Competency-Based Learning Simplified: New Schooling By Design Leadership Institute

Mark Kostin, Associate Director, GSP

Youth Connection Charter Schools Conference Chicago at University Center (Roosevelt) Chicago, IL - July 1 & 2, 2015
Welcome, Overview, Adjustments
Policies
Break
Principals’ Panel
Competency-Based Learning & YCCS: Part I
Lunch
Competency-Based Learning & YCCS: Part II
Campus Planning
Campus Share-Out
Closing
Youth Connections Charter School

By Natasha Pirinen 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
Conference Chicago at University Center, Chicago, IL | July 1 & 2, 2015

Presenter

Mark Kostin | Associate Director, Great Schools Partnership

Materials

→ Overview
→ Competency-Based Learning
→ Planning
FOUNDATIONAL ELEMENTS

Global Best Practices
10 Principles
Research
Triangle
Pathways
Susan McRay Video
How do New Schooling by Design Elements Align with CBL?

- Multiple Pathways
- Community Partners
- Cross-cutting Competencies
- Feedback
- Data
- Anytime Anywhere
- Blended Learning
- Theme-based Models
- Dual Credit
- Personalized Learning Plans
- Habits of Mind
- Grading

...
ADDRESSING TENSIONS

Current Model

CPS Structure

New Schooling By Design
GLOBAL BEST PRACTICES

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
PROFICIENCY-BASED LEARNING

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)
Is not a stand-alone intervention
Competency-based learning is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature.
10 Principles Of Competency-Based Learning
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.
# Proficiency-Based Learning Simplified

## A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
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</table>
| YES                    | Transcripts and Report Cards                  | Cross-Curricular Graduation Standards
5–8 standards taught in all content areas |
| YES                    | Transcripts and Report Cards                  | Body of Evidence
Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics |
| 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 |
| NO                     | Teacher Feedback                              | 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 |

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

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What Makes It Competency-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

- 21st Century Skills
- Graduation Proficiencies
- Performance Indicators
- Learning Targets
Proficiency-Based Learning Simplified Framework

What Teachers Do

- Identify cross-curricular standards for college and career success.
- Design criteria for capstone experiences for students to showcase achievement.
- Make decisions on student achievement of graduation standards.
- Monitor and adapt student learning plans and profiles.
- Collaboratively review student work to ensure a shared understanding of quality.
- Collaborate with students on ways to demonstrate competency.
- Make decisions on student achievement of graduation standards.
- Collaboratively create common assessments for performance indicators.
- Track and analyze data to inform instructional practice.
- Support students to design strategies that demonstrate achievement through unique learning pathways.
- Support students to design strategies that demonstrate achievement through unique learning pathways.
- Coach students to achieve the learning objectives.
- Individually or collectively design learning units.

What Students Do

- Publicly demonstrate standards through a body of evidence accumulated over school career.
- Design, select and engage in capstone projects, community-based work, and various authentic experiences.
- Demonstrate achievement of content area graduation standards though teacher and student-designed demonstration tasks.
- Use online learning and assessments to complement and enhance other learning methods.
- Verify achievement of performance indicators and learning objectives through teacher and student-designed demonstration tasks.
- Engage in learning tasks designed by both teachers and students.
- Complement classroom learning with digital and varied eternal experiences.

Graduation Standards

- Cross-Curricular skills
- Demonstration of competency in content areas
- Individually or collectively design learning units

Performance Indicators

- Demonstration of competency with common, summative assessments
- Support students to design strategies that demonstrate achievement through unique learning pathways

Unit-Based Personalized learning objectives

- Daily learning targets that support performance indicator competencies
- Monitor and adapt student learning plans and profiles
- Collaboratively review student work to ensure a shared understanding of quality
- Collaborate with students on ways to demonstrate competency
- Make decisions on student achievement of graduation standards

Multiple and Personalized Learning Pathways
Proficiency-Based Learning Simplified Framework

What Districts Do:
(Policy, Budget and Public Engagement)

- Define graduation based on achievement of district standards
- Coordinate and engage stakeholders in the identification of district-wide standards
- Use media to communicate and celebrate the work of the schools
- Develop a district-wide messaging strategy
- Establish external partnerships

What Schools Do:
(Talent, Design and Technology)

- Use technology to track demonstrations of student learning within varied learning pathways.
- Enable students to “own” technology to demonstrate their learning
- Democratically involve teachers and students in making substantive school decisions
- Establish regular professional learning and planning time within the contractual work day for all teachers

Graduation Standards
Cross-Curricular skills

Performance Indicators
demonstration of competency with common, summative assessments

Unit-Based Personalized learning objectives
Daily learning targets that support performance indicator competencies

Multiple and Personalized Learning Pathways
Assessment Pathways Simplified
A Great Schools Partnership Learning Model

LESS
Student Choice in Learning

OPTION 1
COMMON Learning Experiences
COMMON Demonstration Tasks
COMMON Scoring Guides

OPTION 2
COMMON Learning Experiences
UNIQUE Demonstration Tasks
COMMON Scoring Guides

OPTION 3
UNIQUE Learning Experiences
COMMON Demonstration Tasks
COMMON Scoring Guides

OPTION 4
UNIQUE Learning Experiences
UNIQUE Demonstration Tasks
COMMON Scoring Guides

OPTION 5
UNIQUE Learning Experiences
UNIQUE Demonstration Tasks
UNIQUE Scoring Guides

MORE
Student Choice in Learning

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

VALID and RELIABLE results
QUESTIONS
WHAT IT LOOKS LIKE

Scoring Criteria
Unit Design
Reporting
Habits of Work
Supports & Interventions
Higher Ed Pledge
Scoring Criteria
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

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5–8 standards for each content area

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

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

Content-Area Graduation Standards

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

Verification of Proficiency
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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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Established norms or benchmarks for learning that define what students need to know and be able to do.
A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate competency of a graduation standard.
A Performance Indicator

Is measurable.
A Performance Indicator

Students can demonstrate their performance over time.
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>
<thead>
<tr>
<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>
</tr>
</thead>
</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.
## 1.4 Standards-Based Education

### Step 1 >> Read the Performance Descriptions

<table>
<thead>
<tr>
<th></th>
<th>Initiating</th>
<th>Developing</th>
<th>Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.</td>
<td>School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.</td>
<td>The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.</td>
</tr>
</tbody>
</table>

### Step 4 >> Score Your School

Place an X on the scale below to indicate your school’s performance in this dimension.

1. Not Addressed
2. Initiating
3. Developing
4. Performing

---

© 2009 New England Secondary School Consortium
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. Does not meet, Partially meets, Meets, Exceeds or 1, 2, 3, 4)</em></th>
</tr>
</thead>
</table>
| Common Phrasing          | • Phrases defining each level of proficiency are structured in a similar manner  
                          | • For example, phrases all begin with an active verb, “I can,” “Students are able to”                                                            |
“…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)
Scoring criteria describe levels of proficiency for each performance indicator.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Does Not Meet</th>
<th>Partially Meets</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12-7)</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>
### Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

<table>
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</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>
Crafting Scoring Criteria

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
Avoid Terms Focused on Frequency

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

- Create
- Evaluate
- Explain
- Describe
<table>
<thead>
<tr>
<th>LEVELS + DEFINITIONS</th>
<th>SAMPLE QUESTIONS</th>
<th>SAMPLE ACTIONS</th>
<th>SAMPLE PRODUCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREATING</strong></td>
<td>How would you design...</td>
<td>Hypothesizing</td>
<td>Story</td>
</tr>
<tr>
<td>Putting new elements together to form a coherent or functional whole; reorganizing elements into new patterns and structures</td>
<td>What would happen if...</td>
<td>Designing</td>
<td>Poem</td>
</tr>
<tr>
<td></td>
<td>How could you think differently about...</td>
<td>Constructing</td>
<td>Film</td>
</tr>
<tr>
<td><strong>EVALUATING</strong></td>
<td>How would you justify your position?</td>
<td>Testing</td>
<td>Multimedia Project</td>
</tr>
<tr>
<td>Making judgments based on criteria or standards</td>
<td>What data support your conclusions?</td>
<td>Critiquing</td>
<td>Song</td>
</tr>
<tr>
<td></td>
<td>How would you prioritize the evidence?</td>
<td></td>
<td>Painting</td>
</tr>
<tr>
<td><strong>ANALYZING</strong></td>
<td>What are the pros and cons?</td>
<td>Differentiating</td>
<td>Story</td>
</tr>
<tr>
<td>Breaking down material into its constituent parts and determining how the parts relate to one another and to an overall structure and purpose</td>
<td>How do the parts fit together?</td>
<td>Parsing</td>
<td>Poem</td>
</tr>
<tr>
<td></td>
<td>Which events could not have happened?</td>
<td>Deconstructing</td>
<td>Film</td>
</tr>
<tr>
<td><strong>APPLYING</strong></td>
<td>What actions will lead to the result?</td>
<td>Executing</td>
<td>Multimedia Project</td>
</tr>
<tr>
<td>Carrying out and using a procedure in a given situation</td>
<td>What could happen next?</td>
<td>Implementing</td>
<td>Song</td>
</tr>
<tr>
<td></td>
<td>Which events could not have happened?</td>
<td></td>
<td>Painting</td>
</tr>
<tr>
<td><strong>UNDERSTANDING</strong></td>
<td>Can you outline?</td>
<td>Clarifying</td>
<td>Explanation</td>
</tr>
<tr>
<td>Constructing meaning from instructional messages, including oral, written, and graphic communication</td>
<td>Can you clarify?</td>
<td>Categorizing</td>
<td>Definition</td>
</tr>
<tr>
<td></td>
<td>What is the main idea?</td>
<td>Summarizing</td>
<td>Recitation</td>
</tr>
<tr>
<td><strong>REMEMBERING</strong></td>
<td>How many?</td>
<td>Recognizing</td>
<td>Worksheet</td>
</tr>
<tr>
<td>Retrieving relevant knowledge from long-term memory</td>
<td>Who was it that?</td>
<td>Recalling</td>
<td>List</td>
</tr>
<tr>
<td></td>
<td>How would you recognize?</td>
<td>Explaining</td>
<td>Reproduction</td>
</tr>
<tr>
<td></td>
<td>When did this happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can you describe?</td>
<td></td>
<td></td>
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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.
# Creating a Rubric for a Summative Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
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<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
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<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>
<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>
<tr>
<td>B. Use evidence and logic appropriately in communication</td>
<td>Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.</td>
<td>Student includes information from several sources and analyzes or compares the information from these sources.</td>
<td>Analyze and integrate carefully selected evidence from diverse sources and incorporate the relevant pieces into the finished work, analyzing or comparing the information from these sources.</td>
<td>Apply evidence in a novel or unfamiliar situation to design a model or solution.</td>
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## Creating a Rubric for a Summative Assessment

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### Science Performance Indicator

- **Recognize ideas, concepts, problems, and varied perspectives.**
- **Use evidence in a novel or familiar situation to design a model or solution.**
Use student work to ground the discussion and review
Unit Design
Stages of Backward Design

1. **Define Desired Results**
   - What students will know and be able to do

2. **Determine Acceptable Evidence**
   - How students will demonstrate learning

3. **Design Relevant Instruction**
   - Learning experiences and formative feedback ties to learning targets

4. **Reflection**

---

Planning

Implementation
Unit Design Template

STAGE 1: Desired Results

Guiding Principles
21st Century Skills

STAGE 2: Evidence of Student Learning

Graduation Standards

STAGE 3: Instructional Design

Performance Indicators

Learning Targets
SHIFTING CONCEPTS

What do we need to improve?

What needs to stop?

What remains the same?

What do we need to improve?
Grading + Reporting
Transcripts and Report Cards

Progress Reports
Teacher Feedback

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

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

Performance Indicators
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Key Concepts

• Grading ≠ Reporting

• Proficiency-Based Learning ≠ New Report Card

• Start with teaching, learning and grading practices, not a new report card
Key Learning in Our Work

- Report Cards ≠ Step One

New report cards confuse parents across the country, not just in Montgomery County

By Lynh Bui  May 30, 2013

Parents in Montgomery County aren’t the only ones struggling to understand the new standards-based report cards that replace traditional letter grades with different codes.

Report Cards Give Up A’s and B’s for 4s and 3s

By WINNIE HU  March 25, 2009

PELHAM, N.Y. — There is no more A for effort at Prospect Hill Elementary School.

In fact, there are no more A’s at all. Instead of letter grades in English or math, schoolchildren in this well-to-do Westchester school are getting numbers indicating how they are faring on dozens of specific skills like counting, filling with numbers indicating how they are faring on dozens of specific skills like counting,
Before Report Cards

- Clear Standards and Criteria
- Consistent Assessment Practice
- Consistent Grading Practices
- Broad Base of Champions
Assessment, Grading, Reporting

- **Assessment** = Eliciting evidence of student knowledge and skill.
- **Grading** = Practices used to arrive at judgments of proficiency.
- **Reporting** = Communicating student learning to a variety of audiences.
## Proficiency-Based Learning Reporting Types

<table>
<thead>
<tr>
<th>Type</th>
<th>Grade Book</th>
<th>Report Card</th>
<th>Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Record of daily performance</td>
<td>Indication of progress</td>
<td>Summary of Academic Accomplishments</td>
</tr>
<tr>
<td>Audience</td>
<td>Teachers</td>
<td>Students and Parents</td>
<td>Public</td>
</tr>
<tr>
<td>Content</td>
<td>Scores, evidence for completed tasks; Attendance; Habits of Work</td>
<td>Performance to date on performance indicators assessed and progress toward applicable graduation standards</td>
<td>List of learning experiences; Honors and recognitions; Final proficiency levels on graduation standards</td>
</tr>
</tbody>
</table>
Bigelow High School

Phone: Mountain Rd., Dead River, Maine 04000
Website: Phone:

Graduation Cross-Curricular Skills

Maine Learning Results Guiding Principles

Graduation Cross-Curricular Skills

Maine Learning Results Guiding Principles

Academic Summary

GPA: 3.75
Magna Cum Laude
SAT Scores
Academic Awards
Academic Recognition

Academic Recognition

Learning Experience

Level of Proficiency Duration Type

2009-10
English 9
3.5 Year Honors
History 9
3.0 Year Course
Geometry
3.0 Year Course
Spanish I
3.5 Year Course
Earth Science
3.0 Year Course
Art 1
3.0 Year Course

2010-11
English 10
3.5 Year Course
History 10
4.0 Year Honors
Algebra II
4.0 Year Course
Spanish II
3.5 Year Course
Chemistry
4.0 Year Honors
Drama
4.0 Year Internship

2011-12
English Language and Composition (AP)
3.5 Year Honors
US History
3.0 Year Independent
Calculus
3.5 Year Course
Spanish III
3.5 Year Course
Physics
3.5 Year Course
Software Development, Inc.
3.5 Year Internship

2012-13
English 10
4.0 Semester Internship Dual
Mountain Biotech Industries (STEM)
3.5 Year Internship
Physical Education
4.0 Semester Course
Statistics (AP)
3.8 Year Course
Health
4.0 Semester Course
Psychology (AP)
4.0 Semester Honors

Grading System

1.0 - Does not meet standards
2.0 - Partially meets standards
3.0 - Meets standards
3.0 - Meets standards with honors
3.75 - 4.0 - Exceeds standards

Graduation Requirements

Demonstrated Proficiency -
Maine Guiding Principles
English Language Arts
Mathematics
Science and Technology
Social Studies
World Languages
Visual and Performing Arts
Career Education and Development

Additional Graduation Requirements

Senior Project
Capstone Experience
Service Learning Requirement

Type of Learning Experience

Course: Learning took place in and was verified by a certified teacher in a regular high school course.
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Internship: Learning took place in a work environment after which a certified teacher verified proficiency of one or more graduation standards.

Bigelow High School

Transcript Key

Graduation Standards Performance Summary

English Language Arts Level of Proficiency
Reading Comprehension
Reading Interpretation
Writing Range
Writing Research
Discussion
Presentation

Mathematics Level of Proficiency
Numbers and Quantity
Algebra
Functions
Geometry
Statistics and Probability

Career and Education Development Level of Proficiency
Standard 1
Standard 2
Standard 3

Science and Technology Level of Proficiency
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
Standard 6
Standard 7
Standard 8

World Languages Level of Proficiency
Social Studies Level of Proficiency

English Language Arts
Mathematics
Science and Technology
Social Studies
World Languages
Visual and Performing Arts
Career Education and Development

Maine Guiding Principles

Clear and effective communicator
Self-directed and lifelong learner
Creative and practical problem solver
Responsible and involved citizen
Integrative and informed thinker

Graduation Requirements

Internship
Capstone Experience
Service Learning Requirement

Sample Transcript

Date of Graduation:
Date of Birth:

Bigelow High School

Contact Info

Website:

Revised 8.22.13
### Learning Experiences

- **2009-10**
  - **English 9**: 3.5 Year Honors
  - **History 9**: 3.0 Year Course
  - **Geometry**: 3.0 Year Course
  - **Spanish I**: 3.5 Year Course
  - **Earth Science**: 3.0 Year Course
  - **Art 1**: 3.0 Year Course

- **2010-11**
  - **English 10**: 3.5 Year Course
  - **History 10**: 4.0 Year Honors
  - **Algebra II**: 4.0 Year Course
  - **Spanish II**: 3.5 Year Course
  - **Chemistry**: 4.0 Year Honors
  - **Drama**: 4.0 Semester Course

- **2011-12**
  - **English Language and Composition (AP)**: 3.5 Year Honors
  - **US History**: 3.5 Year Independent
  - **Calculus**: 3.5 Year Course
  - **Spanish III**: 3.5 Year Course
  - **Physics**: 3.5 Year Course
  - **Software Development, Inc.**: 3.5 Year Internship

- **2012-13**
  - **English 101**: 4.0 Semester Dual
  - **Mountain Biotech Industries (STEM)**: 3.5 Year Internship
  - **Physical Education**: 4.0 Semester Course
  - **Statistics (AP)**: 3.8 Year Course
  - **Health**: 4.0 Semester Course
  - **Psychology (AP)**: 4.0 Semester Honors

### Academic Summary

- **GPA**: 3.75
- **Magna Cum Laude**
- **SAT Scores**
- **Academic Awards**
- **Academic Recognition**

### Grading System

- **1.0**: Does not meet standards
- **2.0**: Partially meets standards
- **3.0**: Meets standards
- **3.25 - 3.50**: Exceeds standards
- **3.75 - 4.0**: Exceeds standards with honors

### Graduation Requirements

- **Demonstrated Proficiency** -
  - Maine Guiding Principles
  - English Language Arts
  - Mathematics
  - Science and Technology
  - Social Studies
  - Health Education and Physical Education
  - World Languages
  - Visual and Performing Arts
  - Career Education and Development

### Cross-curricular Skills

- Clear and effective communicator: 3.0
- Self-directed and lifelong learner: 3.25
- Creative and practical problem solver: 3.50
- Responsible and involved citizen: 3.75
- Integrative and informed thinker: 4.0

*Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events.*

Revised 8.22.13
### Bigelow High School

Mountain Rd., Dead River, Maine 04000
Phone: Website:

#### Student Personal Information

<table>
<thead>
<tr>
<th>Date of Enrollment:</th>
<th>Date of Graduation:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date of Birth:</th>
<th>Parent/Guardian:</th>
</tr>
</thead>
</table>

#### Address

Bigelow High School
Student Personal Information
Date of Birth:
Parent/Guardian:

#### Contact Info

Phone: Website:

#### Date of Enrollment:

Date of Graduation:

#### GPA: 3.75

Magna Cum Laude

#### SAT Scores

Academic Awards
Academic Recognition

### Academic Summary

**GPA:** 3.75

**Magna Cum Laude**

#### Grading System

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- 2.0 - Partially meets standards
- 3.0 - Meets standards
- 3.25 - 3.50 - Exceeds standards
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#### Graduation Requirements

- **Demonstrated Proficiency -**
  - Maine Guiding Principles
  - English Language Arts
  - Mathematics
  - Science and Technology
  - Social Studies
  - Health Education and Physical Education
  - World Languages
  - Visual and Performing Arts
  - Career Education and Development

- **Senior Project**
- **Capstone Experience**
- **Service Learning Requirement**

### Academic Awards

Academic Recognition

### Academic Recognition

- GPA: 3.75

- **Magna Cum Laude**

### Learning Experience

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
</table>

#### 2009-10

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td>Year</td>
<td>Honors</td>
</tr>
</tbody>
</table>

English 9

History 9

Geometry

Spanish I

Earth Science

Art I

#### 2010-11

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td>Year</td>
<td>Course</td>
</tr>
</tbody>
</table>

English 10

History 10

Algebra II

Spanish II

Chemistry

Drama

#### 2011-12

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td>Year</td>
<td>Honors</td>
</tr>
</tbody>
</table>

English Language and Composition (AP)

US History

Calculus

Spanish III

Physics

Software Development, Inc.

#### 2012-13

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Duration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Semester</td>
<td>Dual</td>
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</tbody>
</table>

English 101

Mountain Biotech Industries (STEM)

Physical Education

Statistics (AP)

Health

Psychology (AP)

#### Graduation Cross-Curricular Skills

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

Clear and effective communicator

Self-directed and lifelong learner

Creative and practical problem solver

Responsible and involved citizen

Integrative and informed thinker

Student Proficiency is verified by numerous demonstrations pertaining to these skills, not one time events

#### Maine Learning Results

**Guiding Principles**

- 3.0
- 3.25
- 3.50
- 3.75
- 4.0
Bigelow High School
Transcript Key

Graduation Standards Performance Summary

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Level of Proficiency</th>
<th>Mathematics</th>
<th>Level of Proficiency</th>
<th>Career and Education Development</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>3.0</td>
<td>Numbers and Quantity</td>
<td>3.0</td>
<td>Standard 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Reading Interpretation</td>
<td>3.0</td>
<td>Algebra</td>
<td>3.0</td>
<td>Standard 2</td>
<td>3.0</td>
</tr>
<tr>
<td>Writing Range</td>
<td>3.5</td>
<td>Functions</td>
<td>3.5</td>
<td>Standard 3</td>
<td>3.5</td>
</tr>
<tr>
<td>Writing Research</td>
<td>4.0</td>
<td>Geometry</td>
<td>4.0</td>
<td>Standard 4</td>
<td>4.0</td>
</tr>
<tr>
<td>Discussion</td>
<td>3.5</td>
<td>Statistics and Probability</td>
<td>3.5</td>
<td>Standard 5</td>
<td>3.5</td>
</tr>
<tr>
<td>Presentation</td>
<td>3.0</td>
<td></td>
<td></td>
<td>Standard 6</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual and Performing Arts</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard 2</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard 3</td>
<td>3.5</td>
</tr>
<tr>
<td>Standard 4</td>
<td>3.5</td>
</tr>
<tr>
<td>Standard 5</td>
<td>4.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Education and Physical Education</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard 2</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard 3</td>
<td>3.5</td>
</tr>
<tr>
<td>Standard 4</td>
<td>4.0</td>
</tr>
<tr>
<td>Standard 5</td>
<td>3.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Languages</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard 2</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard 3</td>
<td>3.5</td>
</tr>
<tr>
<td>Standard 4</td>
<td>4.0</td>
</tr>
<tr>
<td>Standard 5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Level of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard 2</td>
<td>3.0</td>
</tr>
<tr>
<td>Standard 3</td>
<td>3.5</td>
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<tr>
<td>Standard 4</td>
<td>4.0</td>
</tr>
<tr>
<td>Standard 5</td>
<td>3.5</td>
</tr>
<tr>
<td>Standard 6</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Type of Learning Experience

Course: Learning took place in and was verified by a certified teacher in a regular high school course.

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Internship: Learning took place in a work-environment after which a certified teacher verified proficiency of one or more graduation standards.
Every student graduates prepared for college, career, and global citizenship

MISSION
Merrymeeting High School is committed to ensuring that all students graduate with the knowledge and skills required to succeed as contributing citizens in the 21st century.

THE SCHOOL AND THE COMMUNITY
Merrymeeting High School is a regional public high school serving these suburban-rural communities in southern Maine. The tourist area has attracted new families with varied cultural backgrounds, and our community has grown increasingly diverse over the past decade. In addition, a growing retirement population has taken on a strong presence and voice in our community and school affairs. Employment opportunities for the parents of Merrymeeting students center on the local hospitality industry, including many new small businesses. A significant percentage of residents commute to Portland, Portsmouth (New Hampshire), and as far as Boston on a daily basis for work. Family incomes vary widely, but most of our students hail from households of modest means. Support for education is on the rise and budgets, while adopted without much opposition, reflect the modest incomes of the region.

For more information: merrymeetinghs.org/oua-community

THE ACADEMIC PROGRAM
Designed to motivate and challenge all students, the academic program at Merrymeeting High School is driven by equity and the highest possible learning expectations for students. Our proficiency-based learning and graduation policies ensure that all students leave as highly literate and skilled graduates. During their high school career, students have access to a wide range of learning experiences, including Advanced Placement courses and dual-enrollment opportunities at local colleges. A year-long, interdisciplinary capstone project culminates the secondary school experience. All students are required to demonstrate proficiency against consistently applied and assessed learning standards, which are documented using digital portfolios that students maintain as evidence of their learning progress and achievements. All learning experiences are academically rigorous and intended to prepare students for success in college, career, and citizenship.

For more detailed information: merrymeetinghs.org/academic-program

The Merrymeeting Honor Pledge helps students become ethical and responsible citizens in the school and community.

All students complete a community service requirement before graduating.

Online courses are available to all students and reflect the same high academic standards as regular courses. All courses must complete at least one online course before graduation.

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The Merrymeeting Honor Pledge helps students become ethical and responsible citizens in the school and community.

CO-CURRICULAR ACTIVITIES

Athletics: field hockey | football | soccer | ice hockey | basketball | cross country | alpine and nordic skiing | track | baseball | softball | lacrosse

Activities: drama club | math team | robotics team | student government | chorus | concert band | environmental club | school newspaper | debate

PERSONALIZED LEARNING EXPERIENCES AND MULTIPLE PATHWAYS
At Merrymeeting High School, student-centered learning is at the heart of all that we do. All students create and maintain personalized learning plans that provide opportunities to connect their interests, passions, and future ambitions to courses, internships, independent studies, dual-enrollment college classes, and other experiences. These learning pathways reflect the highest academic expectations, regardless of whether students are learning in school or out in the community. Students are engaged and motivated through relevant, real-world learning experiences guided by school faculty and community leaders serving on Merrymeeting High School’s talented adjunct staff.

For more information: merrymeetinghs.org/personalized-learning

ADVANCED PLACEMENT COURSES

In the Class of 2013, 36 students (31%) took AP exams by the end of their senior year.

Courses Students
3 or more 15
2 20
1 23

48% earned a 4 or 5
72% earned a 3 or higher

52% earned a 4 or 5
78% earned a 3 or higher

SNAPSHOT OF THE CLASS OF 2013

Class of 2013 Course Grade Distribution

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or more</td>
<td>78%</td>
</tr>
<tr>
<td>3.5-4.0</td>
<td>28%</td>
</tr>
<tr>
<td>3.0-3.49</td>
<td>14%</td>
</tr>
<tr>
<td>2.0-2.99</td>
<td>5%</td>
</tr>
<tr>
<td>1.0-1.99</td>
<td>5%</td>
</tr>
</tbody>
</table>

182 seniors
45% qualify for free or reduced lunch
14% English language learners
13% special education
100% completed community service requirement
100% completed capstone project
56% completed at least one internship
68% completed at least one dual-enrollment course
9% graduated Summa Cum Laude
11% graduated Magna Cum Laude
16% graduated Cum Laude

For more information about the Class of 2013: merrymeetinghs.org/class-of-2013

COLLEGE AND UNIVERSITY ACCEPTANCES

In the past three years, Merrymeeting High School seniors have been accepted at the following colleges and universities: Amherst College, Bentley College, Bates College, Bowdoin College, Clarkson University, Colby College, Connecticut College, Dartmouth College, Dickinson College, Duke University, Davidson College, Elmhurst College, Emory University, Endicott College, Fordham University, Georgetown University, Harvard University, College of the Holy Cross, Husson University, Keene State College, Lehigh University, Middlebury College, Michigan State University, University of Notre Dame, Northwestern University, Princeton University, Rutgers University, Southern New Hampshire University, St. Anselm College, St. Lawrence University, Trinity College, Tufts University, University of Connecticut, University of Maine, University of New Hampshire, University of Vermont, University of Southern Maine, University of Massachusetts, Wesleyan University, Williams College.

For class-by-class matriculation and acceptance lists for the classes of 2009-2012, visit merrymeetinghs.org/college-acceptance
Every student graduates prepared for college, career, and global citizenship

MISSION
Merrymeeting High School is committed to ensuring that all students graduate with the knowledge and skills required to succeed as contributing citizens in the 21st century.

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For more information: merrymeetinghs.org/our-community

THE ACADEMIC PROGRAM
Designed to motivate and challenge all students, the academic program at Merrymeeting High School is driven by equity and the highest possible learning expectations for students. Our proficiency-based learning and graduation policies ensure that all students leave as highly literate and skilled graduates. During their high school career, students have access to a wide range of learning experiences, including Advanced Placement courses and dual-enrollment opportunities at local colleges. A year-long, interdisciplinary capstone project culminates the secondary school experience. All students are required to demonstrate proficiency against consistently applied and assessed learning standards, which are documented using digital portfolios that students maintain as evidence of their learning progress and achievements. All learning experiences are academically rigorous and intended to prepare students for success in college, career, and citizenship.

For more detailed information: merrymeetinghs.org/academic-program

HABITS OF WORK GRADES
In addition to being graded on academic performance, students receive Habits of Work (HOW) grades related to attendance, participation, effort, and other behaviors critical to academic and life success.

For more information: merrymeetinghs.org/grading

CO-CURRICULAR ACTIVITIES
Athletics: field hockey | football | soccer | ice hockey | basketball | cross country | alpine and nordic skiing | track | baseball | softball | lacrosse
Activities: drama club | math team | robotics team | student government | chorus | concert band | environmental club | school newspaper | debate

• Community context
• Academic program
• Class profile
• Latin honors
• College acceptances
Habits of Mind
<table>
<thead>
<tr>
<th>Student</th>
<th>Achievement</th>
<th>Other Relevant Details</th>
<th>Averaging all Grade Entries: Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariela</td>
<td>“C” achievement throughout course</td>
<td></td>
<td>Final Grade = C</td>
</tr>
<tr>
<td>Christian</td>
<td>“A” achievement throughout course</td>
<td>Chronic late homework &amp; some 0s</td>
<td>Final Grade = C</td>
</tr>
<tr>
<td>Tatiana</td>
<td>“A” on tests, but...</td>
<td>Struggles to learn until then (homework)</td>
<td>Final Grade = C</td>
</tr>
<tr>
<td>Sayed</td>
<td>“F” achievement early</td>
<td>“A” achievement by the end</td>
<td>Final Grade = C</td>
</tr>
<tr>
<td>Oscar</td>
<td>Ds and Fs on tests, but ...</td>
<td>Hard worker, great kid, homework on time, extra credit</td>
<td>Final Grade = C</td>
</tr>
</tbody>
</table>
# A Framework for Change

## POLICY

### Foxcroft Academy Academic Initiative Rubric

Teachers will determine the student's grade for the Academic Initiative standard by measuring the Performance Indicators listed below and weighting their influence on the overall standard grade according to the method established in their class syllabus.

<table>
<thead>
<tr>
<th>Academic Initiative Standard</th>
<th>A range</th>
<th>B range</th>
<th>C range</th>
<th>Unmet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Indicator 1: Attendance</strong></td>
<td>Student absences, if any, had no negative impact on learning.</td>
<td>Student absences had minor negative impact on learning.</td>
<td>Student absences had moderate negative impact on learning.</td>
<td>Student absences had significant negative impact on learning.</td>
</tr>
<tr>
<td><strong>Performance Indicator 2: Participation</strong></td>
<td>Student frequently does all three of the following: take notes, answer questions, stay on task.</td>
<td>Student frequently does only two of the following: take notes, answer questions, stay on task.</td>
<td>Student frequently does only one of the following: take notes, answer questions, stay on task.</td>
<td>Student does not frequently do any of the following: take notes, answer questions, stay on task.</td>
</tr>
<tr>
<td><strong>Performance Indicator 3: Homework</strong></td>
<td>Student thoroughly completes all assigned homework on time.</td>
<td>Student thoroughly completes at least 80% of assigned homework on time. Or, student superficially completes some homework.</td>
<td>Student thoroughly completes at least 60% of all assigned homework on time. Or, student superficially completes at least 80%.</td>
<td>Student completes less than 60% of assigned homework on time. Or, student superficially completes less than 80%.</td>
</tr>
<tr>
<td><strong>Performance Indicator 4: Extended Work</strong></td>
<td>Student turns in all extended assignments on or before the due date.</td>
<td>Student turns in one extended assignment beyond the due date.</td>
<td>Student turns in two extended assignments beyond the due date.</td>
<td>Student turns in three or more extended assignments beyond the due date.</td>
</tr>
</tbody>
</table>
A Framework for Change

**PRACTICE**

---

### CHARACTER GROWTH CARD

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>GRADE</th>
<th>SCHOOL</th>
<th>DATE</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
</table>

**GRIT**
- Finished whatever s/he began
- Stuck with a project or activity for more than a few weeks
- Tried very hard even after experiencing failure
- Stayed committed to goals
- Kept working hard even when s/he felt like quitting

**OPTIMISM**
- Believed that effort would improve his/her future
- When bad things happened, s/he thought about things they could do to make it better next time
- Stayed motivated, even when things didn’t go well
- Believed that s/he could improve on things they weren’t good at

**SELF CONTROL (school work)**
- Came to class prepared
- Remembered and followed directions
- Got to work right away instead of waiting until the last minute
- Paid attention and resisted distractions

**SELF CONTROL (interpersonal)**
- Remained calm even when criticized or otherwise provoked
- Allowed others to speak without interrupting
- Was polite to adults and peers
- Kept temper in check

**GRATITUDE**
- Recognized what other people did for them
- Showed appreciation for opportunities
- Expressed appreciation by saying thank you
- Did something nice for someone else as a way of saying thank you

**SOCIAL INTELLIGENCE**
- Was able to find solutions during conflicts with others
- Showed that s/he cared about the feelings of others
- Adapted to different social situations

**CURIOSITY**
- Was eager to explore new things
- Asked questions to help s/he learn better
- Took an active interest in learning

**ZEST**
- Actively participated
- Showed enthusiasm
- Approached new situations with excitement and energy
A Framework for Change

## Physics

<table>
<thead>
<tr>
<th>Graduation Standards</th>
<th>Motion</th>
<th>Forces + Interactions</th>
<th>Energy</th>
<th>Electromagnetic Radiation + Space</th>
<th>Waves + Digital Information</th>
<th>Scientific Argumentation</th>
<th>Experimental Design</th>
<th>Work Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 1</strong></td>
<td>0.76</td>
<td>0.85</td>
<td>0.92</td>
<td>0.67</td>
<td>0.82</td>
<td>0.75</td>
<td>0.74</td>
<td>C-</td>
</tr>
<tr>
<td><strong>Student 2</strong></td>
<td>0.76</td>
<td>0.85</td>
<td>0.92</td>
<td>0.89</td>
<td>0.91</td>
<td>0.84</td>
<td>0.87</td>
<td>B+</td>
</tr>
<tr>
<td><strong>Student 3</strong></td>
<td>0.94</td>
<td>0.87</td>
<td>0.74</td>
<td>0.91</td>
<td>0.95</td>
<td>0.98</td>
<td>0.86</td>
<td>A</td>
</tr>
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</table>
Our Grading Principles & Practices:

Our standards-based grading system uses the following principles to guide how we assess student achievement and communicate progress to families:

**Principle:** Grades should clearly communicate what students know and are able to do in each class.

**Practice:** We report on student mastery of specific skills and concepts within a course (called “course standards”); traits like participation and effort are reported on separately.

**Principle:** Students should have multiple opportunities to show what they know and can do.

**Practice:** We ask students to build a body of work to demonstrate their mastery of each course standard.

**Principle:** Schools should support students in acquiring all of the essential knowledge and skills in a course, versus just a portion of it.

**Practice:** To earn credit, all of the course standards must be met.

**Principle:** Academic knowledge and work habits are both important to acquire for college and life.

**Practice:** Students receive both academic grades (based on course standards) as well as habits of work (HOW) grades for each class.
Quality habits of work are an essential part of students' Pathways to Success. Students receive a separate HOW grade in each course. There is a clear correlation between quality Habits of Work, academic achievement and learning. The better one’s Habits of Work, the more s/he will achieve and learn. Our Habits of Work grade assesses how you interact with others, how you approach learning challenges, and how you participate in class. Habits of Work are grounded in elements of the Pathways to Success, such as “Be Accountable” and “Pursue Personal Best.” Habits of Work are regularly assessed in each course and each marking period, using the same grading scale (1-4). There is a HOW Honor Roll for all students who earn a 3 or higher for a HOW grade in every class. “HOW Students of the Week” are also recognized at School Meeting.

To Earn a HOW of 3, Do the Big 3.
Students must consistently (about 80% of the time):
Complete homework.
Meet deadlines.
Participate effectively in class activities (includes regular, on time attendance).

How do you earn a 4 in HOW?  Do the Big 3 all of the time.
A student with a HOW of “3” cannot receive a trimester grade of 1 or 2. At the end of the trimester, a student with a HOW of 3 or higher who has not met standards will receive an Incomplete. This means that the student will be granted additional support and time, two weeks, to meet remaining standards. If a student has a HOW grade lower than 3 and is not meeting academic standards, the student will receive a 1 or 2 on the report card and may not have the opportunity to make up standards for the course until summer school.

“As long as students show consistent habits indicating concern for school work, they are given opportunities to show their achievement of high standards. Seeing a 2 on [a progress report] seems as though it is close to a 50% of the highest possible grade, a 4; it shouldn’t be seen that way. The student has shown he or she has achieved some of the targets needed to meet the standard, and can meet the standard with extra time.”

~ Jill Roland, CBHS Parent
A Framework for Change
COMMUNITY ENGAGEMENT

CBHS Universal Habits of Work (HOW) Traits
The list below describes the Habits of Work traits that CBHS faculty teach and assess; it includes “the Big 3” described above and is organized around elements of the “Pathways to Success.” Teachers may provide additional criteria to define what a particular HOW trait looks like in their course or discipline.

Work Ethically
Behave ethically and treat others with respect. Accept responsibility for personal decisions and actions.

Persevere
Persevere when things are hard. Complete revisions when necessary. Access appropriate resources to solve problems.

Work Collaboratively
Work actively and cooperatively to achieve group goals. Perform a variety of roles within a group. Fulfill individual responsibilities within the group.

Be Community
Participate effectively and positively in class. Make sure class members feel safe and comfortable. Demonstrate stewardship.

Be Accountable
Complete homework; prepare for class. Use class time effectively. Meet deadlines and established criteria.

Pursue Personal Best
Be willing to try new things; take constructive risks. Seek from setbacks and feedback. Seek challenge and solutions.
Supports & Interventions
## Data Management System

<table>
<thead>
<tr>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>Math</strong></td>
<td><strong>Science</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>World Language</strong></td>
<td><strong>Health/Seminar</strong></td>
<td><strong>PE/Music/Art</strong></td>
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<tr>
<td>Littlefield Eng 1</td>
<td>Biology 1</td>
<td>Spanish 4 1</td>
<td>Algebra II - Done</td>
<td>Ross - Geo 3</td>
<td>French 1</td>
<td>Wellness 3</td>
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<tr>
<td>Littlefield Eng 1</td>
<td>Algebra II - Done</td>
<td>Knowlton Geo 1</td>
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<td></td>
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<td>Littlefield Eng 2.2</td>
<td>Knowlton - Geo 3</td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Time for Re-Teaching, Revising, Re-Learning, and Enriching

- Enrichment Block
- Callback Block
- “Period 9”
- Mud Season School
- Marzano: Plan 70% of the year
- Learning Lab
- Genius Hour
- Student- or Teacher-Led Centers
- Advisory
- Daily Intervention Blocks
- Reteaching time embedded in class design
Higher Ed Pledge
Collegiate Endorsement of Proficiency-Based Education and Graduation

56 New England Colleges and Universities Support Stronger Student Preparation

Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum in New England, and throughout the country, as more educators, parents, business leaders, and elected officials recognize that high educational standards and strong academic preparation are essential to success in today's world.

With some parents wondering about the effects that proficiency-based learning will have on their children or the college-admissions process, the Consortium reached out to higher education institutions throughout the region. We asked them directly about their support of proficiency-based learning, and their response has been both affirming and inspiring.

To capture the sentiment of higher education, we developed the Collegiate Endorsement of Proficiency-Based Education and Graduation, which has been signed by a significant—and growing—number of colleges and universities, as well as by the higher education systems in five New England states.

>> Download the press release 📄

The Endorsement

Joining other institutions of higher education and the New England Secondary School Consortium in support of stronger academic preparation for postsecondary study, leading to increased collegiate enrollments and higher completion rates in our degree
1. Endorse proficiency-based approaches to instruction, assessment, reporting, and graduation that establish universally high learning standards and expectations for all students in K–12 schools.
2. Accept a wide range of transcripts if the students meet our stated admissions requirements and the transcripts provide a full and accurate presentation of what an applicant has learned and accomplished.
3. Pledge that applicants to our institutions with proficiency-based transcripts will not be disadvantaged in any way.
1. What is **one** concrete practice you might **pilot** in ’15-’16?

2. What might you **do** to get there?

3. What **supports/resources** might you need?
Questions
Thank You

Mark S. Kostin, Ed.D.
Associate Director, GSP
phone: 207.773.0505
mkostin@greatschoolspartnership.org