

Proficiency-Based Learning:

A Systemic Approach

Ken Templeton, Senior Associate, GSP

HOUSEKEEPING

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This webinar is being recorded.

An archive will be posted at:

greatschoolspartnership.org/presentations/vermont-seminar-series/

The link will be emailed to all participants.

INTRODUCTIONS



Ken Templeton
Senior Associate
Great Schools Partnership

OUTCOMES

I can describe the goals and process for the February seminar session.

OUTCOMES

I can utilize a process to develop or refine scoring criteria.

AGENDA

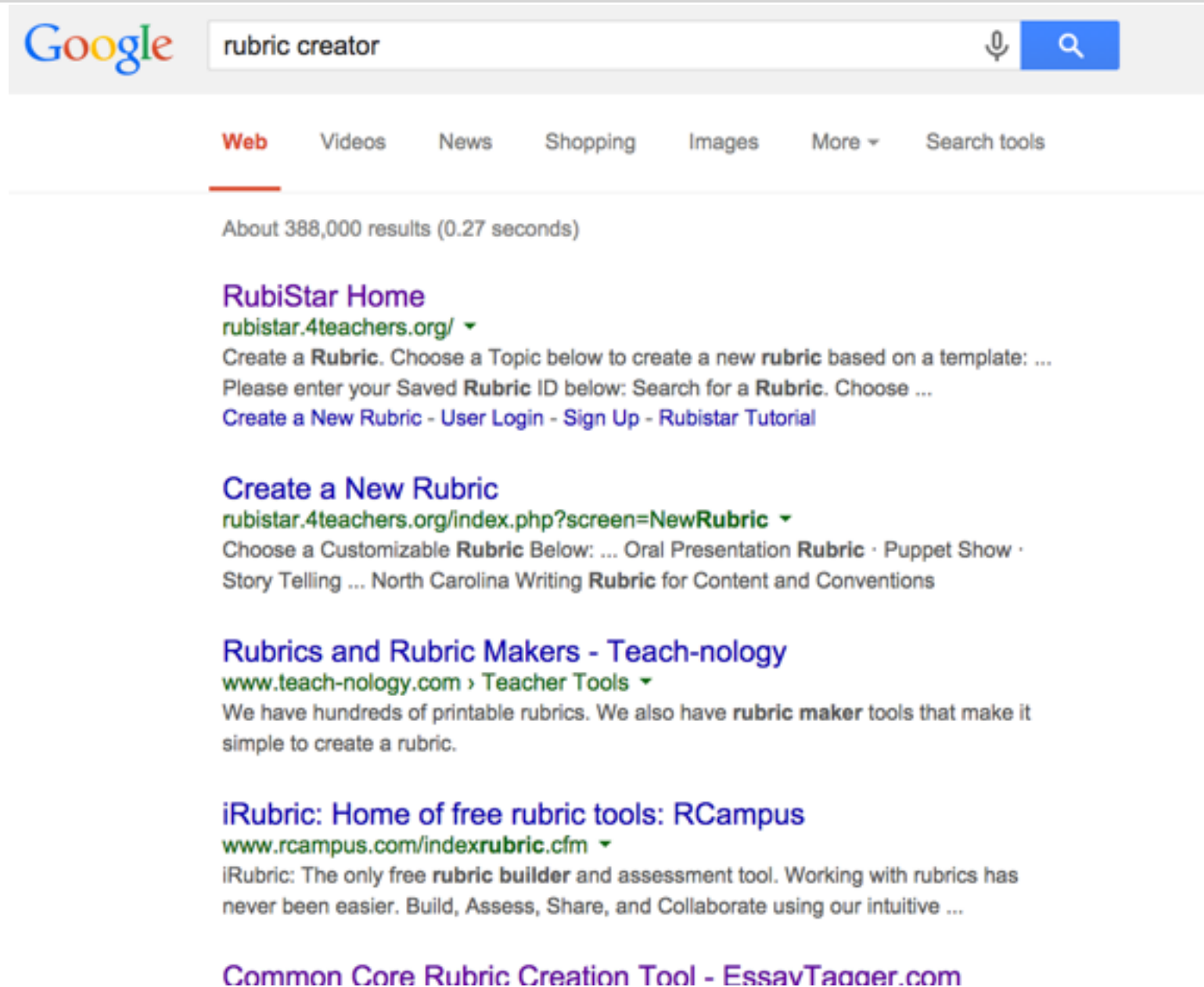
- Welcome
- Scoring Criteria Revisited
- Preview February session
- Team Time Plans

Scoring Criteria Revisited

1. Review rationale for scoring criteria by performance indicators
2. Review process—and some clarifications
3. How scoring criteria fit in a three year plan.

Scoring Criteria Rationale

- Teams v. individual teachers
- Consistency from classroom to classroom
- Part of on-going local assessment system process—not set in stone



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Scoring Criteria Process

- Review performance indicator
- “I can” / “I know”
 - ▶ I can = skills
 - ▶ I know = content
 - ▶ Unpacks performance indicator
 - ▶ Formative assessment roadmap
- General or specific language for “meets”

Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Are your criteria task neutral ?	<p>lists tasks or elements specific to this assessment</p> <p>ex: Analyzes the Articles of Confederation and Constitution for similarities and differences</p>	<p>can be applied to a variety of assessments and tasks</p> <p>ex: Analyzes primary sources documents independently and in relation to other primary source documents</p>
Does the criteria use a clear taxonomy of thinking skills ? Does the level of thinking expressed in the “meets” match that of the Performance Indicator ?	<p>uses verbs not included on taxonomies of thinking (such as understands)</p> <p>uses verbs from different level of thinking than that of the Performance Indicator to describe “meets” work</p>	<p>applies the levels of thinking in a chosen taxonomy (Bloom’s, Webb’s, etc.) consistently</p>
Have you included all elements of the Performance Indicator ?	<p>leaves out elements of the Performance Indicator</p>	<p>includes all elements of the Performance Indicator</p>
Does the criteria describe complexity and quality rather than frequency?	<p>emphasizes only frequency rather than cognitive demand</p> <p>ex: criteria include use of rarely, never, frequently, 1,2,3, etc.</p>	<p>describes what a student knows and is able to do at each level of proficiency</p>
Does the criteria describe the complexity and quality positively ?	<p>at “partially meets” or “does not meet” levels, describes only deficiencies in student work rather than what a student can do.</p>	<p>describes what a student includes and does at each level of proficiency</p>

Scoring Criteria Planning

Three Examples

- **First things first:** summer development time with network of districts.
- **One step at a time:** align units with scoring criteria, with long-term plan of having all units aligned in three years.
- **We already did this:** revisit established scoring criteria using tools shared during sessions.

QUESTIONS



Previewing February Session

- I can plan formative assessments tied to summative assessment goals.
- I can identify strategies or steps to improve my district's system of formative assessment.
- I can reflect on and adjust instruction based on formative assessment data/evidence.
- I can use PLPs to inform assessment.

February 10

- Identifying key features of formative assessment
- Designing formative assessments aligned to summative assessment
- Examining exemplars of systems to promote formative assessment and considering next steps for your district
- Team Time
 - Break-Out Session on Scoring Criteria
 - Planning template / process available on seminar series site under 'Resources'.

February 11

- Role of PLPs in assessment.
- Formative assessment and instruction: what next?
- Team Time
 - Break-Out Session on Formative Assessment tools.
 - Break-Out Session on PLPs and Assessment.
 - Planning template / process available on seminar series site under 'Resources'.
- Your PLP reflection

AOE PLP Resources

<http://education.vermont.gov/plp-working-group/agency-resources>

Home > Personal Learning Plan (PLP) Working Group > Agency Resources - Vermont PLP Process >



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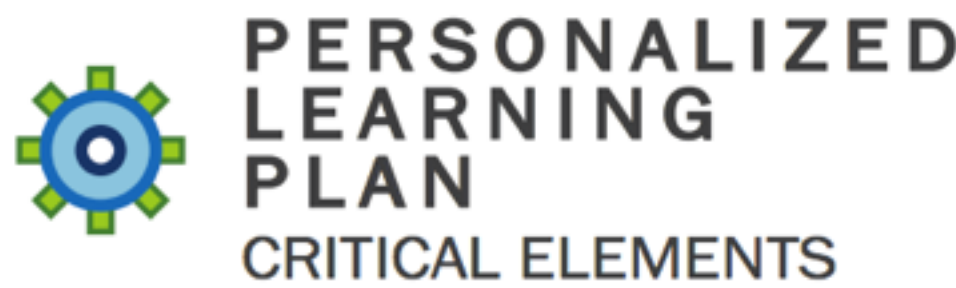
Agency Resources

The Vermont Agency of Education and the Vermont Personalized Learning Plan Work Group have developed a series of resources to help schools consider ways in which they can plan for and implement Personalized Learning Plans. These resources will enable educators to work with their community members, parents, educators, and students to create a process and a product that considers the assets of the school and community while remaining focused on the unique qualities that each student brings to the learning process.

[Take the Self Assessment](#)

AOE PLP Resources

<http://education.vermont.gov/plp-working-group/agency-resources>



Egnyte Home
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The choice of formats for Personalized Learning Plans (PLPs) is a local school decision that should be made paying attention to local needs, structures, and capacity. The Critical Elements listed below outline the minimum components that need to be included in a PLP in alignment with state statute. It would be appropriate for a school to use this checklist when reviewing local PLP designs to ensure that they meet the critical elements aligned to the Act 77.

These Critical Elements are applicable across all grade levels except where noted concerning the identification of post-secondary action steps for students in grades K-6.

Schools may choose to include additional elements not listed here.

Finding the Right Match for Your School

Please use this tool to review and create Personalized Learning Plans. To find the best fit when reviewing, indicate whether the element is present, absent, or close.

Present	Close	Absent
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AOE PLP Resources

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Public Will - Vermont PLP Process



The Vermont Agency of Education and the Vermont Personalized Learning Plan Work Group have developed a series of resources to help schools consider ways in which they can plan for and implement Personalized Learning Plans. These resources will enable educators to work with their community members, parents, educators, and students to create a process and a product that considers the assets of the school and community while remaining focused on the unique qualities that each student brings to the learning process.

"Through having a personalized learning plan, I was able to create an academic environment that interested and challenged me. I am engaged and inspired by learning again. Personalized learning plans will make this possible for all students."

Abby Trombley, CVU student

Implementing Personalized Learning Plans requires active engagement of parents and community members, an engagement that moves beyond presentation and explanation



AOE PLP Working Group

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QUESTIONS



Announcement

- Interested in participating in the Transferable Skills Assessment System Pilot?
- Link to survey for interested districts will be sent out with webinar recording.

THANK YOU

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