Welcome
Mastery-Based Learning Institute:
MBL Assessment Practices

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

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Materials:
greatschoolspartnership.org/ct_assessment
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.
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.
Agenda - Day 2

Welcome, Introductions, Institute Overview

Assessment Development

Assessment Development/Tuning/Scoring Criteria

Lunch

Instructional Design and Planning

Team Planning

Closing and Reflections
## Feedback

<table>
<thead>
<tr>
<th>What’s Working</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Connections

What’s the best April Fool’s prank you have ever seen/been the victim of at school?
Recap

What are your top five take-aways from yesterday?
Designing Summative Assessments

8 Steps

2. Review the Design Guide.
4. Share Ideas
5. Combine and Develop Ideas
6. Build out Assessment
7. Tune work with Summative Assessment Guide
8. Debrief the Process
Performance Assessments

performance indicators

performance assessment
## Review performance indicators and scoring criteria

<table>
<thead>
<tr>
<th>Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS Standard 1E</strong>: Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented</td>
<td>I can tell the difference between a fact and an argument and find evidence that supports an argument.</td>
<td>I can construct an argument with supporting details and identify possible counter-arguments.</td>
<td>I can develop and present arguments orally and in writing, supporting them with specific evidence, draw logical conclusions from the evidence, and refute opposing claims to my argument.</td>
<td>I can argue a position orally and in writing by selecting the most convincing, credible evidence to support it, while discrediting opposing viewpoints.</td>
</tr>
</tbody>
</table>
Brainstorm tasks or products

A. How can you give students the opportunity to apply their skills and knowledge to new texts, materials, or challenges that they have not discussed in class?

B. How might you design a task that lets students demonstrate many performance indicators in an integrated way?

C. How can you give students the opportunity to apply their skills and knowledge in ways that will feel authentic to them – in a way that is connected to their own lives, their school, their community, or the world?
c. Discuss whether there are ways to build meaningful choices for students into the final task by allowing students to choose their subject matter, type of final product, or media.

d. Discuss if any of the brainstormed tasks/products are too disconnected from the performance indicators that students are trying to demonstrate.

e. Draft task directions and a description of the final product to share with students — this may take the form of a prompt, a problem to solve or issue to address, a text to respond to, etc.

f. Add a task title, supporting materials, and other information.
Summative Assessment Design Guide

To be used by students or teachers to design strong assessments

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### CRITERIA

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEAKER ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALIGNMENT:</td>
<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</td>
</tr>
<tr>
<td></td>
<td>• The product or work that students create will not allow them to demonstrate the skills/knowledge within the performance indicators</td>
<td>• Graduation standards and performance indicators are clearly identified</td>
</tr>
<tr>
<td></td>
<td>• Cognitive level of task matches the level in the identified indicators</td>
<td>• Content knowledge and skills required in assessment task match those identified in the indicators</td>
</tr>
<tr>
<td></td>
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<td>• Cognitive level of task matches the level in the identified indicators</td>
</tr>
<tr>
<td></td>
<td>• Content knowledge and skills required in assessment task match those identified in the indicators</td>
<td>• Content knowledge and skills required in assessment task match those identified in the indicators</td>
</tr>
<tr>
<td>ACCESSIBILITY:</td>
<td>• Expectations are undefined or unclear</td>
<td>• Expectations of the assessment task are clear to students</td>
</tr>
<tr>
<td></td>
<td>• Options for differentiation are not described</td>
<td>• Options for accommodations for students with special needs are described</td>
</tr>
<tr>
<td></td>
<td>• Task provides little or no opportunity for student choice</td>
<td>• Ensure all students can achieve proficiency at a rigorous level</td>
</tr>
<tr>
<td></td>
<td>• Task is written without sensitivity to cultural differences that may exist in the classroom</td>
<td>• Task provides opportunities for student choice</td>
</tr>
<tr>
<td></td>
<td>• Task is written with sensitivity to cultural differences</td>
<td>• Task is written with sensitivity to cultural differences</td>
</tr>
<tr>
<td>TRANSFER:</td>
<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></td>
<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></td>
<td>• Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators)</td>
<td>• Task may provide opportunity for students to engage with a school, community, or expert audience</td>
</tr>
<tr>
<td></td>
<td>• Task lends itself to a real-world or simulated real-world product or performance</td>
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</tr>
<tr>
<td>RIGOR:</td>
<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></td>
<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>
<tr>
<td></td>
<td>• Task requires students to think critically at the level defined by the indicators assessed? Is the task a learning stretch?</td>
<td>---------------Encouraged but not Required------------------</td>
</tr>
<tr>
<td>SCORING:</td>
<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></td>
<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></td>
<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></td>
<td>• Rubric descriptors/scoring criteria clearly define levels of performance</td>
<td>• (If applicable) Items are grouped, or clearly identified, by indicator being assessed</td>
</tr>
</tbody>
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DRAFT, September 2015
Small Group Assessment Design
The rest of the morning...

Assessment design (now - 11AM)

Break (on your own)

Options for small-group work (11AM - 12 noon):

• Continue assessment development
• Tune your assessment
• Mini-workshop on Developing Scoring Criteria
Lunch
Summative Assessment Design

What progress did you make?

How might you use this process?

What questions do you have about developing assessments?
Stages of 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

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

Determine Acceptable Evidence
How students will demonstrate learning

Design Relevant Instruction
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
   - Reflection

Planning
# Unit Design Considerations

## Mastery-Based Unit Planning

### Design Consideration

<table>
<thead>
<tr>
<th>Stage</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage One - Desired Results</strong></td>
<td></td>
</tr>
<tr>
<td>Where are we headed?</td>
<td>Standards are identified</td>
</tr>
<tr>
<td>What are our desired goals and outcomes?</td>
<td>• Cross-curricular standards addressed and assessed in this unit are identified</td>
</tr>
<tr>
<td>What matters about what we are learning?</td>
<td>• Content-area standards addressed and assessed in this unit are identified</td>
</tr>
<tr>
<td></td>
<td><strong>Primary Performance Indicators are identified</strong></td>
</tr>
<tr>
<td></td>
<td>• These are the indicators that will be addressed and assessed in this unit</td>
</tr>
<tr>
<td></td>
<td><strong>Secondary Performance Indicators are identified</strong></td>
</tr>
<tr>
<td></td>
<td>• These are the indicators that may be reviewed, but are not summatively assessed</td>
</tr>
<tr>
<td></td>
<td><strong>Essential Questions and Enduring Understandings are identified</strong></td>
</tr>
<tr>
<td></td>
<td>• Questions are open-ended, authentic, elicit multiple responses, and promote student engagement</td>
</tr>
<tr>
<td></td>
<td>• Understandings are big ideas that are transferable across content areas</td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge and Skills are identified</strong></td>
</tr>
<tr>
<td></td>
<td>• Performance indicators are broken down into statements clarifying what a student should KNOW</td>
</tr>
<tr>
<td></td>
<td>and what a student should BE ABLE TO DO as a result of this unit</td>
</tr>
<tr>
<td><strong>Stage Two - Evidence of Student Learning</strong></td>
<td>Scoring Criteria</td>
</tr>
<tr>
<td>How will students demonstrate understanding?</td>
<td>• Assess identified primary performance indicators</td>
</tr>
<tr>
<td>What does quality evidence look like?</td>
<td>• Are task neutral</td>
</tr>
<tr>
<td></td>
<td>• Increase in level of complexity and cognitive demand</td>
</tr>
<tr>
<td></td>
<td>• Give students a clear indication of what knowledge and skills they must demonstrate to</td>
</tr>
<tr>
<td></td>
<td>meet the primary performance indicators</td>
</tr>
<tr>
<td></td>
<td><strong>Pre-assessments are identified</strong></td>
</tr>
<tr>
<td></td>
<td>• These help identify what students already know and can do</td>
</tr>
<tr>
<td></td>
<td><strong>Summative assessments are identified</strong></td>
</tr>
<tr>
<td></td>
<td>• These are varied, rigorous, relevant and align with identified standards</td>
</tr>
<tr>
<td></td>
<td>• These describe what performance task(s) a student might do to demonstrate learning</td>
</tr>
</tbody>
</table>
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
The Importance of Feedback

“…the most influential practice that improves student outcomes…”

—John Hattie (2012)
… When feedback provides explicit guidance that helps students adjust their learning, there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).”

It’s not formative assessment if it doesn’t inform instruction!
Formative Assessment

1. **Learning Target**
2. **Student Response**
3. **Teacher, Peer and/or Self Interpretation or Diagnosis**
4. **Adjust/Modify Instruction if Necessary**

The diagram illustrates the cyclical process of formative assessment, where feedback from student responses leads to interpretation and diagnosis, which in turn informs adjustments to instruction as necessary.
Guiding Questions

MBL is driven by the same questions for teachers and students

Where am I going?
Guiding Questions

MBL is driven by the same questions for teachers and students

Where am I now?
Guiding Questions

MBL is driven by the same questions for teachers and students

How can I close the gap?
<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher’s Role</th>
<th>Student’s Role</th>
<th>School Leader’s Role</th>
</tr>
</thead>
</table>
| Where am I going? | - Give students clear statements of the performance indicators and learning targets  
                      - Unpack performance indicators and learning targets with students         
                      - Share exemplars of student work                                             | - Put learning targets and indicators in my own words                            
                      - Develop a clear understanding of quality work (ideally using scoring criteria and exemplars)  
                      - Consider what I know and can do based on targets, indicators            | - Guide and support teachers with research-based professional development       
                      - Build time into the school day, week and year for professional learning and planning to ensure consistency among teachers’ expectations for student learning |
| Where am I now?   | - Pre-assess student knowledge & skills                                         | Reflected:                                                                      | - Support professional learning group review of student work to ensure consistency in calibration of what “proficiency” looks like |
|                   | - Give students specific, descriptive feedback                                    | - What are my strengths?                                                        |                                                                                  |
|                   |                                                                                  | - What do I need to work on?                                                    |                                                                                  |
| How do I close the gap? | - Help students self-assess and set goals                                       | - Set measurable, attainable goals                                              | - Lead and support regular analysis of student learning data                      |
|                   | - Ensure feedback consists of advice that is clear and can be acted upon         | - Respond to feedback                                                           | - Conduct regular classroom visits to offer formative feedback on instructional practices that support equitable learning opportunities |
|                   | - Deliver nonjudgmental feedback within an environment that celebrates mistakes as learning opportunities | - Use mistakes as learning opportunities                                         | - Communicate student learning progress with parents and the broader school community |
|                   | - Design learning opportunities to focus on one learning target or aspect of quality at a time | - Expect to make multiple attempts and don’t give up                           | - Advocate for those students whose learning needs are not being met in the daily learning environment |
|                   | - Differentiate learning opportunities to meet varying student needs             | - Embrace a variety of learning opportunities                                   |                                                                                  |

**Assessment + Instruction**  
In a Mastery-Based System
Student’s Role:

• Consider what I know and can do based on these outcomes
• Phrase standards in my own words
• Create definitions of quality work
Student’s Role:

Reflect- What are my strengths? What do I need to work on? Where did I go wrong and what can I do about it?
How can I close the gap?

Student’s Role

• Set measurable, attainable goals
• Use mistakes as learning opportunities
• Continue to respond and adjust based on feedback
How can I close the gap?

What is your role?

- Review the statements in your column.
- What are you currently doing?
- What could you do better?
Planning for Planning

• Work on assessment design.

• Review institute materials. What is clear, what do we need help with?

• Develop a plan for next steps.

What support can we provide?
Break
Team Planning

• Work on assessment design.

• Review institute materials. What is clear, what do we need help with?

• Develop a plan for next steps.

What support can we provide?
Questions?
Pause & Reflect
Feedback
THANK YOU

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