



COLORADO
Department of Education

Competency-Based Learning Series: Developing Performance Indicators

Webinar #3

December 17, 2015

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For technical support contact Great
Schools Partnership **207-773-0505**

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make comments using the **chat space**

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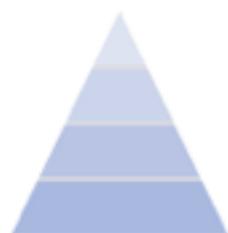
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Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

The Great Schools Partnership created Proficiency-Based Learning Simplified to help schools develop efficient [standards-based](#) systems that will prepare all students for success in the colleges, careers, and communities of the 21st century. For this reason, our model is focused on prioritizing and assessing the most vitally important knowledge and skills, while also balancing these [high academic expectations](#) with the need for flexibility, responsiveness, and creativity in the classroom.

We know that learning standards are powerful instructional assets that can bring focus and [coherence](#) to an academic program. But we also recognize that standards are sometimes translated into burdensome instructional checklists that can stifle instructional flexibility and limit learning options. In our model, standards are not checklists but prioritized learning goals that help schools and teachers design more effective academic programs and [learning experiences](#) that will meet the distinct needs of each student.

Throughout this website, school leaders and teachers will find detailed guidance on developing a proficiency-based system. We have strived to keep our guidance concise and practical, focusing only on the most essential policies, processes, and practices. In addition, we see our model as an iterative process, and we intend to revise, improve, and expand our resources over time.

For general questions related to Proficiency-Based Learning Simplified, contact Stephen Abbott: sabbott@greatschoolspartnership.org



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WHAT ARE PERSONAL LEARNING PLANS?

A NEW LEADERSHIP
IN ACTION BRIEFING

Personal learning plans can bring greater focus and purpose to the decisions students make about their education.

[Click here to learn more](#)

Proficiency-Based Learning Simplified

10 WAYS TO IMPROVE YOUR SCHOOL

A free monthly webinar series

#EdChatME

A weekly Twitter chat for Maine educators



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Colorado Seminar Series

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

Guiding Documents and Resources

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Please **type your name, school, district and role** into the chat space

e.g. **Ted Hall, GSP, Senior Associate**

TODAY'S PRESENTERS

From Great Schools Partnership

Ted Hall, Senior Associate

Craig Kesselheim, Senior Associate

ALSO WITH US

From Colorado Education Initiative

Sam Olson, Director of NextGen Learning

From Colorado Department of Education

Christina Jean,

Innovation and Blended Learning Specialist

Outcomes

Participants will understand the concept and application of performance indicators in a competency-based learning system.

Outcomes

Participants will examine in detail some specific examples of performance indicators across all grade levels.

Outcomes

Participants will become familiar with the process of using design guides and protocols in the development of performance indicators.

Outcomes

Participants will understand how to initiate a process for developing, reviewing, and revising performance indicators.

Agenda

How performance indicators fit into system

Detailed examples across grade levels

Introduce Design Guide and Protocol

Next steps in developing performance indicators

Coach and District Pairs, Planning Documents,
and Next Steps

Questions

Competency-Based Learning Simplified

A Great Schools Partnership Learning Model

Reporting Method

Assessment Method

Transcripts and Report Cards

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

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

Transcripts and Report Cards

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

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

Progress Reports

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

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

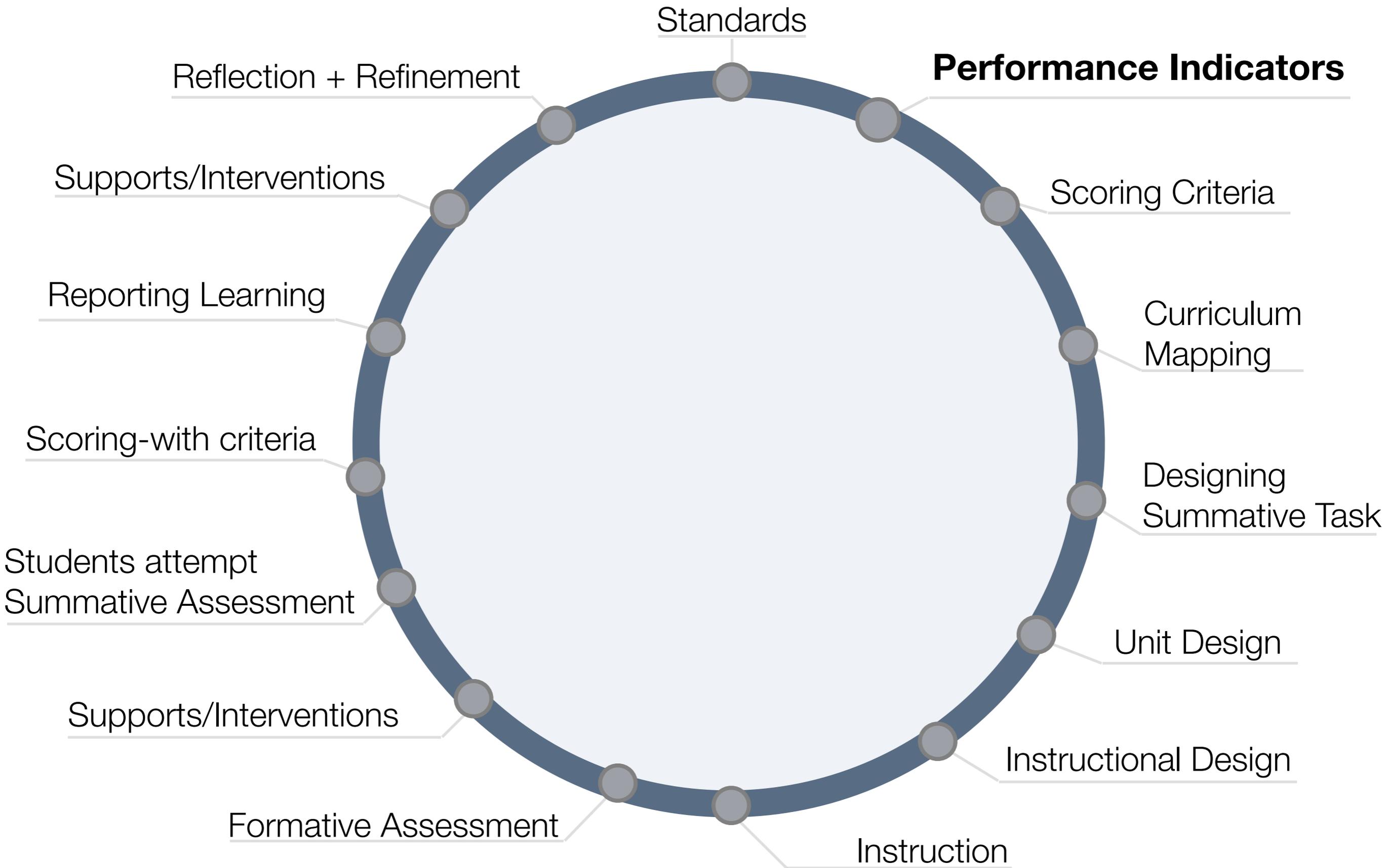
Teacher Feedback

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

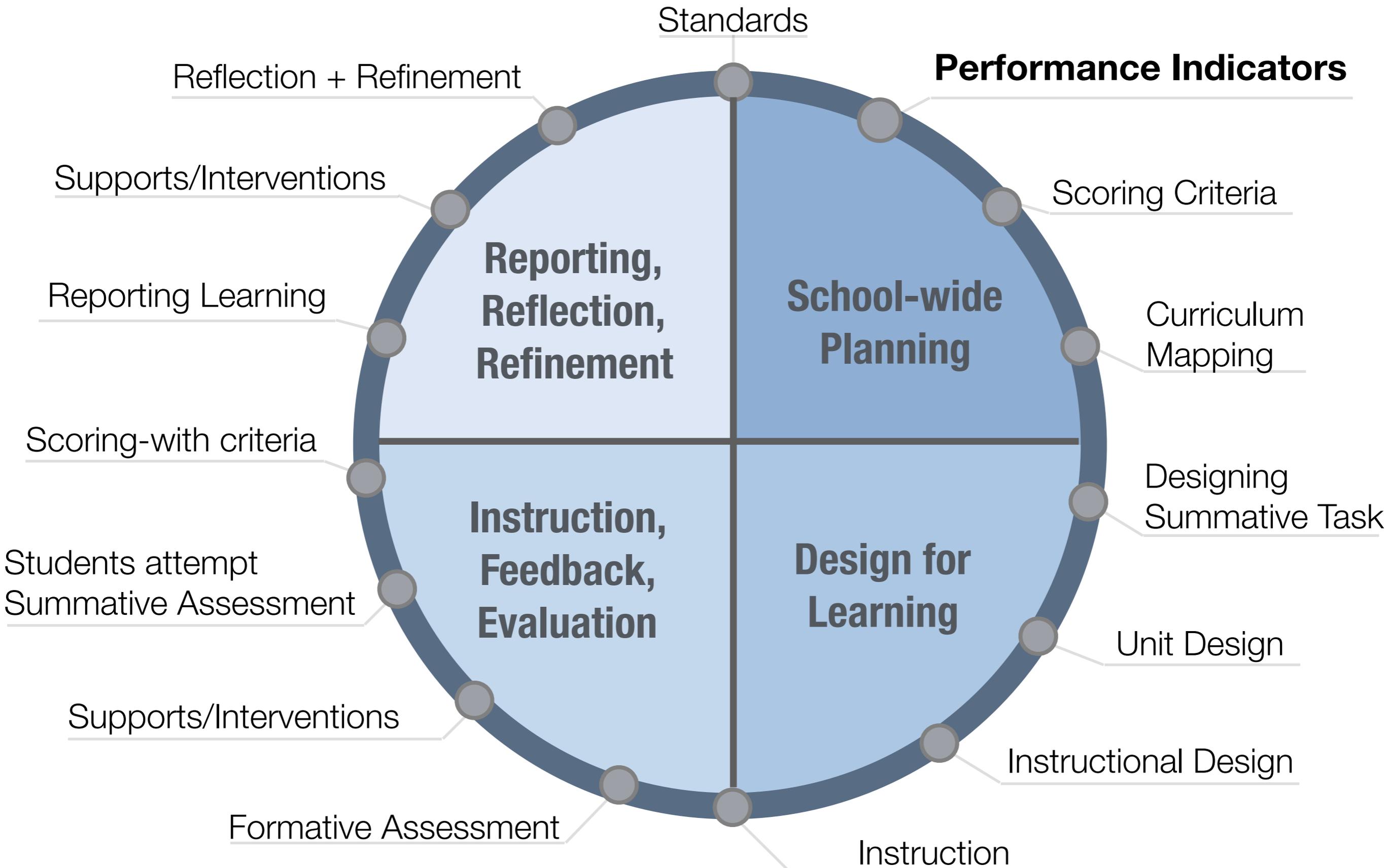
Formative Assessment
Ungraded formative assessments are used to evaluate student learning progress



From Standards to Units



From Standards to Units



Example from Maine

Social Studies

Graduation Standard

CIVIC ENGAGEMENT

CIVIC ENGAGEMENT

Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need.

CIVIC ENGAGEMENT

5th Grade

Make and present a real or simulated decision related to the **classroom, school, community, or civic organization** by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

CIVIC ENGAGEMENT

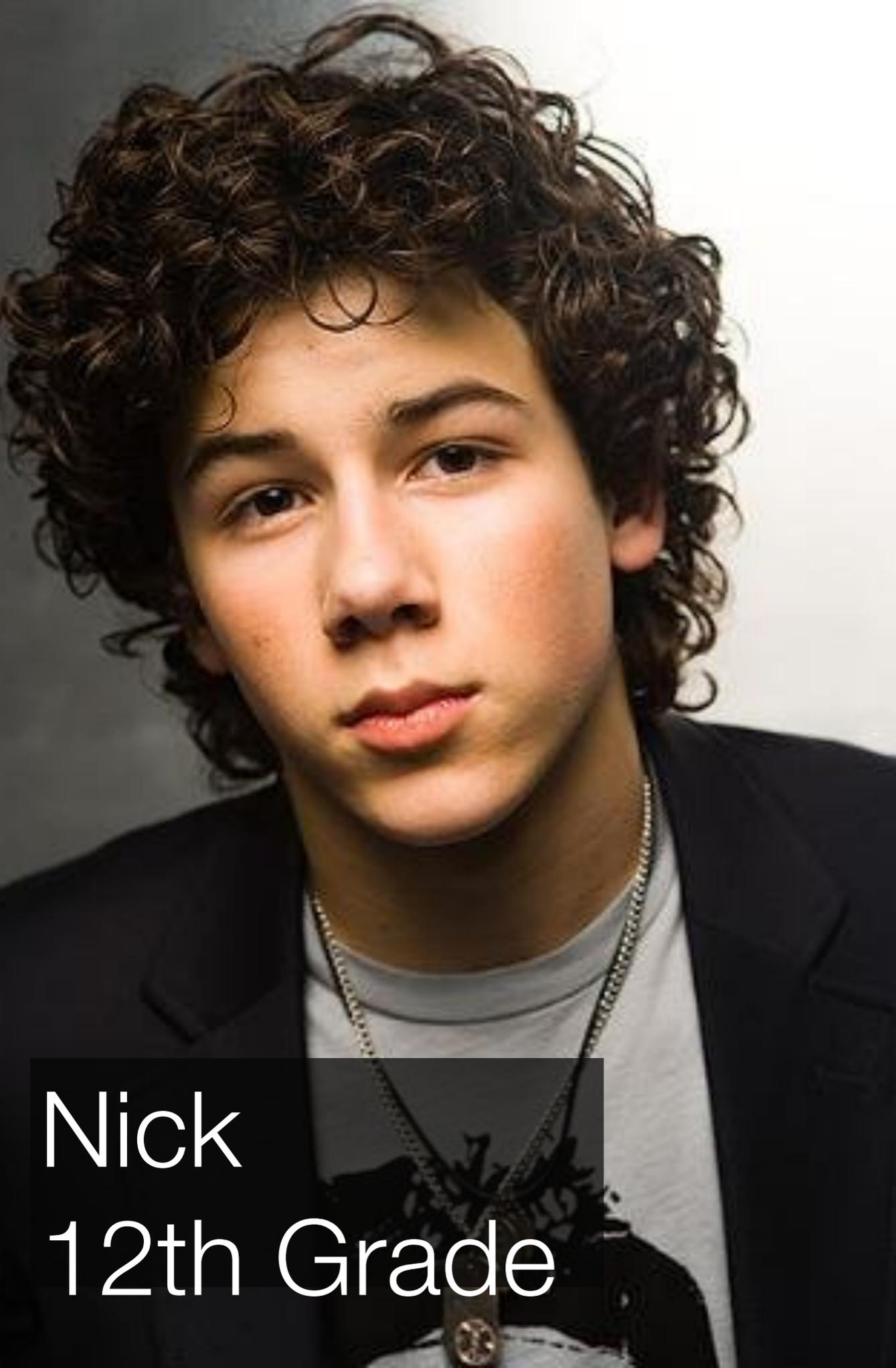
8th Grade

Make and present a real or simulated decision related to the classroom, school, community, civic organization, **state, or beyond** by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

CIVIC ENGAGEMENT

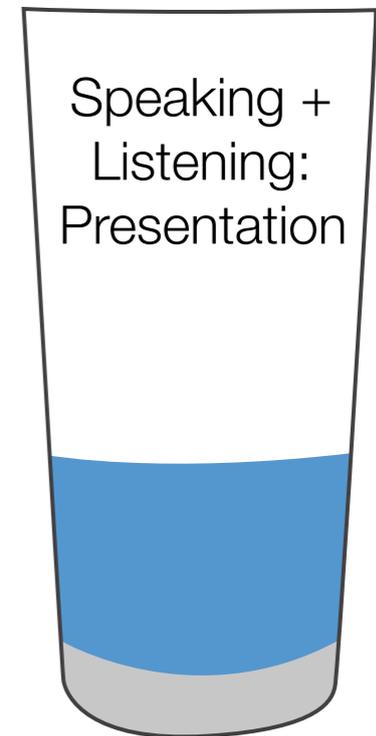
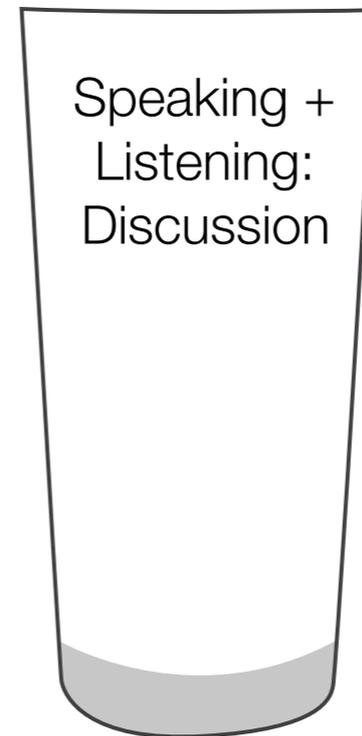
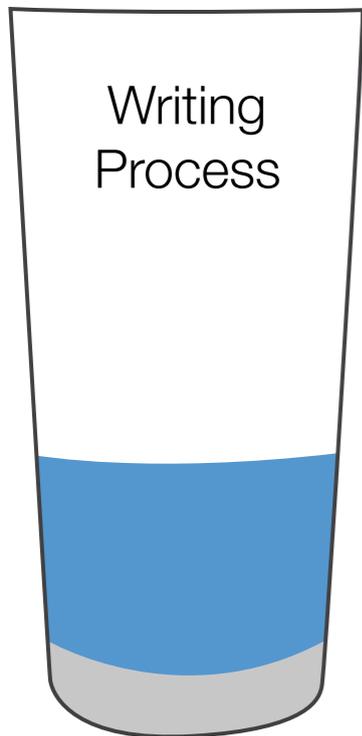
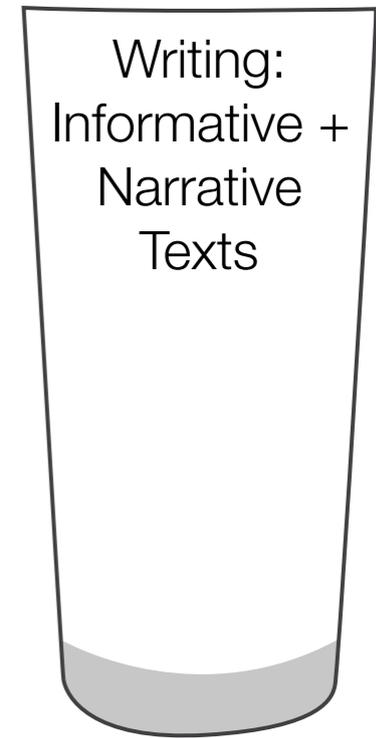
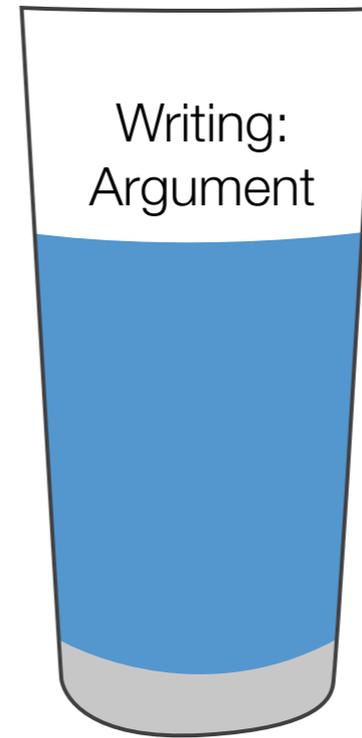
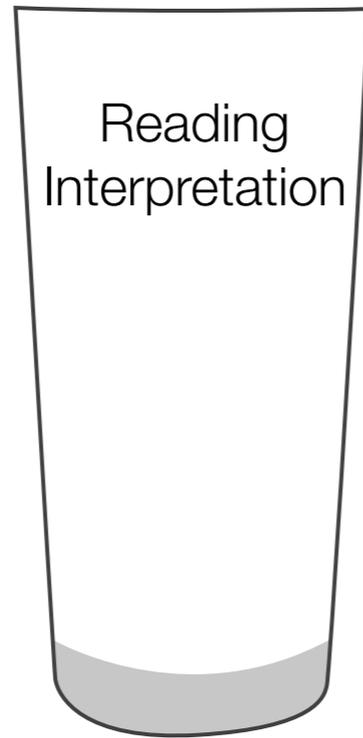
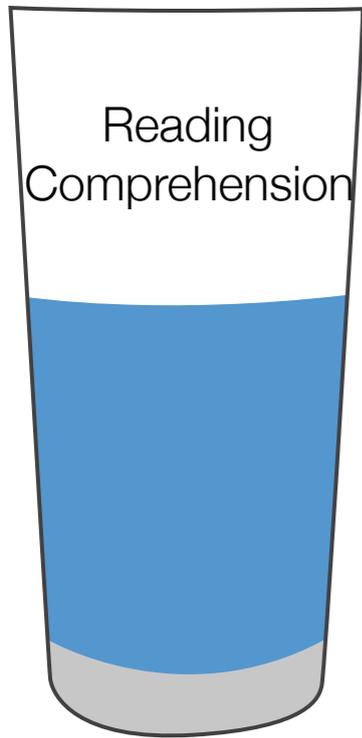
12th Grade

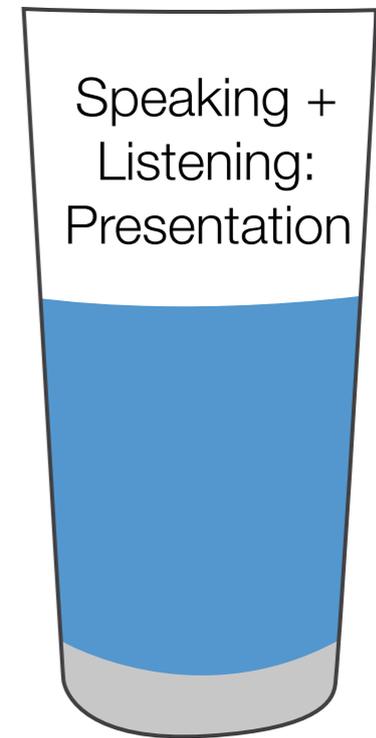
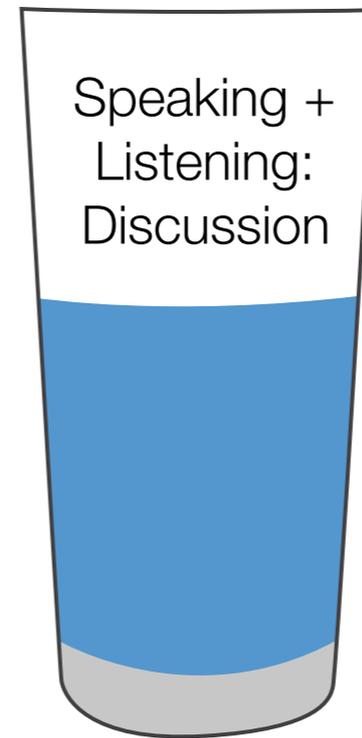
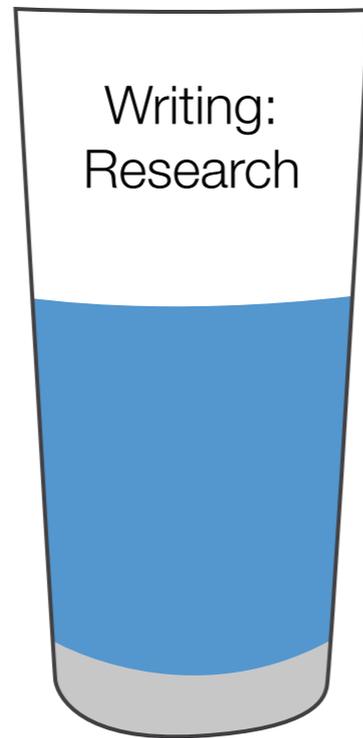
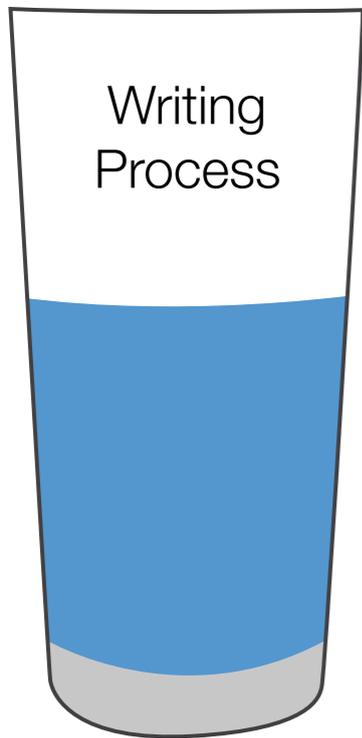
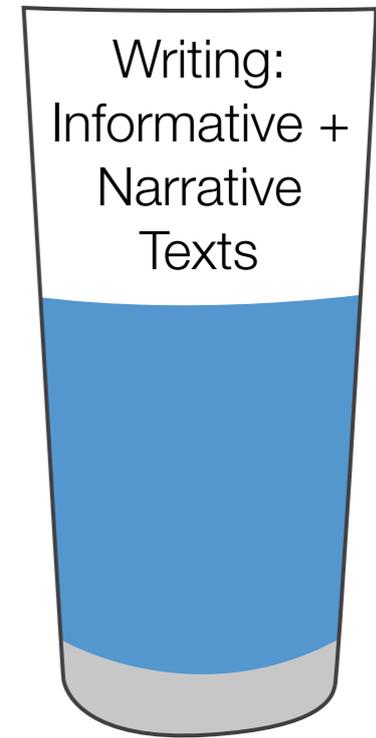
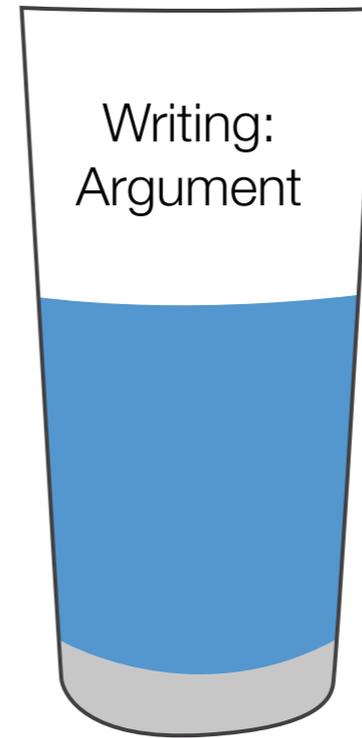
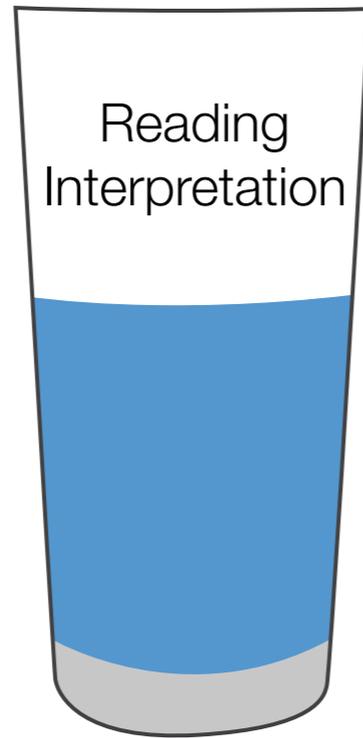
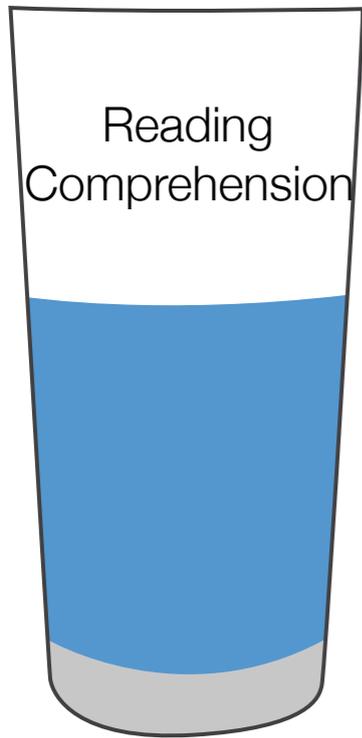
Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, state, **United States or international entity** by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills.



Nick
12th Grade

ELA	Grade
Q1	73
Q2	70
Q3	70
Q4	68
Final	70.25





Social Studies Graduation Standard 2

CIVIC ENGAGEMENT

Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)

Fifth-Grade Performance Indicators	Eighth-Grade Performance Indicators	High School Performance Indicators
<p>A. Make and present a real or simulated decision related to the classroom, school, community, or civic organization by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (MLR A2 B, A3)</p> <p>B. Provide examples of how people influence government and work for the common good. (MLR B2 C)</p> <p>C. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas; individually and collaboratively develop a decision or plan. (MLR A2 A; CCSS SL 5.1, 5.3)</p>	<p>A. Make and present a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (MLR A2 B, A3)</p> <p>B. Analyze how people influence government and work for the common good. (MLR B2 D)</p> <p>C. Develop and present decisions or plans, orally and in writing by:</p> <ul style="list-style-type: none">• contributing to collaborative discussions that examine alternative ideas; and• considering the pros and cons of these ideas; and• thoughtfully recognizing the contributions of other group members. (MLR A2 A; CCSS SL 8.1, 8.3)	<p>A. Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills. (MLR A2 B, A3)</p> <p>B. Evaluate how people influence government and work for the common good. (MLR B2 E)</p> <p>C. Develop and present, orally and in writing, individual and collaborative decisions and plans by:</p> <ul style="list-style-type: none">• contributing multiple points of view;• prioritizing the pros and cons of those ideas;• building on ideas of others and sharing in an attempt to sway the opinions of others. (MLR A2 A; CCSS SL 1, SL 3)

Design Guide for Performance Indicators

Districts should define 5-10 indicators per standard, which together will allow a school/district to determine students' proficiency on that standard. Indicators should be specific enough to be measurable at a grade span or course level, while as a set, allow multiple pathways for students to demonstrate proficiency.

Criteria	Weaker Statements	Stronger Statements
<p>Alignment</p> <p>To what extent do the statements align with and describe the essential skills within the relevant graduation standard?</p>	<ul style="list-style-type: none"> Individually, define knowledge and skills which are not essential to the graduation standard; Taken together, the indicators fail to define the essential skills and knowledge within the graduation standard. 	<ul style="list-style-type: none"> Use precise, descriptive language to define the essential skills and knowledge that demonstrate proficiency in the graduation standard; Taken together, the indicators define the essential skills and knowledge within the graduation standard.
<p>Transfer</p> <p>Do the statements describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?</p>	<ul style="list-style-type: none"> Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program; Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills. Are “nice to know” but not essential for students to learn if they are going to succeed in the next unit, course, or grade level. 	<ul style="list-style-type: none"> Require students to develop an understanding of relationships among principles, theories, and/or concepts; Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives. Answers the question: “What do we want students to remember, understand, and be able to do several years from now, perhaps long after they have forgotten the details?”

Criteria	Weaker Statements	Stronger Statements
<p>Cognitive Demand</p> <p>Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition?</p>	<ul style="list-style-type: none"> Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing; Do not require the application of knowledge to diverse or novel problems, texts, or situations. 	<ul style="list-style-type: none"> Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating; Require the application of knowledge to diverse or novel problems, texts, or situations.
<p>Assessment Facilitation</p> <p>Are the statements measurable? To what extent does the statement encourage multiple and varied types of assessment?</p>	<ul style="list-style-type: none"> Fail to describe in precise and understandable language what will be measured; Are so discrete and numerous that it would be unmanageable for a teacher to grade and track all of them, or to support complex reasoning / higher order thinking. Suggest that a single task or activity can be considered a valid demonstration of proficiency. Are so complex that the details associated within the indicator are unmanageable and challenging to assess as a whole. 	<ul style="list-style-type: none"> Help define the specific knowledge and skills that will be assessed and measured; Are detailed enough to give the student helpful direction; Are more fine-grained than graduation standards, but broad enough to be assessed with a complex summative assessment task; Allow for multiple and varied options for students to demonstrate evidence of learning.



Protocol

Developing Performance Indicators

PURPOSE

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

TIME

3–4 hours

ROLES

Facilitator, timekeeper, notetaker

MATERIALS

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

PROCESS:

- A. Review your locally developed content-area graduation standards to confirm agreement on the content and language

PROCESS:

- A. Review your locally developed content-area graduation standards to confirm agreement on the content and language. Review the Proficiency-Based Learning Simplified graphic to clarify for the group that the focus of this session is at the Performance Indicator level. Then, determine how this phase of the process will be conducted. It can be done in small groups whereby each group works on one content-area graduation standard and aligns the supporting performance indicators to that graduation standard. It can also be done collectively. (15 min.)
- B. Review the Design Criteria Chart independently and then discuss as a group. (15 min.)
- C. Using national and/or state standards documents in a specific content area, reviewers should mark performance indicators that they believe are essential components of the particular graduation standard they are working on. It is appropriate to reference the sample set of performance indicators available by content area. Reviewers should feel free to combine or revise performance indicators for clarity and proper alignment to the relevant graduation standard. Special attention should be paid to aligning the cognitive verbs of performance indicators with those of the graduation standard. Refer to one of the cognitive taxonomy reference tools. (60 min.)
- D. Share the identified performance indicators in round robin fashion until all possible performance indicators for the relevant graduation standard have been stated. Write the proposed performance indicators on chart paper, project for the group to view, or view within a shared online document. (10–15 min.)
- E. If there are more than ten performance indicators, discuss as a group any that do not meet one or more criteria for performance indicators as suggested in the Design Criteria Chart. Could any of the performance indicators be combined without losing meaning and value? Eliminations from the list should be discussed and considered collectively. (10–15 min.)



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Example from Vermont Science Graduation Standard

PHYSICAL SCIENCES:

**Structure/Properties of Matter,
Forces, and Interactions**

PHYSICAL SCIENCES: Structure/Properties of Matter, Forces, and Interactions

Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts

(PS 1 + PS 2)

PHYSICAL SCIENCES:

Structure/Properties of Matter, Forces, and Interactions

Elementary School

Develop a model to describe that matter is made of particles too small to be seen.
(5-PS1-1)

PHYSICAL SCIENCES:

Structure/Properties of Matter, Forces, and Interactions

Middle School

Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-1)

PHYSICAL SCIENCES:

Structure/Properties of Matter, Forces, and Interactions

High School

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)

Performance Indicators -- Middle School

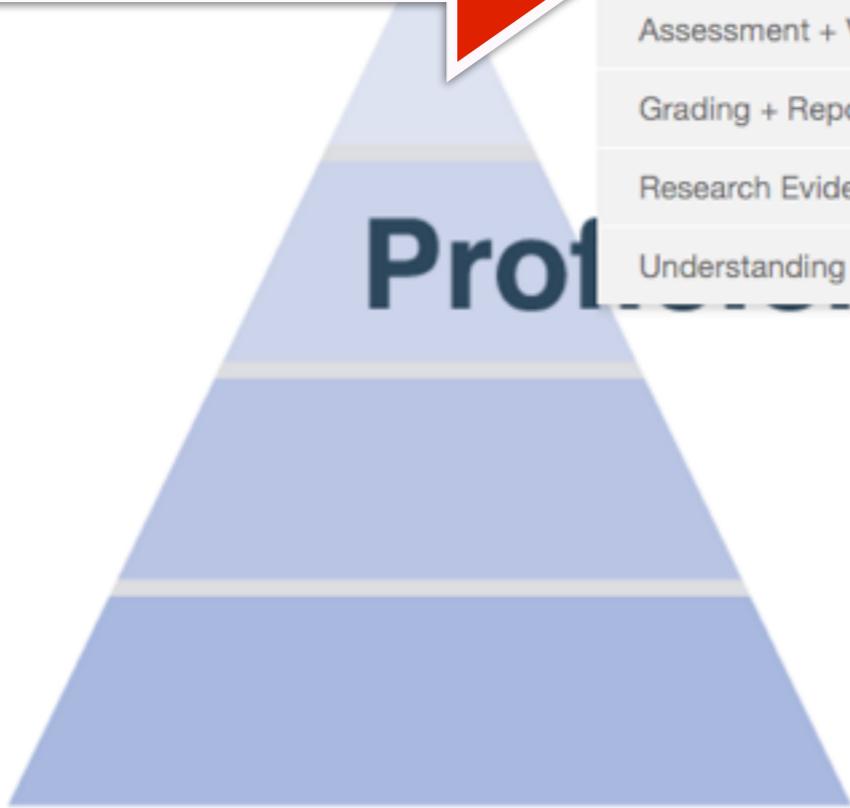
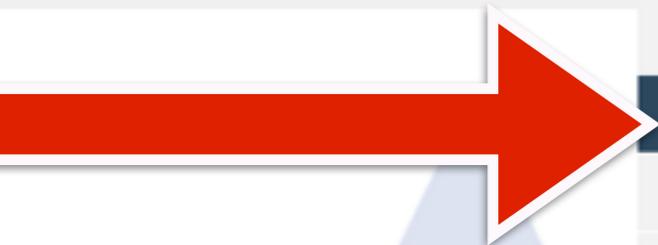
- a Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-1)
- b Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. (MS-PS1-2)
- c Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (MS-PS1-3)
- d Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. (MS-PS1-4)
- e Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. (MS-PS1-5)
- f Plan an investigation to provide evidence that the change in an object's motion depends on the mass of the object. (MS-PS2-2)
- g Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. (MS-PS2-3)
- h Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. (MS-PS2-4)
- i Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. (MS-PS2-5)



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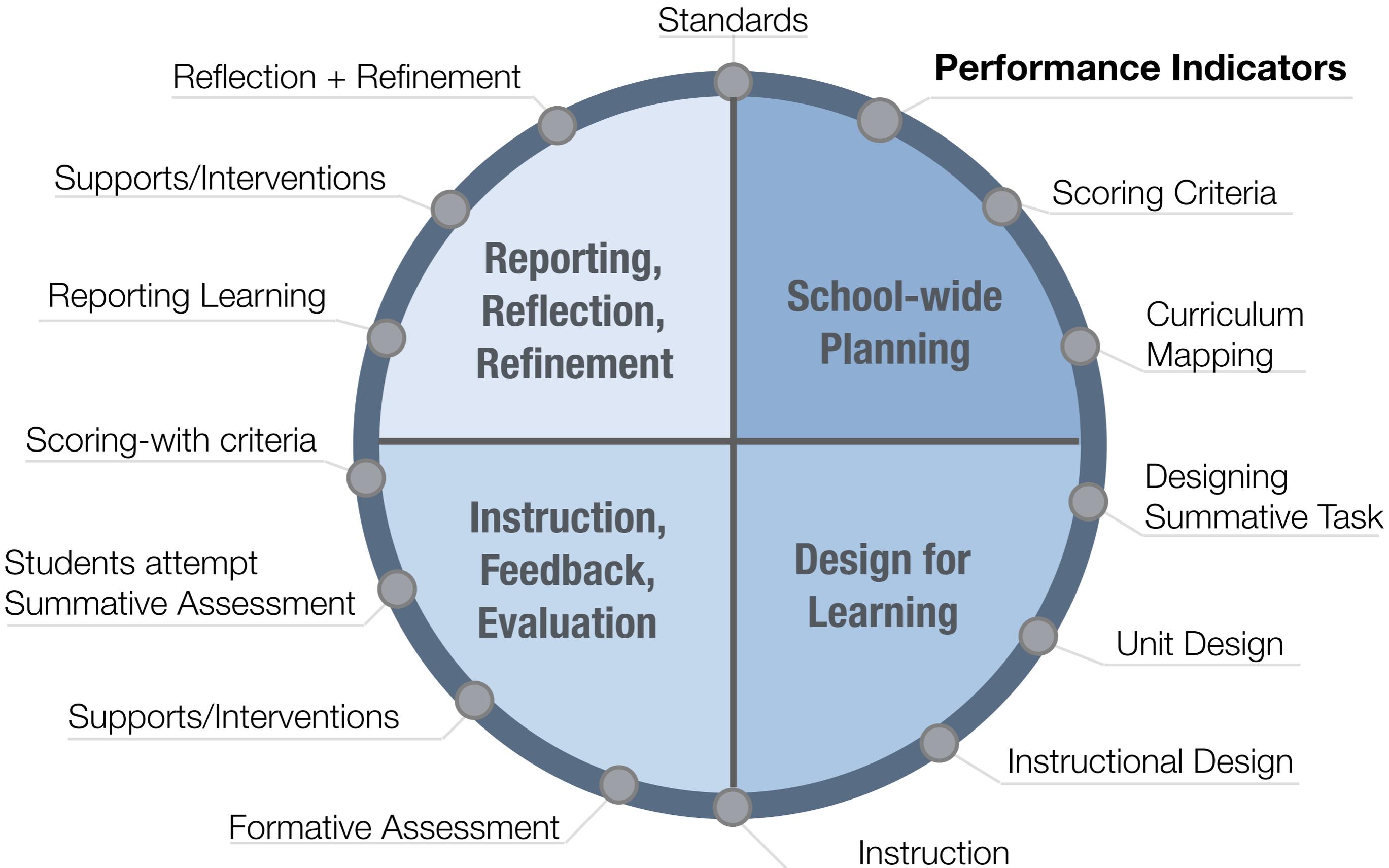


Proficiency-Based Learning Simplified

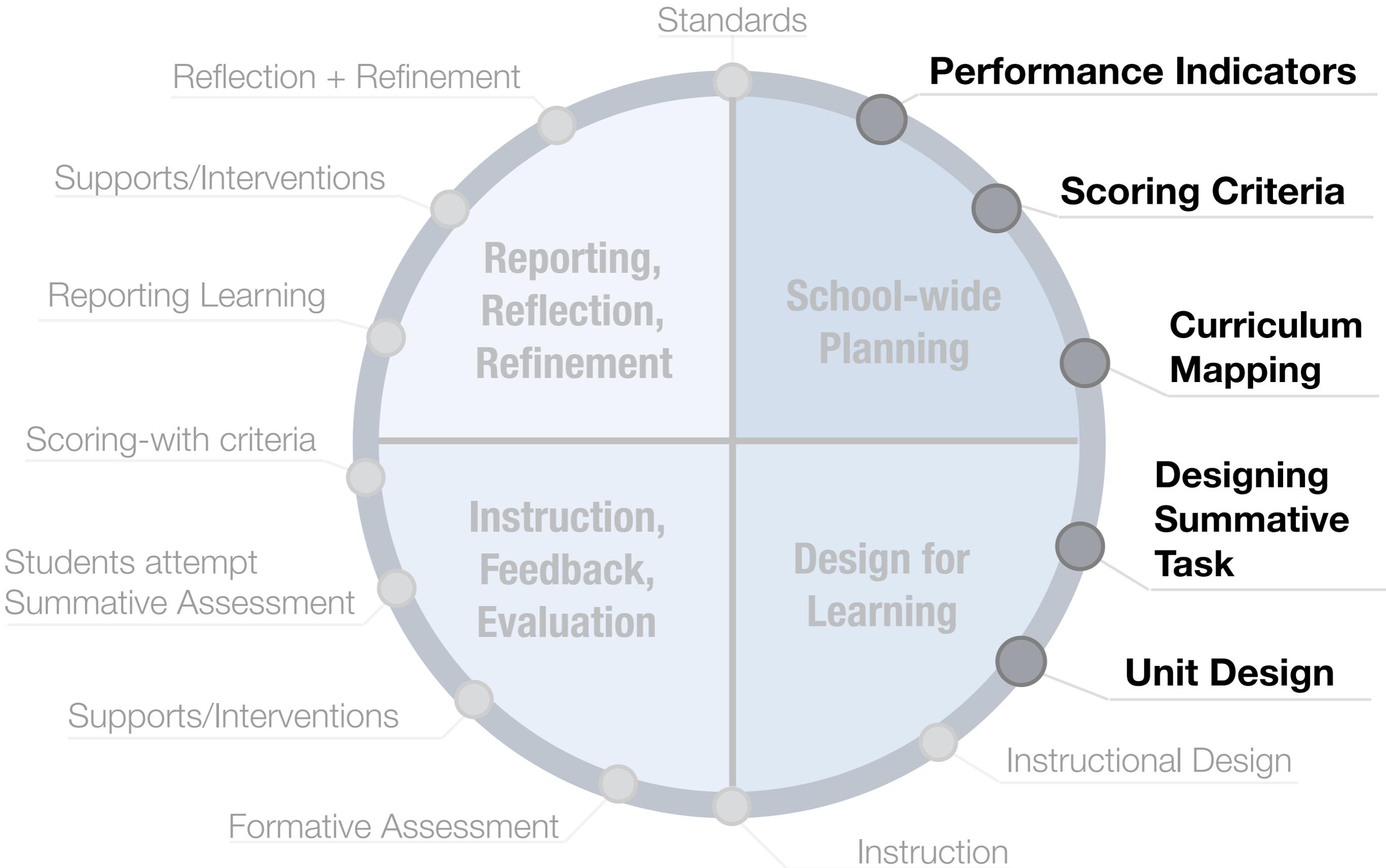
Developed by the Great Schools Partnership, Proficiency-Based Learning Simplified helps schools develop efficient and effective standards-based systems that will prepare all students for success in the colleges, careers, and communities of the 21st century.

[LEARN MORE →](#)

From Standards to Units



From Standards to Units



What is next?

Development of Scoring Criteria

Designing Scoring Criteria

Standards and Indicators

9/10 Fiction/Non Fiction

Performance Indicator	I Can..	Need to Know
<p>c. Determine or clarify the meaning of word and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word and phrase choices on meaning and tone (4, Language 4,5)</p>	<ul style="list-style-type: none">• I can figure out precisely what an author means by each word in a text.• I can tell the difference between when an author intends a word to be understood literally and when an author is using a words as part of a figure of speech.• I can analyze how the author's word choices affect his or her meaning or tone.	<ul style="list-style-type: none">• parts of speech• sentence structure• context clues, parallel text, footnotes• the tools of figurative language (similes, metaphors, personification)• vocabulary; connotation/ denotation, figurative• tone

Designing Scoring Criteria

Example

Health Education Graduation Standard 5- ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS: Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I can list goals I have for my own health.	I can explain ways I can reach a goal I set for my own health.	I can create a plan to meet immediate and long-term health goals.	I can adapt my plan and evaluate my progress so I can continue to positively impact my personal health.

**What is next after
scoring criteria?**

Development of Unit Designs

Unit Design Template

STAGE 1: Desired Results

Guiding Principles
21st Century Skills

Graduation
Standards

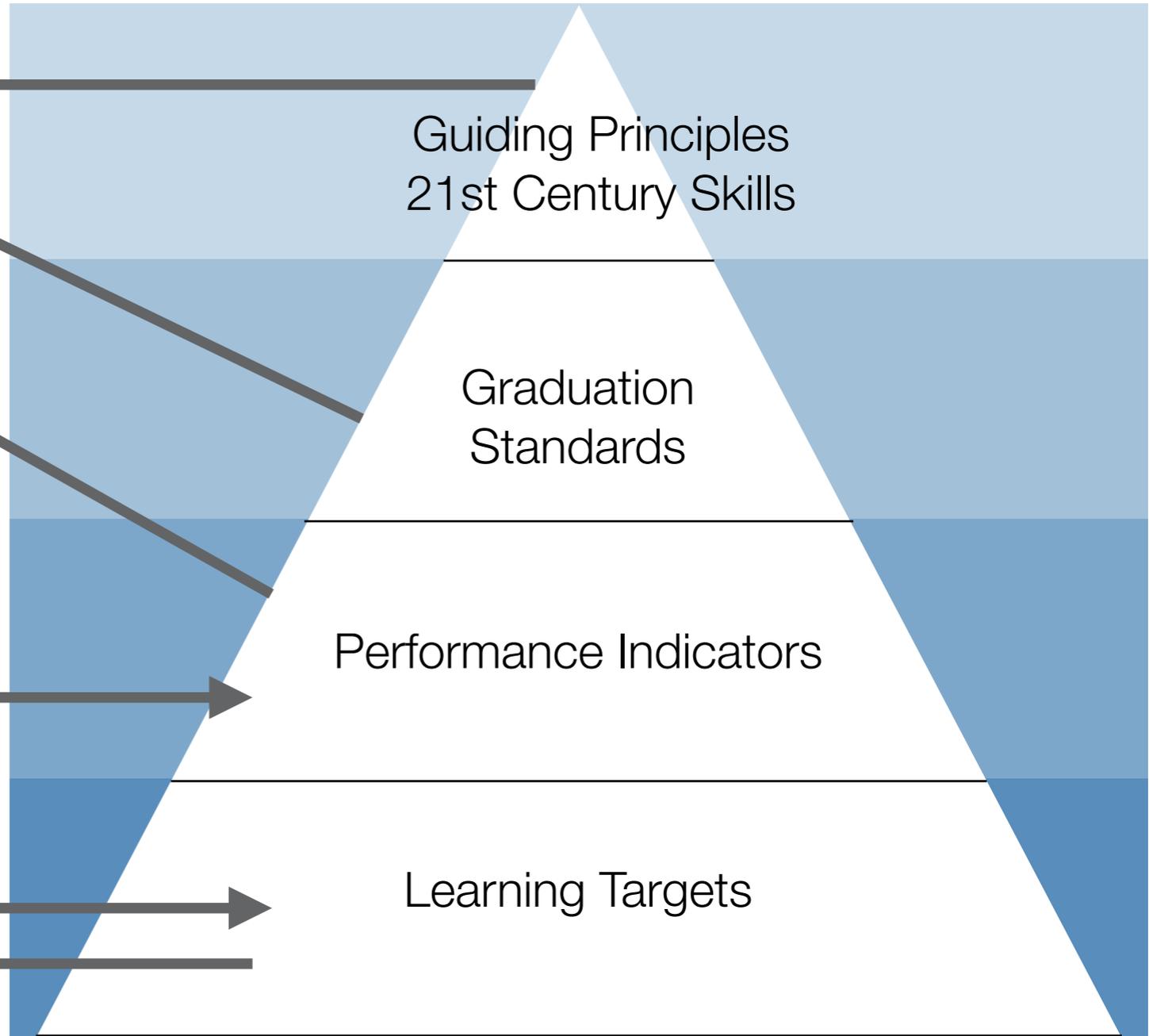
STAGE 2:
Evidence of Student Learning

Performance Indicators

STAGE 3: Instructional Design

Learning Targets

STAGE 4: Resources and Reflection



Your Coach

TED

CRAIG

Mesa County

Colorado Springs D-11

Crestone Charter

Compass Montessori

Thompson

Archuleta

Buena Vista

Reminders

Next Webinar

January 13, 2016 | 1:00 MST

Topic: Policy

Resources

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Action Plans!

QUESTIONS?





THANK YOU