

Developing Performance Indicators in Preparation for Rewriting NEDP Tasks



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Objectives

- Present an Overview of the Competency Revalidation Process
- Present the Process for Revising the 1992 Performance Indicators as a Blueprint for Task Redesign
- Discuss Plan to Redevelop and Revalidate Task Assessments

THE COMPETENCY REVALIDATION PROCESS

Background

- NEDP competencies last validated in 1992
- Feasibility study (2005) suggested alignment with rigorous high school completion standards
- Competencies need revalidation every 5-7 years
- Competency revalidation essential first step before revision of NEDP Tasks (assessments)

Competency Revalidation Goals

- Ensure relevance to the demands of the 21st century
- Ensure NEDP competency alignment with more comprehensive high school graduation requirements
- Ensure that NEDP graduates are well prepared to enter post-secondary education and for the world of work

Competency Categories

- Communication and Media Literacy (1-8)
- Applied Math/Numeracy (9-25)
 - Number Sense and Operations
 - Algebra
 - Geometry and Measurement
 - Statistics and Probability
- Information and Communication Technology (26-28)
- Cultural Literacy – Interpreting the Arts: Fine Arts, Music, Drama, and Film (29-31))
- Health Literacy (32-36)

Competency Categories...continued

- Civic Literacy and Community Participation (37-42)
- Geography and History (43-47)
- Consumer Awareness and Financial Literacy (48-52)
- Scientific Inquiry (53-58)
- Twenty-First Century Workplace (59-70)

Note: More “academic” competencies have examples of life skill applications to underscore relevancy

Performance Indicators – Next Step

Prior to task redevelopment, performance indicators need to be developed that will specify the explicit outcomes needed to demonstrate each competency

Alignment of New Competencies to 1992 Performance Indicators

- 1992 Performance Indicators have been aligned to relevant 2008 competencies
- This will serve as a baseline to determine:
 - Which PIs will remain unchanged
 - Which PIs will need revision or updating
 - Which competencies will need PIs to be developed

Performance Indicator Development Process

1. Revalidated NEDP Competencies

2. Draft PIs, based on:

- current content standards
- other relevant validation sources

3. SME review of draft PIs, based on standardized criteria:

- relevance
- high criticality
- high frequency
- Webb DOK
- breadth of content
- fairness and equity

4. PI validation

5. Begin Task development

Process For Revising And Revalidating PIs

With assistance from the Technical Advisory Group (TAG), NEDP practitioners and subject matter experts (SMEs):

- Established criteria and review process to draft revised performance indicators, linked to appropriate competencies, and to identify those that meet the criteria, need revision, or should be deleted
- Established process for developing new performance indicators as needed

PI Plan...Continued

- Ensure alignment with state graduation standards, 21st Century skills, critical work skills, and post secondary education and training enrollment requirements
- Finalize revalidated PIs
- Identify all current assessment items that align with validated performance indicators

Sample Performance Indicator Revision

Competency 36: Interpret information about nutrition, healthy diets, food safety, and personal fitness.		
	<i>Existing PI (1992)</i>	<i>Proposed Rev. PI (2009)</i>
PI Statement	Identify the four food groups: a) dairy; b) meat, fish, or protein alternative; c) breads and cereals; d) fruits and vegetables	Interpret nutrition information to outline two balanced, daily eating plans based on the food pyramid, including: a) a day's plan that includes a fast food meal; and b) a day's plan that includes a home-cooked meal
Webb DOK	1	3
Foundation Comps	Reading	Reading, writing, ICT, media lit.
Technology	Paper/pencil	Online nutrition & menu info, word or excel document
Content Standard	n/a	Demonstrate the ability to access valid information, products, and services to enhance health

Performance Indicator Review Matrix

Competency 34 – Identify protective techniques for ensuring good health

(Draft)

<i>Performance Indicator</i>	<i>Relevance</i>	<i>High Criticality?</i>	<i>High Frequency?</i>	<i>Webb DOK</i>	<i>Comments and/or Suggested Revisions</i>
34.1) Describe three strategies or methods for addressing two areas of health planning, including: a) family planning; b) elder care; c) care for a chronic condition; d) terminal care; e) post-hospital care f) family care taker needs; or g) vaccinations.	1 – 2 – 3 – 4 (least to most) 1 - not relevant	1 – 2 – 3 – 4 (least to most) 1 - not critical	1 – 2 – 3 – 4 (least to most) 1 - infrequent	1-2 – 3 – 4 (levels) 1 - recall	34.1)
34.2) Identify # symptoms of stress, anxiety, or depression, and describe # strategies and/or resources that can address this condition.	1 - not relevant	1 - not critical	1 - infrequent	1 - recall	34.2)

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|-----------------|------------------|------------------|-------------|
| ↓ | ↓ | ↓ | ↓ |
| 1 Not relevant | 1 Not critical | 1 Infrequent | 1 Recall |
| 2 Weak rel. | 2 Low crit. | 2 Low freq. | 2 Concepts |
| 3 Moderate rel. | 3 Moderate crit. | 3 Moderate freq. | 3 Strategic |
| 4 Strong rel. | 4 High crit. | 4 High freq. | 4 Extended |

Webb Depth of Knowledge Levels

Level 1 - Recall and Reproduction

Level 2 - Skills and Concepts

Level 3 - Strategic Thinking

Level 4 - Extended Thinking

Competency Revalidation and PI Development: Selected Sources

- 1992 NEDP Competency List
- NEDP states' standards, including pilot states (e.g., California)
- Partnership for 21st Century Skills
- Manufacturing Skills Standards Council (MSSC) Standards
- National Governors Association (Achieve)
- International Society for Technology in Education Standards

Competency Revalidation and PI Development: Selected Sources...Cont'd

- National Councils of Teachers
 - English
 - Math
 - Science
 - Social Studies
- National Institute for Health
- National Standards for Arts in Education
- American Council of Education (Alignment of National and State Standards)

Competency Revalidation and PI Development: Selected Sources...Cont'd

- U. S. Department of Treasury (Financial Education)
- Media Professionals from Public Broadcasting
- CASAS Study - Meta-Analysis across Business and Industry Sectors
- CASAS National Consortium Content Standards

Assessment Development Plan

- Develop a blueprint that specifies the assessment content, methods and strategy for validating the assessment tasks
- Develop assessment tasks, as needed, that meet the blueprint specifications

Assessment Development Plan...Continued

- Convene a bias, fairness and sensitivity panel to review all items to ensure that items are free of any bias and are fair to all candidates
- Begin field testing all new and revised assessment items and data collection and analysis process with existing NEDP candidates
- Establish a plan for incorporating the validated assessment items (tasks) into the NEDP process

DISCUSSION

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