Mastery-Based Learning Institute:

MBL Assessment Practices

March 31-April 1, 2016
From the Great Schools Partnership

Jean Haeger, Senior Associate
Reed Dyer, Senior Associate
Steve Sell, Senior Associate
Is a non-profit support organization based in Portland 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
We Believe

That schools must simultaneously attend to policy, practice, and community engagement.
We Believe

School improvement is **context-based**, not one-size fits all.
Outcomes

Clarify the role of standards and performance indicators in a mastery-based learning system.
Outcomes

Understand the role of task-neutral scoring criteria in determining students’ mastery.
Outcomes

Develop and refine **summative assessments** aligned with standards and performance indicators.
Outcomes

Learn **tools and protocols** to assist in developing and tuning assessments.
Outcomes

Understand how both summative and formative assessments drive instructional design.
Outcomes

Develop a plan for sharing this work with colleagues in school settings.
Institute Overview

DAY 1
Overview of Mastery-Based Learning Framework
Assessments in a Mastery-Based Learning System

DAY 2
Assessment Development and Tuning
Instructional Design and Planning
Closing and Reflections
Agenda - Day 1

Welcome, Introductions, Institute Overview

Overview of Mastery-Based Learning Framework

Assessments in a Mastery-Based Learning System

Lunch

Assessment Review

Curriculum Mapping and Unit Design

Closing and Reflections
Materials:

greatschoolspartnership.org/ct_assessment
Logistics
Norms

**Respect time and agenda:** start/end on time; use time well—engage in the work, including what is challenging; attend to personal needs to stay engaged

**Listen well:** give all speakers your full attention; ask questions and seek to understand;

**Manage your own participation:** recognize and name your own assumptions; monitor how frequently and how long you speak

**Maintain perspective:** this work is important and can be challenging; having fun and embracing a growth mindset helps it feel do-able as well.
MASTERY-BASED LEARNING

Where are you?
Where is your school?
Process:

1. **Form Triads**—with people you don’t know/work with regularly

2. 2 mins to write/reflect on a specific question

3. 1 min for each group member to share (x3)
   - Your minute is yours—this isn’t a conversation—yet!
   - silence is not only ok, it’s encouraged

*Repeat with a new question (x2)*
Round 1:

Describe the work your school is engaged in related to Mastery-Based Learning.

2 mins to write/reflect on a specific question

1 min for each group member to share (x3)

- Your minute is yours—this isn’t a conversation—yet!
- Silence is not only ok, it’s encouraged
Round 2:

In your role, what questions have emerged for you about the shift to Mastery-Based Learning?

2 mins to write/reflect on a specific question

1 min for each group member to share (x3)

- Your minute is yours—this isn’t a conversation—yet!
- Silence is not only ok, it’s encouraged
Round 3:

What do you see as the greatest opportunity and greatest challenge of moving to Mastery-Based Learning?

2 mins to write/reflect on a specific question

1 min for each group member to share (x3)

- Your minute is yours—this isn’t a conversation—yet!
- Silence is not only ok, it’s encouraged
Share Out:

What were some commonalities in your triad?
What came up in your triads that is interesting to you?
What are the implications for our work in schools?
Mastery-Based Learning
Is not a stand-alone intervention
Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature.
The Research
GLOBAL BEST PRACTICES

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
When educators talk about “proficiency-based learning,” they are referring to a variety of diverse instructional practices—many of which have been used by the world’s best schools and teachers for decades—and to organizational structures that support or facilitate the application of those practices in schools. Proficiency-based learning may take different forms from school to school—there is no universal model or approach—and educators may use some or all of the ten principles of proficiency-based learning identified by the Great Schools Partnership.

For this reason, educators are unlikely to find an abundant amount of research on “proficiency-based learning,” per se, because the term comprises educational models and instructional approaches that share many important commonalities, but that may also vary significantly in design, application, and results (as with any educational approach, some schools and teachers do it more effectively than others). The good news, however, is that there is a huge amount of research on the foundational school structures and instructional techniques that—when systematized in a school—are called proficiency-based learning, competency-based learning, mastery-based learning, or standards-based learning, among other terms.

On this page, we have provided a selection of statements and references that support the foundational features and practices of proficiency-based learning systems. In a few cases, we have also included additional explanation to help readers better understand the statements or the studies from which they were excerpted. The list is not intended to be either comprehensive or authoritative—our goal is merely to give school leaders and educators a brief, accessible introduction to available research.
10 Principles Of Mastery-Based Learning
Ten Principles of Mastery-Based Learning

Over the past decade, the movement to adopt mastery-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 mastery-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 Mastery-Based Learning,” which describe the common features found in the most effective mastery-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 competencies), 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 competency-based and criterion-referenced, and success is defined by the achievement of expected competencies, 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 mastery at a specific point in time.
Learning Standards

1. All learning expectations are clearly and consistently communicated to students + families

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students
Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced

4. Formative assessments measure learning progress during the instructional process

5. Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings
6. Academic progress and achievement are monitored and reported separately

7. Academic grades communicate learning progress and achievement

8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.
Instructional Strategies

9. Students can demonstrate learning progress and achievement in multiple ways

10. Students are given opportunities to make important decisions about their learning
Applying the Principles

Review the ten principles and identify the principle that:

- you feel most confident about
- challenges you the most
- excites you the most
Mastery-Based Learning Framework
Mastery is a student’s ability to transfer learning in and across content areas.
Learning Standards

1. All learning expectations are clearly and consistently communicated to students + families

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students
(Un)Common Terms for “Standards”

DESCRIPTORS
GRADUATION STANDARD
LEARNING TARGETS
PRIORITY STANDARD
POWER STANDARDS
LEARNING OBJECTIVES
BENCHMARKS
PROFICIENCY STANDARDS
COMPETENCIES
PERFORMANCE INDICATORS
MEASUREMENT TARGETS
MASTERY OBJECTIVES
Cross-Curricular Graduation Competencies define a set of significant learning concepts that are not within the domain of a single content area, but are embedded in multiple areas. These are drawn from the Mathematical Practices of the Common Core, the Characteristics of Students Who are College and Career Ready from the ELA Common Core, and associated Connecticut state standards.

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

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Graduation Competency

Performance Indicator

Learning Target
A Graduation Competency 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 competency.
A Performance Indicator

Is measurable
A Performance Indicator

In aggregate with other, related performance indicators, measures whether a student has met the graduation competency.
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.
<table>
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<th>ELA Graduation Competency</th>
<th>SPEAKING &amp; LISTENING</th>
</tr>
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<td>Initiate and participate effectively in a range of discussions; express ideas clearly and persuasively.</td>
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<td>• (Gr 2) Students will be able to participate in respectful, collaborative conversations.</td>
</tr>
<tr>
<td></td>
<td>• (Gr 7) Students will be able to engage in a range of collaborative discussions.</td>
</tr>
<tr>
<td></td>
<td>• (HS) Students will participate in a range of collaborative conversations to express their own ideas clearly and to build upon others’ ideas effectively.</td>
</tr>
</tbody>
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<th>Learning Targets</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
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<td>I can tell what I think about a topic.</td>
</tr>
<tr>
<td></td>
<td>I can rephrase the ideas of others.</td>
</tr>
<tr>
<td></td>
<td>I can use transition statements to propel the discussion forward.</td>
</tr>
</tbody>
</table>
Assessment Practices

3. All forms of assessment are mastery-based and criterion-referenced

4. Formative assessments measure learning progress during the instructional process

5. Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings
Alignment in a **Mastery-Based** Model

Cognitive Demand

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

<table>
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<th>Does Not Meet</th>
<th>Partially Meets</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 learning</td>
</tr>
<tr>
<td>Traits of Scoring Criteria</td>
<td>Weaker Statements</td>
<td>Stronger Statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are your criteria task neutral?</td>
<td>Lists tasks or elements specific to this assessment.</td>
<td>Can be applied to a variety of tasks and assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: Analyzes the Articles of Confederation and Constitution for similarities and differences can be applied to a variety of assessments and tasks.</td>
<td></td>
<td>Example: Analyzes primary sources documents independently and in relation to other primary source documents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td>Uses verbs not included on taxonomies of thinking (such as understands).</td>
<td>Applies the levels of thinking in a chosen taxonomy (Bloom’s, Webb’s, etc.) consistently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses verbs from different level of thinking than that of the Performance Indicator to describe “meets” work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you included all elements of the Performance Indicator?</td>
<td>Leaves out elements of the Performance Indicator.</td>
<td>Includes all elements of the Performance Indicator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the criteria describe complexity and quality rather than frequency?</td>
<td>Emphasizes only frequency rather than cognitive demand.</td>
<td>Describes what a student knows and is able to do at each level of mastery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: Criteria include use of rarely, never, frequently or 1,2,3, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the criteria describe the complexity and quality positively?</td>
<td>At “partially meets” or “does not meet” levels, describes only deficiencies in student work rather than what a student can do.</td>
<td>Describes what a student includes and does at each level of mastery.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scoring Criteria

Design Guide

5 Traits
Trait 1

Scoring criteria are task-neutral.

Can be applied to a variety of tasks and assessments.
| Trait 2 | Scoring criteria illustrate increasingly complex cognitive demand. |

Applies the levels of thinking in a chosen taxonomy (Bloom’s, Webb’s, etc.) consistently.
<table>
<thead>
<tr>
<th>Trait 3</th>
<th>Scoring criteria includes all elements of the performance indicator.</th>
</tr>
</thead>
</table>

Includes all elements of the performance indicator.
<table>
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<tr>
<th>Trait 4</th>
<th>Scoring criteria describes complexity and quality rather than frequency.</th>
</tr>
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</table>

Describes what a student knows and is able to do at each level of mastery.
Trait 5

Scoring criteria describes the complexity and quality positively.

Describes what a student includes and does at each level of mastery.
<table>
<thead>
<tr>
<th>Trait 1</th>
<th>Scoring criteria are task-neutral.</th>
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</thead>
<tbody>
<tr>
<td>Trait 2</td>
<td>Scoring criteria illustrate increasingly complex cognitive demand.</td>
</tr>
<tr>
<td>Trait 3</td>
<td>Scoring criteria includes all elements of the performance indicator.</td>
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<td>Trait 4</td>
<td>Scoring criteria describes complexity and quality rather than frequency.</td>
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<tr>
<td>Trait 5</td>
<td>Scoring criteria describes the complexity and quality positively.</td>
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</table>
### Scoring Criteria:
#### Sample for Review

**Social Studies performance indicator:**
Students will be able to read and evaluate credible and sufficient materials and resources.

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<tbody>
<tr>
<td>I can identify the main idea and supporting details of materials and resources.</td>
<td>I can summarize the main idea from materials and resources.</td>
<td>I can analyze relevant materials and resources to draw evidence in support of a claim.</td>
<td>I can determine where the text leaves matters uncertain based on author’s purpose.</td>
</tr>
</tbody>
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Assessment Pathways Simplified
A Great Schools Partnership Learning Model

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

LESS Student Choice in Learning

**PATHWAY 1**
- **COMMON** Learning Experiences
- **COMMON** Demonstration Tasks
- **COMMON** Scoring Guides

**PATHWAY 2**
- **COMMON** Learning Experiences
- **UNIQUE** Demonstration Tasks
- **COMMON** Scoring Guides

**PATHWAY 3**
- **UNIQUE** Learning Experiences
- **COMMON** Demonstration Tasks
- **COMMON** Scoring Guides

**PATHWAY 4**
- **UNIQUE** Learning Experiences
- **UNIQUE** Demonstration Tasks
- **COMMON** Scoring Guides

**PATHWAY 5**
- **COMMON** or **UNIQUE** Learning Experiences
- **COMMON** or **UNIQUE** Demonstration Tasks
- **UNIQUE** Scoring Guides

RELIABLE and COMPARABLE results across STUDENTS, COURSES, SCHOOLS, DISTRICTS, or STATES

MORE Student Choice in Learning
## Creating a Rubric For a Summative Assessment

<table>
<thead>
<tr>
<th><strong>Performance Indicator</strong></th>
<th><strong>Emerging</strong></th>
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<th><strong>Accomplished</strong></th>
<th><strong>Exemplary</strong></th>
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<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, 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. Student is able to 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 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>
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<tr>
<td>B. Use evidence and logic appropriately in communication</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>
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## Creating a Rubric

### For a Summative Assessment

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<td>Student is able to locate an element on the periodic table, the outermost electron number, and the outermost energy level.</td>
<td>Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to compare the outermost patterns of electrons and other characteristics of that element.</td>
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**Performance**
- **Emerging**
  - Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.

**Cross-Curricular Performance Indicator**

**Performance**
- **Emerging**
  - Relates evidence to a topic or concept but does not use reasoning to generate a clear claim.

**Developing**
- **Emerging**
  - Relates evidence to a topic or concept but does not use reasoning to generate a clear claim.

**Accomplished**
- **Emerging**
  - Relates evidence to a topic or concept but does not use reasoning to generate a clear claim.

**Exemplary**
- **Emerging**
  - Relates evidence to a topic or concept but does not use reasoning to generate a clear claim.
Applying the Design Guide

Working with your colleagues, **apply the 5 traits** to the first set of scoring criteria

- Where does this sample meet or not meet the criteria?
- Where there are weaknesses, how can they be strengthened?
Break

Post Questions
**Mastery-Based Learning Simplified**

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

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4. Formative assessments measure learning progress during the instructional process.

5. Summative assessments … are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings.
GLOBAL BEST PRACTICES

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
### GLOBAL BEST PRACTICES

**1.5 ASSESSMENT PRACTICES**

#### STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<table>
<thead>
<tr>
<th>1</th>
<th>INITIATING</th>
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</thead>
<tbody>
<tr>
<td>The school primarily uses a “one-size-fits-all” approach to assessment, and most assessments employ fixed-response, selected-response, and multiple-choice questions that primarily measure recall. The assessment literacy of teachers is limited, and many are unaware of research-based assessment strategies or the impact that varied assessment strategies can have on student learning. When students struggle to demonstrate what they have learned, assessment practices seldom change when students are retested. Teacher feedback often lacks clear guidance that will help students recognize learning needs and progress toward proficiency. Student learning is assessed infrequently, and assessment data are rarely used to modify instructional strategies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>DEVELOPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>More teachers are employing multiple assessment strategies in the classroom, but these practices are unevenly applied across the school and only occasionally result in personalized instructional modifications. Faculties are supported in increasing their understanding of assessment design and in matching assessments to specified learning goals. The school has started using more innovative assessment strategies—including exhibitions and portfolios—but many student projects display a lack of academic rigor, sophistication, or intellectual curiosity. The school has provided a few professional development opportunities to improve faculty understanding of effective assessment design and how assessment strategies can also be a learning tool for teachers and students. Assessment data is being reviewed and analyzed sporadically to inform instructional practices.</td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>5</th>
<th>PERFORMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teaching faculty has embraced assessment as a critical component of the learning process. The school has created a coherent system of varied, curriculum-embedded assessments that are aligned with standards and designed to capture a broad range of student learning. Teachers have received training in using assessments to identify and respond to student learning needs and are skilled in the use of diagnostic assessment. Formative, performance-based assessment strategies are used in every classroom throughout the school year to identify emerging student needs so that teachers can modify instruction and coordinate support before students fall behind. Performance assessments and demonstrations of learning are challenging, relevant, and model real-life situations and applications. Learning expectations are clearly communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. Teachers provide specific, detailed, and timely oral and written feedback to students on their learning strengths and weaknesses. Students are provided with differentiated assessment opportunities, where appropriate, so that they have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time, resources, and support they need to demonstrate proficiency.</td>
<td></td>
</tr>
</tbody>
</table>

#### STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school’s performance in this dimension.

- NOT Addressed
- Initiating
- Developing
- Performing

1 2 3 4 5

---

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At Your Tables: Assessment

INDIVIDUALLY
Review the descriptors, strategies, evidence: highlight phrases that describe your practices;

WITH YOUR GROUP
Determine areas of strength; areas to work on.
Key Concepts

• Clarify learning expectations for unit and assessment (performance indicators);

• Clarify common understanding of what proficiency looks like (scoring criteria);

• Develop assessments that reflect alignment, accessibility, transfer, rigor, clear scoring processes.
## CRITERIA

### ALIGNMENT:
How **aligned** is the assessment task to the graduation standards and performance indicators?

<table>
<thead>
<tr>
<th>WEAKER ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is unclear what skills or knowledge students will demonstrate through the task</td>
<td>• It is clear what skills or knowledge students will demonstrate through the task (Graduation standards and performance indicators are clearly identified)</td>
</tr>
<tr>
<td>• The product or work that students create will not allow them to demonstrate the skills/knowledge within the performance indicators</td>
<td>• Cognitive level of task matches the level in the identified indicators</td>
</tr>
<tr>
<td>• Content knowledge and skills required in assessment task match those identified in the indicators</td>
<td></td>
</tr>
</tbody>
</table>

### ACCESSIBILITY:
How **accessible** is the assessment task to all students?

<table>
<thead>
<tr>
<th>WEAKER ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expectations are undefined or unclear</td>
<td>• Expectations of the assessment task are clear to students</td>
</tr>
<tr>
<td>• Options for differentiation are not described</td>
<td>• Options for accommodations for students with special needs are described to ensure all students can achieve proficiency at a rigorous level</td>
</tr>
<tr>
<td>• Task provides little or no opportunity for student choice</td>
<td>• Task provides opportunities for student choice</td>
</tr>
<tr>
<td>• Task is written without sensitivity to cultural differences that may exist in the classroom</td>
<td>• Task is written with sensitivity to cultural differences</td>
</tr>
</tbody>
</table>

### TRANSFER:
How **relevant** is the assessment task to the real world and/or student’s lives? Does it require students to apply knowledge or create something new using what they have learned?

<table>
<thead>
<tr>
<th>WEAKER ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Task is strictly content-based</td>
<td>• Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators)</td>
</tr>
<tr>
<td>• Task can be accomplished using only one source or familiar sources that have been discussed in class</td>
<td>• Task requires the use of multiple sources and/or novel material</td>
</tr>
<tr>
<td>• Task is written without sensitivity to cultural differences that may exist in the classroom</td>
<td>• Task may provide opportunity for students to engage with a school, community, or expert audience</td>
</tr>
<tr>
<td>• Task lends itself to a real-world or simulated real-world product or performance</td>
<td>• Task requires students to integrate and apply the skills and knowledge described in several different performance indicators</td>
</tr>
</tbody>
</table>

### RIGOR:
How **challenging** is the task? Does it require students to think critically at the level defined by the indicators assessed? Is the task a learning stretch?

<table>
<thead>
<tr>
<th>WEAKER ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Task only requires students to recall, summarize, or define</td>
<td>• Task requires higher order thinking: application, analysis, evaluation or creation in alignment with the indicators being assessed, or the use of complex or novel sources or texts</td>
</tr>
<tr>
<td>• The assessment requires students to complete discrete tasks aligned with portions of an indicator or only one indicator at a time</td>
<td>• Task requires students to integrate and apply the skills and knowledge described in several different performance indicators</td>
</tr>
</tbody>
</table>

### SCORING:
Are the **success criteria** clearly defined? If the assessment includes a group product, how is individual proficiency determined?

<table>
<thead>
<tr>
<th>WEAKER ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Point values may be assigned to items or sections, but it’s unclear what successful demonstration might look like</td>
<td>• Rubric descriptors/scoring criteria clearly define levels of performance</td>
</tr>
<tr>
<td>• It is unclear how individuals will be assessed for group work</td>
<td>• Task allows for individual demonstration of proficiency in the identified indicators</td>
</tr>
<tr>
<td>• (If applicable) While the standards/indicators assessed may be stated, it is unclear which portions of the assessment align with which indicators</td>
<td>• Habits of work are assessed separately from academic knowledge and skills</td>
</tr>
<tr>
<td>• (If applicable) Items are grouped, or clearly identified, by indicator being assessed</td>
<td></td>
</tr>
</tbody>
</table>
ALIGNMENT:
How well aligned is the task to the standards and indicators being assessed?
ACCESSIBILITY:

How easily can all students understand the task and determine how to demonstrate what they know and can do?
TRANSFER:

How relevant is the task? Does it require application to a new situation?
RIGOR:

How challenging is the task? Does it provide an opportunity for students to “exceed”?
Assessment Design

SCORING:
Are the scoring criteria clearly defined?
As you think about assessment design with one of your recent assessments in mind …

Which aspects of this Design Guide are relatively easy to do? which aspects are more challenging?
Tuning Protocol for Assessments

Select One

- Humanities (with student work)
- English Language Arts
- Math
- Science
- Social Studies
Tuning Protocol for Assessments

Steps

• Review the Design Guide, sample task with scoring criteria (and sample of student work).

• Clarifying Questions (about assessment)

• Silently record feedback in every row of the feedback sheet
  ▸ descriptive, actionable feedback that refers to design guide

• Discussion Rounds (alignment, accessibility, transfer, rigor and scoring)

• Debrief
Preparation for Afternoon

Write name of your assessment on the Feedback Template and place it next to the assessment.

Identify a partner.
<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Notes, Evidence and Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong></td>
<td>How aligned is the assessment task to the MTs and LTs? What evidence is there of this alignment? How might alignment be improved?</td>
</tr>
<tr>
<td><strong>Accessibility</strong></td>
<td>How accessible is the assessment task to all students? What evidence is there that all students would experience some success on this assessment? What potential challenges do you see for some students? How might accessibility be improved?</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>How relevant is the assessment task to the real world and/or student's lives? Does it require students to apply knowledge or create something new using what they have learned?</td>
</tr>
<tr>
<td><strong>Rigor</strong></td>
<td>How challenging is the task? Does it require students to think critically at the level defined by the MTs/LTs assessed? Is the task a learning stretch?</td>
</tr>
<tr>
<td><strong>Scoring</strong></td>
<td>Are the success criteria clearly defined? If the assessment includes a group product, how is individual proficiency determined?</td>
</tr>
</tbody>
</table>
Lunch

Post Questions
Assessment Review Rounds Protocol

- Tune multiple assessments at once in a group
  - Adapt this protocol so that groups can give feedback to everyone within the same hour
  - Key change: 2 people give feedback on each row of the feedback sheet
  - Participants move around a table looking at a different assessment for each round of recording feedback
Assessment Review Rounds Protocol

ROUND 1 - Feedback on ALIGNMENT

1. Read the assessment and rubric, looking for evidence of ALIGNMENT

2. Provide written feedback on the template. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.

3. When the facilitator indicates that 5 minutes are up, move to the next assessment.
ROUND 2 - Feedback on ACCESSIBILITY

1. Read the assessment and rubric, looking for evidence of ACCESSIBILITY.

2. Provide written feedback on the template. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.

3. When the facilitator indicates that 5 minutes are up, move to the next assessment.
Assessment Review Rounds Protocol

ROUND 3 - Feedback on TRANSFER

1. Read the assessment and rubric, looking for evidence of TRANSFER.

2. Provide written feedback on the template. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.

3. When the facilitator indicates that 5 minutes are up, move to the next assessment.
Assessment Review Rounds Protocol

ROUND 4 - Feedback on RIGOR

1. Read the assessment and rubric, looking for evidence of RIGOR.

2. Provide written feedback on the template. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.

3. When the facilitator indicates that 5 minutes are up, move to the next assessment.
Assessment Review Rounds Protocol

ROUND 5 - Feedback on SCORING

1. Read the assessment and rubric, looking for evidence of SCORING.

2. Provide written feedback on the template. Refer to specific parts of the assessment and design guide and be as specific as possible with your feedback.

3. When the facilitator indicates that 5 minutes are up, move to the next assessment.
Assessment Review Rounds Debrief

Read through and reflect on the feedback you received.
Assessment Review Rounds Debrief

Reflection

Report out on ONE thing you will consider modifying about your assessment as a result of the feedback you received.
Break

Post Questions
From Standards to Units

- Standards/Competencies
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- Instruction
- Formative Assessment
- Supports/Interventions
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Reporting, Reflection, Refinement
- District / School-wide Planning
- Design for Learning
- Reflection + Refinement
- Reporting, Reflection, Refinement
- District / School-wide Planning
- Design for Learning
- Reflection + Refinement
- Reporting, Reflection, Refinement
- District / School-wide Planning
- Design for Learning
Curriculum Mapping
1. Determine which courses address which competencies and indicators
2. Determine how to cluster performance indicators into units.
3. Develop unit assessments that will allow students to demonstrate mastery.
Assessment Mapping

Protocol and Template
Assessment Mapping Template

Subject Area:

What tasks or opportunities do you provide in your classrooms that allow students to produce evidence that they have mastered the Performance Indicators in each Graduation Standard? Write the name of each assessment in the box that corresponds with the indicator(s) it addresses and the course in which it is given.

Use the column on the right to indicate who will be responsible for drafting the assessments that do not yet exist.

*Note: Assessments may address more than one indicator and/or standard.*

After filling out this template, consider these questions:

- Where are the strengths of our curriculum?
- Which performance indicators have many assessments, and which have few?
  - Will students have multiple opportunities to demonstrate proficiency in each Graduation Standard?
  - Are some performance indicators being over-emphasized?
  - Are there gaps we need to fill?

<table>
<thead>
<tr>
<th>Graduation Standard 1:</th>
<th>Use this column to indicate who will be responsible for drafting or revising assessments that do not yet exist or need revision.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Course Name/Grade Level</th>
<th>Course Name/Grade Level</th>
<th>Course Name/Grade Level</th>
<th>Course Name/Grade Level</th>
<th>Teacher Initials</th>
</tr>
</thead>
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</table>
Assessment Mapping

Where are you in this process?
What is your next step?
The “Workshop” Version of Aligning Competencies and Assessment

1. Establish Graduation Standards + Performance Indicators
2. Design Scoring Criteria for Performance Indicators
3. Design Summative Assessments
4. Design Formative Assessments and Learning Experiences
5. Analyze Data and Evidence to Refine Assessment and Instruction
6. World Peace
Unit Design Template

STAGE 1: Desired Results

STAGE 2: Evidence of Student Learning

STAGE 3: Instructional Design

Guiding Principles
21st Century Skills

Graduation Standards

Performance Indicators

Learning Targets
MBL Assessment is driven by the same questions for teachers and students

Where am I going?
MBL Assessment is driven by the same questions for teachers and students. Where am I now?
MBL 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?
Key Concepts

• Clarify learning expectations for unit and assessment (performance indicators);
• Clarify common understanding of what proficiency looks like (scoring criteria);
• Develop assessments that reflect alignment, accessibility, transfer, rigor, clear scoring processes.
Consider your interests…

To develop a new assessment, you need to identify

• Content Area
• Performance Indicators
• Scoring Criteria
Move to your area …

Form groups of 3-5 and discuss …

• Grade Span?
• Performance Indicators?
• Scoring Criteria?
With your team …

Note what you have / need …

- Content Area / Grade span
- Performance Indicators?
- Scoring Criteria?
Pause & Reflect
With your team …

• What ideas from today are interesting/important to you?

• Where does this align with work you are already doing?

• How might you use what you did or learned today in your school / district?

• What questions did today’s work raise for you?
Questions?
Feedback
Agenda - Day 2

Welcome, Introductions, Institute Overview

Assessment Development

Assessment Tuning

Lunch

Assessment Development and Tuning

Instructional Design and Planning

Closing and Reflections
THANK YOU

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