Competency-Based Learning Series: Assessment in a Competency-Based Learning System

Seminar #2

February 2016
Welcome

Great Schools Partnership partners:
Ted Hall, Senior Associate
Craig Kesselheim, Senior Associate

Colorado partners:
Samantha Olson, Director of NextGen Learning, CEI
Christina Jean, Director of Innovation and Choice, CDE (not here this time—on vacation in Iceland)
Welcome

Team Introductions
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
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**

- [Guiding Documents](#)
- [Resources](#)

**Webinars**

- [Upcoming](#)
- [Archive](#)

**Meeting Sessions**

- [November 16-19, 2015 | Seminar 1](#)
Connecting

Meet a colleague:

- Introductions
- Find one professional attribute you share
- Identify one district / building Competency Based Education (CBE) challenge you share
- Name one recent positive CBE development or breakthrough (big or small)
Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.
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
Team members will be ready to **lead the implementation** of competency-based learning.
Series Outcomes

The district teams will be prepared to **design and plan** professional development regarding competency-based learning within the 2015/16 school year.
We will develop a **network of support** across the state of Colorado to enact a vision and implement a system of learning that supports personalization through competency-based learning and multiple and flexible pathways.
Seminar 2

Outcomes

I will better understand the use of performance indicators in a system of proficiency-based learning.
I can explain the role of scoring criteria in ensuring equity and college- and career-readiness in a competency-based learning system.
Seminar 2

Outcomes

I will utilize a process for developing scoring criteria aligned to standards.
Seminar 2
Outcomes

I will learn and apply processes for development of summative assessments.
Agenda: Day One

- Performance Indicators—Review and Practice
- Shared Updates on District Work
- Understanding and Evaluating Scoring Criteria
- Text-based Discussion of “What is Good Enough?”
- Practicing with Writing Scoring Criteria
- Wrap Up and Prepare for Day Two
Welcome, Review of Reflections, Agenda Overview

Continued Work with Scoring Criteria

Summative Assessments Tied to Performance Indicators

District Team Planning

Final Reflections and Preparation for Next Webinar
REVIEW NORMS FOR OUR WORK TOGETHER
Norms from November

- Think interdependently
- Operate with a growth mindset
- Think out of the box
- Be solution oriented towards learners
- Find humor in the work
- Assume positive intentions
- Support the work and concerns of others
Norms from November (continued)

• Make sure this is a safe place to learn and ask tough questions
• Speak in truth
• Listen for understanding and empathy
• Be child centered
• Use technology only to support the process
• Look for ways to honor and celebrate the work
Some Assumptions

• We model and support your practice; you lead
• We provide Action Planning Time: you choose and enact your strategies
• We provide resources in a user-friendly site; you access these when you need them.
• We will provide structure for maximum engagement; you will take advantage of that structure.
• Questions about this?
Competency-Based Learning Simplified
A Great Schools Partnership Learning Model

- **Transcripts and Report Cards**
  - Cross-Curricular Graduation Standards
    - 5–8 standards taught in all content areas
  - Content-Area Graduation Standards
    - 5–8 standards for each content area

- **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

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

- **Assessment Method**
  - Body of Evidence
    - Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
  - Verification of Proficiency
    - Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
  - Summative Assessment
    - Graded summative assessments are used to evaluate the achievement of performance indicators
  - Formative Assessment
    - Ungraded formative assessments are used to evaluate student learning progress

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From Standards to Units

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- Instruction
- Formative Assessment
- Supports/Interventions
- Scoring-with criteria
- Reporting Learning
- Students attempt Summative Assessment
- Reflection + Refinement

Supports/Interventions

Reporting Learning

Scoring-with criteria

Students attempt Summative Assessment

Supports/Interventions

Formative Assessment

Instruction

Instructional Design

Unit Design

Designing Summative Task

Curriculum Mapping

Scoring Criteria

Performance Indicators

Standards

Reflection + Refinement
From Standards to Units

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- School-wide Planning
- Reporting, Reflection, Refinement
- Instruction, Feedback, Evaluation
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Supports/Interventions
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- Instruction
- Reflection + Refinement
- Supports/Interventions

- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Supports/Interventions
- Formative Assessment
- Instruction
- Reflection + Refinement
- Supports/Interventions
A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
describes or defines what students need to know and be able to do to demonstrate mastery of a graduation standard.
A Performance Indicator... is measurable.
A Performance Indicator...

shows how students can demonstrate their performance over time.
A Single Performance Indicator…

in aggregate with other performance indicators, can measure whether a student has met the graduation standard.
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.
Looking at Performance Indicators

Using the Design Guide for Performance Indicators
Sample Performance Indicators

**ELA Graduation Standard:** Read closely to analyze and evaluate all forms of (i.e. complex literary and informational) texts.

**Elementary Performance Indicators (K-5):**
1. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine themes and central ideas of texts; summarize texts.
3. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.
4. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.
5. Analyze how individual components contribute to overall text structure.
6. Determine how author's point of view influences the meaning, style, and content of text.
7. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.
8. Delineate and evaluate argument and claims.
9. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.
10. Understand and apply Grades -level phonics and word analysis skills in decoding words.
11. Read closely with sufficient accuracy and fluency to support comprehension.

Sample performance indicators from School System A

**ELA Graduation Standard:** Interpret, analyze and evaluate appropriately complex literary and informational texts.

**Elementary Performance Indicators (Grade 5)**
1. Compare and contrast two or more characters, settings, or events in a story drawing on specific details in text.
2. Describe how point of view influences events in a story.
3. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4. Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more literary and informational texts.
5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
6. Integrate and compare information from several texts on the same topic, or in the same genre, in order to write or speak about the subject knowledgeably.

Sample performance indicators from School System B
# 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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
</table>
| **Alignment**   | • 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. | • 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. |
| **Transfer**    | • 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. | • 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?” |
<table>
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<th>Stronger Statements</th>
</tr>
</thead>
</table>
| **Cognitive Demand**     | • 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. | • 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. |
| **Assessment Facilitation** | • 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. | • 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. |
A Process for Developing Performance Indicators
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.
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.)
Table Talk....

- What do you see as your next steps with Performance Indicators?
District Updates

Review What You Have Done and Share With Your Colleagues
District Updates “menu”

- Key moments
- Breakthroughs
- Training others / building capacity
- Assets and Barriers
- Graduation standards status
- Performance indicator status
- Policy status
- Public engagement
The Development of Scoring Criteria
Learning from Student Work
Collaborative Assessment

1. Describing the work (3-5 min)
2. Asking Questions About the Work (5 min)
3. Speculating About What the Student(s) is/are Working On (3 min)
4. Discussing Implications for Teaching and Learning (5 min)
Collaborative Assessment

Describing the Work

• The facilitator asks the group: “What do you see?”

• Group members provide answers without making judgments about the quality of the work or their personal preferences.

• If a judgment emerges, the facilitator asks for the evidence on which the judgment is based
Collaborative Assessment

Asking Questions About the Work

• The facilitator asks the group: “What questions does this work raise for you?”

• Group members state any questions they have about the work, the child, the assignment, the circumstances under which the work was carried out, and so on.

• The presenting teacher may choose to make notes about these questions, but she/he is does not respond to them now — nor is she/he obligated to respond to them in Step 5 during the time when the presenting teacher speaks.
Collaborative Assessment

Speculating About What the Student is Working On

• The facilitator asks the group, “What do you think the child is working on?”

• Participants, based on their reading or observation of the work, make suggestions about the problems or issues that the student might have been focused on in carrying out the assignment.
Collaborative Assessment

Discussing Implications for Teaching and Learning

The facilitator invites everyone (the participants and the presenting teacher) to share any thoughts they have about their own teaching, children’s learning, or ways to support this particular child in future instruction.
The Story of the Butterfly

https://www.youtube.com/watch?v=PZo2PlhnmNY
INTRODUCTION TO SCORING CRITERIA
We believe that reliability results from the careful alignment of demonstration 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.
## Designing Scoring Criteria

Scoring criteria describe levels of mastery for each performance indicator.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to develop appropriate research questions.</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>
</tbody>
</table>
About 388,000 results (0.27 seconds)

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
Based on a recent lab experiment, you will write a full lab report where you will include a clear description of why you obtained the results using your knowledge of the periodic table. This lab report will be assessed on three performance indicators: two physical science indicators and one transferable skill indicator. Included in the lab report will be the following: Purpose, Materials List, Procedure, Results, Explanation of Results
## 1st Performance Indicator

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<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>
</tbody>
</table>
2nd Performance Indicator

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>
## 3rd Performance Indicator

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Use evidence and logic appropriately in communication</strong></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>
</tbody>
</table>
# The Full Rubric for this Summative Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Does Not Meet</th>
<th>Approaching</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<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 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</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 based on 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...</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; does not use reasoning to make a clear claim.</td>
<td>Student includes information from several sources and analyzes or interprets these sources.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources, and incorporate the established work, analyzing, comparing the information from these sources.</td>
<td>Apply evidence in a novel or unfamiliar situation to design a model or solution.</td>
</tr>
</tbody>
</table>
How Good Is Good Enough?

Please read this article over the extended lunch break.
Updates before lunch
LUNCH
How Good Is Good Enough?

We will use this article with the text-based seminar.
Text-Based Seminar

Developed by Gene Thompson-Grove.

Purpose
Enlargement of understanding of a text, not the achievement of some particular understanding

Time
At least 45 minutes.

Ground Rules
1. Listen actively.
2. Build on what others say.
3. Don’t step on others’ talk. Silences and pauses are OK.
4. Let the conversation flow as much as possible without raising hands or using a speaker’s list.
5. Make the assumptions underlying your comments explicit to others.
7. Watch your own air time — both in terms of how often you speak, and in terms of how much you say when you speak.
8. Refer to the text; challenge others to go to the text.
Applying the Design Guide

1. Use the **sample scoring criteria** and the Design Guide for Scoring Criteria.

2. Working with your colleagues, **apply the design guide** to the a set of scoring criteria
   
   a. Would you classify these as strong or weak?
   
   b. If they are weak, how can they be strengthened?
<table>
<thead>
<tr>
<th>Traits of Scoring Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are your criteria <strong>task neutral?</strong></td>
<td>lists tasks or elements specific to this assessment</td>
<td>can be applied to a variety of assessments and tasks</td>
</tr>
<tr>
<td>ex: Analyzes the Articles of Confederation and Constitution for similarities and differences</td>
<td></td>
<td>ex: Analyzes primary sources documents independently and in relation to other primary source documents</td>
</tr>
<tr>
<td>Does the criteria use <strong>a clear taxonomy of thinking skills</strong>? 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>
</tr>
<tr>
<td>uses verbs from different level of thinking than that of the Performance Indicator to describe “meets” work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you included <strong>all elements of the Performance Indicator?</strong></td>
<td>leaves out elements of the Performance Indicator</td>
<td>includes all elements of the Performance Indicator</td>
</tr>
<tr>
<td>Does the criteria describe <strong>complexity and quality</strong> 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 proficiency</td>
</tr>
<tr>
<td>ex: criteria include use of rarely, never, frequently, 1,2,3, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the criteria <strong>describe the complexity and quality positively?</strong></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 proficiency</td>
</tr>
</tbody>
</table>
Writing Your Own Scoring Criteria
Defining Scoring Criteria

Considerations

Consistency in Structure

Levels of proficiency are named and consistently applied throughout the school within the common scoring scale (i.e. Does not meet, Partially meets, Meets, Exceeds or 1, 2, 3, 4)
Defining Scoring Criteria
Considerations

Common Phrasing
Phrases defining each level of proficiency are structured in a similar manner. For example, phrases could all begin with an active verb, “I can,” or written as “Students are able to”, or in the 2nd person, “You can.”
Describing Proficiency Can be Done in Two Ways

1. One descriptive statement for each performance indicator
2. More detailed description based on unpacking of the performance indicator.
<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 performance indicator</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  
• I can analyze how the author’s word choices affect his or her meaning or tone. |
Defining Scoring Criteria
Considerations

“...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)
ENDING THE DAY...

Please complete survey
Questions & Announcements
Agenda: Day Two

Welcome, Review of Reflections, Agenda Overview

Continued Work with Scoring Criteria

Summative Assessments Tied to Performance Indicators

District Team Planning

Final Reflections and Preparation for Next Webinar
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
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

- Guiding Documents
- Resources

Webinars

- Upcoming
- Archive

Meeting Sessions

- November 16-19, 2015 | Seminar 1
Welcome Back

Great Schools Partnership partners:
Ted Hall, Senior Associate
Craig Kesselheim, Senior Associate

Colorado partners:
Samantha Olson, Director of NextGen Learning, CEI
Christina Jean, Director of Innovation and Choice, CDE
Review of Reflections
Norms from November

• Think interdependently
• Operate with a growth mindset
• Think out of the box
• Be solution oriented towards learners
• Find humor in the work
• Assume positive intentions
• Support the work and concerns of others
Norms from November (continued)

- Make sure this is a safe place to learn and ask tough questions
- Speak in truth
- Listen for understanding and empathy
- Be child centered
- Use technology only to support the process
- Look for ways to honor and celebrate the work
Writing Your Own Scoring Criteria
A Process

Step One
Unpacking the Performance Indicator

What skills and knowledge does this Performance Indicator describe?
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>I can….</th>
<th>Need to know</th>
</tr>
</thead>
</table>
| Determine or clarify the meaning of words 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 the meaning and tone. | 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 word as part of a figure of speech I can analyze how the author’s word choices affect his or her meaning or tone | • parts of speech  
• sentence structure  
• context clues, parallel text, footnotes  
• the tools of figurative language (similes, metaphors, personification)  
• vocabulary: connotation/denotation, figurative  
• tone |
Define the scoring criteria as outlined on the handout by first clearly defining what “meets” the standard means and then working in either direction to define the others.
An Example
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 <strong>recognize</strong> letters, symbols, and characters in the target language.</td>
<td>I can <strong>recognize</strong> words, phrases, and characters with the help of visuals.</td>
<td>I can <strong>interpret</strong> familiar words, phrases and sentences in short and simple texts related to everyday life.</td>
<td>I can <strong>identify</strong> main ideas and <strong>cite</strong> supporting details in short and simple texts.</td>
</tr>
<tr>
<td>I can <strong>recognize</strong> high frequency words and/or phrases in context.</td>
<td>I can <strong>identify</strong> highly contextualized words and phrases, including cognates and borrowed words.</td>
<td>I can <strong>identify</strong> 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
- Evaluate
- Explain
- Describe
Writing Your Own Scoring Criteria: A Process

Step Three
Debrief the Process:

• What worked well?
• What was challenging?
• What are we learning that we can apply as we continue this work?
Writing Scoring Criteria
A New Resource

On the GSP Website and also on the CO Link

Design Guide for Scoring Criteria
We believe that reliability results from the careful alignment of demonstration 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.
## Competency-Based Learning Simplified

### A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcripts and Report Cards</td>
<td>Cross-Curricular Graduation Standards</td>
</tr>
<tr>
<td></td>
<td>5–8 standards taught in all content areas</td>
</tr>
<tr>
<td>Transcripts and Report Cards</td>
<td>Content-Area Graduation Standards</td>
</tr>
<tr>
<td></td>
<td>5–8 standards for each content area</td>
</tr>
<tr>
<td>Progress Reports</td>
<td>Performance Indicators</td>
</tr>
<tr>
<td></td>
<td>5–10 indicators for each cross-curricular and content-area standard that move students toward competency and the achievement of graduation</td>
</tr>
<tr>
<td>Teacher Feedback</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td></td>
<td>Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators</td>
</tr>
<tr>
<td></td>
<td>Body of Evidence</td>
</tr>
<tr>
<td></td>
<td>Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics</td>
</tr>
<tr>
<td></td>
<td>Verification of Proficiency</td>
</tr>
<tr>
<td></td>
<td>Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time</td>
</tr>
<tr>
<td></td>
<td>Summative Assessment</td>
</tr>
<tr>
<td></td>
<td>Graded summative assessments are used to evaluate the achievement of performance indicators</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment</td>
</tr>
<tr>
<td></td>
<td>Ungraded formative assessments are used to evaluate student learning progress</td>
</tr>
</tbody>
</table>
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

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

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

Implementation

Reflection
## 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
What have they learned?

Pre-assessment
What do they know already?

Formative Assessment
What are they learning?
Competency-Based Assessment is driven by the same questions for teachers and students

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

Where am I now?
Competency-Based 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>
<tbody>
<tr>
<td>Where am I going?</td>
<td>- Share exemplars of student work</td>
<td>- Use scoring criteria to examine exemplars</td>
</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 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>
Summative Assessments

performance indicators

summative assessment
Range of Assessment

Narrow Assessments
- Multiple choice tests
- Solve multi-step problem
- Requires extended time (i.e. out of class)

Assessments of Deeper Learning
- Tasks become complex
- Measures complex/integrated skills
- Allow applications of knowledge/skills
- Allow opportunities to demonstrate expectations

Purpose
- Draft/Revision Process
- Research/Propose solution
- Student defines focus, organizes task, presents
- Portfolio, Juried exhibition
Developing Summative Assessments

• Meet in school-based groups

• Use “Designing Summative Assessment” protocol and Henry County example (found at: http://tinyurl.com/EconExample)

• Use the template at this link: http://tinyurl.com/SumAssessTemp
Developing Summative Assessments

• What worked in the process?

• What would you modify?
Resources for Summative Assessment

• Henry County in Georgia has their standards, performance indicators, and scoring criteria online at: http://tinyurl.com/HenryCountyExamples

• Performance Assessment Sample: Hunger in VT http://tinyurl.com/VTHungerExample

• Expeditionary Learning: Center for Student Work: http://eleducation.org/resources/models-of-excellence
Team Planning Time Schedule

12:30-2:15 Team Planning Time
2:15-2:45 Feedback in Small Groups
2:45-3:00 Closing
Group Feedback Plan:

Groups:

Structured Conversation focused on one key question/dilemma that you have:

• Present the question/dilemma

• Clarifying questions

• Feedback and Discussion

• Switch and Repeat
NEXT STEPS

• Questions?
• Coming up: Webinar
• Next in-person: April
• Final reflections
ENDING THE DAY...

Closing
ENDING THE DAY...

Please complete survey.
Thank You