Proficiency-Based Learning:
A Systemic Approach

January 2015
Welcome

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WiFi Network (open) =

Materials & Resources:
http://www.greatschoolspartnership.org/presentations/vermont-seminar-series/
Welcome

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Welcome

Learning from Student Work

Overview

Summative Assessment Criteria

Designing Scoring Criteria

Lunch

Designing Scoring Criteria (con’t)

Team Time
Learning from Student Work
Learning from Student Work

Questions + Speculation
Learning from Student Work

Context
Learning from Student Work

Implications for Teaching and Learning
I can describe the key elements of performance assessment.
I can use a process to refine/develop scoring criteria for performance tasks.
Additional Norm

If your team needs time without external partners (GSP, AOE), put a sign on your table that says “Just Us.”

Photo retrieved from Jim Ellwanger's Flickr photo stream.
Vermont Seminar Series

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

Guiding Documents and Resources

→ Guiding Documents

→ Resources

Webinars

→ 11-18-14 | Proficiency-Based Learning: A Systemic Approach
How good is good enough?
**How Good is “Good Enough?”**

- Take a gallery walk of the quotations on the wall.

- Jot down notes about the **essential criteria** for high-quality assessments.

- Meet with 4-5 people *not* from your district team and develop a set of criteria.

- Be ready to share out in 20 minutes.
BREAK - 15 MIN
## Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

<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.</td>
<td><em>I can list</em> some specifics about a topic that would help develop my understanding.</td>
<td><em>I can identify</em> broad questions that are relevant to my studies and focus my research.</td>
<td><em>I can construct</em> open-ended questions that build on one another and require evidence and support.</td>
<td><em>I can analyze</em> my own research questions to refine them based on my earlier questions and learning.</td>
</tr>
</tbody>
</table>
RubiStar Home
rubistar.4teachers.org/
Create a Rubric. Choose a Topic below to create a new rubric based on a template: ...
Please enter your Saved Rubric ID below: Search for a Rubric. Choose ...
Create a New Rubric - User Login - Sign Up - Rubistar Tutorial

Create a New Rubric
rubistar.4teachers.org/index.php?screen=NewRubric
Choose a Customizable Rubric Below: ... Oral Presentation Rubric · Puppet Show · Story Telling ... North Carolina Writing Rubric for Content and Conventions

Rubrics and Rubric Makers - Teach-nology
www.teach-nology.com › Teacher Tools
We have hundreds of printable rubrics. We also have rubric maker tools that make it simple to create a rubric.

iRubric: Home of free rubric tools: RCampus
www.rcampus.com/indexrubric.cfm
iRubric: The only free rubric builder and assessment tool. Working with rubrics has never been easier. Build, Assess, Share, and Collaborate using our intuitive ...

Common Core Rubric Creation Tool - EssayTagger.com
# Creating a Rubric for a Summative Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Indicator</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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 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 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>
<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-PS1-2)</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>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td><strong>Transferable Skill Indicator</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
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<td></td>
</tr>
</tbody>
</table>

## Science Indicator

- **Emerging**
- **Developing**
- **Accomplished**
- **Exemplary**

## Transferable Skill Indicator

- Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.
- Student includes information from several sources and analyzes or compares the information from these sources.
- 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.
- Apply evidence in a novel or unfamiliar situation to design a model or solution.
# Designing Scoring Criteria: Design Chart

<table>
<thead>
<tr>
<th>Cognitive Demand</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What <strong>depth of knowledge</strong> does the performance indicator demand?</td>
<td>• Lists tasks specific to assessments</td>
<td>• Can be applied to a variety of assessments or tasks</td>
</tr>
<tr>
<td>• Are there <strong>defined levels of achievement</strong> and rigor associated with each level of proficiency?</td>
<td>• Emphasizes only frequency rather than cognitive demand (e.g. rarely, sometimes, never; 1, 2, 3 times)</td>
<td>• Applies Bloom’s Revised Taxonomy, Marzano’s New Taxonomy, or Webb’s Depth of Knowledge scales when defining levels of achievement</td>
</tr>
<tr>
<td>• Do the scoring criteria identify <strong>complexity</strong> rather than frequency?</td>
<td>• Leaves out elements of the performance indicator</td>
<td>• Includes all elements described in the performance indicator</td>
</tr>
<tr>
<td></td>
<td>• In the “partially meets” or “does not meets” categories, describes deficits, rather than describing what a student can do</td>
<td>• Describes what a student knows or is able to do at each level of proficiency</td>
</tr>
</tbody>
</table>
Applying the Design Guide

1. In your packets, find the sample scoring criteria and the Design Guide for Scoring Criteria.
Applying the Design Guide

2. Working with your colleagues, apply the design guide to the first set of scoring criteria

a. Would you classify these as strong or weak?

b. If they are weak, how can they be strengthened?
Designing Scoring Criteria: Preliminary Steps

<table>
<thead>
<tr>
<th>Consistency in Structure</th>
<th>Levels of proficiency are named and consistently applied throughout the school within the common scoring scale <em>(i.e. Does not meet, Partially meets, Meets, Exceeds or 1, 2, 3, 4)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Phrasing</td>
<td>• Phrases defining each level of proficiency are structured in a similar manner • For example, phrases all begin with an active verb, “I can,” “Students are able to”</td>
</tr>
</tbody>
</table>
“...if I don’t look carefully at the types of thinking required by the standard, I most likely will miss teaching and assessing at the appropriate level of rigor.”

- Jan Chappuis (2014)
Designing Scoring Criteria:  
Process

Step One: Unpacking the Performance Indicator

What skills and knowledge does this Performance Indicator describe?
## Designing Scoring Criteria: Process

### Step One: Unpacking the performance indicator

<table>
<thead>
<tr>
<th>I can…</th>
<th>I need to know…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Designing Scoring Criteria: Process

Step Two

Describe the level of cognitive demand that will be met at each level of proficiency within this indicator.
### Sample Scoring Criteria:

#### Content Area: 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 recognize letters, symbols, and characters in the target language.</td>
<td>I can recognize words, phrases, and characters with the help of visuals.</td>
<td>I can interpret familiar words, phrases and sentences in short and simple texts related to everyday life.</td>
<td>I can identify main ideas and cite supporting details in short and simple texts.</td>
</tr>
<tr>
<td>I can recognize high frequency words and/or phrases in context.</td>
<td>I can identify highly contextualized words and phrases, including cognates and borrowed words.</td>
<td>I can identify 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**
Avoid Terms Focused on Frequency

FREQUENTLY

RELIABLY

RARELY

NEVER
Use Terms Focused on Cognitive Demand

- CREATE
- EXPLAIN
- RECOGNIZE
- DESCRIBE
# Designing Scoring Criteria: Process

## Step Two: Describing Proficiency—Two Approaches

<table>
<thead>
<tr>
<th>General</th>
<th>Disaggregated</th>
</tr>
</thead>
<tbody>
<tr>
<td>One descriptive statement for each performance indicator</td>
<td>More detailed description based on unpacking of PI.</td>
</tr>
</tbody>
</table>

I can analyze the impact of word and phrase choices affect on the meaning and/or tone in a text.

- I can figure out precisely what an author means by the word choices 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.
Use student work to ground the discussion and review.
Process

- Pick one content area / standard.
- Use writing scoring criteria protocol
- Use scoring criteria design chart to reflect on your work.
Lunch!
Process

- Pick one content area / standard.
- Use writing scoring criteria protocol
- Use scoring criteria design chart to reflect on your work.
Debrief

• What worked for your group?

• What would you modify for next time?

• How might you utilize these tools/processes in your district?
• Please send your scoring criteria to Ken Templeton
  (ktempleton@greatschoolspartnership.org)

• He will compile so we all have access to the work from across all three sites today.
The “Workshop” Version of Aligning Standards 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
Assessment Pathways Simplified
A Great Schools Partnership Learning Model

LESS
Student Choice in Learning

OPTION 1
COMMON Learning Experiences → COMMON Demonstration Tasks → COMMON Scoring Guides

OPTION 2
COMMON Learning Experiences → UNIQUE Demonstration Tasks → COMMON Scoring Guides

OPTION 3
UNIQUE Learning Experiences → COMMON Demonstration Tasks → COMMON Scoring Guides

OPTION 4
UNIQUE Learning Experiences → UNIQUE Demonstration Tasks → COMMON Scoring Guides

OPTION 5
UNIQUE Learning Experiences → UNIQUE Demonstration Tasks → UNIQUE Scoring Guides

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

MORE
Student Choice in Learning

VALID and RELIABLE results
COMMON
Demonstration Tasks

COMMON
Scoring Guides
COMMON
Demonstration Tasks

UNIQUE
Demonstration Tasks
COMMON Learning Experiences

UNIQUE Learning Experiences
Components of Assessment in PBL

- Graduation Standards + Performance Indicators
- Scoring Criteria for Performance Indicators
- Summative Assessments
- Formative Assessments and Learning Experiences
- Processes to Refine Assessment and Instruction
- World Peace
Writing Reflection:

How might I use the tools or processes in my district?

What entry points might be most effective in my district?
Options:

- **Focus on three-year plan.** How might you use processes from today in your plan?
- **Review Dec. materials.** What is clear, what do we need help with?
- **Site-specific** (ie: professional development sessions).
Local Assessment Systems

Designing Summative Assessments

Team Time or

Break-out sessions on December session
FEEDBACK
Which butterfly image do you feel like right now with regards to PBL? Why?
THANK YOU
Proficiency-Based Learning:
A Systemic Approach

January 2015
AGENDA - JAN. 13

Welcome

Feedback Review

Local Assessment System

Designing Summative Assessments

Lunch

Team Time / Break-out sessions

Close
I can identify strengths and areas for improvement in our local assessment system.
OUTCOMES - Today

I can design a summative assessments aligned to graduation standards and performance indicators.
OUTCOMES - Today

I can use a process to refine assessments aligned to graduation standards and performance indicators.
assesses the standards approved by the State Board of Education;

employs a balance of assessment types, including but not limited to, teacher- or student-designed assessments, portfolios, performances, exhibitions and projects;

includes both formative and summative assessments;
EQS - Local Assessment System

- enables decisions to be made about student progression and graduation, including measuring proficiency-based learning;

- informs the development of Personalized Learning Plans and student support; provides data that informs decisions regarding instruction, professional learning, and educational resources and curriculum;

- reflects strategies and goals outlined in the district’s Continuous Improvement Plan.
LAS - John Hattie Research

Image courtesy of Jessica Lock, retrieved from The Noun Project
LAS Self-Assessment

- Purposeful Collaboration
- Shared Leadership
- Standards-Based Curriculum
- Intentional Assessment
- Evidence-Based Instruction
- Ongoing Professional Development
LAS Self-Assessment Process

- Review self-assessment (15 min)
- Discuss strengths/challenges (30 min)
- Identify 3 areas for cross-district discussion (10 min)
Cross-District Sharing

Go to core principle you would like to share about.

10 minutes of unbridled ideation (aka: brainstorming)

Take back one new idea to your district team.
Break - 15 min
# Proficiency-Based Learning Simplified

## A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Cross-Curricular Graduation Standards</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>5–8 standards taught in all content areas</td>
<td>Body of Evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics</td>
</tr>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Content-Area Graduation Standards</td>
<td>Verification of Proficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5–8 standards for each content area</td>
<td>Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators</td>
<td>Summative Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
<td>Graded summative assessments are used to evaluate the achievement of performance indicators</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Learning Objectives</td>
<td>Formative Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
<td>Ungraded formative assessments are used to evaluate student learning progress</td>
</tr>
</tbody>
</table>

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Unit Design

STAGE 1: Desired Results

STAGE 2: Evidence of Student Learning

STAGE 3: Instructional Design

- Transferable Skills
- Graduation Proficiencies
- Performance Indicators
- Learning Targets
Stages of “Traditional” Design
Planning and Implementation

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

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. Reflection

Planning

Implementation
## 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?

Summative Assessment

Pre-assessment
What do they know already?

Formative Assessment
What are they learning?
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?
<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher’s Role</th>
<th>Students’ Role</th>
</tr>
</thead>
</table>
| Where am I going? | - Share exemplars of student work  
- Unpack learning targets with students  
- Pre-assess student knowledge and skills | - Use scoring criteria to examine exemplars  
- Put learning targets in my own words  
- Set goals based on pre-assessment |
<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher’s Role</th>
<th>Students’ Role</th>
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</thead>
<tbody>
<tr>
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<td>- Share exemplars of student work</td>
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</tr>
<tr>
<td></td>
<td>- Unpack learning targets with students</td>
<td>- Put learning targets in my own words</td>
</tr>
<tr>
<td>Where am I now?</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 consistent descriptive feedback to students</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Teacher’s Role</td>
<td>Students’ Role</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Where am I going?</td>
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<td>Where am I now?</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>How can I close the gap?</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>
Performance Assessments

performance indicators

performance assessment
Range of Assessment

Narrow Assessments

Type
- Multiple choice tests
- Solve multi-step problem
- Requires extended time (i.e. out of class)
- Project month/semester
- Culminating Project

Tasks become complex
Measures complex/integrated skills
Allow applications of knowledge/skills
Allow opportunities to demonstrate expectations

Purpose
- Measure recall routine skills
- Analyze text/cite evidence to support analysis
- 1. Draft/Revision Process
  2. Research/Propose solution
- Student defines focus
  organizes task
  presents
- Portfolio
  Juried exhibition

Assessments of Deeper Learning
Developing Summative Assessments

- Meet in content-area groups from yesterday
- Use “Designing Summative Assessment” protocol
- We will gallery walk for feedback, using design chart for summative assessments
Debriefing Summative Assessments

- What worked in the process?
- What would you modify?
RESOURCES FOR SUMMATIVE ASSESSMENT

- Performance Assessment: Hunger in VT
- Webinar Slides: Incorporating Performance Assessment into Standards-Based Instruction (AOE)
- Expeditionary Learning: Center for Student Work
Lunch!
Options:

- **Focus on three-year plan.** How might you use processes from today in your plan?
- **Review additional resources on performance assessment.**
- **Site-specific** (i.e., professional development sessions).
BREAK-OUT SESSIONS

Options:

- Ten Principles and Conceptual Framework. Clarifications and common understanding.
- Three-Year Plan. How to use, process to think through.
**BREAK-OUT SESSIONS**

Process:

- **Roundrobin**: questions, topics to address (5 min)
- **Group topics**: (5 min)
- **Identify resources and discuss topic groupings**: (30 min)
- **Next Steps** (5 min)
FEEDBACK
Next Steps

- Webinar on 2/3 - use feedback form to suggest aspects to address through webinar format.
- Next in-person session 2/10-2/11