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HOUSEKEEPING

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greatschoolspartnership.org/webinars
If you’re sharing a computer, please type your name into the chat space.
PRESENTERS
Angela Hardy
Senior Associate
Great Schools Partnership
@IslandTeacher05
Alex MacPhail
Senior Associate
Great Schools Partnership
OUTCOMES

Consider the role assessment plays within a proficiency-based system
OUTCOMES

Identify assessment strategies to support student learning
OUTCOMES

Identify how feedback increases student motivation and engagement
• What’s the role of assessment in instruction?

• What’s the role of assessment in proficiency-based learning?

• What makes performance assessment powerful?

• Assessment and student engagement
What’s the role of assessment in instruction?
Assessment is informative

Informal:
- Teacher observes questions
- Exit ticket
- White board response

Formal:
- Quiz
- Common assessment
- Standardized test
Assessment can take place at any time during instruction
What have they learned?

What do they know already?

What are they learning?

Summative Assessment

Pre-assessment

What do they know already?

Formative Assessment

What are they learning?
<table>
<thead>
<tr>
<th>Role</th>
<th>Summative Assessment</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>“Of Learning”</td>
<td>“For Learning”</td>
</tr>
<tr>
<td>Time</td>
<td>End point event (ie a unit, semester, year, program)</td>
<td>A process to monitor learning; takes place during learning</td>
</tr>
<tr>
<td>Results</td>
<td>Evaluate learning</td>
<td>Adjust instruction; reflect on learning</td>
</tr>
<tr>
<td>Feedback to Student</td>
<td>Communicated with a grade</td>
<td>Various methods but important that it is timely and descriptive</td>
</tr>
</tbody>
</table>
What’s the role of assessment in proficiency-based learning?
COMPETENCY

is a student’s ability to transfer learning in and/or across content areas.
MASTERY is a student’s ability to transfer learning in and/or across content areas.
PROFICIENCY

is a student’s ability to transfer learning in and/or across content areas.
The Cross-Curricular Graduation Standards are drawn from the Guiding Principles of the Maine Learning Results, which include the Common Core State Standards and are anticipated to include the Next Generation Science Standards, and relevant national college- and career-ready standards documents.

The Content-Area Graduation Standards are drawn from the Maine Learning Results, the Common Core State Standards, the Next Generation Science Standards, and relevant national college- and career-ready standards documents.

<table>
<thead>
<tr>
<th>Required for Graduation</th>
<th>Reporting Method</th>
<th>Cross-Curricular Graduation Standards 5-8 school-wide standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcript and Report Cards</td>
<td>Cross-Curricular Graduation Standards 5-8 school-wide standards</td>
<td>Demonstration by Body of Evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolios, exhibitions, and other culminating demonstrations of learning are assessed</td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>Transcript and Report Cards</td>
<td>Cross-Curricular Graduation Standards 5-8 school-wide standards</td>
<td>Verification and Proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student progress toward the achievement of standards is determined and reported</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators 5-10 indicators per content-area standard</td>
<td>Common School-Wide Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common summative assessments ensure greater consistency in the evaluation of student learning</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>Feedback to Student</td>
<td>Unit-Based Learning Objectives Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators</td>
<td>Formative Teacher Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ongoing formative assessment is used to evaluate student learning progress</td>
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The Content-Area Graduation Standards are drawn from the Maine Learning Results, the Common Core State Standards, the Next Generation Science Standards, and relevant national college- and career-ready standards documents.
The Cross-Curricular Graduation Standards are drawn from the Guiding Principles of the Maine Learning Results, which include the Common Core State Standards. These standards are designed to ensure that students are prepared for college and career success.

**Performance Indicators**
- 5-10 indicators per content-area standard

**Unit-Based Learning Objectives**
- Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators.

**Common School-Wide Assessments**
- Common summative assessments ensure greater consistency in the evaluation of student learning.

**Formative Teacher Assessments**
- Ongoing formative assessment is used to evaluate student learning progress.
Graduation Standards

Performance Indicators
Summative Assessment

Learning Targets
Formative Assessment

ASSESSMENT = EVIDENCE
ASSESSMENT

from Latin: assedere “to sit beside”
PBL Assessment is driven by the same questions for teachers and students

Where am I going?
PBL Assessment is driven by the same questions for teachers and students

Where am I now?
PBL Assessment is driven by the same questions for teachers and students

How can I close the gap between where I am now and where I want to go?
Evidence is application of knowledge and skills

Summative Assessment
What have they learned?

Formative Assessment
What are they learning?
What makes summative assessments powerful?
They make performance indicators real for kids
### Graduation Standard

Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of change in the community, the state, the United States, and the world.

### Performance Indicators

<table>
<thead>
<tr>
<th>(2 of 8 addressed in unit)</th>
</tr>
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<tbody>
<tr>
<td>Identify and critique diverse perspectives on societal issues, trends and events and articulate the priorities different groups or people hold in their perspective</td>
</tr>
<tr>
<td>Select and organize evidence from primary and secondary sources to support an historical interpretation or argument</td>
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### Sample High School Social Studies Unit

<table>
<thead>
<tr>
<th>Graduation Standard</th>
<th>Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of change in the community, the state, the United States, and the world.</th>
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</thead>
<tbody>
<tr>
<td>Performance Indicators (2 of 8 addressed in unit)</td>
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</tr>
<tr>
<td>Summative Assessment</td>
<td>Students debate the unit’s essential question: were the colonists justified in overthrowing their government by role-playing the perspective of a patriot or loyalist at the time of the American Revolution</td>
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</tbody>
</table>
### Sample High School Social Studies Unit

<table>
<thead>
<tr>
<th>Graduation Standard</th>
<th>To what degree does the assessment provide opportunity for students to demonstrate depth of knowledge/application of skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply and demonstrate knowledge</strong> of major eras, enduring themes, turning points and historic influences to analyze the forces of change in the community, the state, the United States and the world.</td>
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<tr>
<td>Select and analyze evidence from primary and secondary sources to support an historical interpretation or argument.</td>
<td></td>
</tr>
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What makes summative assessments powerful?

Scoring criteria that is clear, descriptive, and shared with students early and often.
What makes summative assessments powerful?

The practice of Common Assessments:

Allow for common language and expectations
Transferable skills and knowledge
Seamless experience for students
What makes formative assessment powerful?
<table>
<thead>
<tr>
<th>Feature</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent, ongoing assessment</td>
<td>fine-tuning of instruction/student focus on progress</td>
</tr>
<tr>
<td>Immediate feedback</td>
<td>helps ensure meaningful feedback</td>
</tr>
<tr>
<td>Specific to learning targets</td>
<td>helps students to see concretely how they can improve</td>
</tr>
<tr>
<td>Checking for understanding</td>
<td>builds study skills/ develop self-monitoring skills</td>
</tr>
</tbody>
</table>
Research about formative assessment:

- academically struggling students experience the greatest gains
- students learn to monitor their own learning
- students become more optimistic
<table>
<thead>
<tr>
<th>Daily Learning Target</th>
<th>Formative Assessment</th>
<th>Lesson Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can define mercantilism and describe how it could be viewed as a benefit to colonists and as a cost to colonists</td>
<td>Role play cards</td>
<td>In class reading &amp; note-taking using note-taking template</td>
</tr>
<tr>
<td>I can analyze the causes and consequences of laws and events in the 1770s and infer different viewpoints (3 days)</td>
<td>Each day: 1. take one event from the chart, and do mini-debate with whole class. 2. Pair groups and have them pick another event to debate by dividing group into 2 patriots, 2 loyalists and 2 neutralists</td>
<td>Using textbook and in groups of 3, students complete action-reaction chart defining events and inferring perspective of loyalist &amp; patriot on each event/law</td>
</tr>
</tbody>
</table>
Assessment Strategies To Increase Engagement + Desire to Learn
Where am I going?

Teacher’s Role:
Give students clear statement of the learning targets

Student’s Role:
Consider what I know and can do based on these targets
Phrase standards in his/her own words
Where am I going?

Teacher’s Role:
Show students examples of quality student work

Student’s Role:
Create definitions of quality work
Where am I now?

Teacher’s Role:
As students work, give them continuous, descriptive feedback on their efforts.

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?

Teacher’s Role:
Help students self-assess and set goals

Student’s Role:
Set measurable, attainable goals
How can I close the gap?

Teacher’s Role:
Teach students the practice of focused revision
Limit feedback to the amount of advice a student can act upon

Student’s Role
Continue to respond to the feedback aligned to the learning targets
How can I close the gap?

Teacher’s Role:
Design lessons to focus on one learning target or aspect of quality at a time
Match formative assessment with learning target
Teach students to keep track and reflect changes in their own proficiencies as they improve
How can I close the gap?

Students’s Role:
Develop portfolios with work samples
Keep learning journals
Track progress with bar graphs
Complete stems: “I used to ___; now I ______.”
High Leverage Strategies to Improve Student Achievement

- sharing criteria for learning/success
- questioning
- teacher feedback
- peer assessment
- self assessment
QUESTIONS
For Presenters
Proficiency-Based Learning Simplified
Effective Unit Design

Date: Tuesday, January 14, 2014
Time: 3:00–4:00 p.m. EST
Registration open!
http://newenglandssc.org/conference
THANK YOU FOR PARTICIPATING

Please take a moment to give us some feedback: