Competency-Based Learning Series:
Assessment in a Competency-Based Learning System
Seminar #2

January 2017
Welcome

Great Schools Partnership partners:
Ted Hall
Craig Kesselheim

Colorado Education Initiative partners:
Christina Jean
Paul Beck
Jon Blumenfield
Welcome

Opening Icebreaker
Colorado Seminar Series 2016-2017

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

**Click here** for the 2015-2016 Colorado Seminar Series Archive.

**Guiding Documents and Resources**

- → Guiding Documents

- → Resources

**Webinars**

- → Webinar Archive

**Meeting Sessions**

- → November 16-17, 2016 | Seminar One

- → January 11-12, 2017
Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.
We Believe

• In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship

• That schools must simultaneously attend to policy, practice, and community engagement

• School improvement is context-based, not one-size fits all
Series Outcomes

• Team members will be ready to lead the implementation of competency-based learning.

• The district teams will be prepared to design and plan professional development regarding competency-based learning within the 2016/17 school year.

• We will broaden the network of support across the state of Colorado to enact a vision and implement a system of learning that supports personalization through competency-based learning and multiple and flexible pathways.
Seminar 2 Outcomes

• I will deepen my familiarity with the conceptual framework and core principles of competency-based learning.
• I will better understand the use of performance indicators in a system of competency-based learning.
• I can explain the role of scoring criteria in ensuring equity and college- and career-readiness in a competency-based learning system.
• I will utilize a process for developing scoring criteria aligned to standards.
• I will learn and apply processes for development of summative assessments.
• As a team member, I will advance our school/district strategic planning for this year and beyond.
Agenda: Day One

Opening Activity

Performance Indicators: How they fit; how to adopt, modify or create your own performance indicators

Updates on Work of the District & School Teams

Text-based Discussion of “What is Good Enough?”

Looking at Student Work through a Protocol

The Development of Scoring Criteria: an Introduction

Wrap Up and Prepare for Day Two
Agenda: Day Two

Scoring Criteria: Part Two

Connection of Summative Assessments to Performance Indicators and Scoring Criteria

School and District Team Planning

Feedback from Colleague Teams

Final Reflections and Preparation for Upcoming Webinars and Coaching Calls
REVIEW NORMS FOR OUR WORK TOGETHER
Norms from November

Respect time
Monitor your air time
Listen well
Respect differences
Support a “culture of possibilities”
Attend to your personal needs
Maintain confidentiality when needed
Foster good humor
Some Assumptions

• We model and support your practice; you lead

• We provide Action Planning Time: you choose and enact your strategies

• We provide resources in a user-friendly site; you access these when you need them.

• We will provide structure for maximum engagement; you will take advantage of that structure.

• Questions about this?
Opening Activity

1. Look on the back of your folder and move to LETTER groups
2. Take out packet
3. Identify a facilitator, a notetaker, and a presenter
4. Find the artifact that matches your team's LETTER, then use the time to make sense of this resource document and prepare to share:
   • 2-3 talking points
   • If applicable, any questions or points of confusion
From Standards to Units

- Standards
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- School-wide Planning
- Reporting, Reflection, Refinement
- Instruction, Feedback, Evaluation
- Supports/Interventions
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Formative Assessment
- Instruction
- Performance Indicators
- Reflection + Refinement
- Supports/Interventions

Competency-Based Learning Simplified
A Great Schools Partnership Learning Model

Graduation Requirement | Reporting Method | Cross-Curricular Graduation Standards | Assessment Method
---|---|---|---
YES | Transcripts and Report Cards | 5–8 standards taught in all content areas | Body of Evidence
YES | Transcripts and Report Cards | Content-Area Graduation Standards | Verification of Proficiency
YES | Progress Reports | Performance Indicators | Summative Assessment
NO | Teacher Feedback | Learning Objectives | Formative Assessment

Cross-Curricular Graduation Standards
- 5–8 standards taught in all content areas

Content-Area Graduation Standards
- 5–8 standards for each content area

Performance Indicators
- 5–10 indicators for each cross-curricular and content-area standard that move students toward competency and the achievement of graduation

Learning Objectives
- Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators

Body of Evidence
- Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics

Verification of Proficiency
- Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time

Summative Assessment
- Graded summative assessments are used to evaluate the achievement of performance indicators

Formative Assessment
- Ungraded formative assessments are used to evaluate student learning progress

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What DISTRICTS Do

Cross-Curricular Graduation Standards
5-8 standards taught in all content areas

Content-Area Graduation Standards
5-8 standards for each content area

Performance Indicators
5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

Learning Objectives
Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

Set meaningful expectations for K-12

Develop clear local assessment system.

Support pedagogical risk-taking and learning
Districts should define 5–8 standards per content area, which together will allow a district to determine students’ proficiency in that content area. Standards should be broad enough that they apply to all grade levels, PK-12. Each standard will be defined by approximately 5–10 performance indicators.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong></td>
<td>• Do not align with national, state, and/or local standards and frameworks;</td>
<td>• Align with national, state, and/or local standards and frameworks;</td>
</tr>
<tr>
<td></td>
<td>• Are so narrow, specific, or vague that they are not central to understanding the</td>
<td>• Use precise, descriptive language that clearly communicates what is essential to building</td>
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<td></td>
<td>content area as a whole.</td>
<td>proficiency in the content area.</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>• Describe topics that are only relevant to or applicable within a unit, textbook,</td>
<td>• Require students to develop an understanding of relationships among principles, theories,</td>
</tr>
<tr>
<td></td>
<td>resource, course, or program;</td>
<td>and/or concepts;</td>
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<tr>
<td></td>
<td>• Focus on factual content without connecting the statements to enduring</td>
<td>• Require students to develop and demonstrate skills and knowledge that will endure throughout</td>
</tr>
<tr>
<td></td>
<td>cross-curricular and content-specific skills.</td>
<td>their education, careers, and civic lives.</td>
</tr>
<tr>
<td><strong>Cognitive Demand</strong></td>
<td>• Require only basic recall and lower-level cognitive skills, such as identifying,</td>
<td>• Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing,</td>
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<td>defining, summarizing, or listing;</td>
<td>planning, interpreting, hypothesizing, investigating, or creating;</td>
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<td>• Do not require the application of knowledge to diverse or novel problems, texts,</td>
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<td>or situations.</td>
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Ten Principles of Proficiency-Based Learning

Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today’s world. Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following “Ten Principles of Proficiency-Based Learning,” which describe the common features found in the most effective proficiency-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school’s grading and reporting system).

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.

3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.

4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.

5. Summative assessments evaluate learning achievement, and summative-assessment results record a student’s level of proficiency at a specific point in time.
### Key Questions to Consider in Developing Community Engagement Strategies

<table>
<thead>
<tr>
<th>Conditions to Look For in Engagement Strategies:</th>
<th>Feasibility Questions</th>
<th>Questions about Relevance</th>
</tr>
</thead>
</table>
| ● It intersects with and impacts teachers, students, families, nonprofits, service providers, businesses, cultural groups, voters, etc. | ● Is short-term success likely? Can success be achieved in a manageable period of time?  
● Will the change be supported by school leaders, families, and the community? | ● Does the entry point impact multiple constituencies and stakeholders?  
● Will the entry point influence governance, authority, and decision-making?  
● Is there urgency? Is it enough to bring people to the table without creating a sense of crisis? Is it “sacred” to educators and/or the community? Will it create tension or confusion?  
● What might the consequences be if the reengineering work is unsuccessful? |
| ● It can influence governance, authority, and decision-making | ● Can the district/school find or allocate the capacity required to coordinate the work?  
● Is “a coalition of the willing” already in place? Can a coalition be assembled?  
● Can community assets be leveraged to increase necessary capacity or resources? | |
| ● Impact can be achieved without significant investments of time, money, resources | | |
| ● The change will be visible to and felt by people inside and outside of the school | | |

<table>
<thead>
<tr>
<th>Questions about Affordability</th>
<th>Questions about Influence</th>
<th>What is the Narrative?</th>
</tr>
</thead>
</table>
| ● What level of time, funding, human resources, or political capital will be required to achieve the desired impact?  
● Is the investment worth the potential gain? What is the likely return on the investment?  
● Can the change be sustained with a reallocation of existing time, funding, and resources?  
● Or will sustainability require new, additional, and/or permanent resourcing? | ● Is the change likely to pave the way for more meaningful modifications to other policies, programs, and practices?  
● Does it have the potential to shift the mindsets and overcome the biases of educators, students, families, and community members?  
● Could it lead to significant changes in school culture and governance?  
● Will improvements lead to positive changes in learning experiences and pedagogy? | ● Is the rationale for the change compelling and easy to understand?  
● What rationale will appeal to busy educators and their needs, interests, and aspirations?  
● Does the change have the potential to inspire and motivate?  
● Will it challenge and overturn entrenched narratives that stakeholders have about themselves and others?  
● Will it positively impact internal and external perceptions? |
Planning for Proficiency-Based Learning

**Policy**
- Engage school board in developing conceptual understanding about proficiency-based learning
- Review existing policies
- Draft new and revised policies
- Collect feedback on draft policies from faculty, staff, students, parents, and local officials
- Refine policies

**Practice**
- Establish a district wide proficiency-based committee
- Establish a school wide proficiency-based committee
- Collaboratively develop the conceptual framework with faculty and staff
- Engage faculty and staff in professional development on proficiency-based learning
- Engage faculty in professional development on proficiency-based curriculum design and instruction
- Develop cross-curricular graduation standards
- Develop content-area graduation standards
- Develop performance

**Community Engagement**
- Create communications plan for proficiency-based learning
- Develop Record Keeping Process, Transcript, and Report Card
- Engage students, parents, and the public about proficiency-based learning
- Implement system for reporting on the achievement of student learning.
- Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards
- Develop a process for verifying achievement of content-area standards
- Develop lesson plans
- Implement system for reporting on the achievement of student learning.
Performance Indicators
Competency-Based Learning Simplified
A Great Schools Partnership Learning Model

**Reporting Method**

**Transcripts and Report Cards**

Cross-Curricular
- Graduation Standards
- 5–8 standards taught in all content areas

Content-Area
- Graduation Standards
- 5–8 standards for each content area

**Assessment Method**

**Body of Evidence**
- Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics

**Verification of Proficiency**
- Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time

**Summative Assessment**
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**Performance Indicators**
- 5–10 indicators for each cross-curricular and content-area standard that move students toward competency and the achievement of graduation

**Learning Objectives**
- Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators

**Progress Reports**

**Teacher Feedback**

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From Standards to Units

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- Instruction
- Formative Assessment
- Supports/Interventions
- Scoring-with criteria
- Reporting Learning
- Students attempt Summative Assessment
- Reflection + Refinement
- Supports/Interventions

25
From Standards to Units

Supports/Interventions

Reporting Learning

Scoring-with criteria

Students attempt Summative Assessment

Instruction, Feedback, Evaluation

School-wide Planning

Instruction

Unit Design

Instructional Design

Performance Indicators

Curriculum Mapping

Designing Summative Task

Reporting, Reflection, Refinement

Reflection + Refinement

Students attempt Summative Assessment
Graduation Standards
Performance Indicators
Learning Targets
A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
A Performance Indicator...

describes or defines what students need to know and be able to do to demonstrate mastery of a graduation standard.
A Performance Indicator... is measurable.
A Performance Indicator...

shows how students can demonstrate their performance over time.
in aggregate with other performance indicators, can measure whether a student has met the graduation standard.
Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.
Looking at Performance Indicators

Using the Design Guide for Performance Indicators
Graduation Competency 1

Speaking and Listening: Discussion: Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute to further the group’s attainment of an objective.

Middle School Performance Indicators (Evidence Outcomes):

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion (CCSS: SL.8.1a).

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed (CCSS: SL.8.1b).

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas (CCSS: SL.8.1c).

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented (CCSS: SL.8.1d).

e. Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further.

f. Evaluate the effectiveness of the techniques used and information gained from the interview.

g. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation (CCSS: SL.8.2).

h. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced (CCSS: SL.8.3).
As a reminder—Great Schools Partnership’s Performance Indicators = Colorado's Evidence Outcomes
Districts should define 5-10 indicators per standard, which together will allow a school/district to determine students’ proficiency on that standard. Indicators should be specific enough to be measurable at a grade span or course level, while as a set, allow multiple pathways for students to demonstrate proficiency.

### Criteria

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<th>Stronger Statements</th>
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<tbody>
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<td><strong>ALIGNMENT</strong></td>
<td>To what extent do the statements align with and describe the essential skills within the relevant graduation standard?</td>
<td><strong>Individually, define knowledge and skills which are not essential to the graduation standard;</strong>&lt;br&gt;<strong>Taken together, the indicators fail to define the essential skills and knowledge within the graduation standard.</strong></td>
</tr>
<tr>
<td><strong>TRANSFER</strong></td>
<td>Do the statements describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?</td>
<td><strong>Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program;</strong>&lt;br&gt;<strong>Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills.</strong>&lt;br&gt;<strong>Are “nice to know” but not essential for students to learn if they are going to succeed in the next unit, course, or grade level.</strong></td>
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<td>Criteria</td>
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<tr>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| COGNITIVE DEMAND           | ● Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing;  
                                 ● Do not require the application of knowledge to diverse or novel problems, texts, or situations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ● Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating;  
                                 ● Require the application of knowledge to diverse or novel problems, texts, or situations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| ASSESSMENT FACILITATION    | ● Fail to describe in precise and understandable language what will be measured;  
                                 ● Are so discrete and numerous that it would be unmanageable for a teacher to grade and track all of them, or to support complex reasoning / higher order thinking.  
                                 ● Suggest that a single task or activity can be considered a valid demonstration of proficiency.  
                                 ● Are so complex that the details associated within the indicator are unmanageable and challenging to assess as a whole.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ● Help define the specific knowledge and skills that will be assessed and measured;  
                                 ● Are detailed enough to give the student helpful direction;  
                                 ● Are more fine-grained than graduation standards, but broad enough to be assessed with a complex summative assessment task;  
                                 ● Allow for multiple and varied options for students to demonstrate evidence of learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
Steps for Activity

1. Form small groups (4-5) at table
2. Use Design Guide for Performance Indicators and discuss how this sample set meets the criteria or not (20 min)
3. Share with full table and discuss (10 min)
4. Whole group debrief (10 min)
A Process for Developing Performance Indicators
Protocol
Developing Performance Indicators

PURPOSE
To identify 5–10 performance indicators for each content area graduation standard

TIME
3–4 hours

ROLES
Facilitator, timekeeper, notetaker

MATERIALS
A. Proficiency-Based Learning Simplified graphic
B. Locally developed content-area graduation standards
C. National- and state-level standards documents
D. Sample graduation standards and performance indicators for the content area
E. Cognitive taxonomies (e.g., Revised Bloom’s Taxonomy, Marzano’s New Taxonomy, or Webb’s Depth of Knowledge)
F. Design Criteria Chart
G. Chart paper and markers or projector and laptop(s)

PROCESS:
A. Review your locally developed content-area graduation standards to confirm agreement on the content and language
A. Review your locally developed content-area graduation standards to confirm agreement on the content and language. Review the Proficiency-Based Learning Simplified graphic to clarify for the group that the focus of this session is at the Performance Indicator level. Then, determine how this phase of the process will be conducted. It can be done in small groups whereby each group works on one content-area graduation standard and aligns the supporting performance indicators to that graduation standard. It can also be done collectively. (15 min.)

B. Review the Design Criteria Chart independently and then discuss as a group. (15 min.)

C. Using national and/or state standards documents in a specific content area, reviewers should mark performance indicators that they believe are essential components of the particular graduation standard they are working on. It is appropriate to reference the sample set of performance indicators available by content area. Reviewers should feel free to combine or revise performance indicators for clarity and proper alignment to the relevant graduation standard. Special attention should be paid to aligning the cognitive verbs of performance indicators with those of the graduation standard. Refer to one of the cognitive taxonomy reference tools. (60 min.)

D. Share the identified performance indicators in round robin fashion until all possible performance indicators for the relevant graduation standard have been stated. Write the proposed performance indicators on chart paper, project for the group to view, or view within a shared online document. (10–15 min.)

E. If there are more than ten performance indicators, discuss as a group any that do not meet one or more criteria for performance indicators as suggested in the Design Criteria Chart. Could any of the performance indicators be combined without losing meaning and value? Eliminations from the list should be discussed and considered collectively. (10–15 min.)
• What do you see as your next steps with Performance Indicators?
Break
District Updates

Review What You Have Done and Share With Your Colleagues
District Updates “menu”

- Key moments
- Breakthroughs
- Training others / building capacity
- Assets and Barriers
- Graduation standards status
- Performance indicator status
- Policy status
- Community engagement
District Updates Task—Create a visual with the highlights of your work
Gallery Walk by Team—provide at least one warm note of feedback and one question per team
Set up for lunch and reading
How Good Is Good Enough?

Please read this article over the extended lunch break.
Four “A”s Text Protocol

Adapted from Judith Gray, Seattle, Washington 2005.

Purpose
To explore a text deeply in light of one’s own values and intentions

Roles
Facilitator/timekeeper (who also participates); participants

Time
Five minutes total for each participant, plus 10 minutes for the final 2 steps.

Process
1. The group reads the text silently, highlighting it and writing notes in the margin or on sticky notes in answer to the following 4 questions (you can also add your own “A”s).
   - What Assumptions does the author of the text hold?
   - What do you Agree with in the text?
   - What do you want to Argue with in the text?
   - What parts of the text do you want to Aspire to (or Act upon)?

2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
Mark the text with:

- What **Assumptions** does the author of the text hold?
- What do you **Agree** with in the text?
- What do you want to **Argue** with in the text?
- What parts of the text do you want to **Aspire** to (or **Act** upon)?
Note your group assignment and location following lunch
LUNCH

45 minutes for lunch and reading
Updates from CEI
Debrief the use of the protocol, the text, and the applicability of either to your local work
The Development of Scoring Criteria
Learning from Student Work
Collaborative Assessment

1. Describing the work (3-5 min)
2. Asking Questions About the Work (5 min)
3. Speculating About What the Student(s) is/are Working On (3 min)
4. Discussing Implications for Teaching and Learning (5 min)
Collaborative Assessment

Describing the Work

• The facilitator asks the group: “What do you see?”
• Group members provide answers without making judgments about the quality of the work or their personal preferences.
• If a judgment emerges, the facilitator asks for the evidence on which the judgment is based.
Collaborative Assessment

Asking Questions About the Work

• The facilitator asks the group: “What questions does this work raise for you?”

• Group members state any questions they have about the work, the child, the assignment, the circumstances under which the work was carried out, and so on.

• The presenting teacher may choose to make notes about these questions, but she/he is does not respond to them now — nor is she/he obligated to respond to them in Step 5 during the time when the presenting teacher speaks.
Collaborative Assessment

Speculating About What the Student is Working On

• The facilitator asks the group, “What do you think the student or students are working on?”

• Participants, based on their reading or observation of the work, make suggestions about the problems or issues that the student(s) might have been focused on in carrying out the assignment.
Discussing Implications for Teaching and Learning

The facilitator invites everyone (the participants and the presenting teacher) to share any thoughts they have about their own teaching, children’s learning, or ways to support this particular child in future instruction.
The Story of the Butterfly

https://www.youtube.com/watch?v=PZo2PlhnmNY
Break
Introduction to Scoring Criteria
Assessment Pathways Simplified
A Great Schools Partnership Learning Model

We believe that reliability results from the careful alignment of demonstration 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.
Designing Scoring Criteria

Scoring criteria describe levels of mastery for each performance indicator

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to develop appropriate research questions.</td>
<td>I can <strong>list</strong> some specifics about a topic that would help develop my understanding</td>
<td>I can <strong>identify</strong> broad questions that are relevant to my studies and focus my research.</td>
<td>I can <strong>construct</strong> open-ended questions that build on one another and require evidence and support</td>
<td>I can <strong>analyze</strong> my own research questions to refine them based on my earlier questions and learning</td>
</tr>
</tbody>
</table>
Using Scoring Criteria to Assess Students’ Work

- Using the Scoring Criteria, work in groups of 2-3 to assess the three student writing samples. Start by individually assessing the work, then discuss in your group of 3. Are you able to come to consensus? Why or why not?

- Transition to full-table discussions about the use of scoring criteria and what worked or didn’t work in this particular sample.
Taking Stock of Individual and Team Learning
ENDING THE DAY...

Please complete survey
QUESTIONS & ANNOUNCEMENTS
Welcome Back

Great Schools Partnership partners:
Ted Hall
Craig Kesselheim

Colorado Education Initiative partners:
Christina Jean
Paul Beck
Jon Blumenfield
Colorado Seminar Series 2016-2017

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

[Click here](#) for the 2015-2016 Colorado Seminar Series Archive.

### Guiding Documents and Resources

- [Guiding Documents](#)
- [Resources](#)

### Webinars

- [Webinar Archive](#)

### Meeting Sessions

- [November 16-17, 2016 | Seminar One](#)
- [January 11-12, 2017](#)
Agenda: Day Two

- Welcome, Review of Reflections, Agenda Overview
- Scoring Criteria, part two
- Connection of Summative Assessments to Performance Indicators & Scoring Criteria
- School and District Team Planning
- Feedback from Colleague Teams
- Final Reflections and Preparation for Next Webinars and Coaching Calls
Review of Reflections from Day One

Preview of Upcoming Work
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Webinar/Virtual on Competency-Based Policy Development</td>
</tr>
<tr>
<td>March</td>
<td>Webinar/Virtual on Formative Assessment</td>
</tr>
<tr>
<td>April 27 &amp; 28</td>
<td>Seminar 3: Competency-Based Grading and Systems of Reporting</td>
</tr>
<tr>
<td>June TBA</td>
<td>Instructional Design and Community Engagement</td>
</tr>
</tbody>
</table>
Norms from November

Respect time

Monitor your air time

Listen well

Respect differences

Support a “culture of possibilities”

Attend to your personal needs

Maintain confidentiality when needed

Foster good humor
Scoring Criteria
Part Two
Creating a Rubric for a Summative Assessment
Based on a recent lab experiment, you will write a full lab report where you will include a clear description of why you obtained the results using your knowledge of the periodic table. This lab report will be assessed on three performance indicators: two physical science indicators and one transferable skill indicator. Included in the lab report will be the following: **Purpose, Materials List, Procedure, Results, Explanation of Results**
# The Full Rubric for this Summative Assessment

## Scoring Criteria for Science Indicator

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Student is able to locate an element on the periodic table, but not to identify its basic properties or determine the number of electrons in the outermost energy level.</td>
<td>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.</td>
<td>Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements based on the patterns of electrons and other characteristics of that element.</td>
<td>Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.</td>
</tr>
<tr>
<td>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 elements</td>
<td>Student is able to determine the outcome of a simple chemical reaction.</td>
<td>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.</td>
<td>Student is able to use their knowledge of the periodic table to predict the outcome of a simple chemical reaction by explicitly referencing the periodic table and its inherent patterns.</td>
<td>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.</td>
</tr>
</tbody>
</table>

## Scoring Criteria for Transferable Skill Indicator

| B. Use evidence and logic appropriately in communication | Recognize ideas, concepts, problems, or varied perspectives related to the phenomenon, and does not provide reasoning to support a claim. | Student includes information from evidence to support a claim or an opinion on these sources. | Analyze and integrate carefully selected evidence from diverse sources and use logical reasoning to design a model or solution. | Apply evidence in a novel or unfamiliar situation to design a model or solution. |

---

84
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the periodic table as a model to predict the relative properties of elements</td>
<td>Student is able to locate an element on the periodic table</td>
<td>Student is able to locate an element on the periodic table, identify its</td>
<td>Student is able to use the periodic table to accurately predict relative</td>
<td>Student is able to analyze observed relative physical and chemical</td>
</tr>
<tr>
<td>based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)</td>
<td></td>
<td>basic properties, and determine the number of electrons in the outermost</td>
<td>physical and chemical properties of elements. Student is able to</td>
<td>properties of elements and classify them appropriately in the periodic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>energy level.</td>
<td>describe the relationship between the pattern of electrons and other</td>
<td>table.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>characteristics of that element.</td>
<td></td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Does Not Meet</td>
<td>Approaching</td>
<td>Meets</td>
<td>Exceeds</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>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)</td>
<td>Student is able to determine the outcome of a simple chemical reaction.</td>
<td>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</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
# 3rd Performance Indicator

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Use evidence and logic appropriately in communication</strong></td>
<td>Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.</td>
<td>Student includes information from several sources and analyzes or compares the information from these sources.</td>
<td>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.</td>
<td>Apply evidence in a novel or unfamiliar situation to design a model or solution.</td>
</tr>
</tbody>
</table>
## The Full Rubric for this Summative Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Student is able to locate an element on the periodic table,</td>
<td>Student is able to locate an element on the periodic table,</td>
<td>Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Also, the student can describe the relationship between the pattern of electrons and other characteristics of that element.</td>
<td>Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.</td>
</tr>
<tr>
<td>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</td>
<td>Student is able to determine the outcome of a simple chemical reaction.</td>
<td>Student is able to determine the outcome of a simple chemical reaction.</td>
<td>Student is able to use their knowledge of the periodic table to predict the outcome of a simple chemical reaction. One is able to explicitly referencing the periodic table and elements location on the periodic table.</td>
<td>Student is able to compare the results of different chemical reactions and explain the outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and others.</td>
</tr>
<tr>
<td>B. Use evidence and logic appropriately in communication</td>
<td>Recognize ideas, concepts, problems, or varied perspectives and does not make a clear claim.</td>
<td>Student includes information from multiple sources and integrates or references these sources.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources and include multiple perspectives to design a model or solution.</td>
<td>Apply evidence in a novel or unfamiliar situation to design a model or solution.</td>
</tr>
</tbody>
</table>

### Scoring Criteria for Science Indicator
- **Does Not Meet**: Recognize ideas, concepts, problems, or varied perspectives and does not make a clear claim.
- **Approaching**: Student is able to locate an element on the periodic table, and can use it to determine the outcome of a simple chemical reaction.
- **Meets**: Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Also, the student can describe the relationship between the pattern of electrons and other characteristics of that element.
- **Exceeds**: Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
“Clear learning goals help students learn better (Seidel, Rimmele, & Prenzel, 2005). When students understand exactly what they’re supposed to learn and what their work will look like when they learn it, they’re better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & Wiliam, 2004; Moss, Brookhart, & Long, 2011).... The important point here is that students should have clear goals. If the teacher is the only one who understands where learning should be headed, students are flying blind. In all the studies we just cited, students were taught the learning goals and criteria for success, and that’s what made the difference.”

—Brookhart & Moss, “Learning targets on parade,” Educational Leadership, October 2014

Overview

In a proficiency-based system, teachers assess student learning progress and academic achievement using common scoring guides that include detailed descriptions—or “scoring criteria”—outlining what students need to know and be able to do to as they work toward, meet, and exceed proficiency on a given learning standard. Scoring criteria help teachers consistently evaluate work products and other evidence of proficiency as students acquire the essential knowledge and skills required for grade promotion and graduation.

Scoring criteria describe, in clear and precise terms, the characteristics of each stage of achievement along a proficiency continuum—from not meeting to exceeding a specific learning standard. Once schools have articulated scoring criteria for each of the learning objectives students are expected to meet, teachers can then assemble rubrics for assessing student work using a selection of appropriate scoring criteria.
Steps in examination of document

1. Read silently at your table (10 min)

2. Go around the table and have each person share one new insight from reading *without discussion* at this point (5-10 min)

3. Once everyone has shared an insight, have a table discussion about scoring criteria (15 min)

4. Debrief (5 min)
Writing Your Own Scoring Criteria
Principles of Scoring Criteria

- Scoring criteria articulate a continuum of increasingly complex cognitive demand.
Principles of Scoring Criteria

• Scoring criteria articulate a continuum of increasingly complex cognitive demand.
• Scoring criteria focus on the quality of student work at each level of performance.
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• Scoring criteria describe what students can do at each level of performance.
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• Scoring criteria describe what students can do at each level of performance.
• Scoring criteria can be applied to a variety of learning experiences and work products.
Principles of Scoring Criteria

• Scoring criteria articulate a continuum of increasingly complex cognitive demand.
• Scoring criteria focus on the quality of student work at each level of performance.
• Scoring criteria describe what students can do at each level of performance.
• Scoring criteria can be applied to a variety of learning experiences and work products.
Writing Your Own Scoring Criteria
A Process

Step One
Unpacking the Performance Indicator

What skills and knowledge does this Performance Indicator describe?
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>I can….</th>
<th>Need to know</th>
</tr>
</thead>
</table>
| Determine or clarify the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word and phrase choices on the meaning and tone. | I can figure out precisely what an author means by each word 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. I can analyze how the author’s word choices affect his or her meaning or tone. | • parts of speech  
• sentence structure  
• context clues, parallel text, footnotes  
• the tools of figurative language (similes, metaphors, personification)  
• vocabulary: connotation/denotation, figurative  
• tone |
Define the scoring criteria as outlined on the handout by first clearly defining what “meets” the standard means and then working in either direction to define the others.
## An Example
World Language

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

### Verbs that describe cognitive demand

- **Recognize**
- **Recognize & Identify**
- **Identify & Interpret**
- **Identify, Cite & Make Inferences**
# Sample Scoring Criteria

<table>
<thead>
<tr>
<th>NRH Social Studies Graduation Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Process and Skills in Social Studies</strong></td>
</tr>
<tr>
<td><em>Students will be able to demonstrate a thorough understanding of the research process.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Does Not Meet</th>
<th>Partially Meets</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12.7)</td>
<td>I can <strong>list</strong> some specifics about a topic that would help develop my understanding.</td>
<td>I can <strong>identify</strong> broad questions that are relevant to my studies and focus my research.</td>
<td>I can <strong>construct</strong> open-ended questions that build on one another and require evidence and support.</td>
<td>I can <strong>analyze</strong> my own research questions to refine them based on my earlier questions and new learning.</td>
</tr>
<tr>
<td>2. Students will be able to select appropriate information and resources from a variety of media sources (primary and secondary sources.) (CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.8, 11-12.9)</td>
<td>I can <strong>identify</strong> information from one type of source.</td>
<td>I can <strong>choose</strong> information from multiple types of sources.</td>
<td>I can <strong>select</strong> credible and relevant information from a variety of primary and secondary sources.</td>
<td>I can <strong>evaluate</strong> the information I’ve found from a variety of primary and secondary sources to determine which</td>
</tr>
</tbody>
</table>
## PHYSICAL SCIENCE

### STANDARD #1: SYSTEMS AND MODELS

Students will develop, evaluate and use models to make predictions, solve problems, and explain the relationship

<table>
<thead>
<tr>
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<th>Partially Meets</th>
<th>Meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a model based on evidence to illustrate the life span of stars (including the Sun) and communicate the role of nuclear fusion in element production. (ESS1-1, ESS1-3)</td>
<td>I can identify the stages in the life cycle of a star.</td>
<td>I can use a model of the life cycle of a star to explain how stars change over time.</td>
<td>I can create a model of the life cycle of a star and use it to explain how heavy elements are formed in the universe.</td>
</tr>
<tr>
<td>Use a model to describe how variations in the flow of energy and carbon into and out of Earth’s systems (hydrosphere, atmosphere, geosphere, biosphere) result in changes in climate. (ESS2-4, ESS2-6)</td>
<td>I can list components of the hydrosphere, atmosphere, geosphere, and biosphere.</td>
<td>I can use a model to describe a cycle that influences all of Earth’s spheres.</td>
<td>I can evaluate a variety of models to explain how energy flow and cycles of matter impact Earth’s climate.</td>
</tr>
<tr>
<td>Develop a model using evidence of plate tectonics to illustrate how Earth’s internal (convection) and surface processes form continental and oceanic features. (ESS2-1, ESS1-5, ESS2-3)</td>
<td>I can label a model of oceanic and continental crusts.</td>
<td>I can examine a model of Earth’s plates and discern how continental and oceanic features are formed.</td>
<td>I can create a model of the earth’s plates that shows how oceanic and continental crusts are formed.</td>
</tr>
<tr>
<td>Develop, use a model, and conduct calculations to illustrate the transfer and storage of energy. (PS3-1, PS3-2)</td>
<td>I can examine a model and relate how energy is stored or transferred.</td>
<td>I can analyze a model and complete calculations to support explanations of how energy is stored and transferred.</td>
<td>I can construct, use a model, and complete calculations to support explanations of how energy is stored and transferred.</td>
</tr>
</tbody>
</table>

### Standard #2: Investigations

Students will ask questions and define problems while planning and conducting investigations in a safe

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Partially Meets</th>
<th>Meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. (ESS2-5)</td>
<td>I can identify properties of water</td>
<td>I can follow an established lab procedure. I can collect information from the lab about properties of water and explain ways it affects Earth</td>
<td>I can develop my own investigation to determine how water impacts Earth materials and surface processes.</td>
</tr>
<tr>
<td>Create and conduct an investigation to illustrate the characteristics of electromagnetic induction and electrodynamics (electromechanics). (PS2-5, PS3-5)</td>
<td>I can identify the properties of electromagnetism.</td>
<td>I can compare and contrast devices to distinguish electromagnetism and electrodynamics through a laboratory investigation.</td>
<td>I can build an electromagnetic device to show the characteristics of electromagnetic induction.</td>
</tr>
</tbody>
</table>
### Graduation Standard 1: Influences on Health

*Students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Does Not Meet</th>
<th>Partially Meets</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to <strong>analyze</strong> how family influences the health of individuals. (MLR: D.1)</td>
<td>I can <strong>list</strong> ways a family can affect a person’s health.</td>
<td>I can <strong>explain</strong> how family can influence a person’s health.</td>
<td>I can <strong>examine</strong> how others in my family can impact the health of individuals.</td>
<td>I can <strong>measure</strong> the effect of family influences on my mental, emotional, social, and physical health.</td>
</tr>
<tr>
<td>2. Students will be able to <strong>evaluate</strong> the effect of the media on personal and family health. (MLR: D.2)</td>
<td>I can <strong>list</strong> ways the media affects my personal health and the health of others.</td>
<td>I can <strong>categorize</strong> ways the media can affect my personal health and the health of others.</td>
<td>I can <strong>justify</strong> how the media can affect my personal health and the health of others.</td>
<td>I can <strong>design</strong> a response to the impact the media has on my personal health and the health of others.</td>
</tr>
<tr>
<td>3. Students will be able to <strong>analyze</strong> the influence of alcohol and drug use on individual and group behavior. (MLR: D.3)</td>
<td>I can <strong>list</strong> ways alcohol and drug use can affect my behavior and the behavior of others.</td>
<td>I can <strong>identify</strong> how alcohol and drug use can influence my behavior and the behavior of others.</td>
<td>I can <strong>compare</strong> how alcohol and drug use can influence my behavior and the behavior of others.</td>
<td>I can <strong>predict</strong> the impact of alcohol and drug use on my future behavior and the behavior of others.</td>
</tr>
</tbody>
</table>
Writing Your Own Scoring Criteria—What You Need

Colorado Process for Developing Scoring Criteria

Reading, Writing, & Communicating
Colorado Sample Graduation Competencies and Evidence Outcomes

Scoring Criteria Design Guide
PURPOSE: To draft descriptions of levels of proficiency for a sample set of performance indicators that:
- are task neutral
- align with the level of cognitive demand of the Performance Indicator
- include all elements of the Performance Indicator
- describe complexity rather than frequency at each level
- focus on what students can do rather than what they can’t do

WHAT YOU NEED:
- Proficiency-Based Learning Simplified graphic
- A sample of content-area graduation standards and performance indicators
- Bloom’s Taxonomy (or Webb’s or Marzano’s)
- Design Guide for Scoring Criteria

PROCESS:
1. Select one of the performance indicators provided. Then, “Unpack” the performance indicator you have chosen and complete the two columns of the handout.
   - “I can…” statements that describe the skills students will need to demonstrate for proficiency on this performance indicator.
   - “I need to know…” statements that describe the concepts, facts, vocabulary, and other content knowledge to effectively apply the skills.
2. Define Scoring Criteria (sample on back).
   - On chart paper, create a table for your scoring criteria with five columns: the Performance Indicator, does not meet the standard, partially meets the standard, meets the standard, and exceeds the standard.
   - Referencing the chart completed in step 1, draft a holistic statement describing student work that meets expectations for the performance indicator.
   - Then, choose the level either above or below “meets”. Describe what a student can do at that level. Consider these questions:
     - Is the difference from “meets” at the level of cognitive demand? (it usually should be)
     - Is the difference from “meets” because not all elements of the performance indicator are included? (it usually should NOT be)
     - Is the difference from “meets” because of a difference in difficulty of material to which a student can apply this? (often true)
     - Is the difference from “meets” some combination of the above?
   - Draft a holistic statement describing student work at this level of performance.
Reading, Writing, & Communicating Graduation Competency 1

**Speaking and Listening: Discussion**
Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion (CCSS: SL.5.1a).</td>
<td>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion (CCSS: SL.8.1a).</td>
<td>a. Work with peers to promote democratic discussion, decision-making, set clear goals and deadlines, and define individual roles as needed (CCSS: SL.11-12.1b).</td>
</tr>
<tr>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles (CCSS: SL.5.1b).</td>
<td>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed (CCSS: SL.8.1b).</td>
<td>b. Propel conversations by responding to questions, reasoning and evidence, hearing for a full range of positions on a topic or issue; clarify, challenge ideas and promote divergent and creative perspectives (CCSS: SL.11-12.1c).</td>
</tr>
<tr>
<td>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others (CCSS: SL.5.1c).</td>
<td>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas (CCSS: SL.8.1c).</td>
<td>c. Participate in the preparation of the group activity or product, defining and assuming individual roles and responsibilities.</td>
</tr>
<tr>
<td>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions (CCSS: SL.5.1d).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Model a variety of active listening strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing Your Own Scoring Criteria
A Process

- Work in groups of 2-3
- Choose one set of performance indicators from one level and go through the process with one indicator
- Repeat with a second indicator
- Exchange drafts with another team for quick review and feedback
Writing Your Own Scoring Criteria
A Process

Step Three
Debrief the Process:

• What worked well?
• What was challenging?
• What are we learning that we can apply as we continue this work?
• What has Great Schools Partnership learned as schools and districts do this work?
Break
Connecting Summative Assessments to Performance Indicators and Scoring Criteria
We believe that reliability results from the careful alignment of demonstration 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.
Unit Design

STAGE 1: Desired Results

STAGE 2: Evidence of Student Learning

STAGE 3: Instructional Design
Stages of “Traditional” Design
Planning and Implementation

- Design Relevant Instruction
  - learning experiences and formative feedback
- Determine Acceptable Evidence
  - How students will demonstrate learning
- Define Desired Results
  - What students will know and be able to do
Stages of Backward Design

Planning

Design Relevant Instruction

Determine Acceptable Evidence

Define Desired Results

- What students will know and be able to do
- How students will demonstrate learning

learning experiences and formative feedback
Stages of Backward Design

1. Define Desired Results
   - What students will know and be able to do

2. Determine Acceptable Evidence
   - How students will demonstrate learning

3. Design Relevant Instruction
   - learning experiences and formative feedback

4. Implementation

5. Reflection

## Two Different Approaches

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

What do they know already?

What are they learning?

Pre-assessment

What do they know already?

Summative Assessment

What have they learned?

Formative Assessment

What are they learning?
Competency-Based Assessment is driven by the same questions for teachers and students

Where am I going?

Where am I now?

How can I close the gap between where I am now and where I want to go?
<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher’s Role</th>
<th>Students’ Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where am I going?</strong></td>
<td>- Share exemplars of student work</td>
<td>- Use scoring criteria to examine exemplars</td>
</tr>
<tr>
<td></td>
<td>- Unpack learning targets with students</td>
<td>- Put learning targets in my own words</td>
</tr>
<tr>
<td><strong>Where am I now?</strong></td>
<td>- Pre-assess student knowledge and skills</td>
<td>- Reflect on strengths and challenges from pre-assessment</td>
</tr>
<tr>
<td></td>
<td>- Provide descriptive feedback to students</td>
<td></td>
</tr>
<tr>
<td><strong>How can I close the gap?</strong></td>
<td>- Help students choose strategies for learning</td>
<td>- Set clear, attainable goals</td>
</tr>
<tr>
<td></td>
<td>- Explicitly teach skills for revision / growth</td>
<td>- Respond to feedback</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for low-stakes practice.</td>
<td>- Expect multiple attempts and don’t give up</td>
</tr>
</tbody>
</table>
Resources in Your Folder for Developing Summative Assessments

• Designing Summative Assessments Protocol

• Summative Assessment Design Guide
Other Resources for Summative Assessment

- Henry County in Georgia has their standards, performance indicators, and scoring criteria online at: [http://tinyurl.com/HenryCountyExamples](http://tinyurl.com/HenryCountyExamples)

- Performance Assessment Sample: Hunger in VT
  [http://tinyurl.com/VTHungerExample](http://tinyurl.com/VTHungerExample)

- Expeditionary Learning: Center for Student Work:
  [http://eleducation.org/resources/models-of-excellence](http://eleducation.org/resources/models-of-excellence)
District and Team Planning
Feedback on Your Plans
Group Feedback Plan:

Use the “Tuning Protocol—Tuning a Plan”

Structured Conversation focused on one key question/dilemma that you have:

• Present the question/dilemma

• Clarifying questions

• Pause to Reflect

• Feedback and Discussion

• Reflection

• Switch and Repeat
The Tuning Protocol: Tuning a Plan

*Developed in the field by educators.*

When you tune a plan you have two basic components: a set of goals and a set of activities sequenced in a way that you believe will help the people you work with to meet those goals. The general objective of tuning a plan is to get feedback from your colleagues about the degree to which the activities you structure seem likely to meet these goals. The plan is “in tune” when the goals and activities are most in alignment.

1. **Presentation** (5-10 minutes)
   - Context for the plan
   - Goals that drive the plan
   - Focusing question for feedback
   
   *Note: This question should be a more specific version of the general goals above. Participants are silent.*

2. **Clarifying Questions** (3-5 minutes)

   Clarifying questions are matters of fact. Save substantive issues for later.
NEXT STEPS

• Questions?
• Coming up: Webinars
• Next in-person: April
• Final reflections
ENDING THE DAY...

Closing
ENDING THE DAY...

Please complete survey.
Thank You