Ohio Performance Assessment Pilot Project Application
Local Education Agencies (LEAs)

I. Executive Summary

The purpose of the Ohio Performance Assessment Pilot Project (OPAPP) is to develop and pilot test performance tasks designed for elementary and high school students. This pilot is aligned to the Common Core State Standards in English Language Arts (ELA) and Mathematics as well as to Ohio's New Learning Standards in Science, Social Studies and Career-Technical Pathways. The intended outcome of the pilot is to develop a suite of field-tested performance tasks that could be used in classrooms for both formative and summative purposes, as well as, to train cohorts of teachers to provide feedback to students based on task performance and score student responses to summative tasks.

A performance-based assessment is a measure of achievement that is based on authentic learning tasks such as activities, exercises or problems that require students to demonstrate what they **know** and can **do**.

The Ohio Task Dyad Learning System consists of a Learning Task and an Assessment Task. The learning tasks are multi-step tasks that may extend over many class meeting times and include time spent outside of class meetings, require some teacher-led scaffolding and can be differentiated as determined by the teacher. These tasks are not secure and can be both shared and modified. Suggested modifications to address the needs of diverse learners will be included as part of the instructor's guide for each task. The learning tasks are intended to be embedded within a curriculum. Their purpose is to provide the opportunity for a student to learn in an environment where they can practice doing.

Paired to the learning tasks are the assessment tasks. These tasks are designed to assess whether students have met the learning goals associated with the learning tasks. The assessment tasks are shorter, more focused tasks that may extend to only a few class meeting times or up to 120 minutes of class time with no time spent outside of class meetings and require no teacher intervention or scaffolding. These tasks are secure and cannot be modified. These tasks are intended to serve as summative assessments. The purpose for the assessment tasks is to assess what students have learned and are able to do.

Ohio joined the Partnership for Assessment of Readiness for College and Career (PARCC) as a governing state in November 2011. PARCC will be providing Ohio's State assessments of the Common Core Standards in Mathematics and English Language Arts for Grades 3 – 11. Ohio will develop parallel assessments designed to assess Ohio's New Learning Standards in Science and Social Studies. Currently the PARCC assessment model includes both a formative and summative performance assessment. OPAPP will continue to inform the work of PARCC as it will pilot tasks that fit the PARCC model.

Schools selected to participate in the pilot project will be integrally involved in the assessment system and will be poised to be leaders in the transition to the new assessment system. Together, schools and districts selected for the one-year Ohio Performance Assessment Pilot Project will

learn to implement and score performance assessments in English, mathematics, science, and social studies.

In the table below, the program for the Cohort 5 is outlined.

	2011-2012		2012-2013		2013-2014	
	Fall 2011	Sp 2012	Fall 2012	Sp 2013	Fall 2013	Sp 2014
Cohort 5 (ES FT)					25 Elementary School Field Test Sites: ELA, Mathematics, Science, Social Studies	
					Online PL TI, FT, Scoring	TI, FT, Scoring

TI=Task implementation, PL= Professional Learning, FT= Field Test

Participants will engage in online professional learning sessions where they will work in groups. Topics include formative instructional techniques, feedback methods, re-engagement and the use of scoring rubrics. After a few weeks of professional learning where teachers practice formative instructional techniques using student work and a rubric to guide feedback to the student and re-engagement, school teams will implement learning tasks. Additionally, teachers in the program will be trained to score and administer the assessment tasks. **Two one-day scoring sessions** for the assessment tasks will be held in Columbus; one each at the end of the fall and spring semesters of the program.

The scoring sessions for the assessment tasks will be facilitated by a Moderation Panel. Eventually, several moderation panels will be set up throughout Ohio to support teacher training for scoring assessment tasks which will be part of the assessment system in school year 2014-2015.

This application form will be used by Local Education Agencies (LEAs) that wish to participate in this project. In this form, applicant LEAs will be asked to demonstrate their interest and commitment to this pilot and the goal of implementing performance tasks using an online delivery system. Submitted applications will undergo a review process.

This application form will be used by schools to demonstrate their readiness and ability to effectively participate in this project by describing their capacity (e.g., personnel, processes and structure) and commitment to implement performance-based assessments. Applications for OPAPP will undergo a review process within the Ohio Department of Education (ODE). Awardees will be notified by **June 14, 2013.**

II. Eligibility

All local education agencies including public schools, community schools and consortia of schools are eligible to apply-regardless of their Race to the Top status.

III. Purpose

The Ohio Performance Assessment Project is designed to support the development and implementation of performance tasks. The project will include:

- Piloting performance tasks designed for formative and summative assessment (the task dyad learning system);
- Piloting an online delivery system for the tasks and student work;
- Piloting a scoring system that uses teachers as scorers and allows for high reliability of assigned scores;
- Preparing and piloting a state and regional moderation panel for the purposes of training teachers to score student work reliably.

IV. Scope of Work

Participating schools and/or districts must:

1. Commit **at least** four teachers from each of the chosen subject areas and an administrator to professional learning and training between August 2013 and June 2014.
2. Commit to providing teachers time to work together to collaborate on task development, task implementation and to discuss teaching practices throughout the pilot.
3. Agree to field test common curriculum-driven performance tasks developed by vendors and scoring rubrics in elementary school (grades 3-5) classrooms each semester of the 2013-14 academic year.
4. Agree to participate in the project's evaluation, which will require providing access to the district's school/classrooms, students and teachers, as well as access to data needed for the evaluation.

V. Application Requirements

All applicants must complete the *Ohio Performance Assessment Project Application for Participation* (beginning on page 7). Applications must ***also*** include **all** of the following:

1. Signed agreement to participate in the project by the following (pages 15-16):

    a. School and/or district administrators, including the superintendent and principal(s).
    b. Three-fourths (75 percent) of all 3rd through 5th grade teachers who teach the selected pilot subject area(s).
    c. Three-fourths (75 percent) of all elementary school special education, limited English proficiency, gifted, technology and library staff.

2. Letter of agreement to support the project by the local teachers' association and a local Board of Education resolution of support pledging to commit to the work of the project for its duration, and to commit district resources, including additional grants or other external funding, if the costs of the project exceed the total amount awarded to the district.

3. A list of all teachers of the selected pilot subject area(s) and grade levels (grades 3, 4 and 5).

VI. Anticipated Awards

Each district's award will be determined by the number of participating teachers and administrators, at approximately $800 per participant. The actual amount per teacher also will depend on the distance of the district from potential meeting locations (LEAs farther from potential meeting sites will receive more money; LEAs within 40 miles will receive less money). Funds will cover districts' costs of stipends and/or substitute teachers, travel expenses for project training sessions, and resource materials associated with this project. Expenditures must be used to support the purposes of the project and the commitment of the school/consortia application.

Funding for this phase of the Ohio Performance Assessment Pilot Project is provided by Ohio's Race to the Top grant.

VII. Submission of Applications

Applications must be received by the Ohio Department of Education (ODE) by **12 p.m. on Friday, May 24, 2012**. One electronic or hard copy should be submitted to:

Lauren Monowar-Jones
25 South Front Street, MS 507
Columbus, OH 43215
Phone: (614) 728-1759
Fax: (614) 995-5568
Email: Lauren.Monowar-Jones@ode.state.oh.us

Applicants are responsible for timely submission and verifying receipt of applications by ODE. Incomplete submissions, incorrect information or late submissions shall be cause for disqualification. Applications containing all required elements will receive careful consideration; however, they cannot be guaranteed funding. All applications become the property of ODE upon submission.

The information provided herein is intended solely to assist the applicants in submission preparation. To the best of ODE's knowledge, the information provided is accurate. However, ODE does not warrant such accuracy-and any errors or omissions subsequently determined will not be construed as a basis for invalidating this solicitation. Interested parties bear the sole responsibility of obtaining the necessary information to submit a qualifying application. By submitting applications, applicants expressly agree to these terms.

ODE reserves the right to withdraw this solicitation at any time without prior notice and makes no representation that any agreement will be awarded to any respondent. In addition, ODE reserves the right to postpone opening responses to this solicitation for its own convenience, and/or to waive any informality or irregularity in the responses received.

VIII. Key Dates for Cohort 5 (Elementary School Cohort)

March 1, 2013	Application Released
May 24, 2013	Application Due
May-June 2013	Applications Scored
June 14, 2013	Notification of Accepted Applicants
August 2013 – September 2013	Online Professional Learning Module Implementation
October- November 2013	Learning and Assessment Task Implementation
December 2013	Scoring Sessions (in Columbus, date TBD)
January – April 2014	Learning and Assessment Task Implementation
May 2014	Scoring Sessions (in Columbus, date TBD)

All inquires should be directed to:

Lauren Monowar-Jones
25 South Front Street, MS 507
Columbus, OH 43215
Phone: (614) 728-1759
Cell: (614) 403-8020
Fax: (614) 995-5568
Email: Lauren.Monowar-Jones@education.ohio.gov

Ohio Department of Education – Office of Curriculum, Instruction and Assessment
ODE Grant Title:

Project Grant Name/Title:	**Project Budget Grant Amount: $_____** **Funding Period** **From: _____To: _____**

Grant Recipient Information	Grant Contact Information
School/Business Name: _____ IRN #: _____ Building (if applicable): _____ Address: _____ _____ City: _____ State: _____ Zip: _____ CTPD District/Agency: _____ Superintendent/CEO: _____ Phone: (_____)_____ x_____ E-mail: _____	Name: _____ Title: _____ Address (if not same): _____ City: _____ State: _____ Zip: _____ Phone: (_____)_____ Fax: (_____)_____ E-mail: _____

Fiscal Contact	Grant Fiscal Information
Treasurer/Fiscal Agent Name: _____ Contact Name: _____ Phone: (_____)_____ Fax: (_____)_____ E-mail: _____ **Address for ODE grant payment to be sent (<u>must provide</u>):** _____ _____	OAKS Vendor ID#: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ OAKS Vendor ID Address Code: ____ ____ <u>Below to be completed by ODE/C&I Office</u>: C&I Grant #: _____ ODE PO #: _____ C&I Approved budget amount: $_____ Funding Period: From: _____ To: _____

Signature of Authorized Representative: _____ Date: _____

For State Use Only

Template Identifier:
Approval on behalf of the Ohio Department of Education, Office of Curriculum, Instruction and Assessment

_____	_____	_____	_____
CA Grant Manager	Date	CA Director	Date

Ohio Performance Assessment Pilot Project
Application for Participation

School _____

District _____

IRN _____ **ADM** _____

Name of Contact _____

Address _____

Phone _____ **Fax** _____

Email _____

Tax-Exempt Designation (if applicable) _____

Please indicate the grade level(s) in which the school district wishes to pilot:

- ☐ 3rd
- ☐ 4th
- ☐ 5th

Please complete the following tables:

Grades 3, 4 and 5 – 2012-2013 Student Population by AYP Categories	
AYP Category	**Percentage of Students**
African-American	
American Indian/Native Alaskan	
Asian/Pacific Islander	
Hispanic	
Multiracial	
White	
Economically Disadvantaged	
Limited English Proficient	
Students with Disabilities	

Grades 3, 4 and 5 School/District Teachers Per Selected Subject Area		
Subject Area(s)	**Total Number of Teachers**	**Number of Participating Teachers**
English-Language Arts		
Science		
Mathematics		
Social Studies		

Grades 3, 4 and 5 School/District Teachers Per Specialization		
Specialization	**Total Number of Teachers**	**Number of Participating Teachers**
Students with Disabilities		
Gifted		
Limited English Proficient		
Library Staff		
Technology		

Please complete the following in the space provided (adjust, if necessary):

1. Implementation of this project will require the establishment of a learning community. The ODE recommends that the district identify an appropriate model for implementation. Here are three choices: (1) Provide all teachers an in-service day for each professional learning module. All teachers would work together to complete the modules as a group with each teacher doing their own assessment task. (2) Provide teachers the possibility of group implementation in smaller groups, by grade-level or subject area, for example. (3) Some other model that has teachers working together. Please describe the implementation method you will use and identify the individuals who will take leadership roles in this process. **(20 points)**

2. If you already have processes or structures (e.g., professional learning communities, extended class meeting times, weekly co-planning time) that support formative instructional processes and the implementation of performance tasks, please describe them in detail. If not, please describe what your LEA will do to promote and support the use of formative instructional processes and performance-based assessments. **(10 points)**

3. Please describe how participating school and/or district officials will inform and seek input from parents and community members in the implementation of the project. **(5 points)**

4. Participation in this project will involve the use of computers (or other end-user devices) for instructional and assessment purposes. Please describe how the LEA plans to support the use of technology for learning. Does the LEA have designated technology or multimedia staff who will participate in the project and support the use of technology for learning? Please include information about current student access to technology in the participating buildings. **(15 points)**

5. Participation in this project will require that teachers use technology to participate in professional development and scoring training, to teach lessons, to support learning, to give feedback to students, and to score the tasks. Describe how the LEA will support teacher use of technology for these purposes. What kind of technology training will teachers receive to ensure they are confident in the use of programs like Microsoft Word, PowerPoint and Excel? How are teachers currently using these tools in their classrooms? **(15 points)**

6. List all grade 3, 4 and 5 teachers of the selected pilot subject area(s), and all elementary school special education, limited English proficiency, gifted, technology and library staff. **(5 points)**

3rd Grade	4th Grade	5th Grade	Library
Special Education	**Limited English Proficient**	**Gifted**	**Technology**

Letter of Agreement to Participate

District Administration

	Name	Signature
Superintendent	_____	_____

Elementary School Administration

	Name	School	Signature
Principal	_____	_____	_____
Assistant/ Associate Principals	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

3rd, 4th and 5th Grade Selected Pilot Teachers

Name	School	Grade Level	Signature
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Grades 3, 4 and 5 Selected Pilot Subject Area Teachers (Cont.)			
Name	**School**	**Subject Area**	**Signature**

Grades 3, 4 and 5 LEP, Special Education, Gifted and Library Staff			
Name	**School**	**Area of Specialization (e.g. LEP, Special Ed., etc.)**	**Signature**

Budget Summary

Object Codes	Grant Amount
100 Salaries (Breakout-and briefly define.)	
200 Retirement/Fringe Benefits-(Percentage must be defined.)	
400 Purchased Services (Define activities and cost associated.)	
500 Supplies (Describe supplies needed.)	
600, 700 Capital Outlay (Include equipment, buildings.)	
800 Other (Miscellaneous items. Please briefly describe.)	
TOTAL	

Please attach the following supporting materials:

1. Agreement to participate in the project by the following (signatures to be collected on pages 15-16) **(10 points)**:

    - School and/or district administrators, including the superintendent and principal(s);
    - Three-fourths (75 percent) or 4 (whichever is smaller) of all grade 3, 4 and 5 teachers of the selected pilot subject area(s);
    - Three-fourths (75 percent) or 4 (whichever is smaller) of all elementary school special education, limited English proficiency, gifted, technology and library staff.

2. Letter of agreement to support the project by the local teachers' association, and local Board of Education resolution of support pledging to commit to the work of the project for its duration, and to commit district resources if the costs of the project exceed the total amount awarded to the district.* **(10 points)**

3. A budget summary (see page 17) made using the template found at the end of this application. **(10 points)**

* Applications may be submitted with a letter indicating the intent to seek a resolution of support from the local Board of Education if such a resolution is not obtained by the application deadline. Schools will not be accepted into the project and cannot receive awards until a local Board of Education resolution is passed.

IX. Application Checklist and Scoring Criteria

Completed?	Application Elements	Possible Maximum Points
_____	Description of implementation plan that involves teachers working together in groups and defines who will lead the sessions.	**20**
_____	Description of the processes or structures currently in place in the school that support formative instructional processes and the implementation of performance tasks.	**10**
_____	Description of how participating school and/or district officials will inform and seek input from parents and community members in the implementation of the project.	**5**
_____	Description of how the LEA plans to support **student** use of technology for learning including information about current student access to technology in the participating buildings	**15**
_____	Description of how the LEA will support **teacher** use of technology for these purposes including information about what tools teachers are currently using in their classrooms	**15**
_____	List all 3rd, 4th and 5th grade teachers of the selected pilot subject area(s), and all high school special education, limited English proficiency, gifted, technology and library staff.	**5**
_____	Agreement to participate in the project by the following (signatures to be collected on pages 15 and 16): i. School and/or district administrators, including the superintendent and principal(s); ii. Three-fourths (75 percent) of all 3rd, 4th, and 5th grade teachers of the selected pilot subject area(s); iii. Three-fourths (75 percent) of all elementary school special education, limited English proficiency, gifted, technology, and library staff.	**10**
_____	Letter of agreement to support the project by the local teachers' association, and local Board of Education resolution of support pledging to commit to the work of the project for its duration and to commit district resources if the costs of the project exceed the total amount awarded to the district.	**10**
_____	A budget summary and narrative (see page 17) made using the template found at the end of this application.	**10**
Total Points Possible		**100**