CT Superintendent’s Community of Practice

Measuring Transferrable Skills

February 8, 2017
What are you interested in discussing?
Teacher Engagement?
Unexpected Hurdles?
School Board Support?
Other?
Series Facilitators

From the Great Schools Partnership:

David Ruff, executive director

Tony Lamair Burks II, senior associate

Janet Garagliano, CT Liaison
Series Outcomes

• Build capacity to implement mastery-based learning at scale across a school district

• Explore and share ideas and strategies underway or planned in alignment with implementation

• Create a network of like-minded educators for political and cultural support
Meeting Dates

All Meetings to be held at Connecticut Association of Schools

- October 13, 2017
- December 16, 2016
- February 8, 2017
- April 28, 2017
- June 21, 2016

NESSC School Redesign in Action Conference: March 27 and 28 in Hartford
Agenda

Update on Your Conversations Since We Last Met

What are Transferrable Skills?

Scoring Student Work

Scoring Student Work

Developing Moderation Processes

Preparing for April
Group Norms

• Build on and support one another’s efforts

• Acknowledge and encourage different approaches as we collaborate

• Trust the integrity of our colleagues

• Monitor our air time in group gatherings

• Communicate openly, clearly, and directly

• Acknowledge and honor different perspectives

• Assume positive intentions of all members

• Honor confidentiality regarding the conversations held here
Since We Last Met?

What steps have you taken or hurdles have you faced regarding aggregation of student scores?
Aggregation of Performance Indicator Scores

• Power Law
• Decaying Average
• Most Recent Score
Aggregation of Graduation Competencies

Body of Evidence

v

Mathematical Formulas
Mastery-Based Learning Simplified

**Cross-Curricular Graduation Competencies** define a set of significant learning concepts that are not within the domain of a single content area, but are embedded in multiple areas. These are drawn from the Mathematical Practices of the Common Core, the Characteristics of Students Who are College and Career Ready from the ELA Common Core, and associated Connecticut state standards.

**Content-Area Graduation Competencies** define a set of significant learning concepts in each content area. These are drawn from the Math Common Core and English/Language Arts Common Core and associated Connecticut state standards.

<table>
<thead>
<tr>
<th>Required for Graduation</th>
<th>Reporting Method</th>
<th>Cross-Curricular Graduation Competencies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcript and Report Cards</td>
<td>5-8 school-wide competencies</td>
<td>Demonstration by Body of Evidence: Portfolios, exhibitions, and other culminating demonstrations of learning are assessed</td>
</tr>
<tr>
<td>YES</td>
<td>Transcript and Report Cards</td>
<td>Content-Area Cluster Competencies</td>
<td>Verification and Proficiency: Student progress toward the achievement of competencies is determined and reported</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators</td>
<td>Common School-Wide Assessments: Common summative assessments ensure greater consistency in the evaluation of student learning</td>
</tr>
<tr>
<td>NO</td>
<td>Feedback to Student</td>
<td>Unit-Based Learning Objectives</td>
<td>Formative Teacher Assessments: Ongoing formative assessment is used to evaluate student learning progress</td>
</tr>
</tbody>
</table>

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Preparation for February

- Keep a brief “log”
- Note examples when students demonstrate transferable skills, the situation in which this happens, and if it is teacher or student designed
- Come to February prepared to share
Transferable Skills

- Share your examples
- What skill or skills was the student showing?
- Where did this “demonstration” occur?
- Who designed the experience?
Examples of Transferable Skills

- Clear and Effective Communications
- Self-Direction
- Creative and Practical Problem Solving
- Responsible and Involved Citizenship
- Informed and Integrative Thinking
Habits of Work: What are These?
Examples of Habits of Work

- Work Ethically
- Work Collaboratively
- Be Accountable
- Persevere
- Be Community
- Pursue Personal Best
Group Work

- What are the overlaps between these two concepts?
- What problems might one or the other of these resolve?
- What implementation problems can you envision?
- What are systemic solutions worth exploring?
What about:

- Reliability?
- Validity?
- Practicality?
Can we create a valid and reliable system when every component in the assessment system may not be?
Which Driver do You Want?
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.
Vermont Transferable Skills Assessment System

The Transferable Skills were defined by Vermont’s Educational Quality Standards Law when it was reauthorized in 2014. They are the crosscutting skills, practiced in every content area, that are essential for every student.

They include the skills our graduates will need most:

- Non-routine problem solving
- Complex communication competencies
- Verbal and quantitative literacy
- Collaboration & self-direction
Vermont Transferable Skills Assessment System

Effects of building performance tasks with that focus on the transferable skills along with content:

- Rich and authentic student tasks
- Explicit teaching of transferable skills along with content-area skills and knowledge
- Increased equity
Vermont Transferable Skills Assessment System

Why build a statewide system?

• Provide trustworthy common data points that can be used for continual improvement

• Build assessment literacy of VT educators beyond the specific assessments of this initiative

• Enable VT educators to calibrate judgements on student work
This system is designed to enable teachers to create performance tasks that assess the Transferable Skills along with content-area skills and knowledge.
Common scoring criteria that have been written for each transferable skill ensure that all teachers define proficiency and score student work in a consistent way.
Proficiency will be assessed through three moderated tasks over the course of a student’s high school career and through a portfolio containing pieces of student work. Moderated tasks are written using a common task model and scored by at least two separate, trained teachers using common scoring criteria.

**Vermont Transferable Skills Assessment System**

Non-Cognitive Skills | Performance Indicators | Scoring Criteria | Portfolios
---|---|---|---
TS 1: Clear + Effective Communication | | 1 2 3 4 | Moderated Task - TS 1  
Student Work

TS 2: Self-Direction | | 1 2 3 4 | Student Work

TS 3: Creative + Practical Problem | | 1 2 3 4 | Moderated Task - TS 3  
Student Work

TS 4: Responsible + Involved Citizenship | | 1 2 3 4 | Student Work

TS 5: Informed + Integrative Thinking | | 1 2 3 4 | Moderated Task - TS 5  
Student Work
Vermont Transferable Skills Assessment System

The function of scoring criteria:

• To provide clarification for the student about what the target is and what they need to do to demonstrate proficiency
• To provide clarification for the student about what they need to work on
• To guide instruction by defining the steps that a student will move through on the way to proficiency
• To guide the sequencing of instructional planning
• To guide the scoring of assessments
Vermont Transferable Skills Assessment System

The function of the task model:

• To provide a list of the required features of an assessment

• To ensure that individual assessments created by teachers are closely aligned with the performance indicators

• To establish that a student who does well on this assessment will have demonstrated the proficiencies that we are looking for
Vermont Transferable Skills Assessment System

Moderated Tasks:

• Teachers complete a scorer training and get certified to score

• They either choose a sample task, or design their own task using the task model

• They assign the task and collect student work, then upload some percentage of the pieces of student work into the system (anonymously). These pieces are sent to other teachers to be double-scored

• After double-scoring, the teacher and school get feedback about how well-calibrated their scoring is and about their students’ performance

• If their scoring is poorly calibrated, teachers are referred back for further training
Portfolio:

- Students gather evidence that they have achieved proficiency on each of the Transferable Skills from all aspects of their high school careers.
- Advisors help them build their portfolio of evidence.
- When students have selected a piece of work as evidence of proficiency, they submit their work, along with their rationale, to the teacher, coach or mentor with whom they did the work.
- This teacher/coach/mentor will then decide whether to approve their work as part of their portfolio. The approval would get sent to the student and their advisor; if the work was approved, the student includes that work in their portfolio.
<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
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<tbody>
<tr>
<td>A. Observe and evaluate situations in order to define problems.</td>
<td>I can • make observations about situations.</td>
<td>I can • identify relationships to make inferences about a problem; • propose possibilities to define a problem.</td>
<td>I can • make observations and collect related information from multiple sources; • articulate the problem and identify constraints.</td>
<td>I can • analyze situations to define complex problems and explain their relevance within the world.</td>
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<tr>
<td>B. Frame questions, make predictions, and design data collection and analysis strategies.</td>
<td>I can • ask questions about a situation; • find information in sources provided for me.</td>
<td>I can • ask questions to clarify my understanding; • take information into consideration when making predictions.</td>
<td>I can • ask probing questions about a situation; • make predictions considering multiple sources of information; • identify tools and design procedures needed for collecting, managing, and analyzing information.</td>
<td>I can • justify my design by analyzing strengths and weaknesses; • connect the situation to a larger context and make a prediction based on that context.</td>
</tr>
<tr>
<td>C. Identities and perspectives. Identify and analyze patterns, trends, and relationships in the data or information.</td>
<td>I can • describe the data/information I have gathered.</td>
<td>I can • identify simple patterns and trends in my data/information; • determine whether my data are sufficient or if I need to gather more data/information.</td>
<td>I can • identify patterns and trends in data/information; • analyze these patterns and trends to identify relationships.</td>
<td>I can • identify data crucial to the problem; • identify and prioritize patterns and trends in data/information most relevant to the problem.</td>
</tr>
<tr>
<td>D. Based on analysis of the data or information, generate options and use evidence to build a case for the best response.</td>
<td>I can • identify strategies that could be used to solve a problem; • propose a simple solution.</td>
<td>I can • explain my analysis of the data or information; • list possible solutions for the problem.</td>
<td>I can • create a list of possible solutions for the problem based on my analysis of the data/information; • choose a workable solution and explain my reasoning.</td>
<td>I can • create a list of possible solutions for the problem based on detailed and thorough analysis of complete and sophisticated data/information.</td>
</tr>
</tbody>
</table>
Problem Solving

- Return to your original sharing groups
- Choose one of your examples
- How would this student score?
- Why?
What are the implications for:

- Homework?
- Late Work?
- Behavior?
- Athletic Eligibility?
- Transcripts?
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

www.greatschoolspartnership.org/proficiency/

• State + Local Policies
• State + Local Standards
• Assessment + Verification
• Grading + Reporting
Preparation for April

- Text
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