

Proficiency-Based Learning:

A Systemic Approach

January 2015

Welcome

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WiFi Network (open) =

Materials & Resources:

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

Welcome

Becky Wilusz, Senior Associate

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AGENDA - JAN. 13

Welcome

Learning from Student Work

Overview

Summative Assessment Criteria

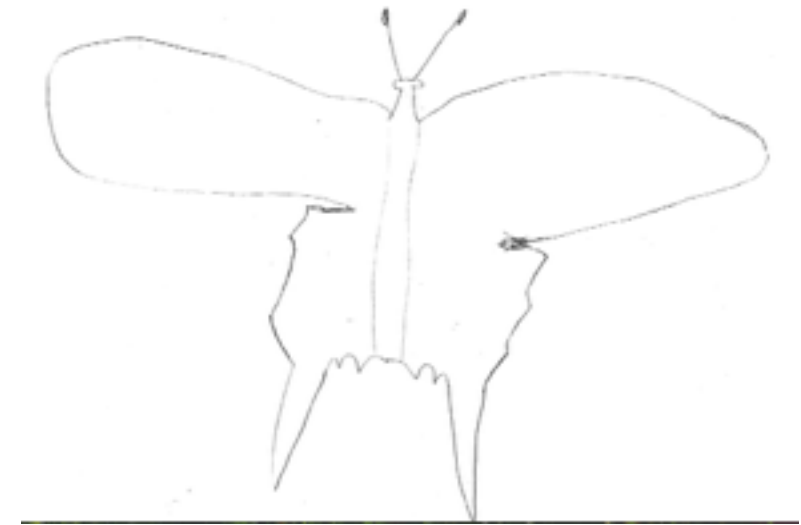
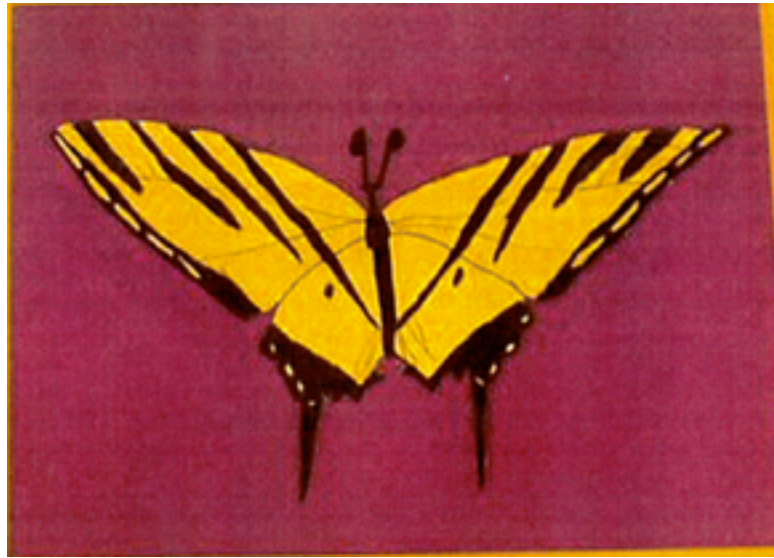
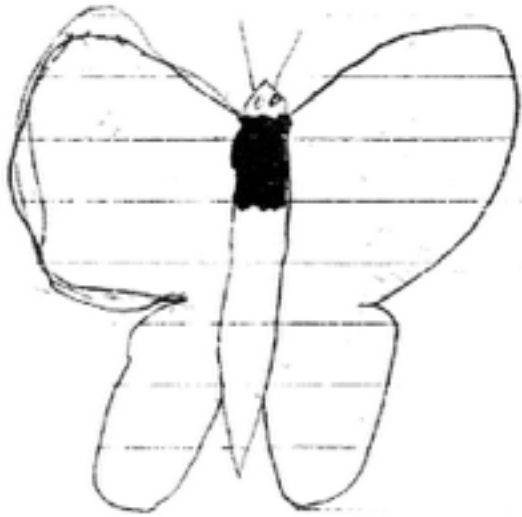
Designing Scoring Criteria

Lunch

Designing Scoring Criteria (con't)

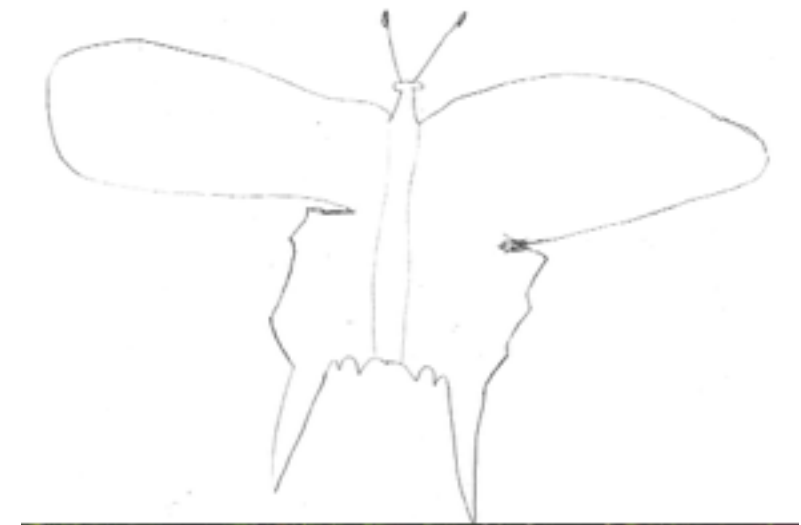
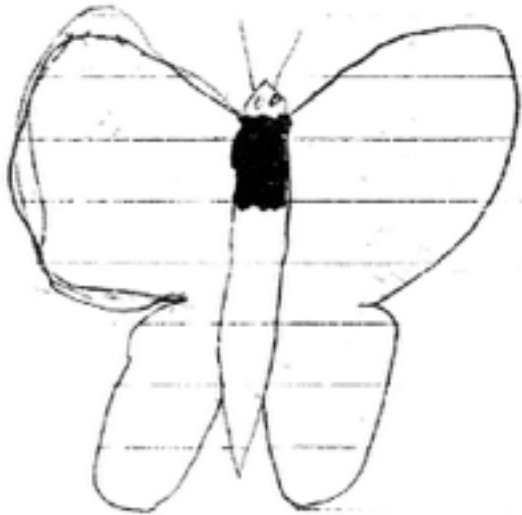
Team Time

Learning from Student Work



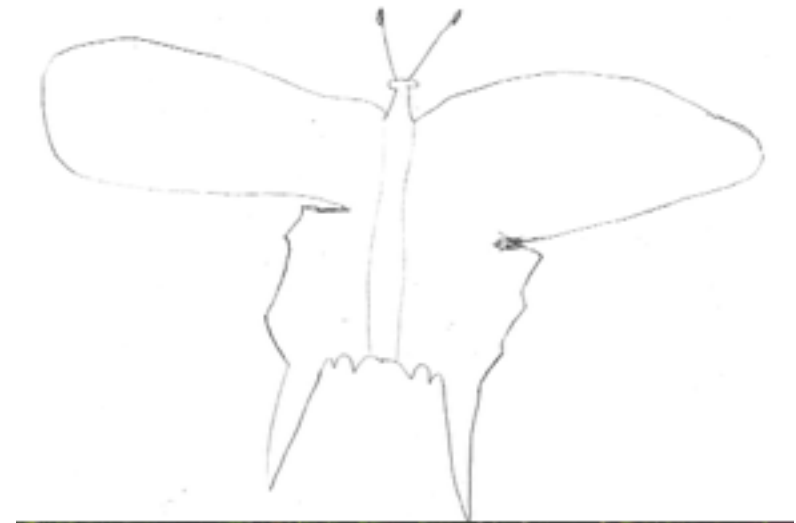
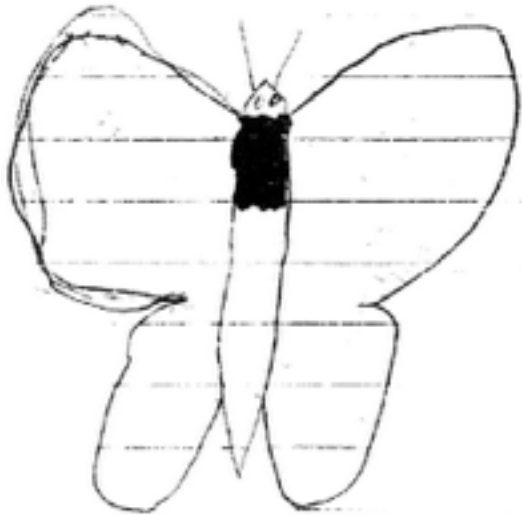
Learning from Student Work

Questions + Speculation



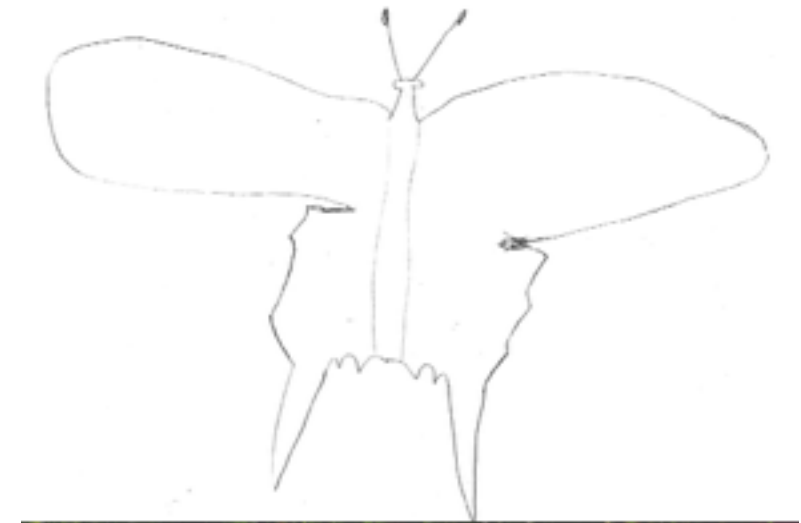
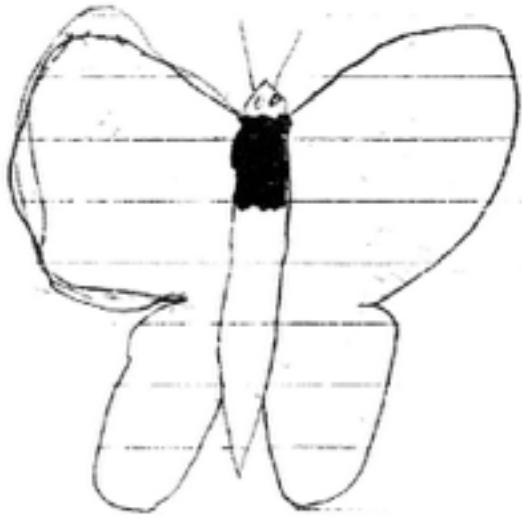
Learning from Student Work

Context



Learning from Student Work

Implications for Teaching and Learning



OUTCOMES - Today

I can describe the key elements of performance assessment.

OUTCOMES - Today

I can use a process to refine/develop scoring criteria for performance tasks.

Additional Norm



If your team needs time without external partners (GSP, AOE), put a sign on your table that says “Just Us.”

SEMINAR SERIES WEBSITE



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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.

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*i*Walkthrough

Empowered Professional Development
for Educators, by Educators

★ THE GLOSSARY OF ★
**EDUCATION
— REFORM —**

SUMMATIVE ASSESSMENT

How good is good enough?

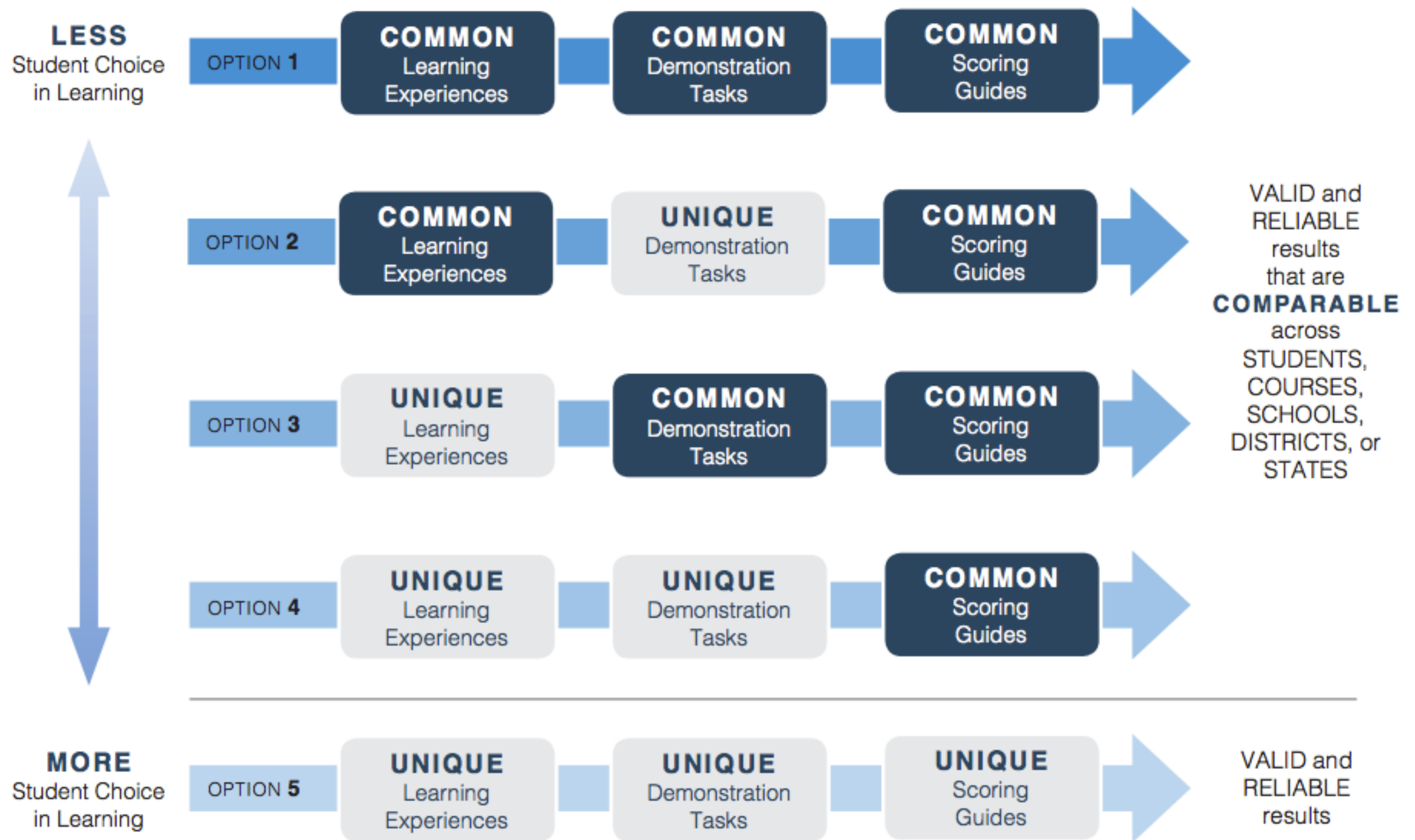
How Good Is “Good Enough?”

- Take a gallery walk of the quotations on the wall.
- Jot down notes about the **essential criteria** for high-quality assessments.
- Meet with 4-5 people *not* from your district team and develop a set of criteria.
- Be ready to share out in 20 minutes.

BREAK - 15 MIN

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



Designing Scoring Criteria

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
1. Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12.7)	I can <u>list</u> some specifics about a topic that would help develop my understanding.	I can <u>identify</u> broad questions that are relevant to my studies and focus my research.	I can <u>construct</u> open-ended questions that build on one another and require evidence and support.	I can <u>analyze</u> my own research questions to refine them based on my earlier questions and learning.

Scoring criteria describe levels of proficiency for each performance indicator.

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CREATING A RUBRIC FOR A SUMMATIVE ASSESSMENT

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
<p>Use the periodic table as a model to predict the relative properties of elements based on the pattern of electron energy levels in the periodic table of atoms (HS-PS1-1)</p>		<p>Student is able to locate an energy level.</p>	<p>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.</p>	<p>Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.</p>
<p>Construct and revise an explanation for the outcome of a simple chemical reaction based on the electron state of atoms in the periodic table and knowledge of the patterns of chemical properties. (HS-PS-1-2)</p>		<p>periodic table</p>	<p>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.</p>	<p>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.</p>
<p>B. Use evidence appropriate for the claim.</p>	<p>Recognize ideas, concepts</p>		<p>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</p>	<p>Apply evidence in a novel or unfamiliar situation to design a model or solution.</p>

Designing Scoring Criteria:

Design Chart

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

Applying the Design Guide

1. In your packets, find the **sample scoring criteria** and the Design Guide for Scoring Criteria.

Applying the Design Guide

2. Working with your colleagues,
apply the design guide to the first set of scoring criteria
 - a. Would you classify these as strong or weak?
 - b. If they are weak, how can they be strengthened?

Designing Scoring Criteria:

Preliminary Steps

Consistency in Structure	Levels of proficiency are named and consistently applied throughout the school within the common scoring scale (<i>i.e. Does not meet, Partially meets, Meets, Exceeds or 1, 2, 3, 4</i>)
Common Phrasing	<ul style="list-style-type: none">• Phrases defining each level of proficiency are structured in a similar manner• For example, phrases all begin with an active verb, “I can,” “Students are able to”

Considering the Process

“...if I don’t look carefully at the types of thinking required by the standard, I most likely will miss teaching and assessing at the **appropriate level of rigor.**”

- Jan Chappuis (2014)

Designing Scoring Criteria: Process

Step One: Unpacking the Performance Indicator

What skills and knowledge does this Performance Indicator describe?

Designing Scoring Criteria:

Process

Step One: Unpacking the performance indicator

I can...	I need to know...

Designing Scoring Criteria: Process

Step Two

Describe the **level of cognitive demand** that will be met at each level of proficiency within this indicator.

Sample Scoring Criteria:

Content Area: World Language

Novice Low	Novice Mid	Novice High	Intermediate Low
<p>I can recognize letters, symbols, and characters in the target language.</p> <p>I can recognize high frequency words and/or phrases in context.</p>	<p>I can recognize words, phrases, and characters with the help of visuals.</p> <p>I can identify highly contextualized words and phrases, including cognates and borrowed words.</p>	<p>I can interpret familiar words, phrases and sentences in short and simple texts related to everyday life.</p> <p>I can identify main ideas of a simple text using context and/or pictures for cues.</p>	<p>I can identify main ideas and cite supporting details in short and simple texts.</p> <p>I can make inferences by identifying key details from the text.</p>

Verbs that describe cognitive demand

Recognize

Recognize & Identify

Identify & Interpret

Identify, Cite & Make Inferences

Avoid Terms Focused on Frequency

FREQUENTLY

RELIABLY

RARELY

NEVER

Use Terms Focused on Cognitive Demand

CREATE

EXPLAIN

RECOGNIZE

DESCRIBE

Designing Scoring Criteria:

Process

Step Two: Describing Proficiency—Two Approaches

General	Disaggregated
One descriptive statement for each performance indicator	More detailed description based on unpacking of PI.
I can analyze the impact of word and phrase choices affect on the meaning and/or tone in a text.	<ul style="list-style-type: none">● I can figure out precisely what an author means by the word choices in a text.● I can tell the difference between when an author intends a word to be understood literally and when an author is using a word as part of a figure of speech

**USE STUDENT WORK TO
GROUND THE DISCUSSION
AND REVIEW.**



WRITING SCORING CRITERIA

Process

- Pick one content area / standard.
- Use writing scoring criteria protocol
- Use scoring criteria design chart to reflect on your work.

LUNCH!

WRITING SCORING CRITERIA

Process

- Pick one content area / standard.
- Use writing scoring criteria protocol
- Use scoring criteria design chart to reflect on your work.

WRITING SCORING CRITERIA

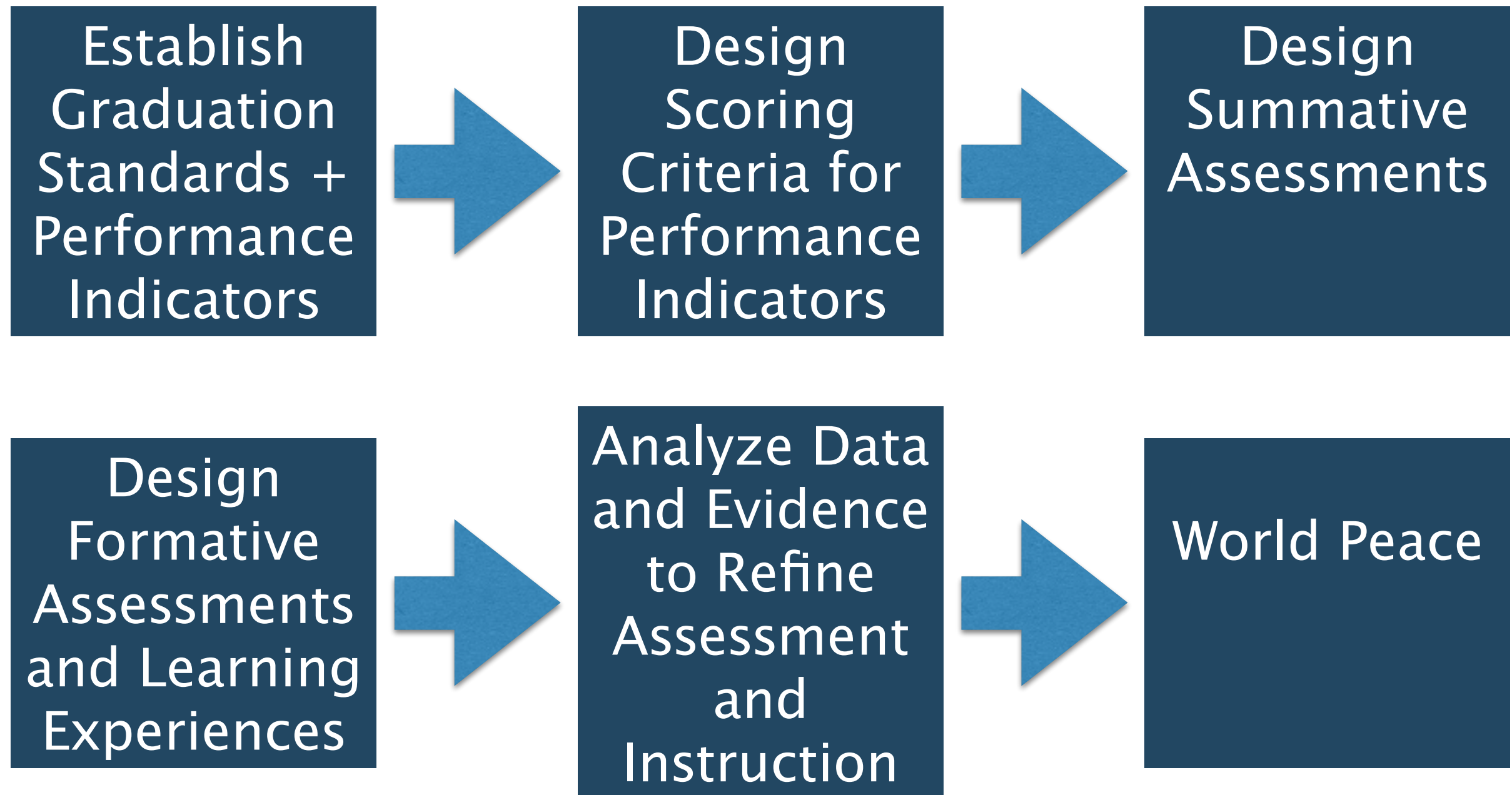
Debrief

- What worked for your group?
- What would you modify for next time?
- How might you utilize these tools/processes in your district?

SHARE SCORING CRITERIA

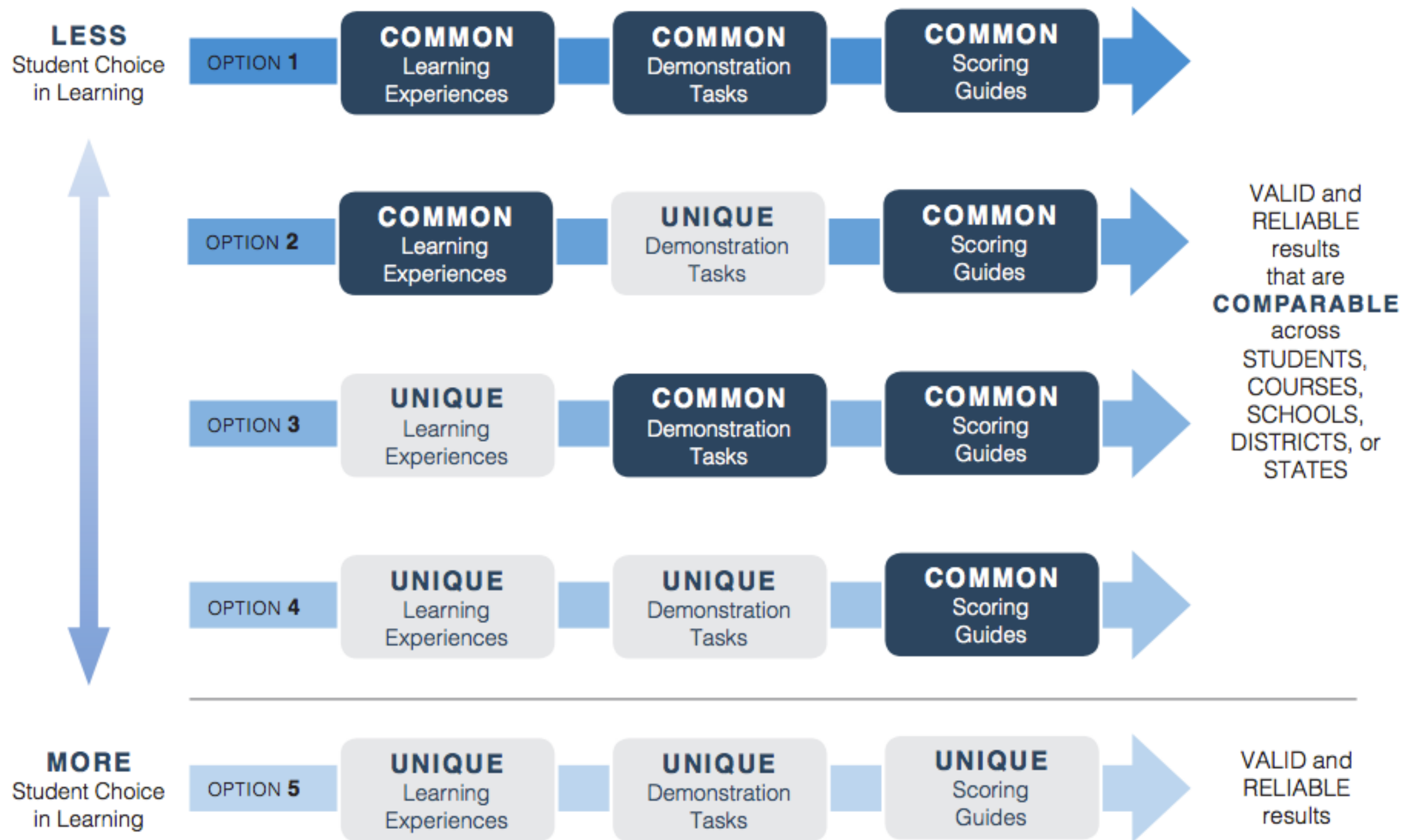
- Please send your scoring criteria to Ken Templeton
(ktempleton@greatschoolspartnership.org)
- He will compile so we all have access to the work from across all three sites today.

The “Workshop” Version of Aligning Standards and Assessment



Assessment Pathways Simplified

A Great Schools Partnership Learning Model




```
graph LR; A[ ] --> B[COMMON Demonstration Tasks]; B --> C[COMMON Scoring Guides]; C --> D[ ]
```

COMMON
Demonstration
Tasks

COMMON
Scoring
Guides

The diagram consists of two vertically stacked rectangular boxes. The top box is dark blue with rounded corners and contains the text 'COMMON Demonstration Tasks' in white. The bottom box is light gray with rounded corners and contains the text 'UNIQUE Demonstration Tasks' in dark blue. Both boxes are flanked by small blue squares on their left and right sides.

COMMON
Demonstration
Tasks

UNIQUE
Demonstration
Tasks



The diagram consists of two vertically stacked rectangular boxes. The top box is dark blue with rounded corners and contains the text 'COMMON Learning Experiences'. The bottom box is light gray with rounded corners and contains the text 'UNIQUE Learning Experiences'. Each box has a small blue square on its left and right sides, centered vertically.

COMMON

Learning
Experiences

UNIQUE

Learning
Experiences

Components of Assessment in PBL

Graduation
Standards +
Performance
Indicators

Scoring
Criteria for
Performance
Indicators

Summative
Assessments

Formative
Assessments
and Learning
Experiences

Processes to
Refine
Assessment
and
Instruction

World Peace

TAKING IT BACK...

Writing Reflection:

How might I use the tools or processes in my district?

What entry points might be most effective in my district?

TEAM TIME

Options:

- **Focus on three-year plan.** How might you use processes from today in your plan?
- **Review Dec. materials.** What is clear, what do we need help with?
- **Site-specific** (ie: professional development sessions).

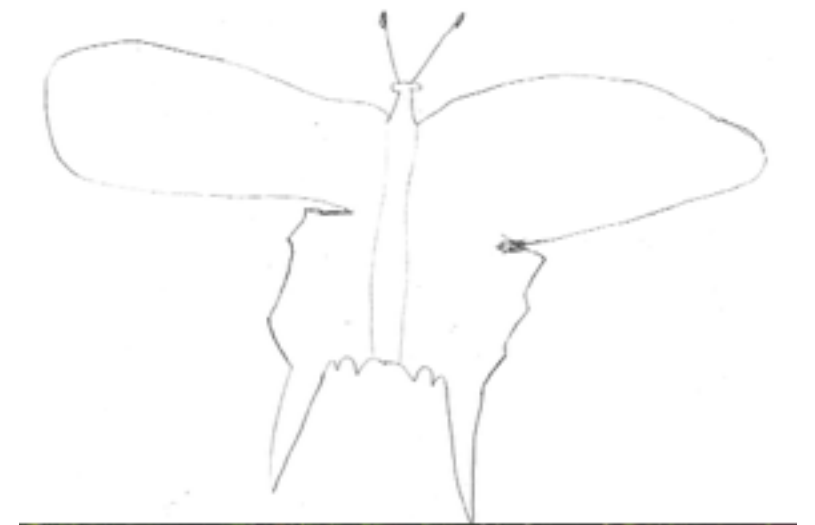
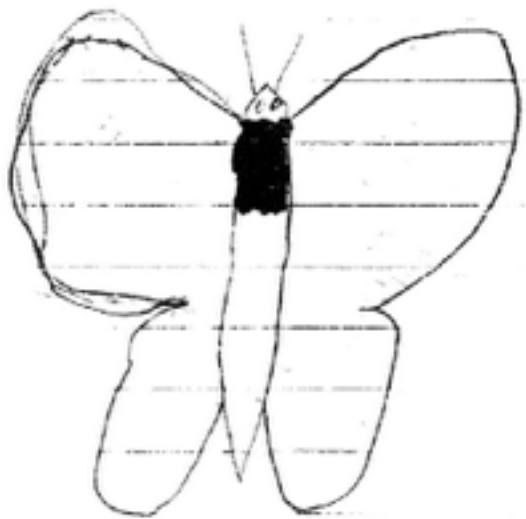
PREVIEW - JAN. 14

- Local Assessment Systems
- Designing Summative Assessments
- Team Time *or*
- Break-out sessions on December session

FEEDBACK

CLOSING

Which butterfly image do you feel like right now with regards to PBL? Why?



THANK YOU

Proficiency-Based Learning:

A Systemic Approach

January 2015

AGENDA - JAN. 13

Welcome

Feedback Review

Local Assessment System

Designing Summative Assessments

Lunch

Team Time / Break-out sessions

Close

OPENING ACTIVITY

OUTCOMES - Today

I can identify strengths and areas for improvement in our local assessment system.

OUTCOMES - Today

I can design a summative assessments aligned to graduation standards and performance indicators.

OUTCOMES - Today

I can use a process to refine assessments aligned to graduation standards and performance indicators.

EQS - Local Assessment System

- assesses the standards approved by the State Board of Education;
- employs a balance of assessment types, including but not limited to, teacher- or student-designed assessments, portfolios, performances, exhibitions and projects;
- includes both formative and summative assessments;

EQS - Local Assessment System

- enables decisions to be made about student progression and graduation, including measuring proficiency-based learning;
- informs the development of Personalized Learning Plans and student support; provides data that informs decisions regarding instruction, professional learning, and educational resources and curriculum
- reflects strategies and goals outlined in the district's Continuous Improvement Plan.

LAS - John Hattie Research



LAS Self-Assessment

- Purposeful Collaboration
- Shared Leadership
- Standards-Based Curriculum
- Intentional Assessment
- Evidence-Based Instruction
- Ongoing Professional Development

LAS Self-Assessment Process

- Review self-assessment (15 min)
- Discuss strengths/challenges (30 min)
- Identify 3 areas for cross-district discussion (10 min)

LAS Self-Assessment

Cross-District Sharing

Go to core principle you would like to share about.

10 minutes of unbridled ideation (aka: brainstorming)

Take back one new idea to your district team.

BREAK - 15 MIN

Proficiency-Based Learning Simplified

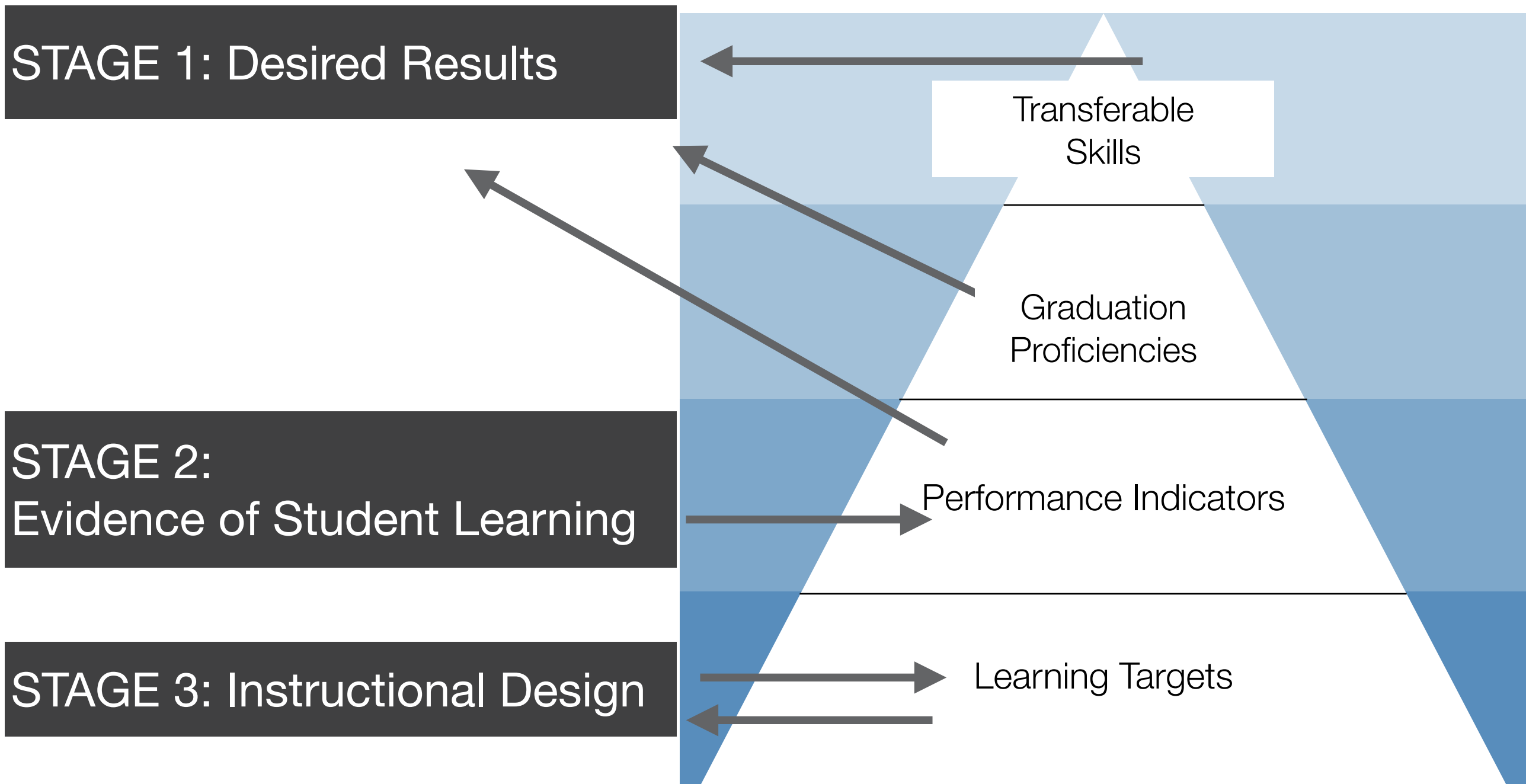
A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	Cross-Curricular Graduation Standards 5–8 standards taught in all content areas	Body of Evidence Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	Content-Area Graduation Standards 5–8 standards for each content area	Verification of Proficiency Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
NO	Progress Reports	Performance Indicators 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards	Summative Assessment Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	Learning Objectives Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators	Formative Assessment Ungraded formative assessments are used to evaluate student learning progress



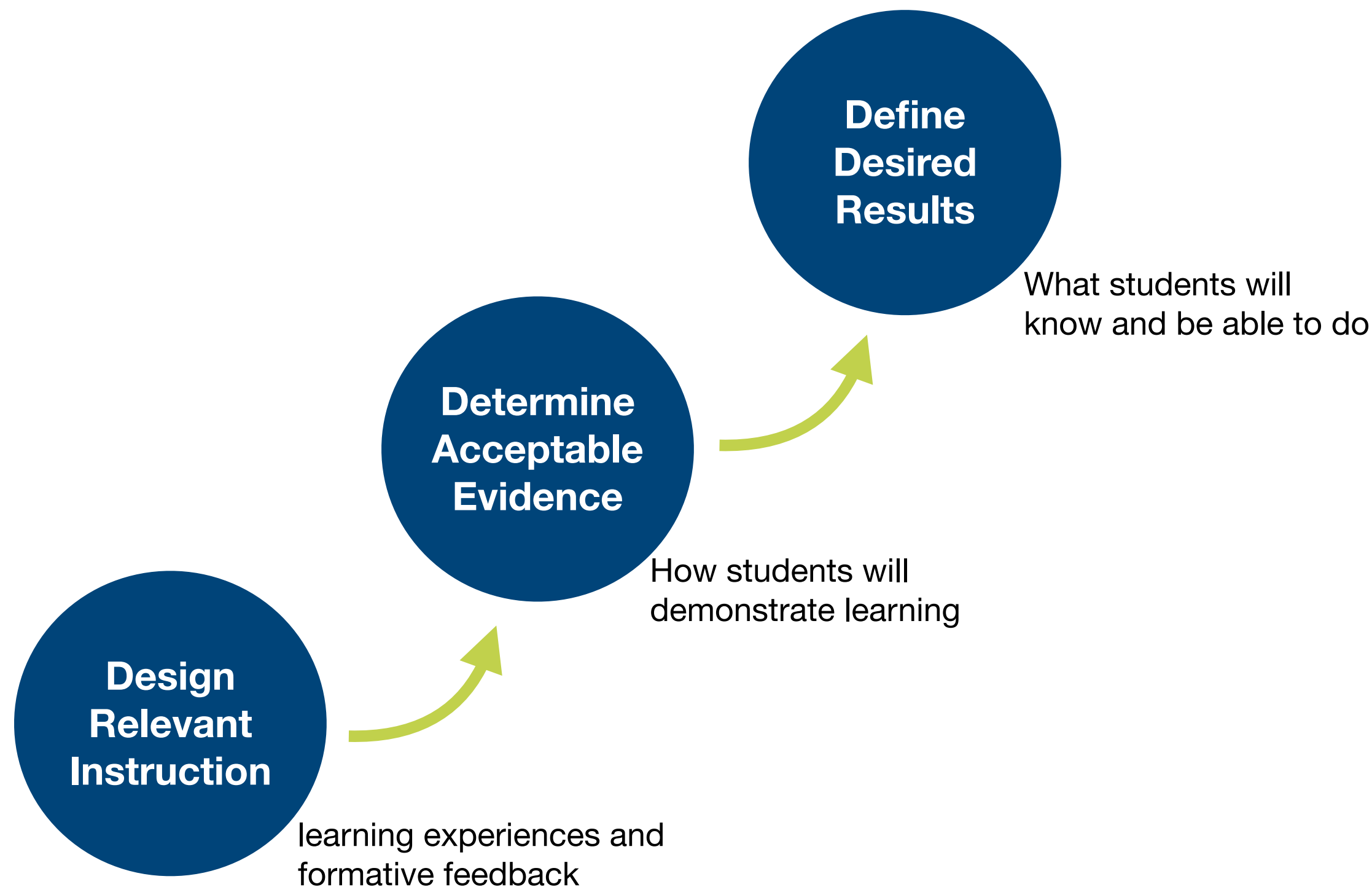
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Unit Design



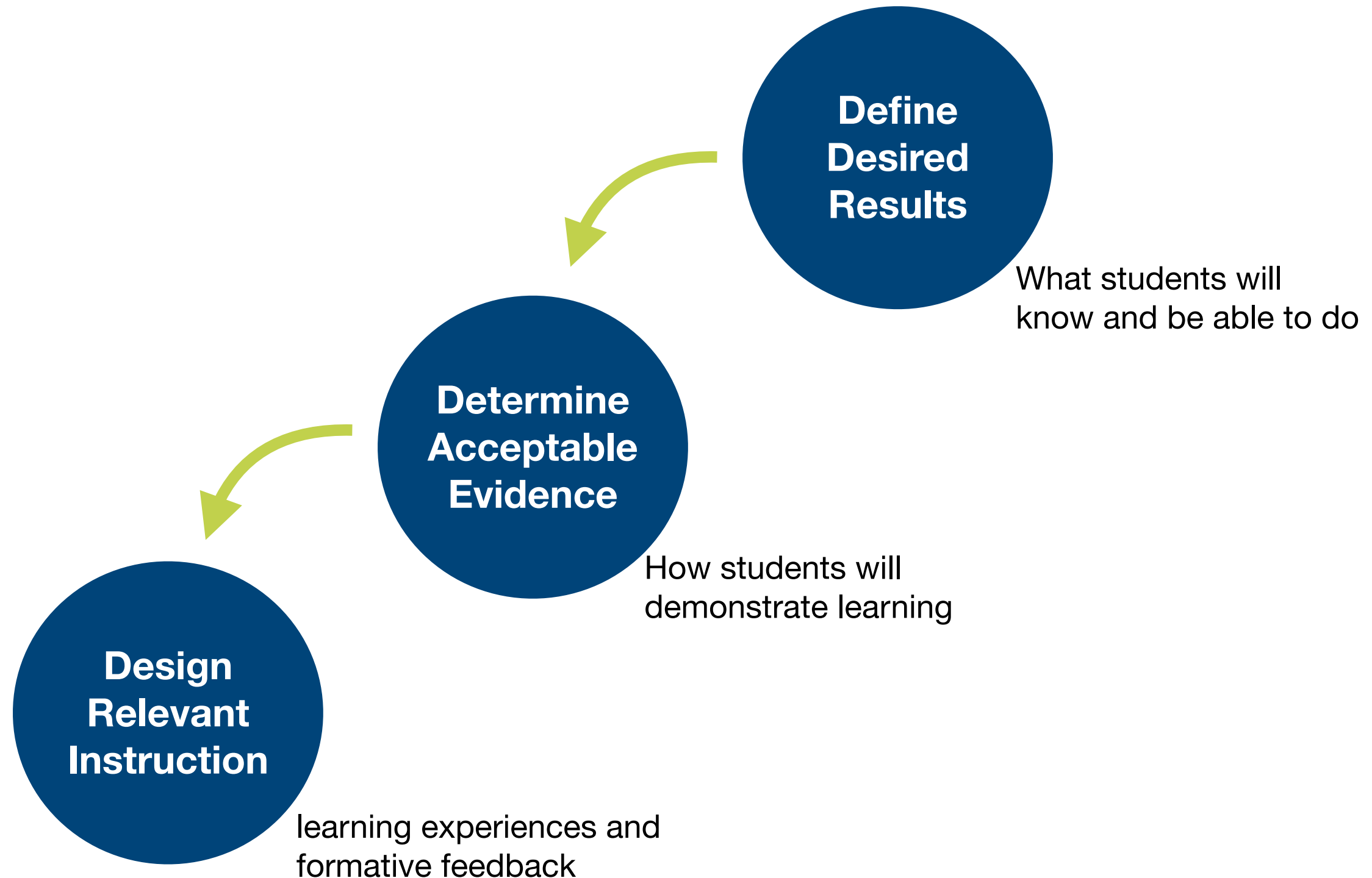
Stages of “Traditional” Design

Planning and Implementation

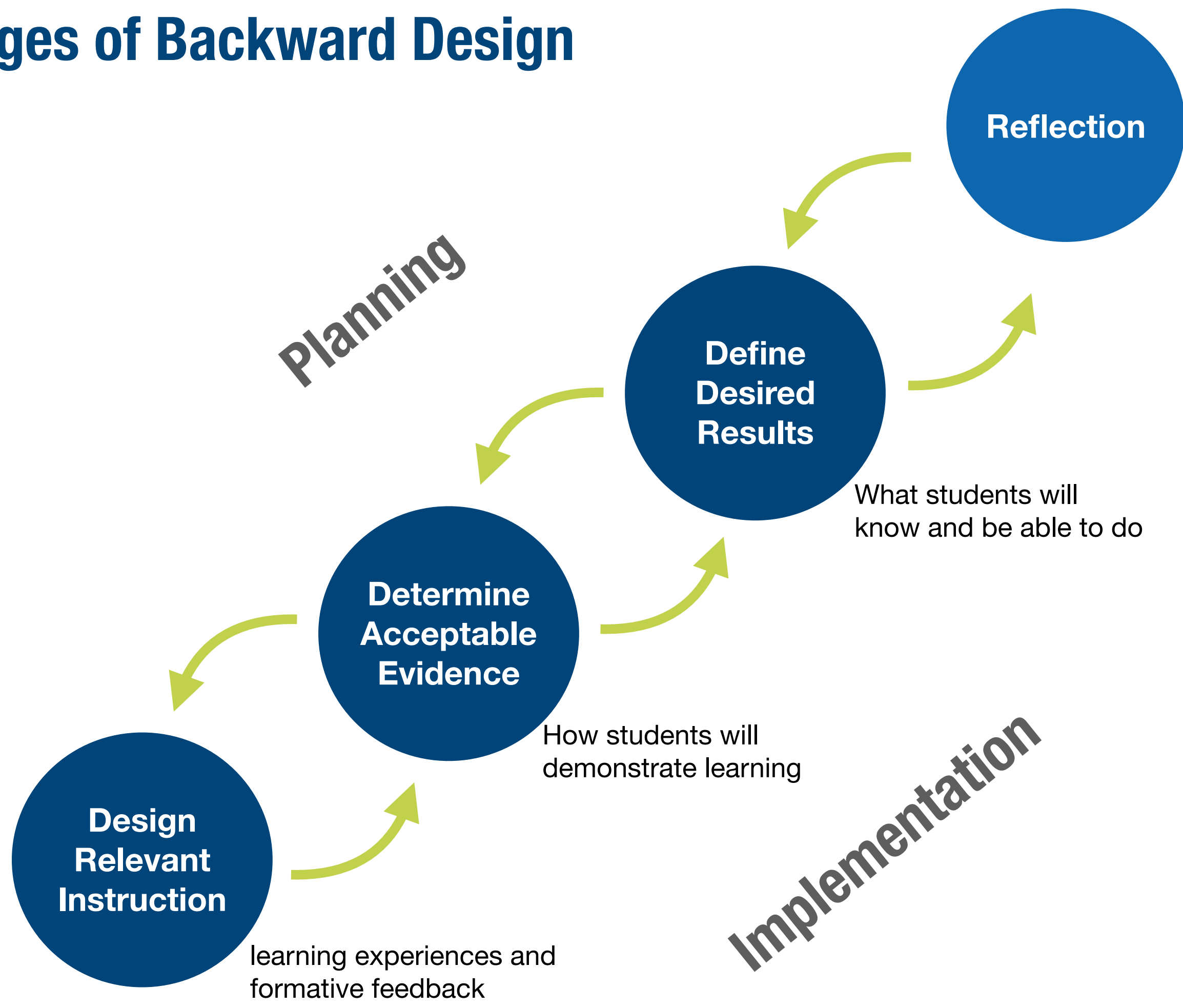


Stages of Backward Design

Planning

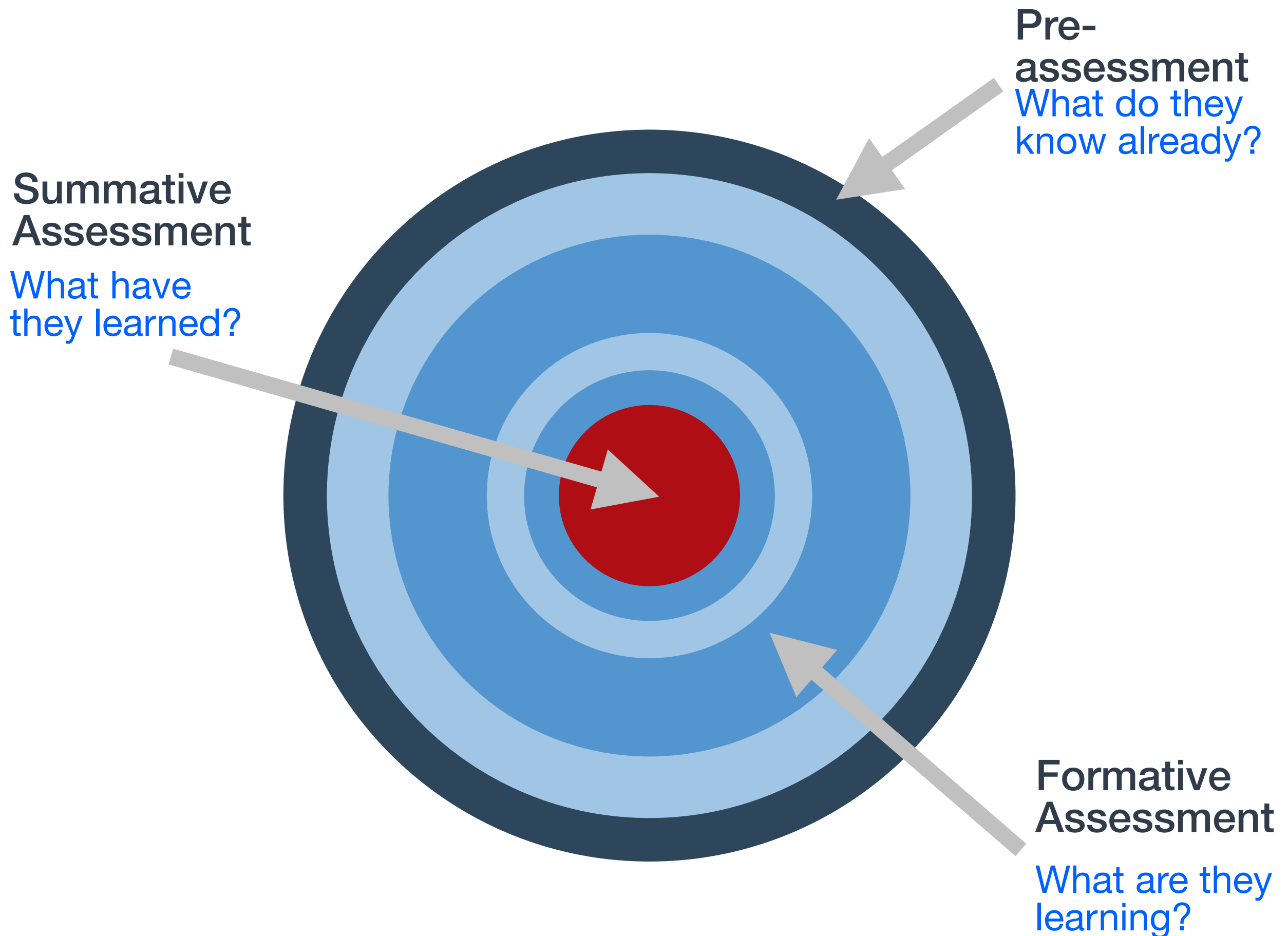


Stages of Backward Design



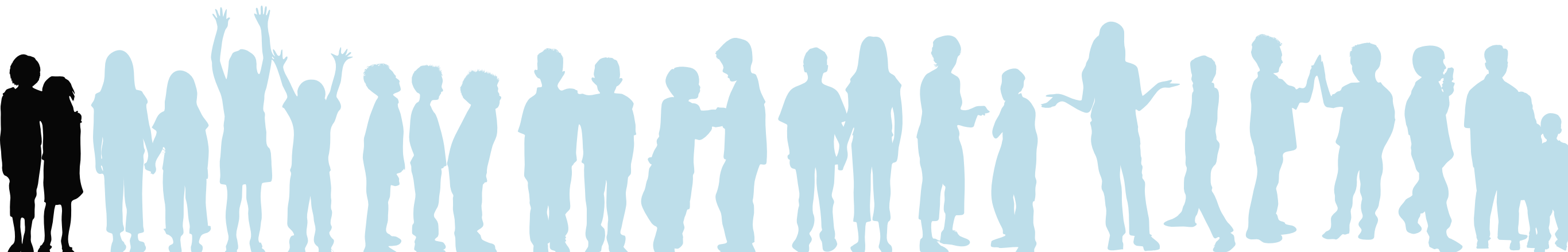
Two Different Approaches

Thinking like an Assessor	Thinking like an Activity Designer
What would sufficient and revealing evidence of understanding look like?	What would be interesting and engaging activities on this topic?
What performance tasks must anchor the unit and focus the instructional work?	What resources and materials are available on this topic?
How will I be able to distinguish between those who really understand and those who don't?	What will students be doing in and out of class? What assignments will be given?
Against what criteria will I distinguish work?	How will I give students a grade (and justify it to their parents)?
What misunderstandings are likely? How will I check for these?	Did the activities work? Why or why not?



PBL Assessment is driven by the same questions for teachers and students

Where am I going?



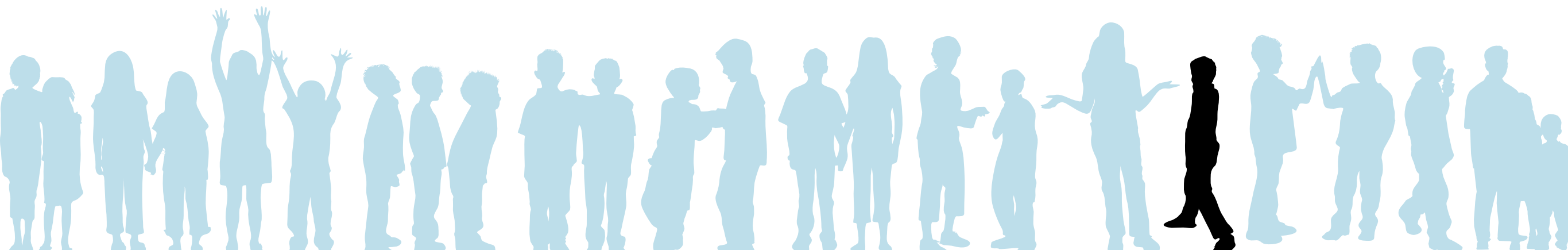
PBL Assessment is driven by the same questions for teachers and students

Where am I now?



PBL Assessment is driven by the same questions for teachers and students

How can I close the gap between where I am now and where I want to go?



Question	Teacher's Role	Students' Role
Where am I going?	<ul style="list-style-type: none">- Share exemplars of student work- Unpack learning targets with students- Pre-assess student knowledge and skills	<ul style="list-style-type: none">- Use scoring criteria to examine exemplars- Put learning targets in my own words- Set goals based on pre-assessment

Question	Teacher's Role	Students' Role
Where am I going?	<ul style="list-style-type: none">- Share exemplars of student work- Unpack learning targets with students	<ul style="list-style-type: none">- Use scoring criteria to examine exemplars- Put learning targets in my own words
Where am I now?	<ul style="list-style-type: none">- Pre-assess student knowledge and skills- Provide consistent descriptive feedback to students	<ul style="list-style-type: none">- Reflect on strengths and challenges from pre-assessment-

Question	Teacher's Role	Students' Role
Where am I going?	<ul style="list-style-type: none">- Share exemplars of student work- Unpack learning targets with students	<ul style="list-style-type: none">- Use scoring criteria to examine exemplars- Put learning targets in my own words
Where am I now?	<ul style="list-style-type: none">- Pre-assess student knowledge and skills- Provide descriptive feedback to students	Reflect on strengths and challenges from pre-assessment
How can I close the gap?	<ul style="list-style-type: none">- Help students choose strategies for learning- Explicitly teach skills for revision / growth- Provide opportunities for low-stakes practice.	<ul style="list-style-type: none">- Set clear, attainable goals- Respond to feedback- Expect multiple attempts and don't give up

Performance Assessments

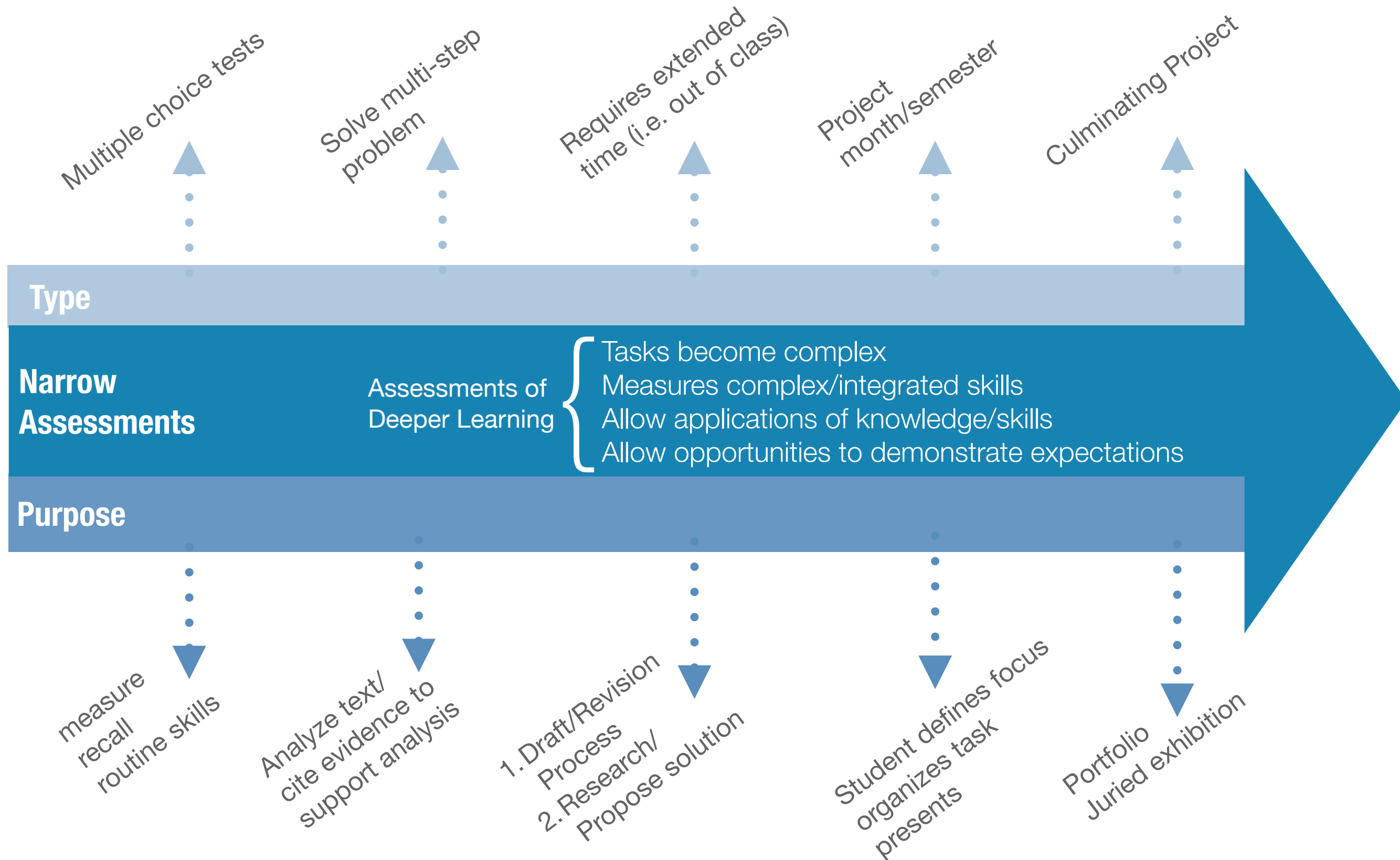


performance
indicators



performance
assessment

Range of Assessment



Developing Summative Assessments

- Meet in content-area groups from yesterday
- Use “Designing Summative Assessment” protocol
- We will gallery walk for feedback, using design chart for summative assessments

Debriefing Summative Assessments

- What worked in the process?
- What would you modify?

RESOURCES FOR SUMMATIVE ASSESSMENT

- Performance Assessment: Hunger in VT
- Webinar Slides: Incorporating Performance Assessment into Standards-Based Instruction (AOE)
- Expeditionary Learning: Center for Student Work

LUNCH!

TEAM TIME

Options:

- **Focus on three-year plan.** How might you use processes from today in your plan?
- **Review additional resources on performance assessment.**
- **Site-specific** (ie: professional development sessions).

BREAK-OUT SESSIONS

Options:

- **Ten Principles and Conceptual Framework.** Clarifications and common understanding.
- **Three-Year Plan.** How to use, process to think through.

BREAK-OUT SESSIONS

Process:

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

FEEDBACK

NEXT STEPS

- Webinar on 2/3 - use feedback form to suggest aspects to address through webinar format.
- Next in-person session 2/10-2/11

THANK YOU