

CT Superintendent's **Community of Practice**

October 27, 2015

Series

Facilitators

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Strengthening Today's Schools for the World of Tomorrow

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Series Outcomes

- build capacity to implement mastery-based learning at scale across a school district
- explore and share ideas and strategies underway or planned in alignment with implementation
- create a network of like-minded educators for political and cultural support

Meeting Dates

- ⇒ September 22, 2015—Cromwell, Crowne Plaza
- ⇒ **October 27, 2015—New Haven**
- ⇒ December 8, 2015—Farmington
- ⇒ January 26, 2016—location TBD
- ⇒ March 1, 2016—location TBD
- ⇒ May 3, 2016—location TBD

Agenda

Welcome & Agenda Overview

What are Scoring Criteria?

Presenting a Dilemma

District Updates

Closing and Next Steps

Group Norms

- Build on and support one another's efforts
- Acknowledge and encourage different approaches as we collaborate
- Trust the integrity of our colleagues
- Monitor our air time in group gatherings
- Communicate openly, clearly, and directly
- Acknowledge and honor different perspectives
- Assume positive intentions of all members
- Honor confidentiality regarding the conversations held here

Participant Expectations

- Follow and support the norms
- Attend all PLG meetings
- Contribute as able between meetings

MASTERY-BASED LEARNING

Is not a stand-alone intervention

MASTERY-BASED LEARNING

Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature

Mastery-Based Learning Simplified



Cross-Curricular Graduation Competencies define a set of significant learning concepts that are not within the domain of a single content area, but are embedded in multiple areas. These are drawn from the Mathematical Practices of the Common Core, the Characteristics of Students Who are College and Career Ready from the ELA Common Core, and associated Connecticut state standards.

Content-Area Graduation Competencies define a set of significant learning concepts in each content area. These are drawn from the Math Common Core and English/Language Arts Common Core and associated Connecticut state standards.

Required for Graduation	Reporting Method		Assessment Method
YES	Transcript and Report Cards	Cross-Curricular Graduation Competencies 5-8 school-wide competencies	Demonstration by Body of Evidence Portfolios, exhibitions, and other culminating demonstrations of learning are assessed
YES	Transcript and Report Cards	Content-Area Cluster Competencies 5-8 competencies per content area	Verification and Proficiency Student progress toward the achievement of competencies is determined and reported
NO	Progress Reports	Performance Indicators 5-10 indicators per content-area competency	Common School-Wide Assessments Common summative assessments ensure greater consistency in the evaluation of student learning
NO	Feedback to Student	Unit-Based Learning Objectives Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators	Formative Teacher Assessments Ongoing formative assessment is used to evaluate student learning progress





Graduation Competency



Performance Indicator

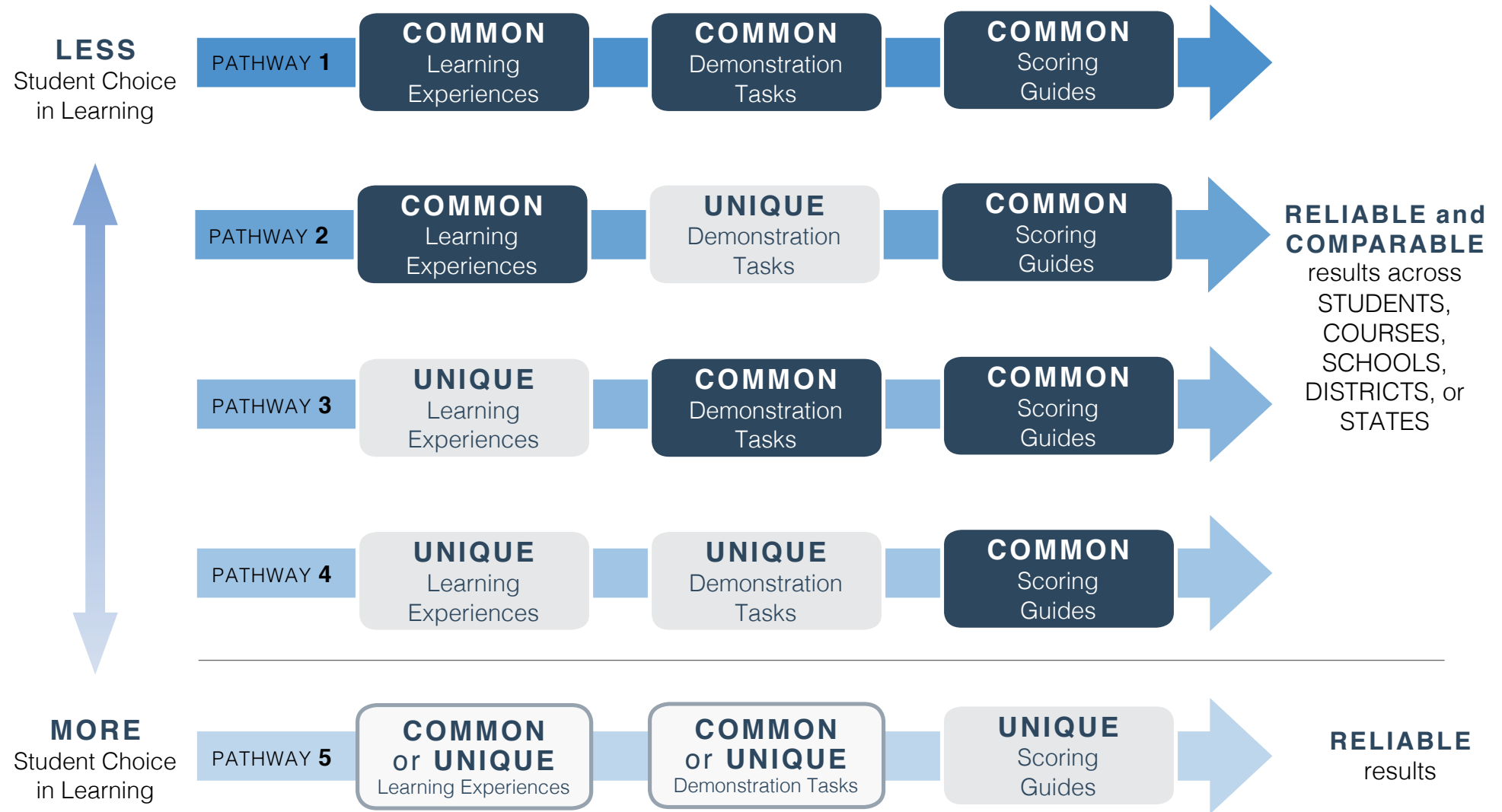


Learning Objective

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

We believe that reliability results from the careful alignment of demonstrations tasks and instruction with intended learning outcomes. Comparability is possible when teachers assess student work with task-neutral common scoring guides and have time to calibrate their understanding and use. The graphic below represents five general learning pathways and how they can be assessed. While each of these has instructional value, only the first four will lead to greater comparability over time because they are assessed using common scoring criteria. We believe that these pathways are valuable and represent the many ways educators are personalizing learning for students in a proficiency-based learning system.



Assessment Development

Step #1: Establish a system of college and career-ready content graduation competencies

- a) District-wide content-area **graduation competencies established**.
- b) Series of **performance indicators** aligned to each content-area graduation competency established for each set of grade spans (e.g. K-5, 6-8, and 9-12; could also be developed for smaller grade spans, or even for each specific grade level).

Assessment Development

Step #2: Establish Foundation

- a) In vertical content area teams, determine where each graduation competency and performance indicator is currently assessed within existing courses, learning experiences, and pathways. Then **conduct a gap analysis and make necessary adjustments** to ensure that every possible pathway a student might take toward graduation provides sufficient opportunities to demonstrate their learning against every competency.
- b) **Develop clear and descriptive scoring criteria** aligned to each performance indicator for every content-area graduation competency.

Assessment Development

Step #3: Implement proficiency-based learning

- a) As teams consider their standards mapping document and/or their assessment mapping document, they may opt to **identify one or more common assessment tasks to develop or revise** collaboratively.
- b) Once assessment tasks are created, **use the backward design process to design units (or learning experiences)** that will provide students with ample opportunities to acquire the knowledge and practice the skills necessary to successfully complete the expected related assessment task. Educators may plan and initiate formative assessment tasks that check on understanding against a series of learning objectives in order to provide clear and descriptive feedback to students in an on-going, consistent manner as they learn and collectively achieve the level of knowledge and skill associated with the performance indicator(s).

Assessment Development

Step #3: Implement proficiency-based learning

- c) After determination of student readiness, **provide the assessment task**. Use the appropriate scoring guide to judge the quality of student work, determine proficiency level, provide clear and actionable feedback, and inform specific next steps for each student to take in order to prepare them for success in either the next task or – if they have not been successful – provide them with another opportunity to demonstrate their proficiency.
- d) **Develop a comprehensive intervention and support system** for students who need additional help (or time) to acquire the necessary knowledge and skills to meet all expected graduation competencies.
- e) Ensure that teachers (either in content-area or grade-level PLGs) have ample opportunity to **review and refine their scoring criteria, assessment tasks, and units** as well as calibrate their scoring judgments and subsequent offering of clear and actionable feedback.

Assessment Development

Step #4: Provide multiple pathways for students to personalize their learning

- a) **Develop Personalized Learning Plans** with every student (e.g. VT) that build on the interests and skills of the student; and allow for regular reflection, revision and communication of progress with educators, an advisor, and family.
- b) **Establish a system of pathways** for students that is firmly grounded in equity to ensure that each pathway provides opportunities to demonstrate learning in ways that honors a student's interests and learning style while also maintaining the same graduation competencies and levels of rigor. Students should be able to enter and exit pathways as their interests and skill sets evolve over time.

Assessment Development

Step #2: Implement proficiency-based learning

b) **Development of clear and descriptive scoring criteria** aligned to each performance indicator for every content-area graduation competency.

Crafting Scoring Criteria:

Design Guide- 5 Components

Scoring criteria:

- Are **task neutral**
- Are aligned with the **level of cognitive demand** in the Performance Indicator
- Include **all elements** of the Performance Indicator
- Describe **complexity** rather than frequency
- Focus on **what students can do** rather than deficiencies

Avoid Terms Focused on Frequency

FREQUENTLY

RELIABLY

RARELY

NEVER

Use Terms Focused on Cognitive Demand

CREATE

EXPLAIN

RECOGNIZE

DESCRIBE

Designing Scoring Criteria:

Continuum of Achievement

Cognitive Demand	Weaker Statements	Stronger Statements
<ul style="list-style-type: none">• What depth of knowledge does the performance indicator demand?• Are there defined levels of achievement and rigor associated with each level of proficiency?• Do the scoring criteria identify complexity rather than frequency?	<ul style="list-style-type: none">• Lists tasks specific to assessments• Emphasizes only frequency rather than cognitive demand (e.g. rarely, sometimes, never; 1, 2, 3 times)• Leaves out elements of the performance indicator• In the “partially meets” or “does not meets” categories, describes deficits, rather than describing what a student can do	<ul style="list-style-type: none">• Can be applied to a variety of assessments or tasks• Applies Bloom’s Revised Taxonomy, Marzano’s New Taxonomy, or Webb’s Depth of Knowledge scales when defining levels of achievement• Includes all elements described in the performance indicator• Describes what a student knows or is able to do at each level of proficiency

Designing Scoring Criteria:

Sample

1	2	3	4
I can describe linear and exponential functions as increasing/growth or decreasing/decay.	I can recognize how a linear or exponential function must change for a particular problem.	I can explain the starting value and the change factor for a linear and exponential function.	I can create models for real world problems in terms of linear and exponential functions.

Describe

Recognize

Explain

Create

Designing Scoring Criteria:

Sample

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12-7)	I can list some specifics about a topic that would help develop my understanding	I can identify broad questions that are relevant to my studies and focus my research	I can construct open-ended questions that build on one another and require evidence and support	I can analyze my own research questions to refine them based on my earlier questions and learning

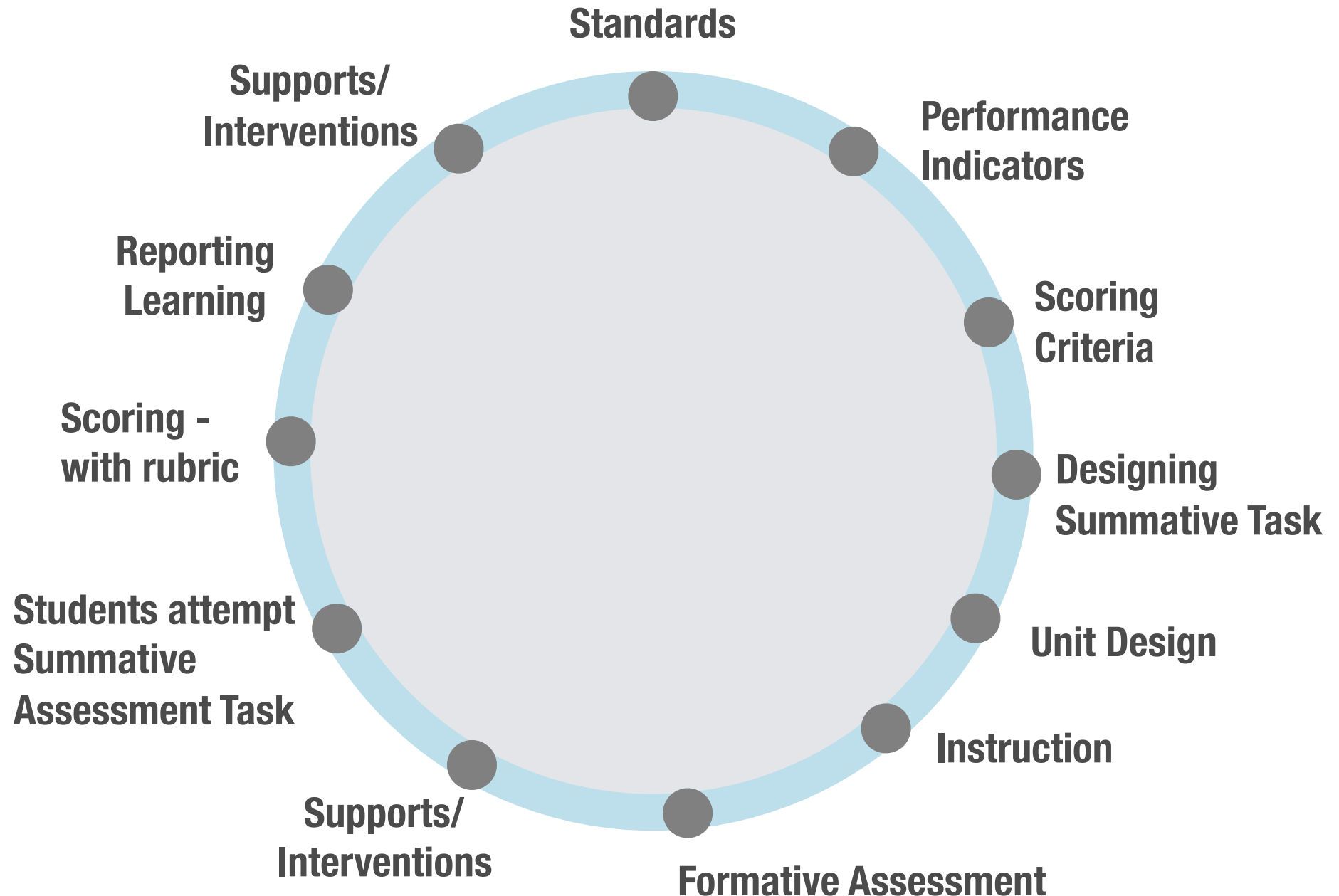
Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)	Student is able to locate an element on the periodic table	Student is able to locate an element on the periodic table, identify its basic properties, and determine the number of electrons in the outermost energy level.	Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the pattern of electrons and other characteristics of that element.	Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)	Student is able to determine the outcome of a simple chemical reaction.	Student is able to determine the outcome of a simple chemical reaction and explain it in relation to the element's location on the periodic table	Student is able to use their knowledge of the periodic table to predict the outcome of simple chemical reactions. Student is able to explain the outcomes by explicitly referencing the periodic table and its inherent patterns.	Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.
B. Use evidence and logic appropriately in communication	Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.	Student includes information from several sources and analyzes or compares the information from these sources.	Analyze and integrate carefully selected evidence from diverse sources and incorporate the relevant pieces into the finished work, analyzing or comparing the information from these sources	Apply evidence in a novel or unfamiliar situation to design a model or solution.

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)	Student is able to locate an element on the periodic table, but is unable to describe the relationship between the pattern of electrons and other characteristics of that element.	Student is able to locate an element on the periodic table, but is unable to describe the relationship between the pattern of electrons and other characteristics of that element.	Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the pattern of electrons and other characteristics of that element.	Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)	Student is able to determine the outcome of a simple chemical reaction, but is unable to explicitly reference the periodic table and its inherent patterns.	Student is able to determine the outcome of a simple chemical reaction, but is unable to explicitly reference the periodic table and its inherent patterns.	Student is able to use their knowledge of the periodic table to predict the outcome of simple chemical reactions. Student is able to explicitly reference the periodic table and its inherent patterns.	Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.
B. Use evidence and logic appropriately in communication	Recognize ideas, concepts, problems, or varied perspectives on a topic or concept but does not use reasoning to generate a clear claim.	Student includes information from these sources, but does not analyze or compare the information from these sources.	Analyze and integrate carefully selected evidence from diverse sources to support a claim. Student is able to analyze or compare the information from these sources.	Student is able to use evidence in a novel or unfamiliar situation to design a solution.

From Standards to Units





Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

www.greatschoolspartnership.org/proficiency/

- State + Local Policies
- State + Local Standards
- Assessment + Verification
- Grading + Reporting

Consultancy

Step 1: Presentation of Dilemma (10 minutes)

Step 2: Audience asks clarifying questions (5 minutes)

Step 3: Audience asks probing questions (10 minutes)

Step 4: Audience conversation: What did we hear? What do we think about the problem? (15 minutes)

Step 5: Presenter response (5 minutes)

Step 6: Debrief the process (5 minutes)

District Updates

- What are 2 – 3 district actions about which you are most proud? How have these actions changed learning for students?
- What is one question or issue that has been perplexing you?

Next Meeting

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