

BALANCED

assessment

2.0



Goochland County Public Schools
2014-15 Addendum
to the division's
Balanced Assessment Project

Where are we today?

Our work in the area of student assessment over the past three school years has provided teachers with increased instructional time, greater autonomy in decision making, and a more complete picture of student learning. Classroom engagement is the centerpiece. Indicators of outcomes now begin with growth results, are followed by achievement, and are framed by multiple measures that now include assessments focused on deeper student learning.

Deeper learning requires new assessments.

Assessment impacts instruction. This has never been more evident in public schools than over the past decade. Many classrooms have become primarily preparatory environments for success on high stakes, multiple choice, standardized tests. Our focus on student engagement and deeper learning requires assessments designed to measure higher order skills like critical thinking, collaboration, analysis, and creativity.

What are performance assessments?

We consider performance assessments to be an evaluation requiring students to demonstrate content knowledge, skills, complex understanding, creativity and competencies through the creation of a product or performance, either in groups or individually. We believe performance assessments include four primary components: (1) presentation of stimulus, (2) information processing, (3) scorable product/performance, and (4) strong rubric.

"The state board is saying to teachers, 'Be creative this year. Collaborate and take advantage of this opportunity to design assessments that support instruction and assess 21st-century skills as well as SOL content.'" - Virginia's Superintendent of Public Instruction, Steven R. Staples

