Proficiency-Based Learning Simplified: Supporting YCCS

greatschoolspartnership.org/yccs

Mark Kostin, Associate Director, GSP

October 7, 2015
1. Continue the examination and further exploration of the core elements of competency-based learning, building upon the work that took place on July 1-2, with an emphasis on next steps
Outcomes

2. Provide time and support for building-based leaders to craft plans outlining specific next steps
Outcomes

3. Provide technical assistance, feedback, and coaching to support the development and refinement of building-based plans and next steps.
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 AM - 12 PM</td>
<td>Recap, Design for Learning, Grading</td>
</tr>
<tr>
<td>12 PM</td>
<td>Lunch</td>
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<tr>
<td>12:45 PM</td>
<td>Supported Planning</td>
</tr>
<tr>
<td>3 PM</td>
<td>Closure + Next Steps</td>
</tr>
</tbody>
</table>
Materials for Today

greatschoolspartnership.org/yccs
Youth Connections Charter School

By Natasha Piirainen On June 29, 2015 - Add Comment - In Presentations

This two-day retreat is intended to provide school and system leaders with an opportunity to refine and endorse proposed policies, explore the ways in which competency-based learning can support the Schooling by Design model, and support the development of campus-based action plans.

Youth Connections Charter School
Great Schools Partnership, Portland, Maine | October 6 & 7, 2015

Presenter

Mark Kostin | Associate Director, Great Schools Partnership

Materials

→ Materials for Session 2 - Portland, Maine | October 6-7, 2015
→ Materials for Session 1 - Chicago, Illinois | July 1-2, 2015
Has the greatest chance of success when educators in the school:

1. Share a commitment to continuous improvement
2. Believe all students can learn
3. Have a collective understanding of the school’s vision and the plan to realize it
4. Have the time, supports, and structures in place to learn with and from one another (e.g. Professional Learning Groups)
COMPETENCY

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

Guiding Question

What are the critical elements of the learning system that support student success?

How does PBL make this possible?
Multiple assessments are used to determine mastery…All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies and expected levels of performance.
10 Principles Of Proficiency-Based Learning
1 All learning expectations are clearly and consistently communicated to students + families

...including long-term expectations (such as graduation requirements/standards), short-term expectations (specific learning objectives for learning experiences), and general expectations (performance levels used in the school’s grading and reporting system).
Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students, regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.
All forms of assessment are standards-based and criterion-referenced.

...and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.
Formative assessments measure learning progress during the instructional process.

...and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.
Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings -

... evaluate a student’s level of competency at a specific point in time.
Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.
Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.
Students are given multiple opportunities … to improve their work when they fail to meet expected standards.
Students can demonstrate learning progress and achievement in multiple ways...through differentiated assessments, personalized-learning options, or alternative learning pathways.
Students are given opportunities to make important decisions about their learning …which includes contributing to the design of learning experiences and learning pathways.
STRENGTHS - QUESTIONS - GIFTS

PROCESSES

Action
Structure
Caring
Meaning
When educators talk about “proficiency-based learning,” they are referring to a variety of diverse instructional practices—many of which have been used by the world’s best schools and teachers for decades—and to organizational structures that support or facilitate the application of those practices in schools. Proficiency-based learning may take different forms from school to school—there is no universal model or approach—and educators may use some or all of the ten principles of proficiency-based learning identified by the Great Schools Partnership.

For this reason, educators are unlikely to find an abundant amount of research on "proficiency-based learning," per se, because the term comprises educational models and instructional approaches that share many important commonalities, but that may also vary significantly in design, application, and results (as with any educational approach, some schools and teachers do it more effectively than others). The good news, however, is that there is a huge amount of research on the foundational school structures and instructional techniques that—when systematized in a school—are called proficiency-based learning, competency-based learning, mastery-based learning, or standards-based learning, among other terms.

On this page, we have provided a selection of statements and references that support the foundational features and practices of proficiency-based learning systems. In a few cases, we have also included additional explanation to help readers better understand the statements or the studies from which they were excerpted. The list is not intended to be either comprehensive or authoritative—our goal is merely to give school leaders and educators a brief, accessible introduction to available research.

→ Research Supporting the Ten Principles: Learning Standards
→ Research Supporting the Ten Principles: Assessment Practices
→ Research Supporting the Ten Principles: Grading + Reporting
→ Research Supporting the Ten Principles: Instructional Strategies
→ Surveys of College Educators and Employers
Proficiency-based learning is not a stand-alone intervention.
Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

Graduation Requirement | Reporting Method | Assessment Method
--- | --- | ---
YES | 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

YES | 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

NO | Progress Reports | Performance Indicators
5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

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

NO | Teacher Feedback | Learning Objectives
Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

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

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What Makes It Proficiency-Based?

- Limited number, transferrable, verified over time, equitable outcomes & flexible pathways
- Feedback against clear criteria
- Opportunity to revise/improve
- Opportunity for choice/voice
- Introduce, practice, apply —> Learn, do, reflect

Diagram:
- Learning Targets
- Performance Indicators
- Graduation Standards
- Transferable Skills
COMPETENCY

is a student’s ability to transfer learning in and/or across content areas.
“Transfer is affected by the degree to which people learn with understanding rather than merely memorize sets of facts or follow a fixed set of procedures; the research also shows clearly that “usable knowledge” is not the same as a mere list of disconnected facts.”

Bransford et. al, *How People Learn*, 1999
What it looks like...

... Casco Bay HS
# Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

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  - Opportunity to revise/improve
  - Opportunity for choice/voice
- Introduce, practice, apply —> Learn, do, reflect
Transferable Skills. What are they and where do they originate? The Transferable Skills were defined by EQS when it was reauthorized in 2014.

Transferable Skills | Performance Indicators
--- | ---
TS 1: Clear + Effective Communication | a. Demonstrate organized and purposeful communication.
b. Use evidence and logic appropriately in communication.

c. Integrate information gathered from active speaking and listening.
d. Adjust communication based on the audience, context, and purpose.
e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.

TS 2: Self-Direction | f. Use technology to further enhance and disseminate communication.

g. Collaborate effectively and respectfully.

TS 3: Creative + Practical Problem Solving

TS 4: Responsible + Involved Citizenship

TS 5: Informed + Integrative Thinking
Graduation Proficiencies (Transferable Skills)
The Agency of Education identified these five Transferable Skills as model graduation proficiencies. They meet the requirements of EQS.

Performance Indicators Explained
These performance indicators were created by the Agency of Education and stakeholders from Vermont as the skills, habits, and knowledge needed to demonstrate proficiency in the Transferable Skills.

- a. Demonstrate organized and purposeful communication.
- b. Use evidence and logic appropriately in communication.
- c. Integrate information gathered from active speaking and listening.
- d. Adjust communication based on the audience, context, and purpose.
- e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.
- f. Use technology to further enhance and disseminate communication.
- g. Collaborate effectively and respectfully.
Scoring Criteria:

Educators work together to define 4 levels of proficiency for each performance indicator within each Transferable Skill. This will enable certified scorers to have a similar understanding about what proficient work looks like while honoring teacher judgements about their students’ work.

Transferable Skills | Performance Indicators | Scoring Criteria
---|---|---
TS 1: Clear + Effective Communication | | 1 2 3 4
TS 2: Self-Direction | | 1 2 3 4
TS 3: Creative + Practical Problem Solving | | 1 2 3 4
TS 4: Responsible + Involved Citizenship | | 1 2 3 4
TS 5: Informed + Integrative Thinking | | 1 2 3 4
A Graduation Standard Is...

A standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
To what extent is this statement at the heart of understanding the content area and to what extent does it align with national & state standards?
Endurance Lens:

To what extent does this statement provide students with knowledge & skills that will be of value beyond a particular point in time (ie, test, unit)?
Leverage Lens:

Will this provide knowledge and skills that will be of use in multiple disciplines?
A Performance Indicator

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

Students can demonstrate their performance over time.
The aggregation of proficiency on these performance indicators measures 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.
<table>
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<th>Graduation Standard</th>
<th>The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.</th>
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</table>
| Performance Indicators | • The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.  
• The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.  
• The student evaluates the costs and benefits of governmental fiscal and monetary policies. |
| Learning Targets | The student can explain how scarcity impacts a market economy and a planned economy.  
The student can compare and contrast the allocation of goods in a market economy and planned economy. |
### Graduation Standard

The student **applies understanding** of economic concepts and systems to **analyze** decision-making and the interactions between individuals, households, businesses, governments and societies.

### Performance Indicators

- The student **describes and analyzes** how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.
- The student **analyzes and evaluates** how people across the world have addressed issues involved with the distribution of resources and sustainability.
- The student **evaluates** the costs and benefits of governmental fiscal and monetary policies.

### Learning Targets

The student can **explain** how scarcity impacts a market economy and a planned economy.

The student can **compare** and contrast the allocation of goods in a market economy and planned economy.
Design for Learning
## Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

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### 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)

<table>
<thead>
<tr>
<th>Fifth-Grade Performance Indicators</th>
<th>Eighth-Grade Performance Indicators</th>
<th>High School Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Make observations to construct an evidence-based account on how an object made of a small set of pieces can be disassembled and made into a new object. (2-PS1-3)</td>
<td>A. Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-1)</td>
<td>A. 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>
</tr>
<tr>
<td>B. Develop a model to describe that matter is made of particles too small to be seen. (5-PS1-1)</td>
<td>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)</td>
<td>B. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS1-2)</td>
</tr>
<tr>
<td>C. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. (5-PS1-2)</td>
<td>C. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (MS-PS1-3)</td>
<td>C. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (HS-PS1-3)</td>
</tr>
<tr>
<td>D. Plan and conduct investigations, make observations and measurements to identify materials based on their (observable) properties (2-PS1-1 AND 5-PS1-3)</td>
<td>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)</td>
<td>D. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (HS-PS1-4)</td>
</tr>
<tr>
<td>E. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (2-PS1-4)</td>
<td>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)</td>
<td>E. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (HS-PS1-5)</td>
</tr>
<tr>
<td>F. Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)</td>
<td>F. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the...</td>
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Design for Learning
From Standards to Units

- Standards
  - Performance Indicators
  - Scoring Criteria
  - Designing Summative Task
  - Unit Design
  - Instruction
  - Formative Assessment
  - Supports/Interventions
  - Scoring with rubric
  - Reporting Learning
  - Students attempt Summative Assessment Task
  - Supports/Interventions

Scoring - with rubric

Reporting Learning

Students attempt Summative Assessment Task

Formative Assessment
Assessment
We believe that reliability results from the careful alignment of demonstrations 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.
Multiple assessments are used to determine mastery...All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies and expected levels of performance.
## Designing Scoring Criteria

### Before You Start

<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.</em> Does not meet, Partially meets, Meets, Exceeds or 1, 2, 3, 4)</th>
</tr>
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<tr>
<td>Common Phrasing</td>
<td>- Phrases defining each level of proficiency are structured in a similar manner  &lt;br&gt; - 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

Scoring criteria describe levels of proficiency for each performance indicator.

<table>
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<tr>
<th>Performance Indicators</th>
<th>Does Not Meet</th>
<th>Partially Meets</th>
<th>Meets</th>
<th>Exceeds</th>
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<tr>
<td>Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12-7)</td>
<td>I can list some specifics about a topic that would help develop my understanding</td>
<td>I can identify broad questions that are relevant to my studies and focus my research</td>
<td>I can construct open-ended questions that build on one another and require evidence and support</td>
<td>I can analyze my own research questions to refine them based on my earlier questions and learning</td>
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Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

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<td>Students will be able to develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)</td>
<td>I can <strong>label/sort</strong> a food chain.</td>
<td>I can <strong>identify</strong> examples of energy/matter transfer within an ecosystem.</td>
<td>I can accurately <strong>model</strong> the movement of matter within an ecosystem.</td>
<td>I can <strong>model</strong> how human interactions/impacts can alter the flow of energy throughout the ecosystem.</td>
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</table>
Crafting Scoring Criteria
Design Guide: 5 Components

Scoring criteria:

• Are task neutral

• Are aligned with cognitive demand in the performance indicator

• Include all elements of the performance indicator

• Describe complexity rather than frequency

• Focus on what students can do
Applying the Design Guide

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

<table>
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<tr>
<th>Traits of Scoring Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
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<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><strong>Does the criteria use a clear taxonomy of thinking skills? Does the level of thinking expressed in the “meets” match that of the Performance Indicator?</strong></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><strong>Have you included 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><strong>Does the criteria describe complexity and quality rather than frequency?</strong></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><strong>Does the criteria 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>
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Applying the Design Guide

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

- Would you classify these as strong or weak?
- If they are weak, how can they be strengthened?
Designing Scoring Criteria Process

Step One:
Unpack the Performance Indicator

What skills and knowledge does this performance indicator describe?
### Designing Scoring Criteria
#### Skills + Knowledge Review

#### 9/10 Fiction/Non Fiction

<table>
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<tr>
<th>Performance Indicator</th>
<th>I Can..</th>
<th>Need to Know</th>
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| **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) | • 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 words 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 |
Designing Scoring Criteria

Step Two:

Describe Proficiency

Describe the **level of cognitive demand** that will be met at each level of proficiency within this indicator.

Craft a statement describing student work that “meets” expectations for that particular performance indicator.
Avoid Terms Focused on Frequency

- Frequently
- Reliably
- Rarely
- Never
Use Terms Focused on Cognitive Demand

- Create
- Evaluate
- Explain
- Describe
# Classroom Observation Bloom's Taxonomy Level Reference Chart

<table>
<thead>
<tr>
<th>LEVELS + DEFINITIONS</th>
<th>SAMPLE QUESTIONS</th>
<th>SAMPLE ACTIONS</th>
<th>SAMPLE PRODUCTS</th>
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</table>
| **CREATING**         | How would you design... | Hypothesizing | Story
| Putting new elements together to form a coherent or functional whole; reorganizing elements into new patterns and structures | What would happen if... | Designing | Poem
| | How could you think differently about... | Constructing | Film
| | | | Multimedia Project |
| | | | Song |
| | | | Painting |
| | | | Sculpture |
| **EVALUATING**       | How would you justify your position? | Testing | Debate |
| Making judgments based on criteria or standards | What data support your conclusions? | Critiquing | Report |
| | How would you prioritize the evidence? | | Investigation |
| **ANALYZING**        | What are the pros and cons? | Differentiating | Conclusion |
| Breaking down material into its constituent parts and determining how the parts relate to one another and to an overall structure and purpose | How do the parts fit together? | Parsing | Verdict |
| **APPLYING**         | What actions will lead to the result? | Executing | Survey |
| Carrying out and using a procedure in a given situation | What could happen next? | Implementing | Database |
| | Which events could not have happened? | | Graph/Chart |
| | | | Spreadsheet |
| | | | Outline |
| **UNDERSTANDING**   | Can you outline? | Clarifying | Experiment |
| Constructing meaning from instructional messages, including oral, written, and graphic communication | Can you clarify? | Categorizing | Illustration |
| | What is the main idea? | Summarizing | Demonstration |
| **REMEMBERING**     | How many? | Recognizing | Interview |
| Retrieving relevant knowledge from long-term memory | Who was it that? | Recalling | Journal |
| | How would you recognize? | | |
| | When did this happen? | | |
| | Can you describe? | | |


NOTE: Sample products are illustrative purposes only—they are not intended to be an observation checklist. Observers should not make recording decisions based on the presence or absence of these sample products, but rather on the level of cognition students are utilizing.

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# Designing Scoring Criteria

## Process

<table>
<thead>
<tr>
<th>General</th>
<th>Disaggregate</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>
<tr>
<td>I can analyze the impact of word and phrase choices on the meaning and/or tone in a text.</td>
<td>I can figure out precisely what an author means by the word choices in a text.</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>
Step Three:
Describe Levels of Proficiency
Craft statements that describe what a student CAN do above and below “meets”
### 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.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formulate</strong> a long-term personal health plan, incorporating decision-making and goal-setting strategies</td>
<td>I can <strong>list</strong> goals I have for my own health.</td>
<td>I can <strong>explain</strong> ways I can reach a goal I set for my own health.</td>
<td>I can <strong>create</strong> a plan to meet immediate and long-term health goals.</td>
<td>I can <strong>adapt</strong> my plan and <strong>evaluate</strong> my progress so I can continue to positively impact my personal health.</td>
</tr>
</tbody>
</table>
1. Select a performance indicator

2. Follow the process and craft a set of scoring criteria for four different performance levels

3. Use the design guide to “tune” your work
## Tune Your Work

With the Design Guide

### Design Guide for Scoring Criteria

<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 task neutral?</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></td>
<td>ex: Analyzes the Articles of Confederation and Constitution for similarities and differences</td>
<td>ex: Analyzes primary sources documents independently and in relation to other primary source documents</td>
</tr>
<tr>
<td>Does the criteria use a clear taxonomy of thinking skills? 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></td>
<td>uses verbs from different level of thinking than that of the Performance Indicator to describe “meets” work</td>
<td></td>
</tr>
<tr>
<td>Have you included all elements of the Performance Indicator?</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 complexity and quality 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></td>
<td>ex: criteria include use of rarely, never, frequently, 1,2,3, etc.</td>
<td></td>
</tr>
<tr>
<td>Does the criteria describe the complexity and quality positively?</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>
# Protocol: Tuning Scoring Criteria

## Process to Use in Your School

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Assign Roles</strong> - Facilitator, Presenter, Note taker, Time keeper</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Presenter</strong> - Share a limited set of draft scoring criteria + pose a focusing question (5 min)</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Participants ask <strong>clarifying questions</strong> (2-3 min)</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Examine</strong> scoring criteria using Design Guide (10-15 min)</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Provide warm and cool <strong>feedback</strong> (10-12 min evenly split)</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>Presenter reflects</strong> on the take-away (2-3 min)</td>
</tr>
</tbody>
</table>
Use student work to ground the discussion and review
Planning Time
THANK YOU

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