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State of Oregon



The Oregon Department of Education (ODE)

Issues the following

REQUEST FOR QUALIFICATIONS (RFQ)

Seeking Information About

PERFORMANCE ASSESSMENT DEMONSTRATION SITES

Date of Issuance: **March 29, 2016**

Responses Due: **April 11, 2016 at 2:00 pm (PST)**
By email to Single Point of Contact

Issued By: **Oregon Department of Education**
Office of Finance and Administration, Procurement Services
On behalf of its Office of Assessment and Accountability

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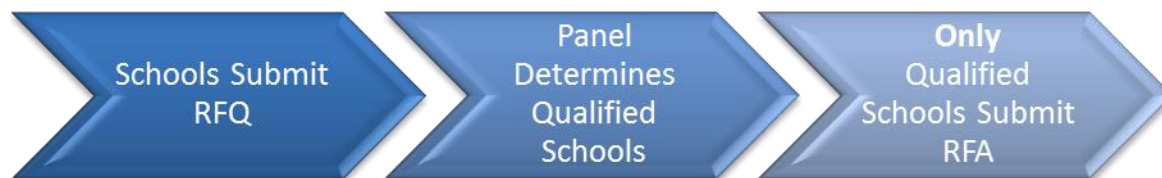
SECTION I: GENERAL INFORMATION

1.1. Introduction:

The State of Oregon, acting by and through its Oregon Department of Education (Agency), Office of Finance and Administration, Procurement Services issues this Request for Qualifications (RFQ) on behalf of its Office of Assessment and Accountability to gather information about the current state of readiness for performance assessment work in Oregon schools and to develop a list of schools that are qualified to apply for the Performance Assessment Demonstration site grants as a part of the Student-Centered Assessment project.

This RFQ will not in itself result in any kind of contract, nor will it obligate the Agency to establish a grant with any specific school. Publication of this RFQ allows the schools and districts opportunity to respond and provide information related to forthcoming Performance Assessment Demonstration Site Request for Applications (RFA).

In order to streamline the application process, Agency will issue first a RFQ to develop a list of schools that are qualified to apply. Only those schools that are qualified are offered the opportunity to apply, through a RFA process, for the Performance Assessment Demonstration Site grants, as a part of the Student-Centered Assessment project.



Request for Qualifications (RFQ)

The RFQ is designed to save time for Respondents, and identify Respondents that meet the preliminary qualifications to submit an RFA. Respondents should be able to quickly complete the RFQ, providing information about the current state of their local assessment capacity, their success with providing equitable opportunities to their students, and their instructional leadership.

Request for Application (RFA)

Respondents who submit an RFQ and are designated “qualified” by the evaluation panel will be notified that they qualify to submit a RFA. Applications submitted in response to the RFA will be used to evaluate and award Performance Assessment Demonstration Site grants.

1.2. Anticipated Schedule of Events:

- RFQ Issued: March 29, 2016
- Question period closes: April 4, 2016 **by 2:00 pm (PST)**
- RFQ Closes: April 11, 2016 **by 2:00 pm (PST)**
- RFA Issued to Qualified Respondents: 4/15/2016
- Deadline for appeal submission: 4/19/2016
- Final Qualified Respondents determination (additions only; none removed): April 22, 2016
- RFA closes: May 6, 2016
- Initial award notification: May 11, 2016
- Deadline for appeal submission: May 17, 2016
- Final award determination: May 24, 2016

1.3. Single Point of Contact:

Karen L. Hull is the Single Point of Contact (SPC) for this RFQ. Please address any questions or issues regarding specifications or the information request process to the SPC listed on the cover page of this RFQ.

1.4. Definitions:

- “Agency” means Oregon Department of Education.
- “Authorized Agent” means person authorized to submit RFQ on behalf of Respondent.
- “Criteria” means the criteria included in Section 2.4 that will be used to evaluate the Qualifications Response.
- “Culturally responsive” means the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.
- “Equity Lens” refers to the commitment and principles adopted by the Oregon Department of Education to address inequities of access, opportunity, interest, and attainment for underserved and underrepresented populations in all current and future strategic investments.
- “Grantees” means the schools awarded grants from the RFA.
- “Performance Assessment” means open-ended, multi-step tasks student assessments that include opportunities for students to apply their knowledge and skills along with clear criteria for what success looks like.
- “Opportunity Gap” means the lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.¹
- “ORSkills” means the online system for assessment scoring developed through Willamette Education Service District.
- “Qualified Respondents” means the schools who responded to the RFQ and who were selected to receive the RFA.
- “Response” means Respondent’s response to RFQ
- “Respondent” means public school, district applying on behalf of a school, public charter school, or school run by an education service district.

1.5. Purpose:

Agency seeks to gather information through an RFQ process and develop a list of schools qualified to respond to the Performance Assessment Demonstration Site RFA. Across the Performance Assessment Demonstration Site grants, the Agency anticipates distributing total funds of \$550,000 to \$750,000 of grant funds. The number of Demonstration Sites has not yet been determined.

Through the Performance Assessment Demonstration Site grants, Agency’s intent is to learn more about the local conditions that contribute to a high-quality professional learning experience on performance assessments and the local conditions that would need to be in place for evidence from locally administered assessments to be incorporated into a school and district accountability systems.

The RFA process will focus on gathering more detailed information about how performance assessment implementation in the school during the 2016-17 year would benefit students. Respondents will be expected to submit a short application narrative with activities and timeline specified (no more than three (3) pages) along with a budget and statement of assurances. Within the application, schools will describe whether they will be completing the work independently or in collaboration with other schools and/or an education service district as well as what level of engagement the district staff will have in the project.

¹ The Opportunity Gap (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.
Request for Qualifications (RFQ)

The preliminary Performance Assessment Demonstration Site requirements follow.

Teacher participation requirements:

1. Teams of teachers (2 or more) prepare for, implement, and score two performance assessments from the following bank: <http://www.performanceassessmentresourcebank.org/>)
2. At least one performance assessments must be implemented by the teachers in accordance with *Appendix A: Performance Assessment Implementation Guidelines*.

Learning Community requirements:

Grantees will be expected to participate in a learning community related to performance assessment. There will be two required meeting for at least two school leaders from each project and 25% of the participating teachers. The one-day meetings will take place in Salem and will focus on topics critical to the success of the project such as:

- preparing students for performance assessments,
- implementing performance assessments,
- scoring performance assessments, and
- providing feedback based on the performance assessments.

School leaders from each project will be expected to participate in a monthly call with Agency.

Reporting requirements:

Grantees will be expected to participate in the evaluation related to the stated outcomes. Data from the evaluation will be included in reports to the Oregon Legislature. Any submission of evaluation materials that include images of minors must be accompanied by a signed release form by a parent or guardian.

Evaluation data for this project may include, but is not limited to the following:

- quarterly online progress reports,
- regular posting of teacher-developed performance assessment implementation resources to a site identified by the Agency,
- limited set of student work related to tasks uploaded and scored within ORSkills,
- interviews and/or surveys conducted by Agency staff or evaluators, and
- one (1) interim report on student participation.

Through the implementation of performance assessments, Grantees will be expected to follow the guiding principles established in the *A New Path for Oregon System of Assessment to Empower Meaningful Student Learning* (OEA, OEIB & ODE, 2015):

- All assessments must arise from and promise to serve a clear purpose.
- They must be designed and developed to reflect developmentally and academically appropriate learning targets.
- Each assessment must accurately reflect student learning.
- Results must be effectively communicated to all intended users.
- Our mission must be to use assessment to encourage students to keep striving for learning success.

1.6. Background:

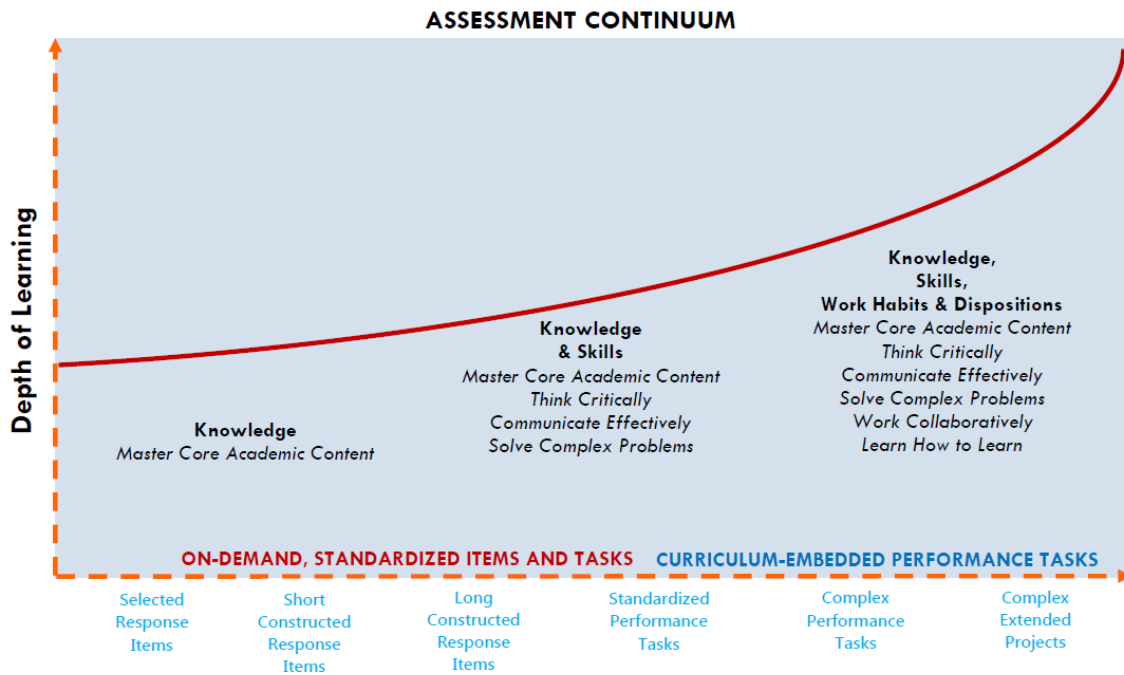
This subsection provides additional information about the context in which Agency is seeking to develop a Performance Assessment Demonstration Site. For nearly two (2) decades, the Agency has promoted the development and assessment of deeper student learning through extended, open-ended tasks with clear scoring criteria. The initial application of these within the context of Oregon's Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM) was followed by their inclusion as an option in the Local Performance Assessment requirement and for use with Work Samples for the Essential Skills. Oregon has

a long tradition of high-quality assessment practices and scoring protocols. This project is an opportunity to continue this tradition by implementing more complex performance assessments.

The charge to use assessments to increase student achievement requires a focus on using the information provided by assessments to develop a shared understanding of what quality student work looks like, to provide accurate feedback to students, and to plan instructional strategies to support student growth. In order to achieve this goal, local systems of assessments must be considered in terms of which assessments are producing information that can be used, how the system of assessments can be coordinated to provide the best evidence for each student, and how students can be engaged in and motivated by the assessment process through actions such as setting goals and monitoring their own progress.

In 2013, the Oregon Education Investment Board (OEIB) proposed strategic investments to support Oregon's attainment of the 40/40/20 goal, including the development of the Network for Quality Teaching and Learning. In 2015, Senate Bill 216 directed the Agency to work in coordination with major stakeholders to distribute monies to strengthen professional development on using the information provided through assessments to increase student achievement. Specifically, two priority assessment strategies have been identified— performance assessment and the process of formative assessment— for a select number of districts with participation from teachers, administrators, school board members, and parents. In order to continue Oregon's tradition of high-quality assessment practices, this project contributes to work to build a more comprehensive assessment system that increases the focus on classroom assessment practices and student engagement. As stated in *A New Path for Oregon System of Assessment to Empower Meaningful Student Learning* (OEA, OEIB & ODE, 2015), "Used appropriately, assessment can be a powerful tool to help both teachers and their students know where they are now in their learning progression and determine where students need to go next. With consistent ongoing teacher support and engaged students, assessment for student learning can provide individualized support to meet the needs of each learner."

The *Assessment Continuum* graphic below shows the unique value that curriculum-embedded performance assessments provide with regards to deeper learning. The process of preparing students for performance assessment provides meaningful learning opportunities and the experience of completing the performance assessment includes opportunities for students to work through complex concepts and apply their knowledge, skills, work habits, and dispositions.



(c) 2011 Stanford Center for Assessment, Learning, & Equity

During 2015 to 2017, the Performance Assessment Demonstration Site project will support a limited number of schools focused on implementing performance assessments. Teachers and school leaders at these schools will be able to use the grant funds to provide additional professional learning time to work through integrating the performance assessment with their curriculum, providing instruction to prepare students, administering the performance assessment, collaboratively scoring the student work, and providing feedback to students throughout the process. The learning that occurs at these schools will help the Agency understand what local conditions are necessary for complex, extended performance assessments to be incorporated in Oregon schools.

Equity Lens:

All Student-Centered Assessment work will be expected to incorporate and adopt the principles of the Oregon Equity Lens, the perspective through which the Agency considers the creation of strategic opportunities for students of color. The [Equity Lens](#) provides twelve core beliefs that fuel opportunities to bolster success for diverse student populations across the state. The beliefs most pertinent to the work of this set of grants are highlighted below:

Agency believes that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

Agency believes that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

Agency believes that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

Agency believes that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

And, Agency believes in the importance of supporting great teaching. Research is clear that teachers are among the most powerful influences in (student) learning. An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Purpose of the Performance Assessment Demonstration Site project:

There are six (6) preliminary categories of outcomes related to this project.

- Deeper learning for students:
 - Increase student achievement of knowledge, skills, work habits, and dispositions aligned to Oregon standards, Essential Skills, and Oregon's College and Career Readiness Definition through implementation of high-quality performance assessments.
 - Increase the achievement for historically underserved students.
- Student attitudes and beliefs that are correlated to higher achievement:
 - Increase student interest and enthusiasm in courses by providing more opportunities to engage in interactive, student-centered problems that are based on applied learning.
- Teacher instruction and assessment practices:
 - Increase pedagogical preparedness of teachers to integrate the performance assessment with instruction, to cultivate shared ownership between student and teacher for the student's education, and to administer and score the performance assessments.
- Teacher attitudes and beliefs about themselves and students:
 - Increase teacher enthusiasm and self-efficacy for deeper learning to stimulate inclusion of more challenging open-ended applied tasks within instruction.
 - Increase teacher beliefs that *all* their students are capable of deeper learning.
- Student, teacher, and school leadership use of assessment information
 - Increase student, teacher, and school leadership beliefs that in order for assessments to be worthwhile information from the assessment must have a clear purpose and be used.
 - Increase student, teacher, and school leadership frequency and effectiveness in communicating about information from assessments with range of stakeholders including students, school staff, community, school board, and parents.
- Local conditions for performance assessment use:
 - Learn how schools plan for and use data from performance assessments in conjunction with data from local, statewide, and commercial assessments
 - Learn about the local conditions needed (including staff time for professional learning, local leadership, etc.) to lay the foundation to incorporate performance assessments in the school and district accountability context.

SECTION 2– QUALIFICATION CONTENT

2.1. Response Requirements:

- One school per application.
- Multiple schools from within one district may apply using separate applications.
- Must complete and return *Appendix B: Cover Page and Assurances*, *Appendix C: Information for RFA Planning*, and *Appendix D: Qualifications Response* by deadline (April 11, 2016 by 2:00 pm (PST)) to SPC.
- Respondents must have district or governing agency approval (indicated through signature on Assurance).
- Responses to Teacher Section of *Appendix D: Qualifications Response* must be completed by a teacher(s).
- Responses to questions in *Appendix D: Qualifications Response* must reflect work completed since fall 2014.

- Responses to *Appendix B: Cover Page and Assurances*, *Appendix C: Information for RFA Planning*, and *Appendix D: Qualifications Response* must be a large enough font size that they are readable in print form. Please do not try to fit a large amount of text in the small boxes such that the responses are size 6 or 8 font.

2.2. Cover Page and Assurances:

See *Appendix B: Cover Page and Assurances*.

2.3. Information for RFA Planning:

See *Appendix C: Information for RFA Planning*. This information will help the Agency write a RFA that is customized to the needs of Oregon schools.

2.4. Criteria:

	0	1	2	3	4	Points
ASSESSMENT CAPACITY (40%)	No reply/ reply not relevant	Weak description/ evidence of assessment capacity. Information is only vaguely relevant and overly generic.	Moderate or partially strong evidence of assessment capacity. Information is often generic, but mostly relevant.	Strong description/evidence of assessment capacity. Information is precise and mostly relevant.	Description/evidence creates compelling case for the assessment capacity. Information is precise; relevance is consistent and apparent.	
EDUCATIONAL EQUITY (20%)	No reply/ reply not relevant	Weak description/ evidence of local work that supports educational equity. Information is only vaguely relevant and overly generic.	Moderate description/ evidence of local work that supports educational equity. Information is often generic, but mostly relevant.	Strong description/evidence of local work that supports educational equity. Information is precise and mostly relevant.	Description/evidence creates compelling case that local work supports educational equity. Information is precise; relevance is consistent and apparent.	
INSTRUCTIONAL LEADERSHIP (25%)	No reply/ reply not relevant	Weak description/ evidence of instructional leadership. Information is only vaguely relevant and overly generic.	Moderate description/ evidence of instructional leadership Information is often generic, but mostly relevant.	Strong description/evidence of instructional leadership Information is precise and mostly relevant.	Description/evidence creates compelling case for the quality of instructional leadership. Information is precise; relevance is consistent and apparent.	
TEACHER BUY IN (15%)	No reply/ reply not relevant	Weak description/ evidence of teacher buy in on performance assessment. Information is only vaguely relevant and overly generic.	Moderate description/ evidence of teacher buy in on performance assessment. Information is often generic, but mostly relevant.	Strong description/evidence of teacher buy in on performance assessment. Information is precise and mostly relevant.	Description/evidence creates compelling case for buy in on performance assessment. Information is precise; relevance is consistent and apparent.	
	<i>One (1) point added to Teacher Buy In score if representatives from the local teacher association had the opportunity for input on the application.</i>					
	0	1	2	3	4	

2.5. Qualifications Response:

The questions in *Appendix D: Qualifications Response* cover a broad range of topics; not all of the questions reflect outcomes of this project. Similarly, across the questions, Respondent's responses do not need to be tied back to performance assessment use.

All responses must reflect work completed since fall 2014. Please respond in relation to the grades that you expect would be participating in the grant and administering performance assessments.

Respondents are encouraged to reply with concrete information and direct, succinct language; the use of bulleted lists is encouraged.

Agency expects that this application should take about five (5) hours to complete and no more than ten (10) hours total. The size of the boxes is intentionally designed to indicate the amount of detail Agency is expecting. If you are expecting to spend more than five (5) hours, please consider simplifying your answers.

2.6. Response Format:

Complete *Appendix B: Cover Page and Assurances*, *Appendix C: Information for RFA Planning*, and *Appendix D: Qualifications Response* and email entire PDF to SPC at karen.hull@state.or.us. If sending a PDF of the signed Assurance form by email is not possible, Cover Page and Assurance may be faxed to 503-378-8713.

A form version of *Appendix B: Cover Page and Assurances*, *Appendix C: Information for RFA Planning*, and *Appendix D: Qualifications Response* is available at: <http://www.ode.state.or.us/search/page/?id=5507>.

2.7. Evaluation Process:

The evaluation process follows.

1. Responses will be reviewed against the requirements below and must receive a "Yes" for each row below.

Yes/No	Requirements
	Completed Appendix B?
	Only one school on cover page?
	Assurance signed?
	All questions in Appendix C: completed?
	The majority of the questions in <i>Appendix D: Qualifications Response</i> completed (each unanswered questions will receive a score of 0)?

2. Responses to *Appendix D: Qualifications Response* will be evaluated by a committee against the Criteria. The Criteria will be applied to each individual question. The scores will then be averaged to form one score per section.
3. Responses will not be the sole determinant of Qualified Respondents. Across the Qualified Respondents, Agency is looking for a wide range of schools. After evaluating responses to Appendix D, Agency will also consider whether the list of Qualified Respondents includes a range of schools, in terms of the following characteristics. If not, the Qualified Respondents list will be amended.
 - Location (e.g., SE, NE, SW, NW, Coast, I-5, etc.)
 - School size, in terms of student population
 - Student population, in terms of demographic factors, including percentage of students who are economically disadvantaged, underserved race/ethnicity, ever English Learners
 - School levels, in terms of grades served (e.g., high school, elementary, middle, K-8, etc.)*Agency maintains information about all of the above factors so schools do not need to provide this information.*

2.8. Notification Process:

After final selection is made, Agency will issue a "Qualified Respondent" announcement on the Business Manager's listserv and the selected districts will be invited to respond to the RFA for a Performance Assessment Demonstration Site grant. Every Respondent shall be notified in writing of its selection status.

If multiple schools from same district are selected as "Qualified Respondents," those schools must coordinate on a single response to the RFA. If applicable, Respondents will be informed which other schools in their district were selected as 'Qualified Respondents.'

SECTION III: RESPONSE COLLECTION PROCESS

3.1. Ownership of Responses:

Responses to this RFQ will not be returned to the Respondent. Respondent are solely responsible for all expenses associated with responding to this RFQ.

Ownership of all data, material and documentation originated and prepared for Agency pursuant to this RFQ will belong exclusively to Agency.

3.2. Public Information:

All information submitted will be considered public information unless the Respondent requests the information be treated as confidential, and the information is considered exempt under ORS 192.501 or 192.502.

Copies of public information may be requested by any person. Respondents shall label the information documentation qualifying as trade secrets under ORS 192.501(2) that it wishes to protect from disclosure to third parties with the following: **"This data constitutes a trade secret under ORS 192.501(2) and is not to be disclosed except as required by law."** Agency shall take reasonable measures to hold in confidence all such labeled information and documentation. Provided, however, Agency shall not be liable for release of any information when required by law or court order to do so, whether pursuant to Oregon Public Records Law or otherwise. Further, Agency shall also be immune from liability for disclosure or release of information under the circumstances set out in ORS 646.473(3).

3.3. Confidential Information:

Responses to this RFQ are subject to release as public information unless the response or specific information contained therein is identified as exempt from public disclosure. Respondent is advised to consult with legal counsel regarding disclosure issues.

3.4. Reservation of Agency Rights:

This RFQ is not a request or authorization to perform work at Agency's expense. Any work a Respondent performs in response to this RFQ is at the Respondent's own discretion and expense; Agency will not be obligated for any Respondent costs related to this RFQ.

This RFQ does not represent a commitment to purchase or lease any product. Submission of a response constitutes acknowledgement that the Respondent has read and agrees to be bound by such terms.

Appendix A: Performance Assessment Implementation Guidelines

Performance Assessment Implementation Guidelines

Scaffolding the Tasks for Students

- Preview the performance outcomes and rubric with students prior to implementing the task.
- Clearly articulate the goals/objectives of the task orally and in writing, simplifying language as needed for English language learners
- Break down the culminating task, particularly those that are longer and complex, and provide a series of due dates for component pieces. Provide a visual roadmap (e.g., graphic organizers, flow-charts, etc.) for the entire project up front to assist students in understanding the flow of learning and assessment activities and the work products they will submit.
- Provide opportunities for students to discuss a problem/question/text in small groups and/or as a whole class before working out an individual response. Provide models and opportunities for students to practice thinking strategies, ways of working, and approaches to problem solving on other learning tasks prior to the Performance Assessment task.
- Use pedagogical principles that support curriculum access and learning for all students (e.g., UDL-Universal Design for Learning)
- Provide English language learners, special education students, with appropriate accessibility supports specified in the IEP, 504 Plan, and/or based on language proficiency. Appropriate accessibility supports include but are not limited to time extensions, technology aids, translations, and additional scaffolds or supports as necessary and those listed in Appendix A of the Essential Skills and Local Performance Assessment Manual available at <http://www.ode.state.or.us/search/page/?id=2042>.

Providing Guidance & Formative Feedback

- Check in periodically with individual students and groups of students on their tasks and provide formative feedback orally (**in the form of questions and comments, being careful NOT to give students specific directions for how to approach a problem or suggesting a potential answer/solution strategy**).
- Provide opportunities and tools for students to monitor their own progress and reflect on their own work processes and products.
- Provide constructive written feedback that identifies the strengths in students' formative pieces of work and how the work could be improved in relation to the big ideas in the standards and scoring rubric.
- Teachers may choose to provide students with opportunities to revise their work to inform a project/course grade.

Portions of the Tasks to be Completed In and Out of School

To control and monitor the authenticity of the work being completed by the student (and not by another student or family member):

- Allow a reasonable amount of in-school time for students to complete the majority of required project work, particularly elements that require discussion/collaboration with other students. Students may complete out of class the pieces of the task that require longer periods of time or when resources are not available in class (e.g., research components, final papers or reports that must be typed).
- Both student and teachers will be required to submit a "Certificate of Authenticity" form (see the document on the last page) with the work submitted. In some cases, the teacher's opinion may differ from the student's certification.

Consistency and Fidelity to the Tasks as Designed

- Across sections of a course, be equitable in how you provide whole-class instruction, scaffolding, guidance, and resources related to completing the performance task. Differentiating instruction for individual students within a section (including special education students, English language learners, and gifted students) is allowed and encouraged.
- Do not make modifications or changes to the performance task content, sequence, or prompts, unless this has been discussed with Oregon Department of Education (ODE) and approved ahead of time. Additional guidance about acceptable modifications will be developed and distributed in early summer 2016.

Scoring

- Student work and scores for at least one class must be entered into ORSkills
- Scoring must be done collaboratively, with at least 25% of the student work blindly double-scored.

Additional guidance about scoring will be developed and distributed in early summer 2016.

Adapted from the Ohio Performance Assessment Pilot Project Task Implementation Guidelines, © 2009 Stanford Center for Assessment, Learning, & Equity (SCALE) and the Ohio Department of Education. Adapted with permission from SCALE

Appendix B: Cover Letter and Assurances

APPLICATION COVER PAGE (Please Print or Type – All Fields Must Be Completed)

School Contact Name:		
School Name:		
School District or ESD:		
Address:		
State:		
Phone:		Email:

STATEMENT OF ASSURANCES

2015-2017 Statement of Assurances

- The Authorized Agent certifies that to the best of his/her knowledge the information in this application is correct and that the filing of these qualifications is duly authorized by the governing body of this organization or institution.

Print Name of Authorized Agent

Title

Signature of Authorized Agent

Date

Appendix C: Information for RFA Planning

This information will help the Agency write a RFA that is customized to the needs of Oregon schools.

Predicted number of teachers who would participate in project and fulfill project requirements.

Content Area (the online bank includes math, English language arts, science, and some social science tasks)	Number of Teachers

When would teacher work on the performance assessment project occur? Check the box that is the best fit.

All project work done in regularly scheduled teacher contract hours for professional development, preparation or collaboration. (No need to use grant funds for buying additional hours.)	Most project work done in regularly scheduled teacher contract hours for professional development, preparation or collaboration, but some additional time will be bought (sub time or after-hours).	Most project work done will be bought (sub time or after-hours).	All project work done will be bought (sub time or after-hours).

Time available outside of instruction and preparation.

How much collaboration time is currently available per <i>week</i> for each teacher?	
How much professional development time is currently available per <i>year</i> for each teacher?	

Appendix D: Qualifications Response

Administrator Section		
ASSESSMENT CAPACITY (40% of overall score)		
Assessment Professional Development		
1. List the professional development related to scoring using common rubrics that educators at your school have participated in (up to two).	a. Which content areas were included?	b. How frequently has this training occurred?
2. List the professional development related to assessment that educators at your school have participated in (up to three).	a. Which content areas were included?	b. How frequently has this training occurred?
Data-Based Decision Making		
3. Briefly describe one example of how your school uses data for decisions about individual student learning.	a. How frequently does this occur?	b. Who is involved?
4. Briefly describe one example of how your school uses data for decisions related to program effectiveness/improvement.	a. How frequently does this occur?	b. Who is involved?

Communicating about Assessments and Results

In your description, specify which assessment results are discussed, e.g., state test, commercial assessment, local assessments, etc.

5. Briefly describe how your school communicates with different stakeholders (e.g., parents, school board, community) about assessments.

6. Briefly describe how your school engages students in the assessment process (including communication before administering the assessment and communication about the student's scores).

EDUCATIONAL EQUITY (20% of overall score)

7. What are two strategies used in your school to reduce or close opportunity gaps?

a. What is the evidence of impact?

8. Geneva Gay (2013) describes that a culturally responsive approach to teaching connects in-school experiences with out-of-school living, promotes educational equity and excellence, and creates a community among individuals from diverse cultural, social, and ethnic backgrounds while developing students' sense of agency, efficacy, and empowerment. Briefly describe what your school is doing that relates to a culturally responsive approach to teaching.²

INSTRUCTIONAL LEADERSHIP (25% of overall score)

9. Briefly describe one of the instructional coaching programs in your school (e.g., mentoring, instructional rounds, and feedback models).	a. What role do administrators play?	b. What role do teachers play?	c. What is the evidence of impact?
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10. Why does your school want to make performance assessment a professional learning priority in 2016-17? In your answer, please describe how this performance assessment project builds on work your school has recently prioritized.

² For more information about this practice, please see *Appendix E: Culturally Responsive Pedagogy Resources*.

Teacher Section

These questions must be completed by a teacher or a team of teachers.

Professional Learning (15% of overall score)

1. Why are you interested in professional learning on performance assessments?

2. How would implementing performance assessments as a part of this project benefit student learning in your classroom?

Have representatives from the local teacher association had the opportunity for input on the Response?

	Yes
	No

Appendix E: Culturally Responsive Pedagogy Resources

Defining Culturally Responsive Pedagogy and Practices

Geneva Gay (2013) describes that a culturally responsive approach to teaching connects in-school experiences with out-of-school living, promotes educational equity and excellence, and creates a community among individuals from diverse cultural, social, and ethnic backgrounds while developing students' sense of agency, efficacy, and empowerment.

Gay (2000; 2010) defines culturally responsive teaching as the implicit use of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them. She notes that culturally responsive pedagogy should have the following characteristics:

- Acknowledge the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- Uses a wide variety of instructional strategies that are connected to different learning styles.
- Teaches students to know and praise their own and each other's cultural heritages.
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

Other key facts that guide the need for culturally responsive pedagogy recognize that the United States has always been a diverse nation; the dominant majority has discriminated against groups who differed from them; and unequal treatment of people because of differences is inconsistent with the democratic values contained in the foundational documents created for this country many years ago (Chartock, 2010).

Resources for Culturally Responsive Pedagogy and Practices

Web Resources

- Eden Prairie School District: Minneapolis, Minnesota
<http://www.edenpr.org/>
- North East Independent School District: San Antonio, TX
www.neisd.net
- Del Roble Elementary School: Oak Grove School District, San Jose, CA
<http://www.ogsd.k12.ca.us/>
- Addressing Diversity in Schools: Culturally Responsive Pedagogy
http://www.nccrest.org/Briefs/Diversity_Brief.pdf
- Alaska Standards for Culturally Responsive Schools
<http://ankn.uaf.edu/Publications/CulturalStandards.pdf>
- NYU Steinhardt- School of Culture, Education, and Human Development
<http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf>

Books

- Banks, J. (2013). *An Introduction to Multicultural Education*. Upper Saddle River, NJ: Pearson
- Davis, B. (2012). *How to teach students who don't look like you: Culturally responsive teaching strategies*. Thousand Oaks, CA: Corwin Press.

- Geneva, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
- Linton, C. (2011). *Equity 101: Book 1*. Thousand Oaks, CA: Corwin Press.
- Linton, C. (2013). *Equity 101: Book 2*. Thousand Oaks, CA: Corwin Press.
- McKenzie, K.B. & Skrla, L. (2011). *Using equity audits in the classroom to reach and teach all students*. Thousand Oaks, CA: Corwin.
- Milner, H. R. (2010). *Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, MA: Harvard Education Press.
- Singleton, G. E. & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools*. Thousand Oaks, CA: Corwin.
- Singleton, G.E. & Comer, J.P. (2013). *More courageous conversations about race*. Thousand, CA: Corwin.