	17.9
Teacher Recommendation	219	14.2	40.2	26.5	19.2
Class Rank	220	9.1	29.1	34.1	27.7
Extracurricular Activities	219	6.4	42.9	32.0	18.7
Portfolio	219	6.4	11.9	26.9	54.8
Subject Test Scores (AP, IB)	219	5.5	18.3	35.2	41.1
Interview	219	5.5	16.4	28.3	49.8
Work	217	4.1	28.6	36.9	30.4
State Graduation Exam Scores	218	2.3	8.7	18.8	70.2
SAT II Scores	216	1.9	5.6	14.8	77.8

SOURCE: NACAC Admission Trends Survey, 2018–19.

HTH Elevate College Partners Comment on Performance Assessments

- Essays
- Interviews
- Recommendations
- Resiliency Statements
- Digital Portfolios

"...learn so much more depth to their stories than an application or essay prompt could ever convey."

"...really helped me understand more about the actual structure and curriculum provided especially the strength and focus on project-based learning and how this comes across on their transcripts."



"I am better prepared to talk about some of the challenges and differences coming to Gettysburg, PA from San Diego, CA."



"...I understand their background, their growth, their capabilities, and their contributions..."

"They are strong at doing research and problem solving."

Recommendations

For K-12

- Help students **create and curate meaningful work that can be submitted to higher education during their junior year.**
- Develop a **school profile that follows the best practices guidelines from NACAC** to contextualize your school as well as how your students learn and how they are assessed.
- Develop **partnerships with a set of higher education institutions** that understand the learning and assessment practices at your school and can develop a pipeline for admissions while also creating a seamless transition to the application process and a student's first year in college.
- Provide **one-on-one support** to juniors and seniors for college counseling through the use of advisories, counselors, tutors, and non-profit college access organizations.

Recommendations

For Higher Education

- **Partner with high school systems** that use performance assessments to better understand how students are prepared for postsecondary pathways.
- Identify a **specific set of knowledge, skills, and abilities** that you want to know about students, and the best sources for this information, as part of your **holistic information process**.
- Identify what **recruitment and admissions processes** you have in place that expand college access and success to diverse students, especially first-generation college students.

Thank you for joining!



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Learn more about RCA

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Contact: Monica Martinez

mmartinez@learningpolicyinstitute.org

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