

Proficiency-Based Learning:

A Systemic Approach

February 2015

Welcome

Reed Dyer, Senior Associate

Andi Summers, Senior Associate

WiFi Network (open) =

Materials & Resources:

[http://www.greatschoolspartnership.org/
presentations/vermont-seminar-series/](http://www.greatschoolspartnership.org/presentations/vermont-seminar-series/)

Welcome

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Welcome

Katie Thompson, Senior Associate

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Agenda - Feb. 10

Where We Are Now

Formative Assessment - Essential Criteria

Connecting Formative + Summative Assessment

Break

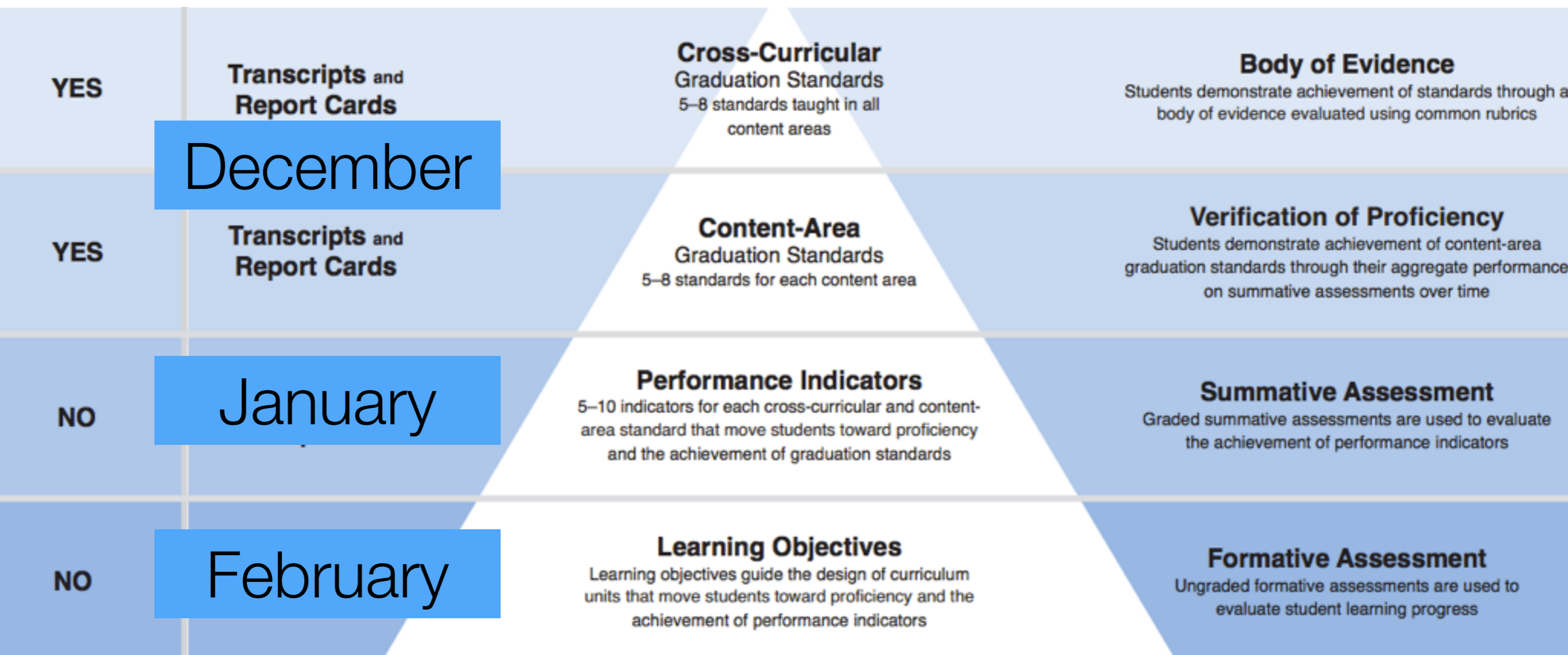
Formative Assessment Systems

Lunch

Team Time

Break-Out: Designing Scoring Criteria

Where We've Been



Where We've Been

Team Time

- Continuous improvement plans
- Cross-District communication/planning
- Planning for professional learning
- Using tools and resources to refine work

Where You Are

Your Personal Learning Plan

- Review your PLP.
- Consider how your PLP might have changed since you first wrote it.
- Identify one aspect of your PLP that you'd like to focus on through the next two days.

Where You Are

Your Personal Learning Plan

- Turn and talk to the person next to you to share your focus area for the next two days.

Outcomes - Today

I can plan formative assessments aligned to summative assessment goals.

Outcomes - Today

I can identify strategies or steps to improve my district's system of formative assessment.

Seminar Series Website



Strengthening Today's Schools for the World of Tomorrow

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Vermont Seminar Series

Vermont Seminar Series

Proficiency-Based Learning: A Systemic Approach is a seminar series focused on supporting districts and school unions in Vermont to implement proficiency-based learning. Here, you can find all the **meeting materials**, our **webinar archive**, and essential **guiding documents and resources** to support your work.

Guiding Documents and Resources

→ [Guiding Documents](#)

→ [Resources](#)

Webinars

→ [11.18.14 | Proficiency-Based Learning: A Systemic Approach](#)

*i*Walkthrough

Empowered Professional Development
for Educators, by Educators

★ THE GLOSSARY OF ★
**EDUCATION
REFORM**

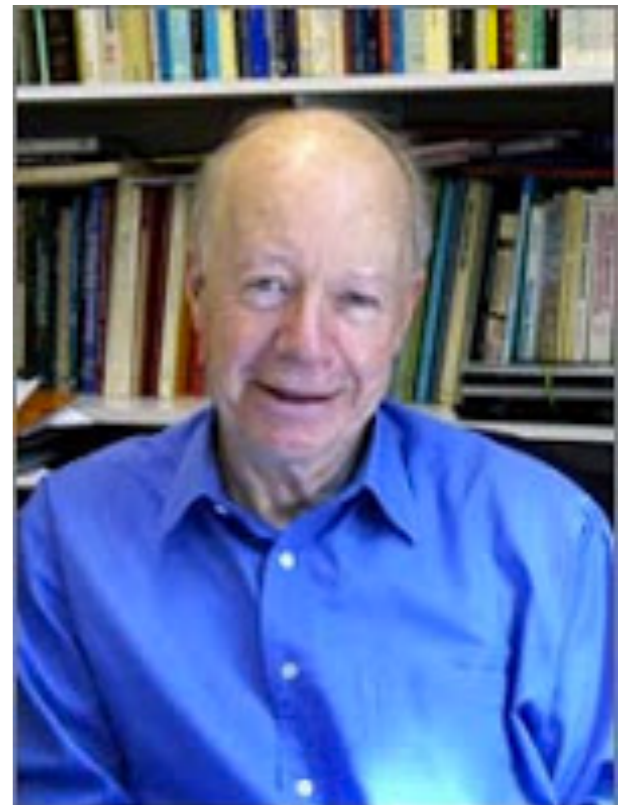
Formative Assessment

“Inside The Black Box”

Essential Question:

Why is formative assessment one of the most critical components of a proficiency-based learning system?

Pick 2-3 passages that help you think about the essential question.



Formative Assessment

Save The Last Word for ME

Roles: Ruthless Timekeeper, Reporter

Process

1. One person reads a quotation out loud. No explanation!
2. Each person has **1 minute** to respond/reflect.
3. The reader has **2 minutes** to reflect on what others have said.
4. Repeat process.
5. Open discussion on essential question (5 min)

Formative Assessment

Essential Question: *Why is formative assessment one of the most critical components of a proficiency-based learning system?*

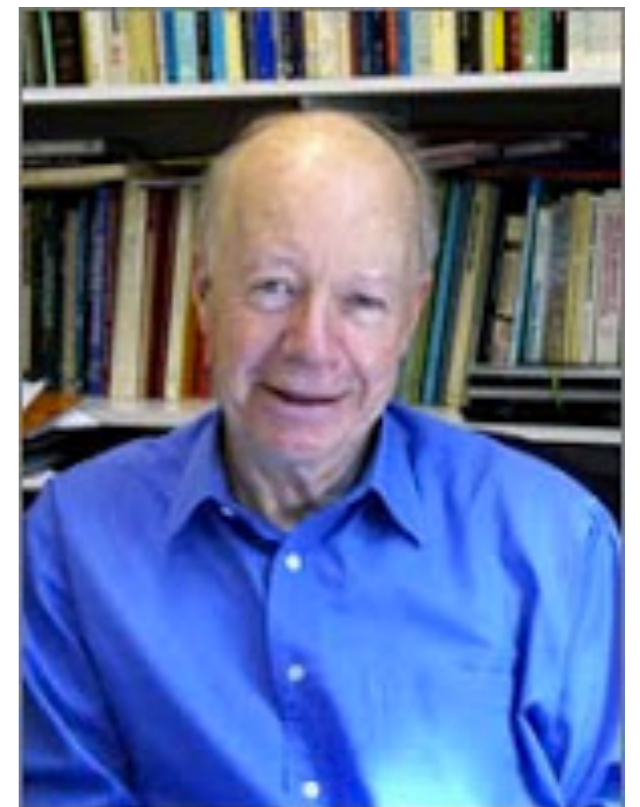
1. Reader reads quotation
2. **1 minute** responses.
3. Reader: **2 minutes** reflection.
4. Repeat process.
5. Open discussion on essential question.

FORMATIVE ASSESSMENT

“Inside The Black Box”

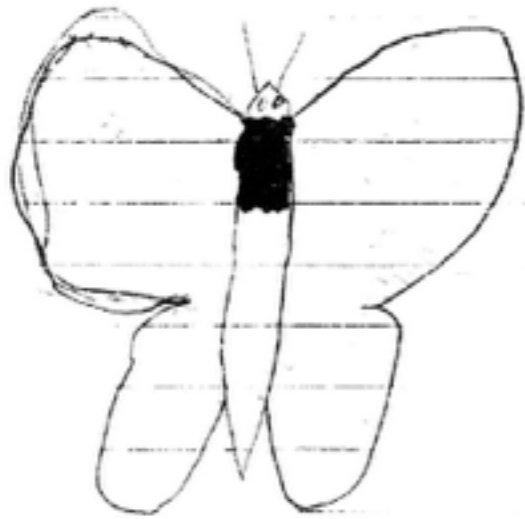
Essential Question:

Why is formative assessment one of the most critical components of a proficiency-based learning system?



Break - 15 Min

Summative-Formative Connection



Summative-Formative Connection

Pre-assesement

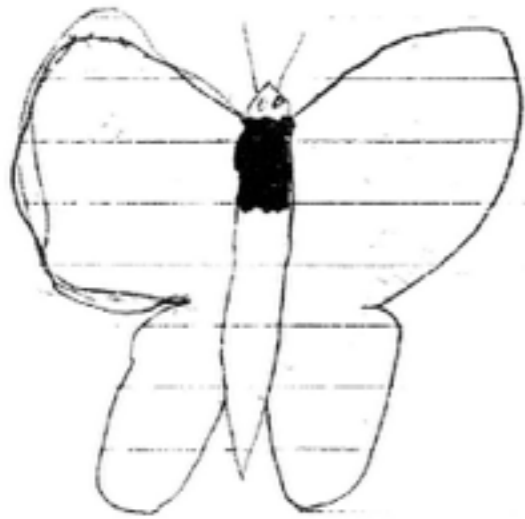
Peer Feedback

Drafts / Revision

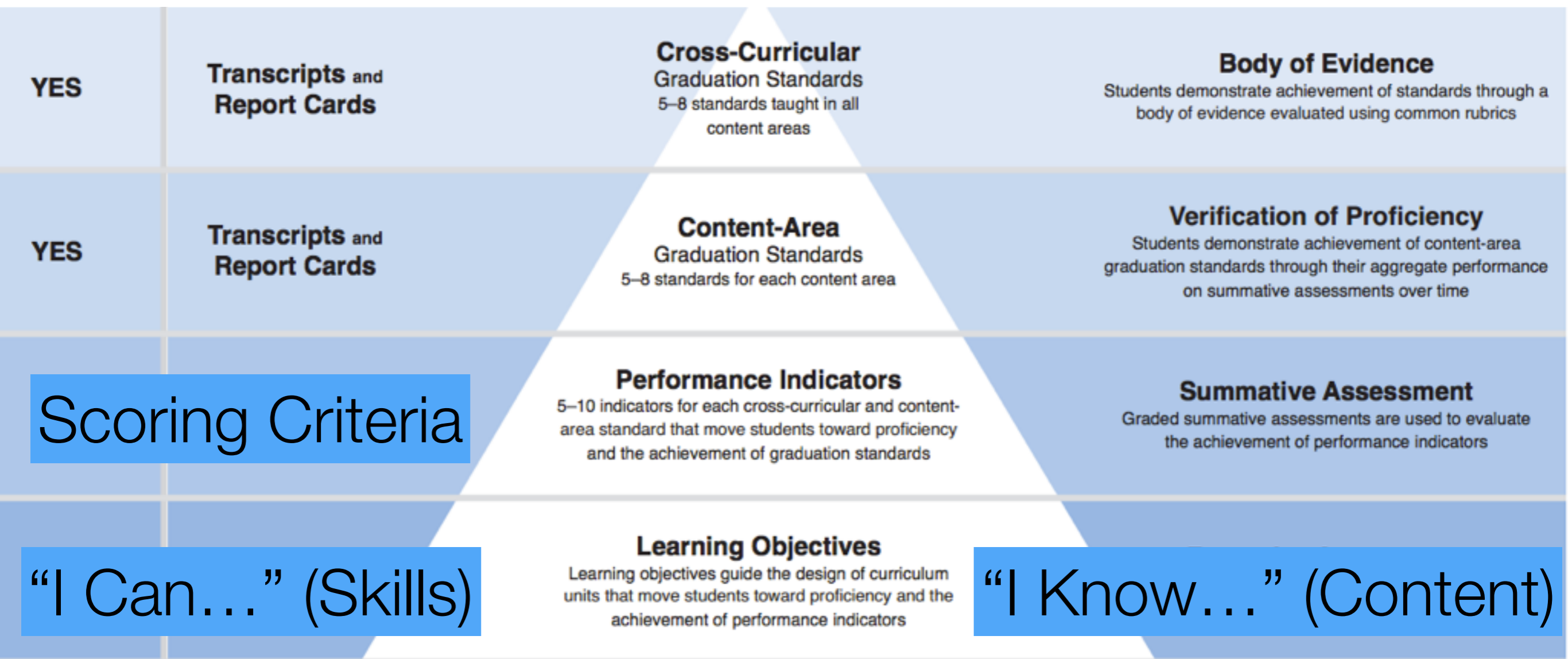
Exemplars /
Criteria

How to Give/
Receive
Feedback

Purpose



Summative-Formative Connection



Summative-Formative Connection

Excerpt from Sample Social Studies Unit ***Connecting Summative Assessments to Formative Plans***

Unit Title: The American Revolution- was it justified?

Grade Level/Course: Grade 8 US History

Stage 2- Evidence of Student Learning

Summative assessment

Students will assume the roles of historical figures and participate in a 1776 colonial town meeting at which they will debate whether to declare independence from Great Britain. Loyalists and Patriots will try to persuade Neutralists to join their side; Neutralists will question the Loyalists and Patriots on their arguments and use/interpretation of evidence and then vote each “round” on which side has the most compelling arguments and rebuttals. All students will use strategic thinking to cite evidence, develop logical arguments and justify their own conclusions or critique conclusions others have drawn. Students who are proficient are able to think strategically and make logical inferences about the perspective the historical person they are role-playing would have had on the events and key laws of 1770s America.

Students will prepare the following materials to use in their town meeting:

- Written speech from perspective of historical person who the student is role-playing (SS 1/E; SS 6 E, GP A.2, A.3)
- Create a visual (poster, google site, twitter feed, etc.) that demonstrates the point of view of character (SS 6/B; GP A.4)
- Nameplate for historical character with “quote” summarizing character’s perspective on independence from Great Britain (GP A.4; SS 6.B)

Summative-Formative Connection

Scoring Criteria (Rubric)

Indicator	1	2	3	4
G.P. A2: Uses evidence and logic appropriately in communication	I can state or list relevant ideas or facts.	I can express my ideas and present some evidence to support them.	I can explain ideas logically and use evidence to support them.	I can cite specific evidence and synthesize ideas logically.
G.P. A3: Adjusts communication based on the audience	I can identify the audience for my work.	I can recognize different audiences and think about their needs.	I can differentiate my tone, level of complexity, and voice based on audience.	I can assess the audience for my work and adapt my communication style to match their needs.

Summative-Formative Connection

Stage 3- Instructional Design		
Daily Learning Target	Formative Assessment	Learning Experience(s)
I can explain the reasons for the settlement of various English colonies (2 days)	<ul style="list-style-type: none"> • Presentation checklist: <ol style="list-style-type: none"> 1) "headline statement" 2) examples to support headline, 3) explanation of important dates/events in colony 4) students define terms, use clear voice, maintain eye contact • Complete Venn diagram with partner comparing two colonies (done beginning of class after presentations) 	Day 1: Each small group researches using textbook, and supplied internet resources the settlement of one colony. Prepares short presentation Day 2: Presentations. Students complete matrix graphic organizer
I can define mercantilism and describe how it could be viewed as a benefit to colonists and as a cost to colonists (1 day)	<ul style="list-style-type: none"> • Role play cards (farmer, shipbuilder, ship owner, merchant, etc.) 	In class reading & note-taking using note-taking template
I can analyze the causes and consequences of laws and events in the 1770's and infer different viewpoints (3 days)	Each day: 1) take one event from the chart, and do mini-debate with whole class. 2) Pair groups and have them pick another event to debate by dividing group into 2 patriots, 2 loyalists and 2 neutralists.	Using textbook and in groups of 3, students complete action-reaction chart defining events and inferring perspective of loyalist & patriot on each event/law
I can compare & contrast the political cartoon of the Boston Massacre with eyewitness accounts of the event (2 days)		

Summative-Formative Connection

Tuning Units for Summative-Formative Connection

- Review description of sample assessment and scoring criteria (10 min)
- Using Brookhart Formative Assessment Chart, brainstorm formative assessments (15 min)

Summative-Formative Connection

Tuning Units for Summative-Formative Connection

→ February 2015

Meeting Materials

- [Agenda](#)
- Keynote Slides

Resources

- [Connecting Formative & Summative Assessments: Brookhart Tools](#)
- [Formative Assessment Systems: Brookhart Feedback Chapter1](#)
- [Formative Assessment Systems: Reteach Reflection Plan](#)
- [Formative Assessment & Instruction: The Rest of the Story](#)



Summative-Formative Connection

Tuning Units for Summative-Formative Connection

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Summative-Formative Connection

Tuning Formative Assessments

- Use Formative Assessment Systems Design Chart to tune 2-3 formative assessments in the plan (15 min)

Resources

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- [Formative Assessment Essential Criteria: Inside Black Box](#)
- [Formative Assessment System Resources](#)
- [Formative Assessment System Design Guide](#)



Summative-Formative Connection

Tuning Units for Summative-Formative Connection - Debrief

- One thing that was either new or affirming.
- How you might use—or modify—this process to use with faculty.

Formative Assessment Systems



- Formative assessment often treated as the act of individual teachers.
- Back to Hattie research—teachers working together to examine impact.

Formative Assessment Systems



- “Teaching is a team sport”
- Often stops at summative assessment or curriculum development

Formative Assessment Systems

Three Areas:

- Learning Targets
- Actionable Feedback
- Personalized Instruction:
Reteaching

Formative Assessment Systems

Three Areas:

- Learning Targets
- Actionable Feedback
- Personalized Instruction:
Reteaching


Formative Assessment Systems

Process:

- Review the resources for your group (15 min)
- What is the practice? How is it used to further student learning? (10 min)
- Review self-assessment. What steps could a school/district take to make progress? (20 min)

Formative Assessment Systems

Resources

- Connecting Formative & Summative Assessments: Brookhart Tools
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- Formative Assessment System Resources 
- Formative Assessment System Design Guide
- PLPs and Assessment: Sample PLP Summary

Formative Assessment Systems

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Formative Assessment Systems

District Sharing:

- Each group share practice and strategies for progress. (30 min)
- Review your district's self-assessment results on formative assessment. (10 min)
- What strategies and steps could we incorporate into our continuous improvement plan? (20 min)

Lunch!

Team Time

Options:

- **Focus on continuous improvement plan.**
How might you use processes from today in your plan?
- **Review previous materials.** What is clear, what do we need help with?
- **Site-specific** (ie: professional development sessions/early release days).
- **Cross-district planning.** How might we collaborate on this work?

Break Out Session

Designing Scoring Criteria

- **Roundrobin:** questions, topics to address (5 min)
- **Group topics.** (5 min)
- **Identify resources and discuss topic groupings.** (30 min)
- **Next Steps** (5 min)

Preview – Feb. 11

- PLPs and Assessment
- Formative Assessment and Instruction
- Team Time *or*
- Break-out sessions
 - ▶ Formative Assessment
 - ▶ PLPs

Feedback



THANK YOU

Proficiency-Based Learning:

A Systemic Approach

February 2015

Agenda - Feb. 11

Welcome

Feedback Review

PLPs and Assessment

Formative Assessment and Instruction

Lunch

Team Time / Break-out sessions

Close

Your Feedback

Outcomes - Today

I can use PLPs to inform assessment.

Outcomes - Today

I can reflect on and adjust instruction based on formative assessment data/evidence.

PLPs and Assessment

Initiating



Student
Completes

PLPs and Assessment

Initiating



Student

Developing



Student +
Advisor

PLPs and Assessment

Initiating



Student

Developing



Student +
Advisor

Performing

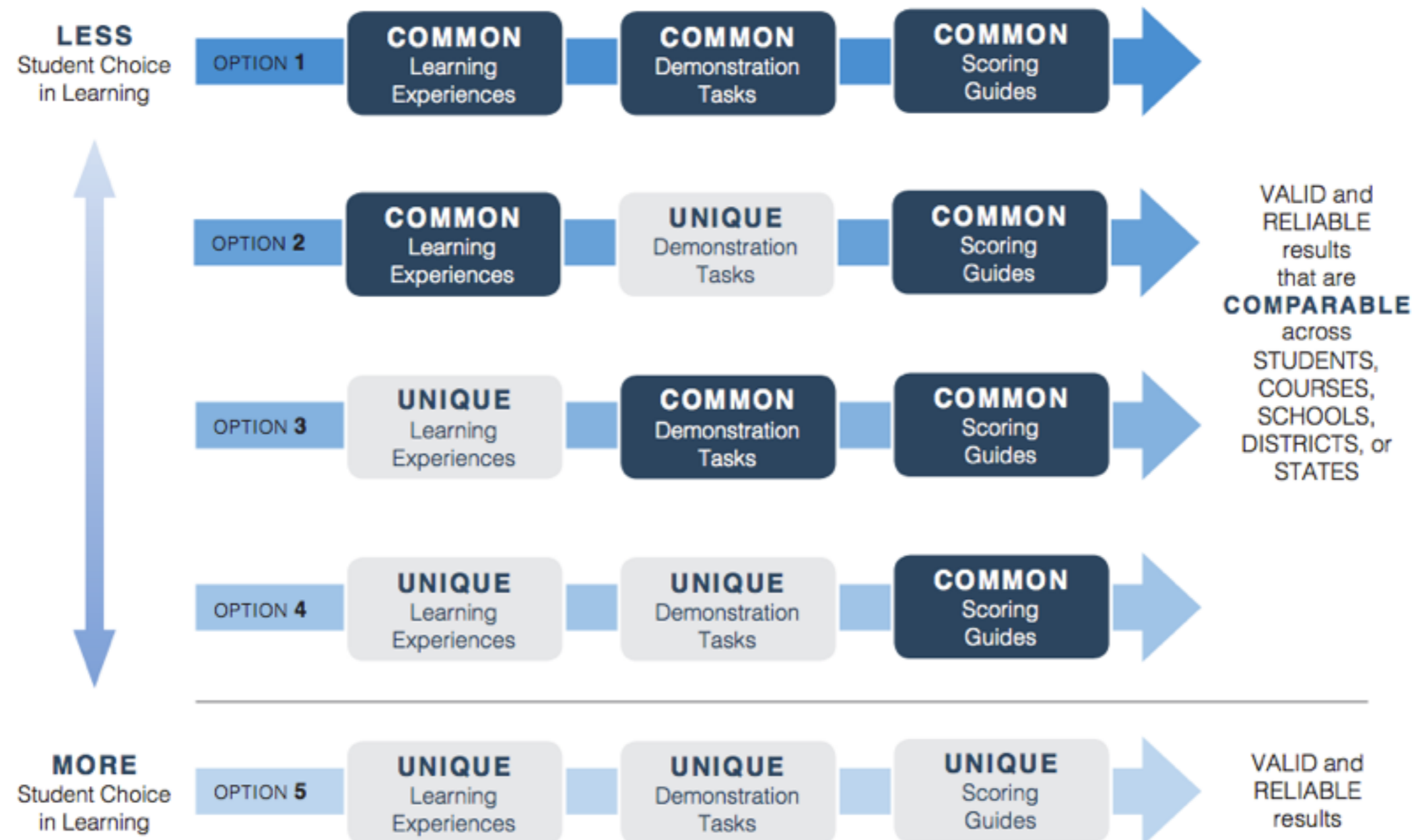


Student +
Community

PLPs and Assessment

Assessment Pathways Simplified

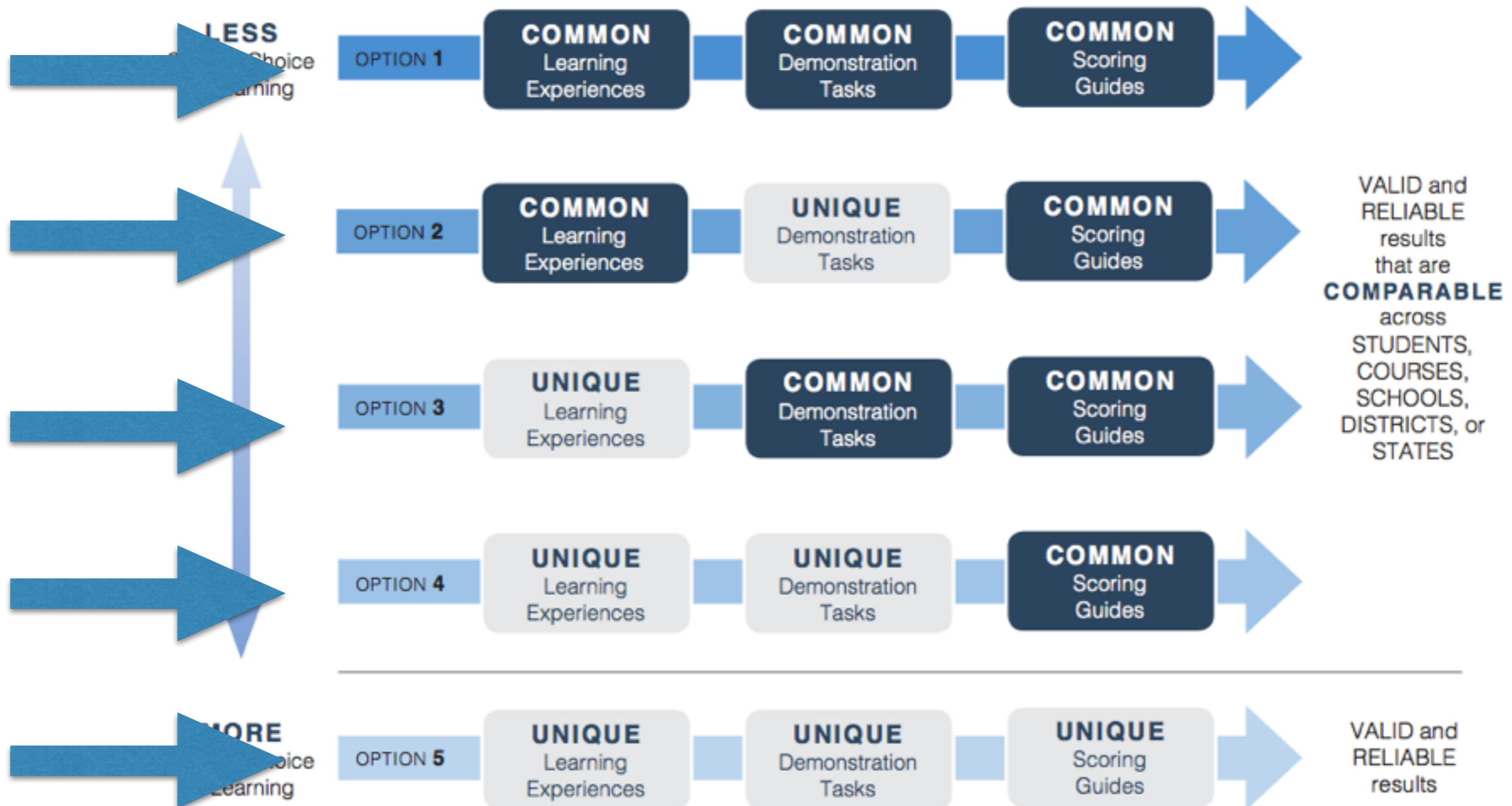
A Great Schools Partnership Learning Model



PLPs and Assessment

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



PLPs and Assessment

Student Role

Set goals &
reflect on
progress

Choose or design
demonstration of
learning

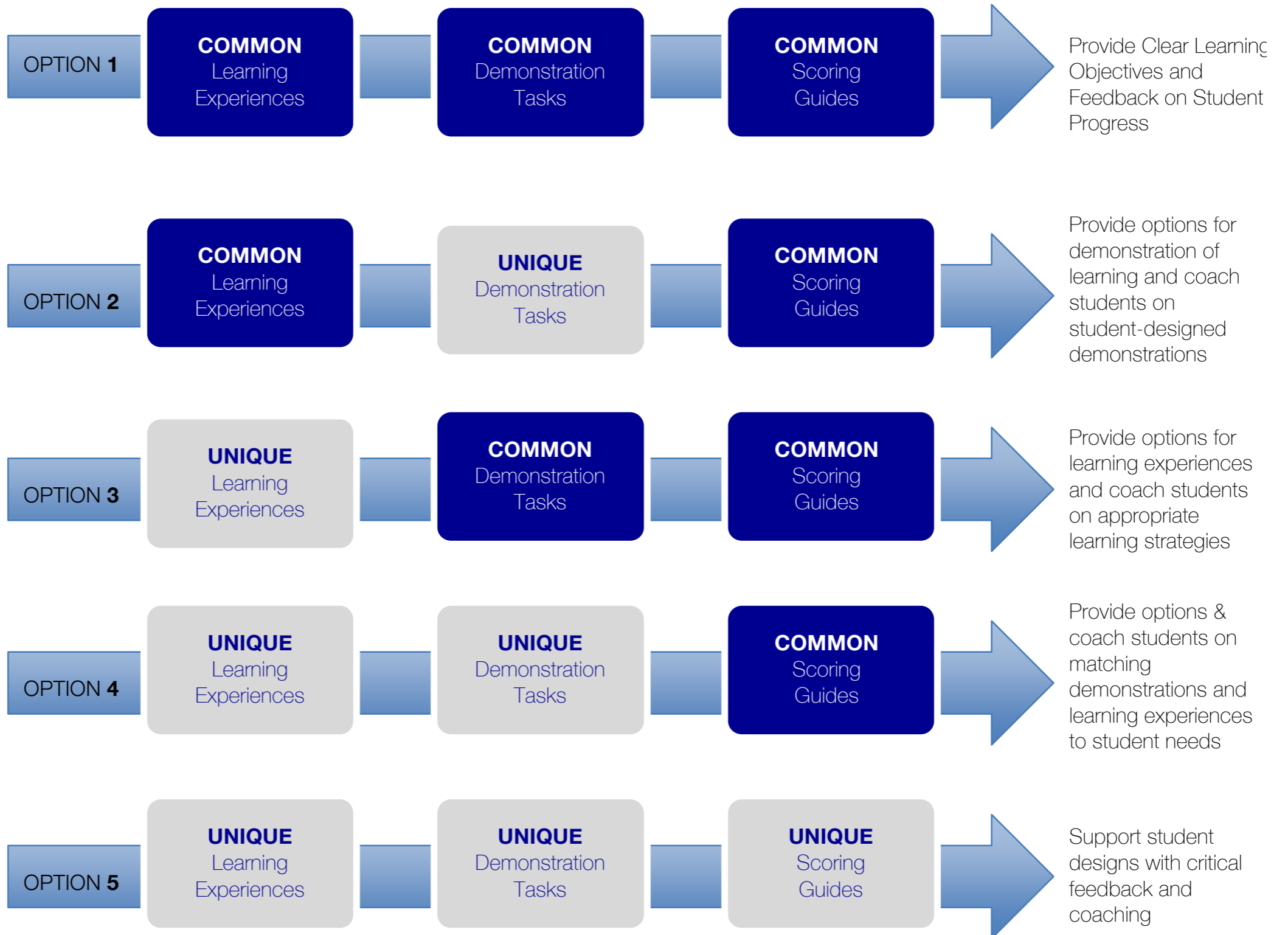
Choose or design
learning strategies

Choose or design
approaches for
learning and
demonstration

Design criteria for
success and
approaches for
learning and
demonstration

Set goals
& reflect

Set goals
& reflect



PLPs and Assessment

Student Role

Set goals &
reflect on
progress

Choose or design
demonstration of
learning

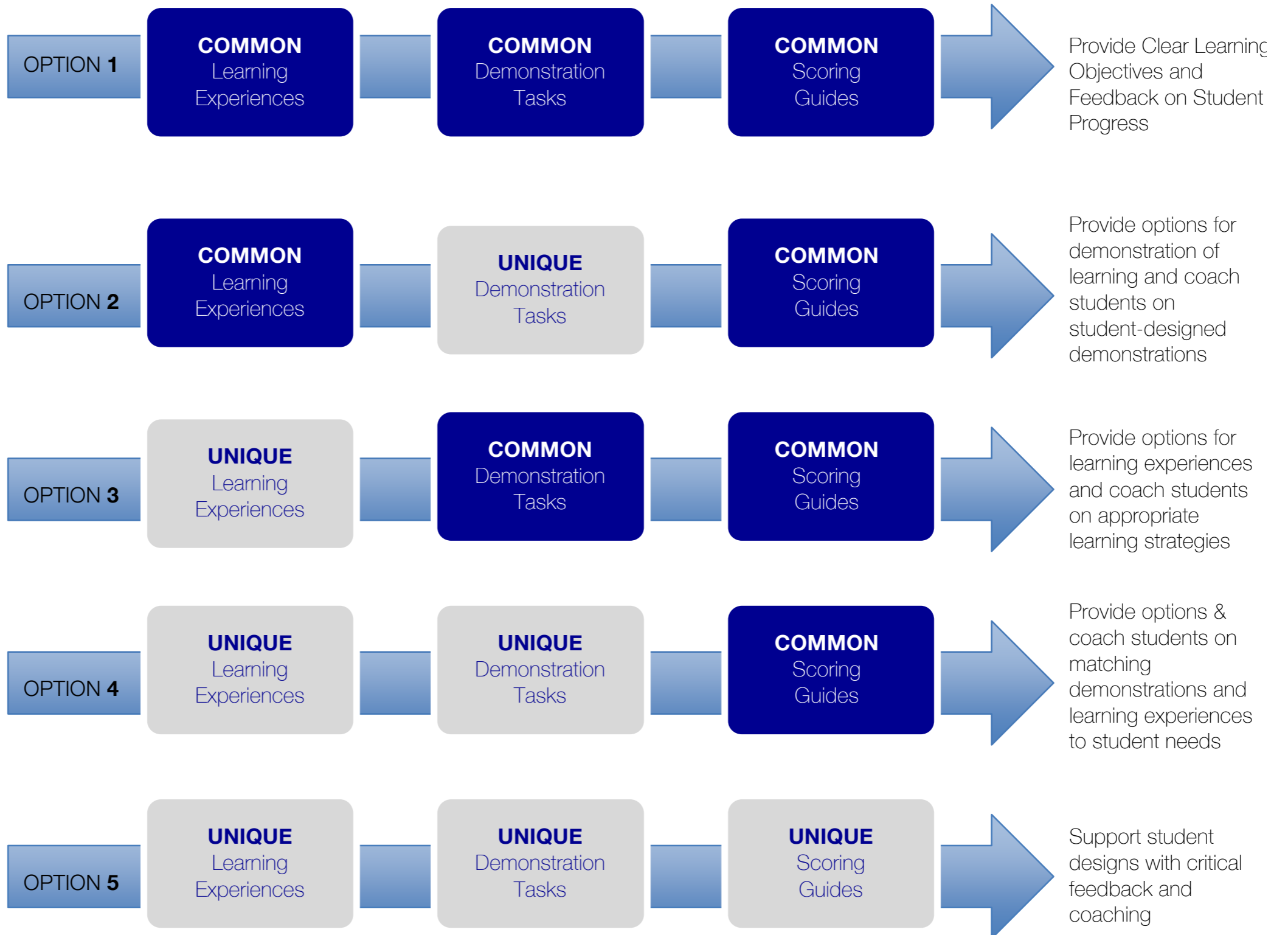
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Design criteria for
success and
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demonstration

Set goals
& reflect

Set goals
& reflect



Teacher Role

Provide Clear Learning
Objectives and
Feedback on Student
Progress

Provide options for
demonstration of
learning and coach
students on
student-designed
demonstrations

Provide options for
learning experiences
and coach students
on appropriate
learning strategies

Provide options &
coach students on
matching
demonstrations and
learning experiences
to student needs

Support student
designs with critical
feedback and
coaching

PLPs and Assessment

One option: What are the patterns in the class?



PLPs and Assessment

One option: What are the patterns in the class?



PLPs and Assessment

Refining Assessment with Class Patterns

Resources

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PLPs and Assessment

Pattern of PLPs

- **Review summary of class' PLPs.** (5 min)
- **What patterns do you notice?** (10 min)
- **How might this information impact assessment and instructional design?**
(25 min)

PLPs and Assessment



PLPs and Assessment

Student PLPs

- **Review one sample PLP (10 min)**
- **What strengths does the student bring to the learning goals for the unit? (10 min)**
- **Where do you see challenges for this student? How might you coach the student for success? (20 min)**

PLPs and Assessment

Student PLPs

*Please do not share these PLPs outside of this series.

*Some portions of the students' PLPs are protected and instruct you to “ask permission” — **do not ask permission.**

Break - 15 Min

Formative Assessment + Instruction

CCSSO features of formative assessment:

- Formative assessment is a **planned** **process**, not any particular test.
- It is used not just by teachers but by **both teachers and students**.
- Formative assessment takes place **during instruction**.
- It provides **assessment-based feedback** to teachers and students.
- The function of this feedback is to help **teachers and students make adjustments** that will improve students' achievement of intended curricular aims.

Formative Assessment + Instruction

“[F]or formative assessment to exist at all, it must lead to instructional adjustment decisions by teachers or learning tactic adjustment decisions by students.

The decisions to adjust or not to adjust...need to be made on the spot or almost on the spot—when there's still instructional and learning time available.” - W. James Popham

Formative Assessment + Instruction

One Example: My Favorite “No”



Formative Assessment + Instruction

Turn and Talk:

How were formative assessment results used by the teacher and students?

What enables students to learn from errors in this classroom?

Formative Assessment + Instruction

Text-Based Seminar:

1. Read “The Rest of the Story” (10 min)
2. Conduct Text-Based Discussion (30 min)
3. Ground rules:
 - Refer to the text and guiding question.
 - Share air time.
 - Listen actively; build on others’ ideas.
 - Ask questions to build understanding.

Formative Assessment + Instruction

Resources

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Formative Assessment + Instruction

Text-Based Seminar:

Tom Guskey: “The Rest of the Story.”

Guiding Question: How can these processes and techniques support the *planned* use of formative assessment in classrooms?

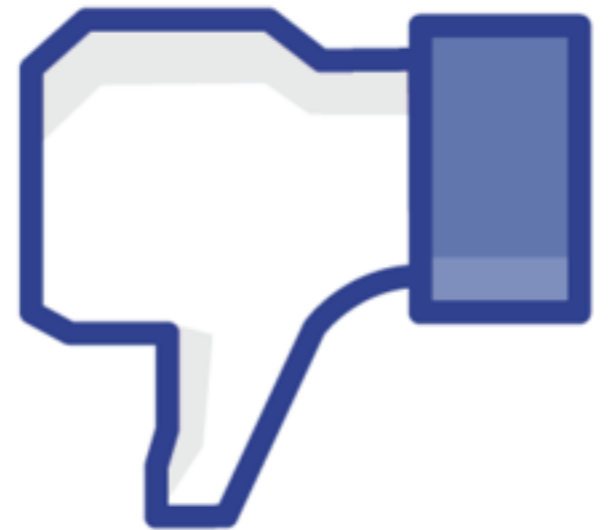
Formative Assessment + Instruction

A coaching scenario



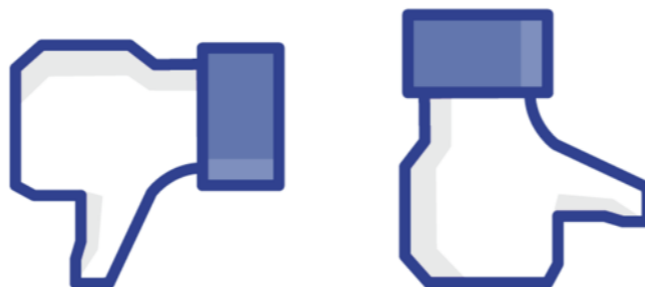
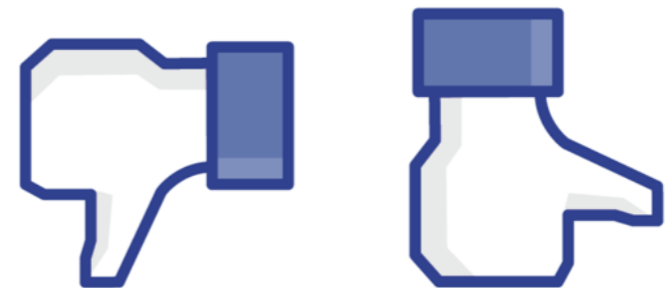
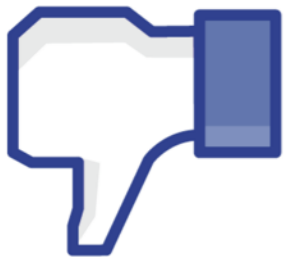
Formative Assessment + Instruction

A coaching scenario



Formative Assessment + Instruction

A coaching scenario



Formative Assessment + Instruction

Observation Process

- Review video of teaching practice.
- Observations—non-debatable statements of what the teacher said/did and what students said/did. (5 min)
- Warm feedback—what would you commend this teacher on? (5 min)
- Cool feedback / suggestions—in response to teacher's question about adjusting instruction. (10 min)

Formative Assessment + Instruction

A coaching scenario



Formative Assessment + Instruction

Observation Share Out

- What was one commendation your team made to this teacher?
- What was one suggestion?
- How might this process be useful with teachers in your district or how would you modify the process?

Instruction: Preparing for March

What is High Quality Instruction?

- Write a reflection on this question and share with your team.
- Shadow a student in one of your schools.
- Visit a teacher's classroom.
- Read one of the articles on our series website

Lunch!

Team Time

Options:

- **Focus on continuous improvement plan.**
How might you use processes from today in your plan?
- **Review previous materials.** What is clear, what do we need help with?
- **Site-specific** (ie: professional development sessions/early release days).
- **Cross-district planning.**

Break Out Sessions

1. PLPs and Assessment

2. Formative Assessment Tools

- **Roundrobin:** questions, topics to address (5 min)
- **Group topics.** (5 min)
- **Identify resources and discuss topic groupings.** (30 min)
- **Next Steps** (5 min)

PLP Reflection

- **Review your own PLP**
- **Reflection:**
 - ▶ How might the past two days on formative assessment practices and systems inform my personal work in my district / supervisory union?
 - ▶ What will I do to prepare for our work on high quality instruction in March?

Next Steps

- Webinar on 3/4 - The “Flow” of a Proficiency-Based Classroom.
- Next in-person session 3/11-3/12:
 - High quality core instruction
 - Multi-tiered system of support
 - Flexible pathways
- Contact Ken Templeton for support in-between sessions:
ktempleton@greatschoolspartnership.org



THANK YOU