Supporting, Collecting, & Analyzing Evidence of Learning in a Proficiency-Based System
From Great Schools Partnership
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Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.
GSP has served as the coordinator of the New England Secondary School Consortium since its inception in 2009
We Believe

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship
We Believe

That schools must simultaneously attend to policy, practice, and community engagement.
We Believe

School improvement is context-based, not one-size fits all.
Outcomes

Review the importance of **task-neutral scoring criteria** for rigorous personalization aligned with standards
Outcomes

Build understanding of how assessment pathways support personalization
Outcomes

Share classroom and school examples of personalized pathways that yield reliable evidence of student learning.
Agenda

Welcome, Outcomes & Norms

What is Personalization?

Assessment Pathways

Exploring the Pathways

Tools and Resources

Questions
Resources

greatschoolspartnership.org/2016-inacol
Norms for Collaborative Work

- Respect time
- Assume that everyone is acting out of good intentions
- Listen well
- Allow others sufficient “air time”
- Freely attend to personal needs
- Foster good humor
What does personalization look like?
What are all of the different forms that personalization can take in a school or classroom?

- Introduce yourself to someone at your table
- With your partner, list the ways that teachers and schools can personalize learning for students
- Report out from tables
How can we ensure that while we personalize learning, we continue to define consistent and equitable standards for all students?
10 Principles of PBL

- These principles form the deep roots that make rigorous and meaningful personalization possible
Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today's world. Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following “Ten Principles of Proficiency-Based Learning,” which describe the common features found in the most effective proficiency-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).

2. 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.

3. 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.

4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.

5. Summative assessments evaluate learning achievement, and summative-assessment results record a student's level of proficiency at a specific point in time.

6. 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.
Review each of the principles and find one that resonates with you. Think of an experience you’ve had at any point in your life (school or otherwise) where you had a successful learning experience that embodied that principle.

Go to the poster that matches the principle you chose.

In groups of 3-4, share the experience that you thought of.
10 Principles of PBL

- These principles form the deep roots that make rigorous and meaningful personalization possible.
- Personalization can be achieved in many different ways.
Personalized Learning doesn’t look like any one particular practice. It is system or a suite of best practices in which clear and rigorous standards are articulated and teachers use a wide variety of strategies to help students continually practice those standards, test themselves, receive feedback and ask the following questions:
Guiding Questions

PBL is driven by the same questions for teachers and students.

Where am I going?
Guiding Questions

PBL is driven by the same questions for teachers and students

Where am I now?
Guiding Questions

PBL is driven by the same questions for teachers and students.
We believe that reliability results from the careful alignment of demonstration tasks and instruction with intended learning outcomes. Comparability is possible when teachers assess student work with task-neutral common scoring guides and have time to calibrate their understanding and use. The graphic below represents five general learning pathways and how they can be assessed. While each of these has instructional value, only the first four will lead to greater comparability over time because they are assessed using common scoring criteria. We believe that these pathways are valuable and represent the many ways educators are personalizing learning for students in a proficiency-based learning system.
Assessment Pathways Simplified
A Great Schools Partnership Learning Model

PATHWAY 1
COMMON
Learning Experiences
COMMON
Demonstration Tasks
COMMON
Scoring Guides

PATHWAY 2
COMMON
Learning Experiences
UNIQUE
Demonstration Tasks
COMMON
Scoring Guides

PATHWAY 3
UNIQUE
Learning Experiences
COMMON
Demonstration Tasks
COMMON
Scoring Guides

PATHWAY 4
UNIQUE
Learning Experiences
UNIQUE
Demonstration Tasks
COMMON
Scoring Guides

Student Choice
Less in Learning
Common Scoring Criteria ground the assessment
Common Scoring Criteria ground the assessment
Common Scoring Criteria grounds the work

Snow Creek School, Penhook, VA

2014 Title I

Highly Distinguished School
Common Scoring Criteria ground the assessment
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Common Scoring Criteria ground the assessment

**Exceeds Option:**

1. Would your results for this experiment change if you changed the variables? Design an experiment on the rate of weathering to test the effects of changing one of these variables. For example, would using something besides vinegar demonstrate weathering and erosion more effectively? After designing an experiment, conference with Mr. Duggan to get approval BEFORE starting. Once given approval, conduct the experiment at home and record your experiment with data and pictures. To get full credit, please follow the steps listed:
   a. Write an essential question/problem
   b. State your hypothesis
   c. Create a materials list
   d. Write out a full procedure
   e. Record all of your data in a data table and take pictures showing you doing the experiment
   f. Write up a results and conclusion about what occurred and why it happened
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Common Scoring Criteria ground the assessment
Performance Indicators:

- originality
- technical skill
- personal voice or vision

Common Scoring Criteria ground the assessment
Common Scoring Criteria ground the assessment

PATHWAY 4

COMMON Scoring Guides

UNIQUE Demonstration Tasks

UNIQUE Learning Experiences

PATHWAY 3

PATHWAY 2

PATHWAY 1

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Common or UNIQUE Demonstration Tasks

COMMON or UNIQUE Learning Experiences

How can psychological resilience be fostered in adolescents?

Research, psychological, and experiential learning.
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Common Scoring Criteria ground the assessment

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**Parker School Criteria for Excellence in Oral Presentation**

**Content**

- You communicate a clear message.
- Your information is substantive and accurate.
- You organize your information in a way that moves the presentation forward.
- Any presentation aids (visual, aural, etc.) are substantive, relevant, and used effectively.
- You effectively employ rhetorical strategies (metaphor, imagery, repetition, etc.).
- You answer questions knowledgeably and accurately.
Challenges:

- may be most unfamiliar to many schools/teachers
- can be difficult to maintain rigor in individualized projects
- can be difficult to manage many separate projects
- can be challenging to grade evidence of student learning that is not in typical academic format
What Does Personalization Look Like?

Guiding Questions

PBL is driven by the same questions for teachers and students

How can I close the gap?
How can we ensure that while we personalize learning, we continue to define consistent and equitable standards for all students?
Strong Foundations
for Personalized Assessments

Common standards
Common performance indicators
Common, task-neutral scoring criteria
Exploring the Pathways

Join with others at your table to explore the pathways:

1. Identify classroom teachers at table and focus the conversation on their needs (maybe)

2. Review the menu of questions and identify several that are compelling

3. Take 5 minutes to brainstorm individually about the questions

4. 10 minute Round Robin so that everyone can share

5. 10 minute open discussion
Essential Questions for Building Teacher-Designed Assessments

- How do people demonstrate this set of skills and knowledge in the world outside of school?
- How can my students demonstrate that they have attained proficiency in this set of skills and knowledge?
- How can I incorporate meaningful choice in this assessment?
Think back to the successful learning experience that you discussed when we reviewed the 10 Principles of PBL.

How did you demonstrate the skill that you gained? Which of the pathways best represents this experience?
Exploring the Pathways

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6. Large group share out
Tools and Resources

- Webinar on Defining Graduation Standards and Performance Indicators
- Webinar on Defining Scoring Criteria
- Task Model Protocol?
- Summative Assessment Template
- Summative Assessment Design Guide
- Summative Assessment Brainstorming Protocol

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Questions?
THANK YOU

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