



**Policy, Pillars and Practice:  
New Hampshire's New Accountability  
System:  
Performance Assessment of  
Competency Education  
NH PACE**

Deputy Commissioner Paul Leather, NH Department of Education  
North Dakota Assessment Task Force  
December 21, 2015

**History of NH Competency Education**

- NH BIA Recommends HS Competency Transcript 1997
- HS Graduation by Competency 2005; 2008
- NH K-12 Nationally Aligned Competencies
  - ELA (2012)
  - Math (2012)
  - Science (2014)
  - Work Study Practices ( 2014)
  - The Arts—waiting for Board Approval currently
- 2014: New Minimum Standards establishing K-12 Competency Education by 2017

## Why NH PACE?

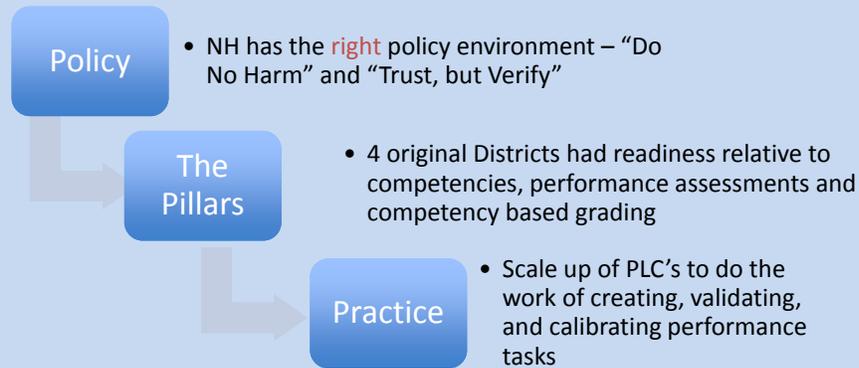
- In a Competency Based System, it is right for kids!
- It represents our core beliefs and theory of action



## Competency Education Framework

Competency based	Performance Assessment	Learning Pathways	Dynamic Grading
<ul style="list-style-type: none"> <li>• Articulated across K-12</li> <li>• A continuum of learning progressions based on standards</li> <li>• Validated competencies</li> <li>• Mapped across K-12 pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Performance based</li> <li>• Rubrics designed with 'Competent' designated at Strategic thinking (DoK 3)</li> <li>• Projects ARE the learning</li> <li>• Formative Assessment triggers relearning; summative assessment when ready</li> <li>• Multiple and varied assessments inform evaluation of 'competent'</li> </ul>	<ul style="list-style-type: none"> <li>• Guided by Personal Learning Plan</li> <li>• Supporting ways for students to learn "anywhere, anytime" and to "move on, when ready"</li> <li>• Systemic resources support differentiation</li> <li>• Blended and online supports for content and skill acquisition</li> <li>• Project-Based Learning/Studios augment rigor in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher practice guided by a Grading Philosophy statement</li> <li>• Summative performance assessments weighed 90-100%</li> <li>• Relearn/reassess without penalty</li> <li>• 'Set point' for 'Competent' consistent with task rubric designs</li> </ul>

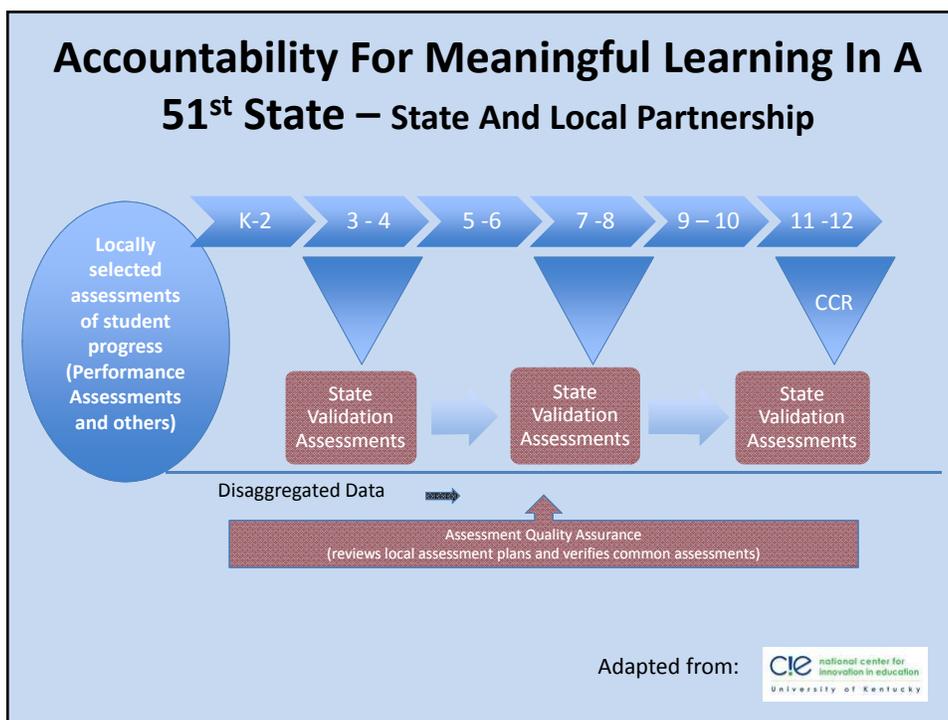
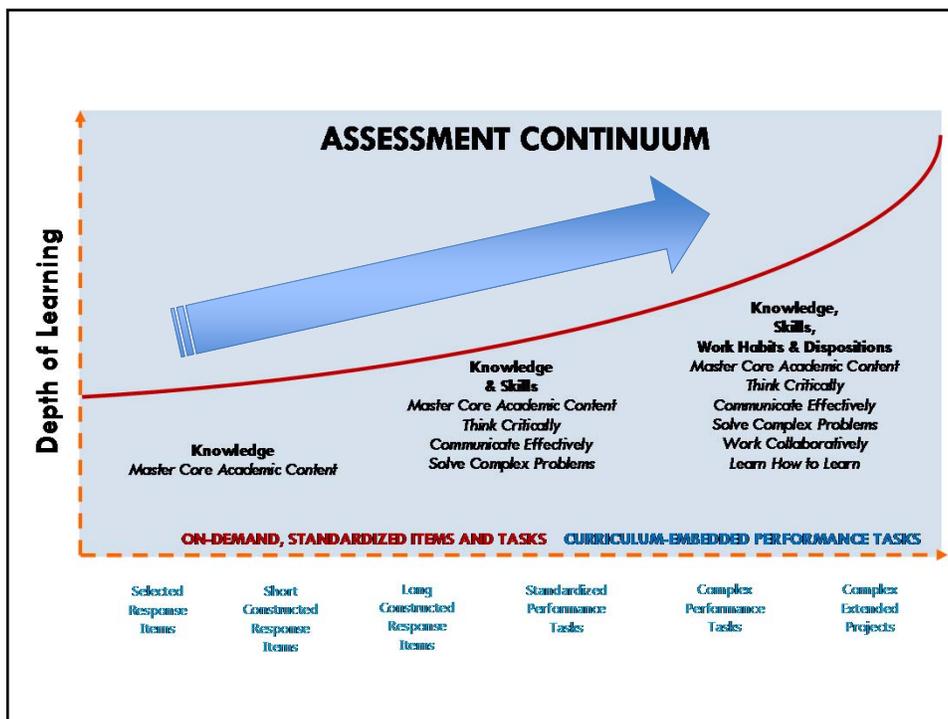
## Why PACE?

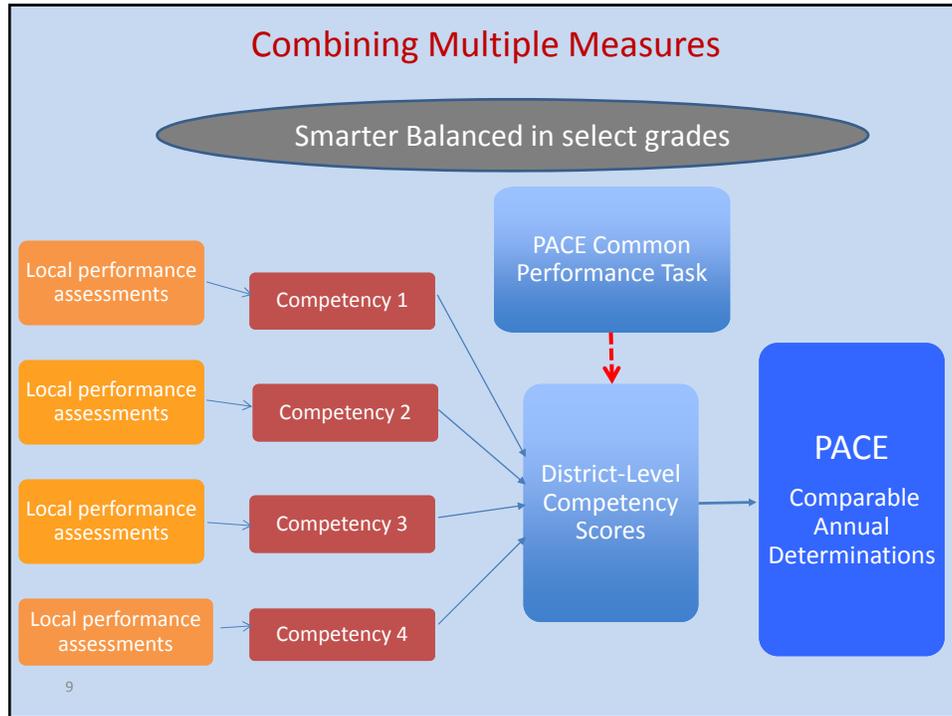


We believe that accountability in learning is not about taking a single test—  
Rather, it is about assessing for competency in multiple and varied ways.

Resource: Accountability for College and Career Readiness: Developing a New Paradigm. \*

\*Darling-Hammond, L., Wilhoit, G., & Pittenger, L. (2014). Accountability for college and career readiness: Developing a new paradigm. *Education Policy Analysis Archives*, 22(86). <http://dx.doi.org/10.14507/epaa.v22n86.2014>





## What does NH's Pilot System look like?

### Federal Assessment

#### **SBA: Smarter Balance Assessment**

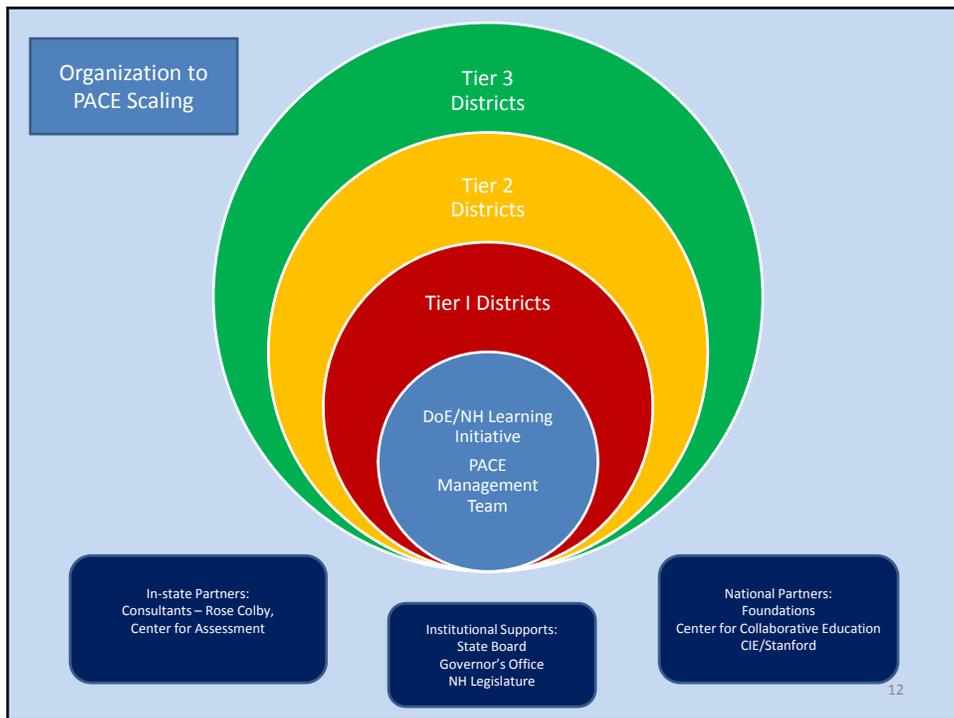
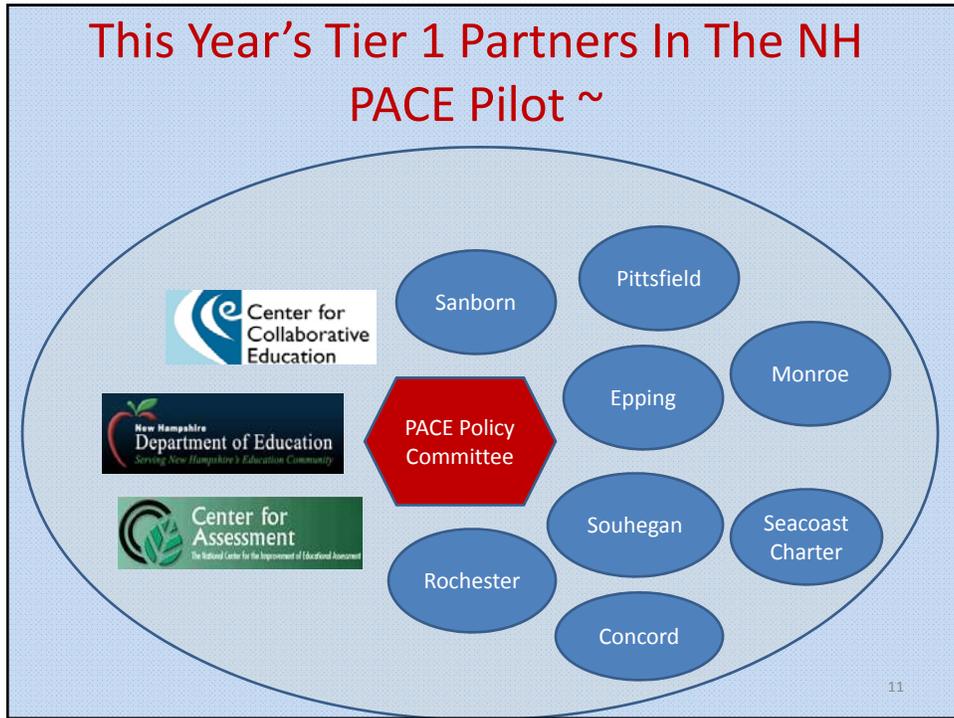
The SMARTER BALANCE Assessment once at each grade span will provide a national standardized monitoring tool to measure student progress using a yearly growth determination. SAT will take the place of SBAC for 11<sup>th</sup> grade this year.

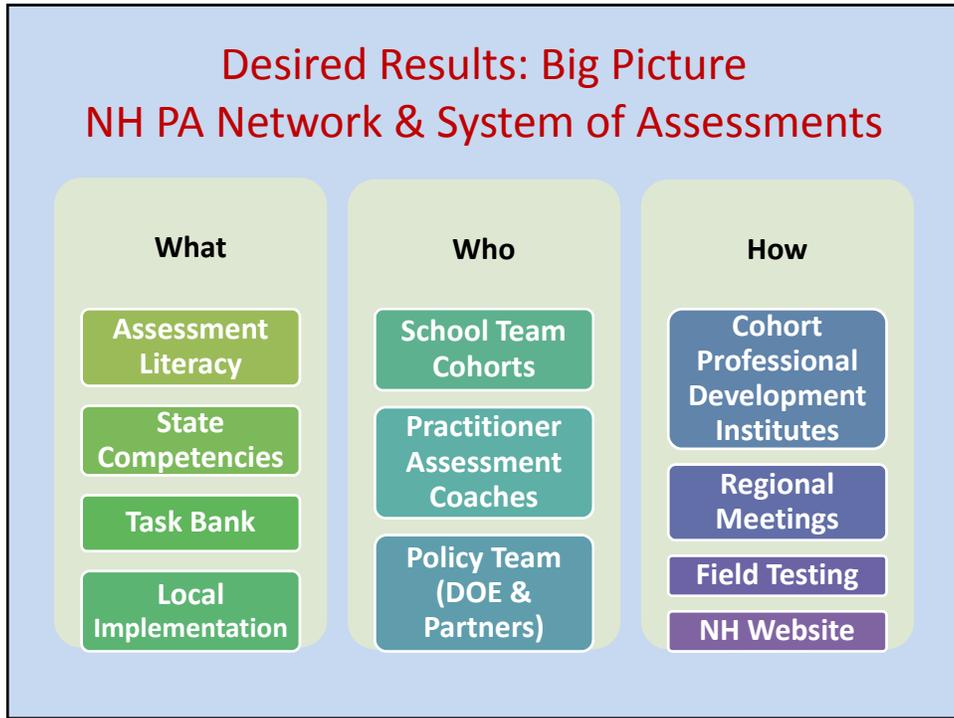
### State, District, Course Assessment

**PACE: Performance Assessment for Competency Education:** *Common performance tasks shared across all Pilot districts.* PACE performance assessments are reviewed by outside assessment experts who review the assessment for content, rigor, and validity.

### District, Course Assessment

**PAs: Performance Assessments/Tasks** measure state and course competencies and are administered at the district level. Data is derived from competency based grading systems in place.





**Common and Local summative performance-based assessments and Smarter Balanced administered by grade and content areas in all PACE districts.**

Grade	ELA	MATH	SCIENCE
K-2	Local PAs	Local PBA	Local PBA
3	<b>Smarter Balanced</b>	<b>Common PACE PBA</b>	Local PBA
4	<b>Common PACE PBA</b>	<b>Smarter Balanced</b>	<b>Common PACE PBA</b>
5	<b>Common PACE PBA</b>	<b>Common PACE PBA</b>	Local PBA
6	<b>Common PACE PBA</b>	<b>Common PACE PBA</b>	Local PBA
7	<b>Common PACE PBA</b>	<b>Common PACE PBA</b>	Local PBA
8	<b>Smarter Balanced</b>	<b>Smarter Balanced</b>	<b>Common PACE PBA</b>
9	<b>Common PACE PBA</b>	<b>Common PACE PBA</b>	<b>Common PACE PBA</b>
10	<b>Common PACE PBA</b>	<b>Common PACE PBA</b>	<b>Common PACE PBA</b>
11	<b>Smarter Balanced</b>	<b>Smarter Balanced</b>	<b>Common PACE PBA</b>
12	Local PBA	Local PBA	Local PBA

## Multi-Stage Peer Support & Review (PACE)

- Initial peer review of local competencies and assessment system plan includes:
  - **Performance expectations** (appropriate rigor) Comparable within school, among schools, among districts
  - Coherence of **course competencies** with graduation competencies
  - **Alignment of system of assessments** with competencies
  - Plan for **aggregating** and **reporting** annual achievement and growth results
  - **Implementation plan** for supporting educators and for ensuring quality and comparability of assessment results

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## Multi-Stage Peer Support & Review

- **Second** stage review of initial results
  - Examination of **initial achievement** and **growth results**
  - **Comparison** of **local assessment** results with **Smarter Balanced** results
  - Initial **review** of **technical quality** of the system and sample assessments
    - Alignment
    - Accuracy and Consistency (reliability)
    - Fairness
    - Competency determinations

Accountability Reform in NH September 23,  
2014

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## A National Demonstration

- Technical Advisory Council (TAC) -- National Psychometricians and other educational experts met in April 2015 to review the PACE model and advise on its efficacy.
- Reports on Progress to USED– Monthly
- Comprehensive Formative and Summative Evaluation

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