Expanding Admission Processes for Equity and Access: Evaluating Performance Assessments During the Application Review

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<table>
<thead>
<tr>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCA Initiative Overview</td>
</tr>
<tr>
<td>What are performance assessments and what is their value</td>
</tr>
<tr>
<td>State Collaborative Partnerships</td>
</tr>
<tr>
<td>Piloting the RCA Initiative</td>
</tr>
<tr>
<td>Wheaton’s Experience</td>
</tr>
</tbody>
</table>
Fostering Deeper Learning in K–12 Through Higher Education

Effective transfer of quality information on student learning via performance assessments

2019 RCA Pilot
K–12 & IHE learning community to increase quality, equity, and access

K–12 institutions using high-quality deeper learning approaches and performance assessments.

Colleges and universities incorporate trusted, high-quality performance assessment artifacts into admissions, placement, and support decisions.

Students gain access to rich, authentic deeper learning experiences and more equitable opportunities for successful higher education experiences.
The Evolution of the RCA Initiative

June 2017
1st Convening
Tested & Validated the Vision

2017-2018
Task Forces
- Recognition
- Technology
- Leading Places

May 2018
2nd Convening
Feedback on the Task Forces’ Recommendations

2018-19
Work Strands
- Criteria
- Transfer of student info
- Pilots

May 2019
3rd Convening
Workshopping the Work Strands

2019-2020
Pilot RCA
K-12 & IHE learning community to increase quality, equity, and access
RCA Activities

Developing a set of research-based criteria to describe the system-level quality and rigor of performance assessments

Adapting and leveraging existing technology platforms to facilitate the “handoff” of performance assessment information

Launching regional and state partnerships to pilot the use of performance assessment information in higher education admissions, placement, and success.
## Assessment Continuum

**Descriptions**

- **Narrow Assessment**
  - Standardized, multiple-choice tests of routine skills
  - One-time, brief performance tasks
  - System of performance tasks
- **Deeper Learning**
  - Standardized tests with multiple choice and constructed response items, plus performance tasks of some applied skills
  - Longer, deeper investigations and exhibitions, that require students to initiate, design, conduct, revise and present their work
  - Student-designed projects

**Examples**

- **Narrow Assessment**
  - Traditional tests
    - Examples: Smarter Balanced Assessments, New York Regents Exams
  - One-time, brief performance tasks
    - Examples:
  - System of performance tasks
    - Examples:

- **Deeper Learning**
  - Examples:
    - Envision Schools
Transfer of Student Information

Key Members of the RCA Learning Community:

- **THE COMMON APPLICATION**
- **SlideRoom**
- **NACAC**

**Student**
- Request transcripts to be sent
- Request score reports to be sent

**K-12 school**
- Sends student transcript (directly or through transcript service) and accompanying school profile

**Institutes of higher education**
- Sends score reports
- Information compiled into application profile

**Testing services**
- Sends application materials
Partners with more than 800 Colleges and Universities

Works with IHEs in 49 states, DC, and multiple countries

Collaboration with SlideRoom to support submission of student work
RCA Partnerships

Setting a Vision

Improving & Scaling

PIloting Use of Performance Assessment

Planning to Achieve Desired State

Assessing Current State
RCA is an invitation to join a network of institutions excited about the need for innovation in admissions

<table>
<thead>
<tr>
<th>Institutions of Higher Education are expected to...</th>
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<tbody>
<tr>
<td>▪ Demonstrate a <strong>commitment to advancing equity</strong></td>
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<td>▪ Use <strong>performance assessments</strong> for at least a subset of their upcoming admit class</td>
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<td>▪ Confirm all admitted students in this initiative as <strong>full admits</strong></td>
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<td>▪ Participate in periodic RCA <strong>meetings</strong> with other colleges and universities</td>
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<th>High Schools are expected to...</th>
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<td>▪ Have an <strong>established program history</strong> of high-quality performance assessment</td>
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<tr>
<td>▪ Support students in taking advantage of including performance assessment materials in their <strong>Common Application</strong></td>
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Colorado: A Leading Place

Setting a Vision

Assessing Current State

Planning to Achieve Desired State
Piloting Use of Performance Assessment in New England
Piloting Use of Performance Assessment in New England

2019 Admissions Page
SNHU is excited to share their participation in the Reimagining College Access (RCA) pilot; a program launched by the Learning Policy Institute designed to create opportunities for students to provide evidence of their deeper learning and higher-order skills in the college application process. As a result, first-year students applying to SNHU for the fall 2020 semester will be invited to submit performance assessment artifacts as part of their Common Application. This is entirely optional and not a requirement for admission.


2019 Common Application
SNHU is committed to getting to know applicants and their individual passions, and welcomes the submission of supplementary materials as part of the application process. If you would like to submit a compilation of work, portfolio, video clip, or other artifact that demonstrates your unique talents and interests, you are invited to do so below. Please know submitting supplementary work is entirely optional, not required for admission, and will not impact your application negatively.*

Yes

Continue

Piloting Use of Performance Assessment in New England

**Kick-off (Fall 2018)**
- 1:1 conversations with invited higher education participants
- Confirm participation

**Design and Planning (May, 2019)**
- Attend an in-person kick-off meeting for the initiative (late May)
- Finalize plan, objectives and timeline

**Preparation (Jun-Aug, 2019)**
- 1:1 orientation sessions for admissions teams and support staff
- Collaborate with Common App and SlideRoom to operationalize performance assessment capability

**Launch (Aug and beyond)**
- 2019-20 application goes live August 1 and includes performance assessment option
- Ongoing access to peer institutions involved in this initiative
- Continued support from Common App
- Resources and support to help assess the effectiveness of these innovations
Questions to Think About

- What currently exists in your system that supports admissions beyond traditional grades and standardized test scores?
- What types of students do you hope become a part of your student population as a result of your admissions process?
- What type of evidence do you think performance assessments might be able to provide, that you are not getting from existing data points?
- Who are key stakeholders in your state that would need to be part of a regional or state partnership or collaborative that learned about and pilots RCA?
Piloting Use of Performance Assessment at:

Judy Purdy
Director of Admission
Wheaton College (MA)
Deeper learning is foundational to Wheaton’s educational approach, which emphasizes interdisciplinary studies and hands-on learning with real world experiences. We want students to make authentic connections between the learning they do in the classroom and what they will take out into the world. Because our students will be immersed in deeper learning experiences, performance assessments provide an opportunity to learn more about the student who wants to make a difference, is curious about learning in non-traditional ways and has challenged themselves in and out of the classroom.

- Judy Purdy, Director of Admission
Wheaton Admission Portfolio

This year Wheaton College is partnering with Reimagining College Access in an optional pilot program that will allow students to submit actual student work as part of their application to Wheaton. This may include students who, either individually or with the help of their high school, have created a portfolio or a compilation of their work, as part of classwork or a project. Please understand that not submitting work will not impact your application negatively. The optional Wheaton Admission Portfolio is an opportunity to tell us more about what makes you unique through open-ended format.

As part of your optional Wheaton Admission Portfolio, you may choose to submit:

• a report or publication you authored
• a recorded presentation or discussion you led (audio or video)
• entrepreneurial, leadership or community service pursuits
• other samples of your work that have meaning to you
Program Requirements

**Applicant Instructions**
Artifact & Description: Upload a document or artifact that represents something significant about your life to show your learning in action. Describe how your artifact demonstrates your learning in action.

**Media**
Number of Items: 1 - 4
Media Types: Images, Video, Audio, PDF, 3D Models
Embedded Media: Allow
Larger Files: Do not accept
Program Evaluation

As part of our evaluation we hope to learn something about you and your style of learning through your presentation. We will look for the following items as we assess the strength of the portfolio.

1. Is the project clearly defined?
2. Was the student successful in presenting the project clearly?
3. Is the presentation fluid, comprehensive, and easy to follow?
4. What platforms did the student use (i.e. written, video, slides, poster, etc.) and where those done well?
5. Was the project submitted for a grade and if so how was it assessed?

Each portfolio will be given a rating and will add to the overall strength of the student’s application. We review our applications with a holistic approach. We look at the overall strength of the application from academics to activities. We understand the amount of work it takes to submit a portfolio and will include the submission of a portfolio as another important element of an application. These portfolios provide us a with an opportunity to evaluate the student outside of a typical transcript or resume.
We anticipate that piloting the use of performance assessments will:

- Enhance both admissions practices as well as outcomes for diverse, college-ready students.
- Provide a more complete picture of prospective student knowledge and skills, particularly borderline applicants.
- Foster thought partnership and collaboration with peer institutions and experts in performance assessment.
- Support the incorporation of performance assessments into existing admission processes, via the Common App.
- Provide additional, contextual information to supplement application materials.
- Potentially for improve placement and advising.
Thank You!

For more information, visit
learningpolicyinstitute.org/rca

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