



Personalized, Competency-Based Learning

Task-Neutral Scoring Criteria

Pinellas County

September 13, 2017

TODAY'S PRESENTERS

From the Great Schools Partnership:



Craig Kesselheim



Michelle Milstein



Steve Sell



Katie Thompson

Agenda

Outcomes + Introductory Prompt

Rationale for Scoring Criteria

Pinellas Scoring Criteria Resources

Creating a Performance Task +
Assessment Brainstorm

Questions + Closing

Outcomes

Outcomes

- Provide rationale for using task-neutral scoring criteria

Outcomes

- Provide rationale for using task-neutral scoring criteria
- Describe how to use scoring criteria to develop performance tasks

Outcomes

- Provide rationale for using task-neutral scoring criteria
- Describe how to use scoring criteria to develop performance tasks
- Discuss ways that scoring criteria can help to provide student choice in demonstrating proficiency

Why Task-Neutral Scoring Criteria?



Alignment in a Traditional Model

Cognitive
Demand



Alignment in a Traditional Model

Cognitive
Demand

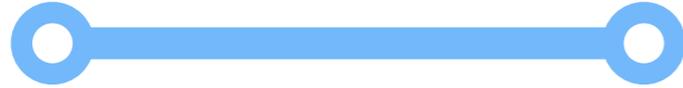


Standards



Alignment in a Traditional Model

Cognitive
Demand



Standards

Instruction+
Feedback



Alignment in a Traditional Model

Cognitive
Demand



Standards

Instruction+
Feedback

Assessment



Alignment in a Traditional Model

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Standards

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Assessment

Scoring

Alignment in a Traditional Model

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Intention



?

Standards

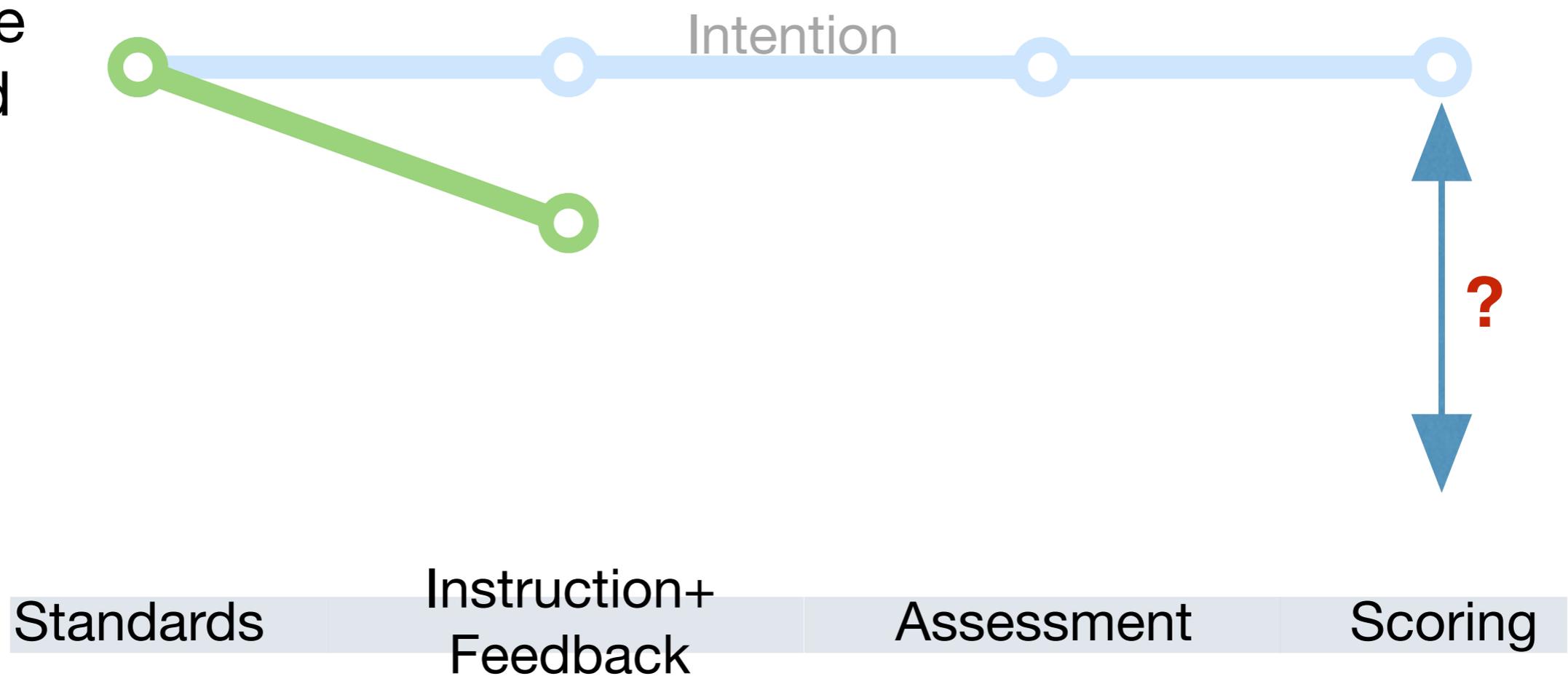
Instruction+
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Scoring

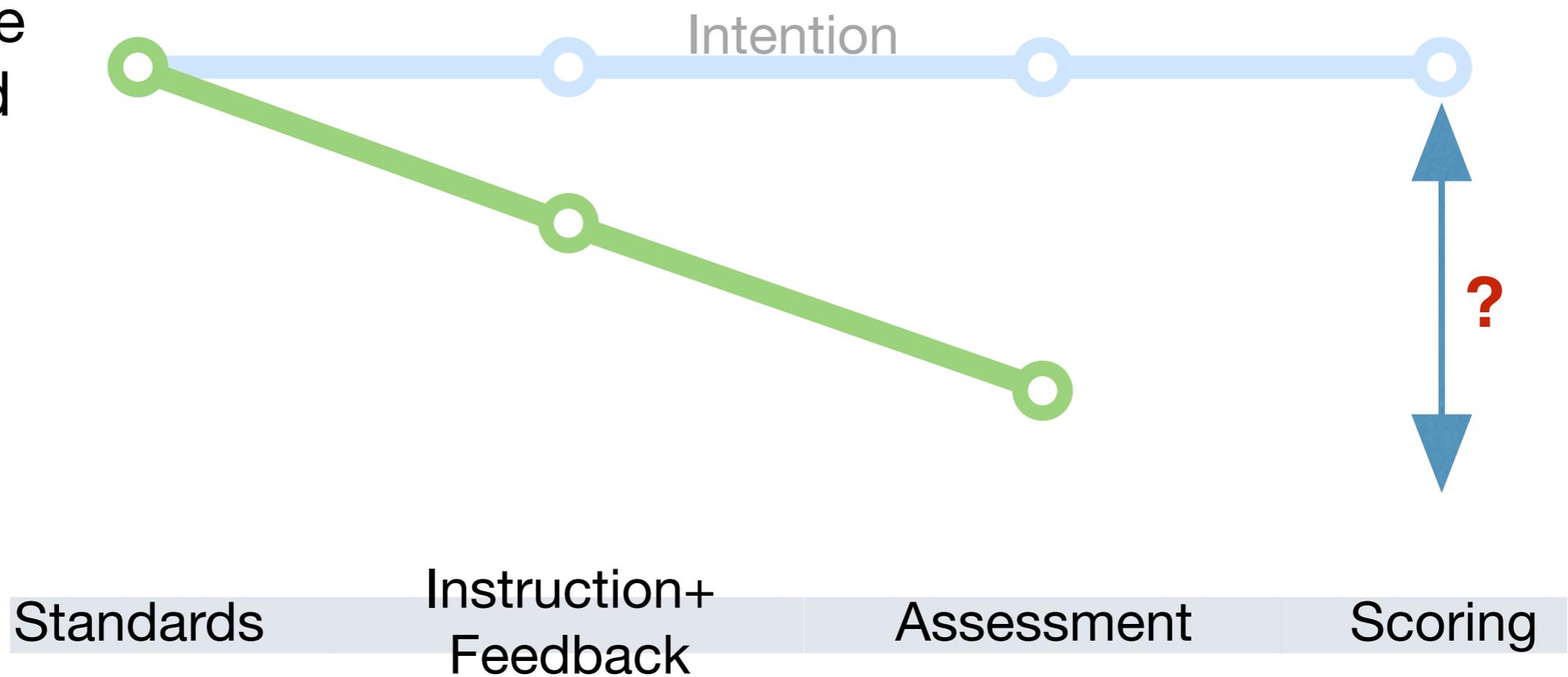
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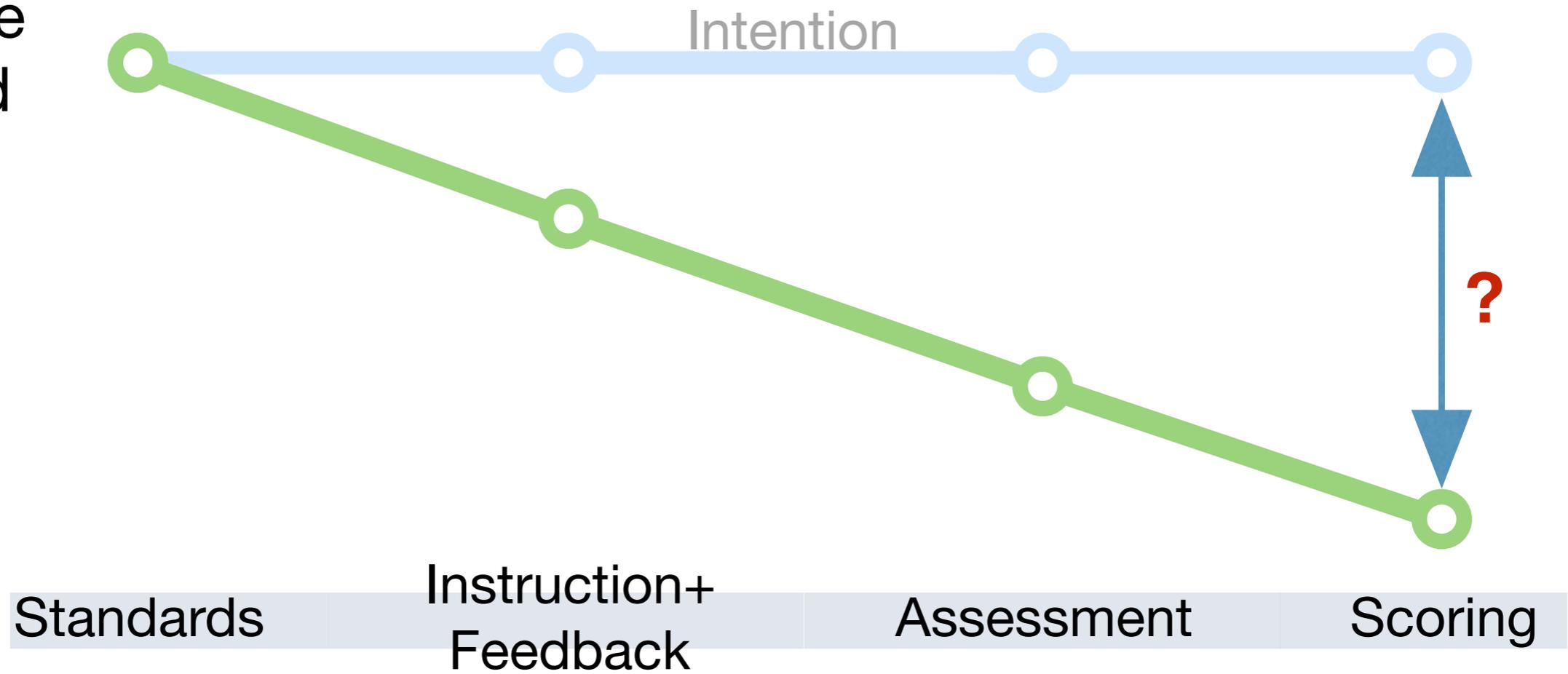
Scoring

Intention

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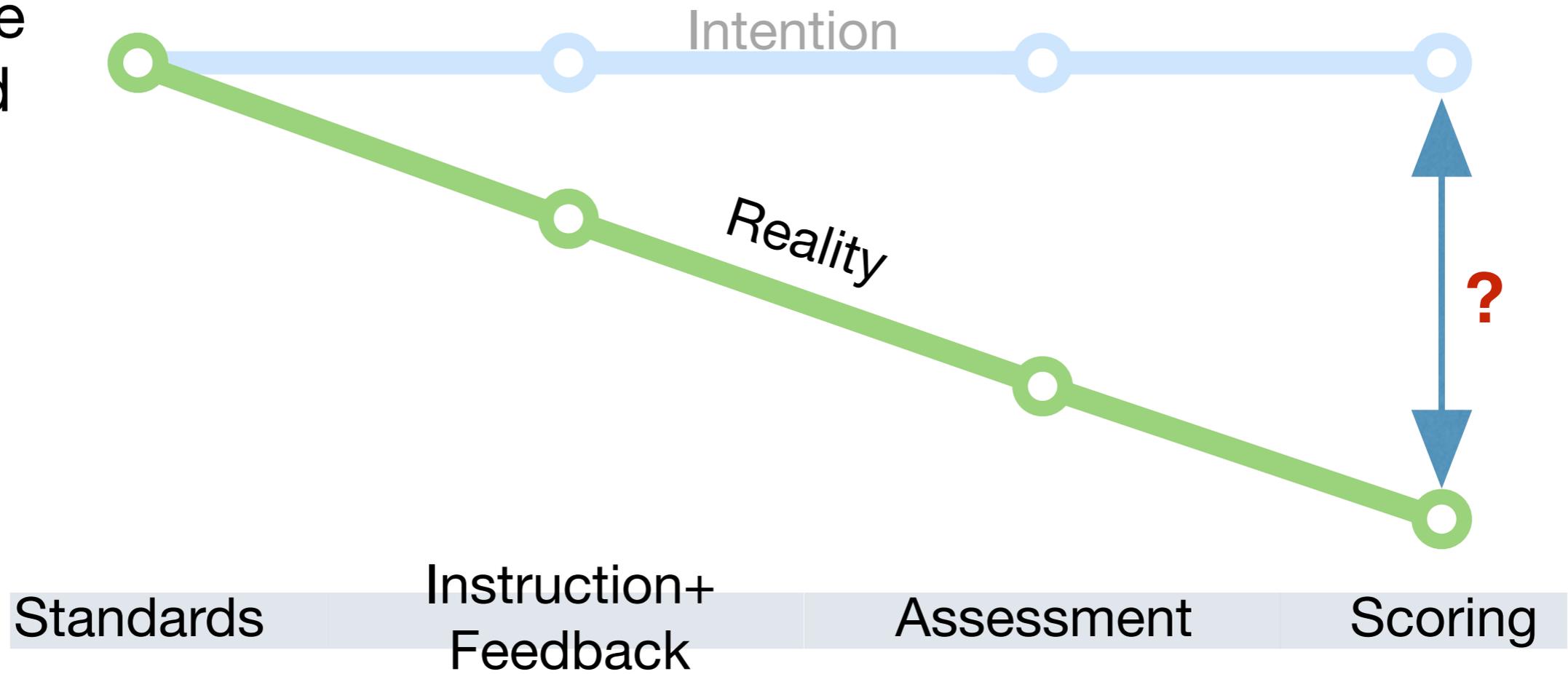
Alignment in a Traditional Model

Cognitive Demand



Alignment in a Traditional Model

Cognitive Demand



Alignment in a Proficiency-Based Model

Cognitive
Demand



Alignment in a Proficiency-Based Model

Cognitive
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Standards

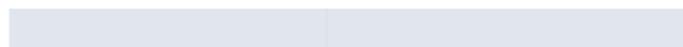


Alignment in a Proficiency-Based Model

Cognitive
Demand



Standards



Scoring
Criteria

Alignment in a Proficiency-Based Model

Cognitive
Demand



Standards

Assessment
Design

Scoring
Criteria



Alignment in a Proficiency-Based Model

Cognitive
Demand



Standards

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Alignment in a Proficiency-Based Model

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Standards

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Demonstration

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Alignment in a Proficiency-Based Model

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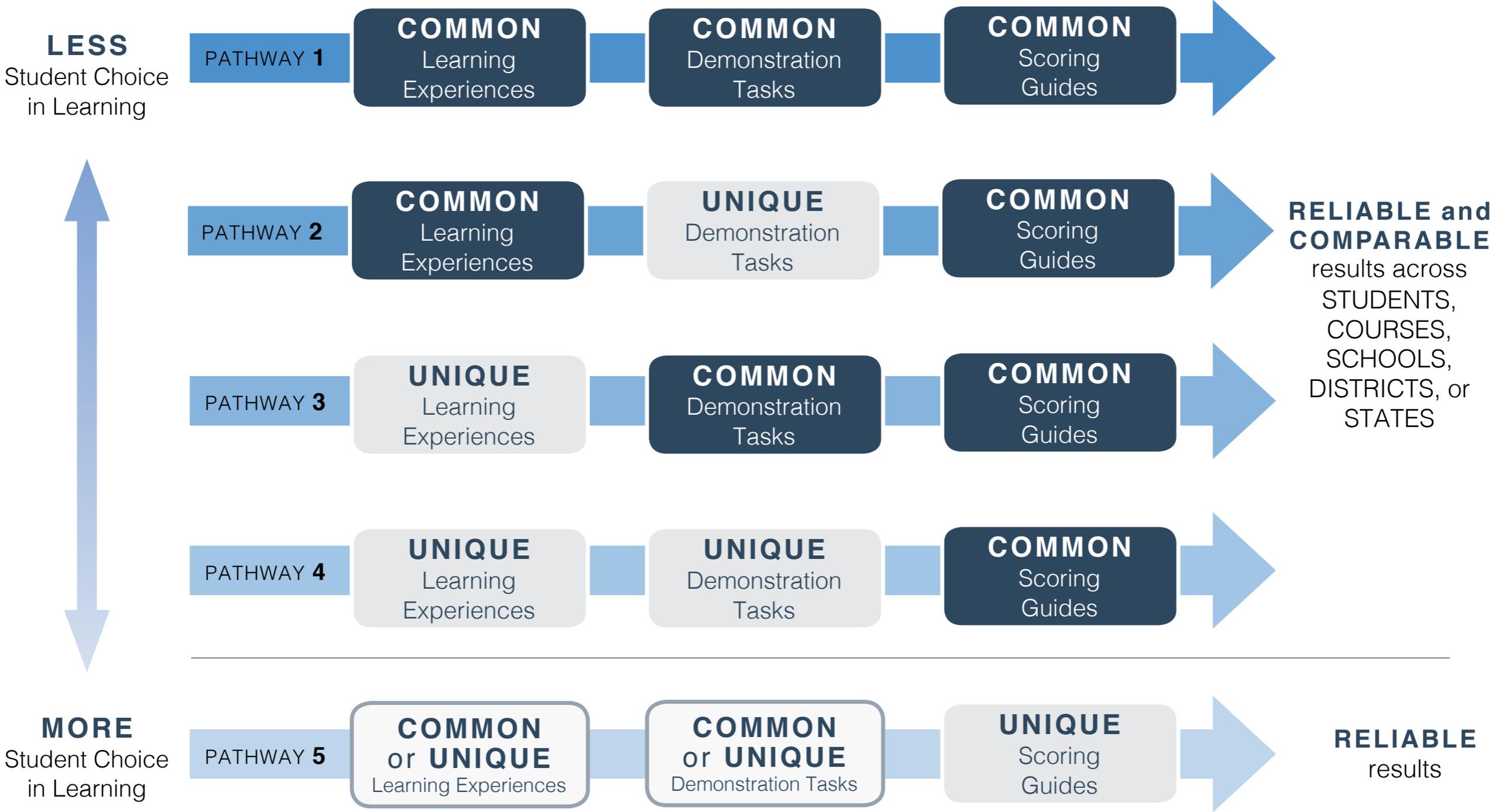
Scoring
Criteria

Instruction+
Feedback

Scoring

Assessment Pathways Simplified

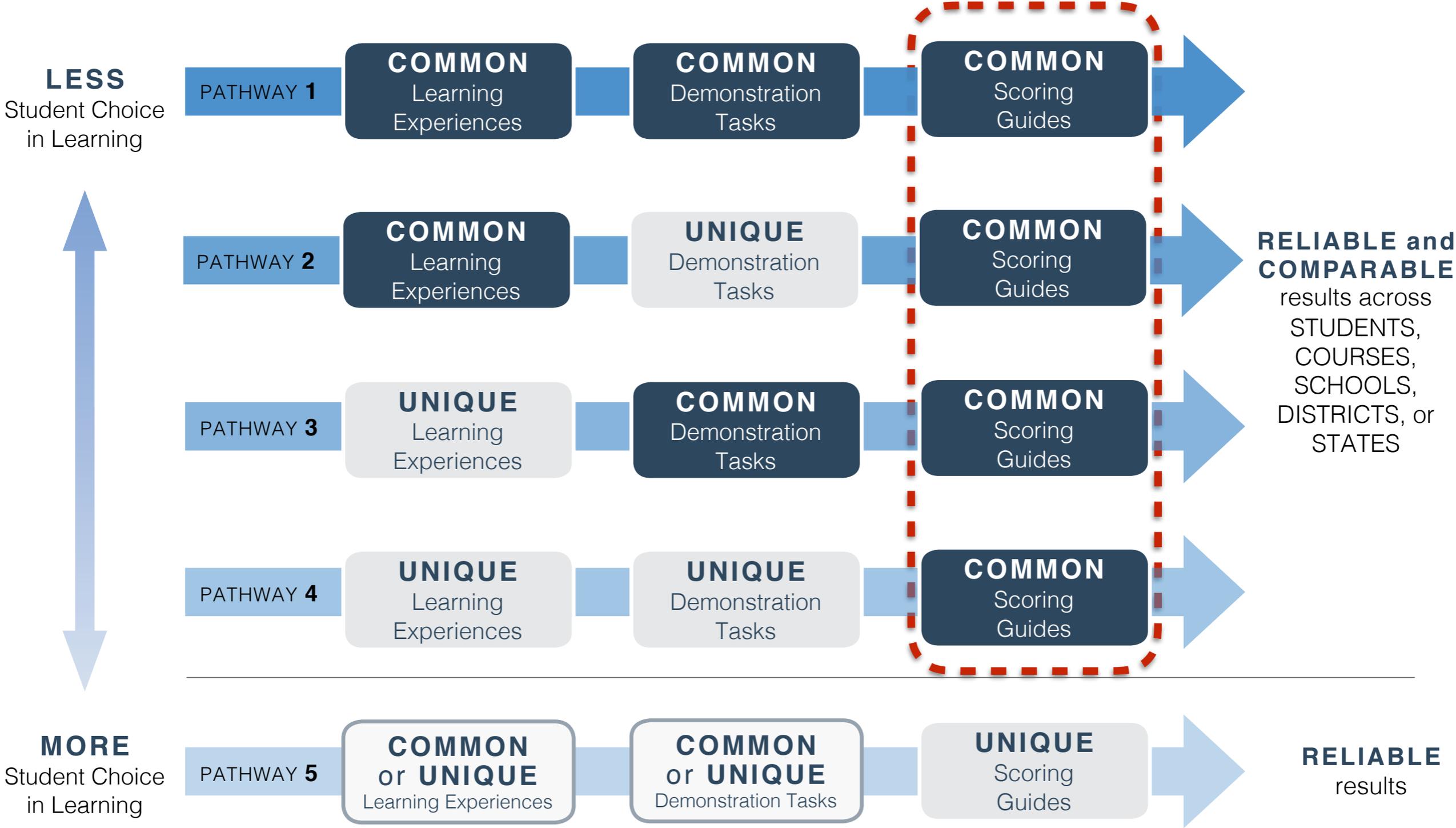
A Great Schools Partnership Learning Model



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Assessment Pathways Simplified

A Great Schools Partnership Learning Model



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NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GLOBAL BEST PRACTICES

2ND EDITION

*An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning*



STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING	3 DEVELOPING	5 PERFORMING
<p>The school does not have a set of common scoring criteria and teachers employ rubrics that are written in isolation. The school primarily uses “checklist” criteria for the assessment and most assessments employ fixed-response, selected-response, or multiple-choice questions that primarily require rote recall. Assessment literacy of teachers is limited, and many are unaware of research-based assessment strategies or the impact that varied assessment strategies can have on student learning. When students struggle to demonstrate what they have learned, assessment practices seldom change when students are retested. Teacher feedback often lacks clear guidance that will help students recognize learning needs and progress toward proficiency. Student learning is assessed infrequently, and assessment data are rarely used to modify instructional strategies.</p>	<p>Teachers have collaborated to write scoring criteria aligned with standards that are associated with particular assessment tasks. Most teachers are using more innovative assessment practices in the classroom, but these practices are unevenly applied across the school and only occasionally supported by professional development. Faculty are supported in increasing their understanding of assessment design and in using formative assessment to support learning. The school has started using more innovative assessment strategies— including exhibitions and portfolios—but many student projects display a lack of academic rigor, sophistication, or intellectual curiosity. The school has provided a few professional development opportunities to improve faculty understanding of effective assessment design and how assessment strategies can also be a learning tool for teachers and students. Results from formative assessments are being reviewed and analyzed sporadically to inform instructional practices (including in-class grouping and re-grouping). Oral and written feedback is specific and aligned with learning expectations.</p>	<p>Teachers have developed and use common task-neutral scoring criteria to assess evidence of student learning. The teaching faculty understand and use common scoring criteria to assess the learning process. The school has a system of curriculum-embedded assessments that are aligned with standards and designed to assess a range of student learning. Teachers have received training in using assessments to identify and respond to student learning needs and are skilled in the use of diagnostic assessment. Teachers use formative, performance-based assessment strategies to identify student needs. Teachers modify instruction and coordinate support before students fall behind. Performance assessments and demonstrations of learning are challenging, relevant, and drawn from real-life situations. Learning expectations are communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. The feedback students receive informs their selection of learning strategies as well as the teacher’s adjustment of instruction, supports, and interventions. Teachers provide specific, timely, and actionable oral and written feedback to students on their learning strengths and weaknesses. Students have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time and support they need to demonstrate proficiency against the same standards and provide teachers with the data they need to understand their students’ learning needs.</p>

“Teachers have developed and use common, task-neutral scoring criteria to assess evidence of student learning.”

Dimension 1.5 Assessment

STEP 4 >> SCORE YOUR SCHOOL

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



Building Upon Your Work

Learning Scales (tool for curriculum)

Learning scales represent HOW students move through the curriculum

Students move from one level to the next with different tasks

Scales help teachers design the curriculum and identify next steps for instruction

Scales help students identify learning goals

Scoring Criteria (tool for assessment)

Scoring criteria verify proficiency regarding an indicator based on evidence usually derived from an assessment

Scoring criteria are an evaluative tool that are used to score student work

Scoring criteria enable teachers to maintain consistency in scoring assessments and verifying student proficiency in performance indicators

Scoring criteria provide students with feedback about what knowledge and skills they are able to demonstrate



Implementation of Proficiency-Based Learning in Pinellas County, Florida

The Florida Seminar Series aims to provide a variety of examples of proficiency-based practices in action in K-12 education to help spark ideas and generate questions as Pinellas County plans for proficiency-based learning in their district. There will be a focus on illustrating different ways to personalize learning for students in a proficiency-based classroom.

Find all the **meeting materials** and essential **guiding documents and resources** to support your work.

Facilitators:

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Guiding Documents and Resources

WEBINAR | PROFICIENCY-BASED LEARNING 101



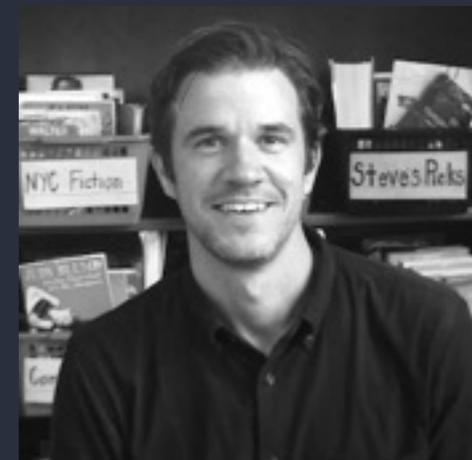
GUIDING DOCUMENTS



HISTORY: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

Task Neutral Scoring Rubric				
Performance Indicators	Emerging	Progressing	Proficient	Exceeds
A. Utilize research and inquiry skills to analyze history using primary and secondary sources and evaluate the credibility of those sources.	<u>Identifies</u> primary and secondary sources; <u>Recognizes</u> basic information (who, what, where, when, why).	<u>Summarizes</u> contents of evidence; Uses primary and secondary sources to support argument.	<u>Utilizes</u> research and inquiry skills to analyze historical events using primary and secondary sources and evaluate the credibility of those sources.	<u>Synthesizes</u> information from multiple sources to construct an argument about the past.
B. Develop credible explanations of the cause, course, and consequences of historical events based on reasoned interpretation of evidence.	<u>Describes</u> the course of events; <u>Lists</u> causes and effects.	<u>Explains</u> the ways historical events are connected to one another; <u>Summarizes</u> contents of evidence.	<u>Develops</u> believable explanations of the cause, course, and consequences of historical events based on well-thought-out interpretation of evidence.	<u>Evaluates</u> alternative explanations of the cause, course, and consequence of events.
C. Identify and critique diverse perspectives to explore social, political, and economic relationships in history.	<u>Recognizes</u> social, political and economic relationships; <u>Identifies</u> point of view.	<u>Summarizes</u> diverse points of view relating to social, political and economic relationships.	<u>Compares</u> diverse points of view to explore social, political, and economic relationships in history.	<u>Analyzes</u> how social, political, and economic relationships lead to the formation of varying points of view.
D. Determine the significant events, figures, organizations and their contributions during historical eras and trace the impact on enduring themes.	<u>Identifies</u> significant events, figures, and organizations;	<u>Describes</u> how figures and organizations have shaped significant historical events.	<u>Determines</u> the significant events, figures, organizations and their contributions during historical eras and trace the impact on enduring themes.	<u>Synthesizes</u> the long-term effects of significant events, figures, organizations.
E. Analyze the effects of	<u>Identifies</u> geographical	<u>Describes</u> the advantages	<u>Analyzes</u> the effects of	<u>Connects</u> the effects of

How are Scoring Criteria used?

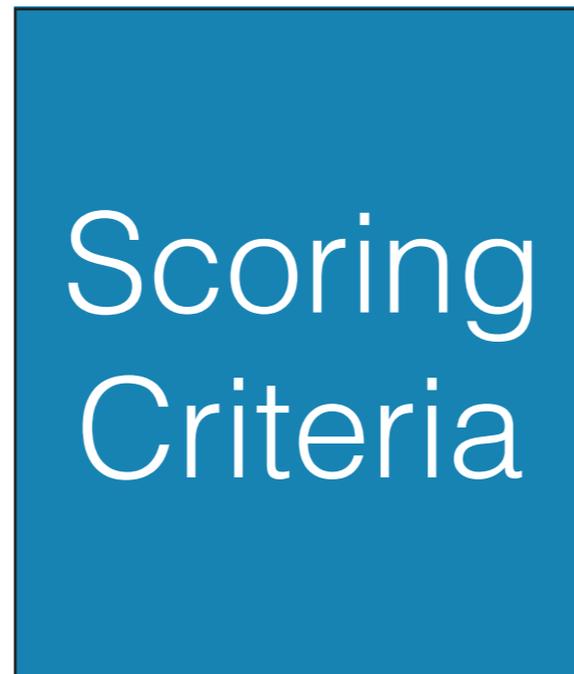


Scoring Criteria can be used to:

Create a Performance Assessment or Task



Provide students with feedback



Enable students to self-assess progress



Evaluate student work to verify proficiency

Principles and Best Practices

Design Guide for Scoring Criteria

- Scoring criteria illustrate increasingly complex cognitive demand
- Scoring criteria are task-neutral
- Scoring criteria focus on the quality of student work
- Scoring criteria emphasize student assets

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Progressing	Proficient	Exceeds
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Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Progressing	Proficient	Exceeds
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)	Student is able to locate an element on the periodic table	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.	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 patten of electrons and other characteristics of that element.	Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.

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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)	Student is able to determine the outcome of a simple chemical reaction.	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	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.	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.

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B. Use evidence and logic appropriately in communication	Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.	Student includes information from several sources and analyzes or compares the information from these sources.	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	Apply evidence in a novel or unfamiliar situation to design a model or solution.

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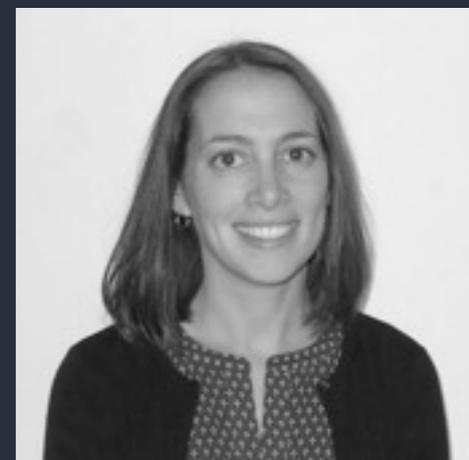
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Using Scoring Criteria to Design Performance Tasks



Using Scoring Criteria to Design a Performance Task

Performance Indicator	Emerging	Progressing	Proficient	Exceeds
GEOGRAPHY B. Compare the physical and cultural characteristics of various regions around the world and describe their impact on human populations over time	List examples of physical characteristics and cultural characteristics of different places over time.	Describe the physical and cultural characteristics of places and their impact on human populations over time.	Compare the physical and cultural characteristics of various regions around the world and describe their impact on human populations over time.	Predict how physical or cultural characteristics might have an impact on human populations around the world over time.

Using Scoring Criteria to Design a Performance Task

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- What would students be doing to show evidence of proficiency?
- Use the descriptions of Proficient and Exceeds to brainstorm assessment prompts

Using Scoring Criteria to Design a Performance Task

Performance Indicator	Emerging	Progressing	Proficient	Exceeds
<p><u>GEOGRAPHY</u> B. Compare the physical and cultural characteristics of various regions around the world and describe their impact on human populations over time</p>	<p>List examples of physical characteristics and cultural characteristics of different places over time.</p>	<p>Describe the physical and cultural characteristics of places and their impact on human populations over time.</p>	<p>Compare the physical and cultural characteristics of various regions around the world and describe their impact on human populations over time.</p>	<p>Predict how physical or cultural characteristics might have an impact on human populations around the world over time.</p>
<p><u>COMMUNICATION</u> Use evidence and logic purposefully in communication.</p>	<p>Identify evidence that could relate to my purpose; Share ideas that relate to my purpose.</p>	<p>Select evidence that connects to my purpose; Organize and present ideas based on my purpose.</p>	<p>Incorporate evidence that enhances purposeful communication; Use sound reasoning to explain my ideas and achieve my purpose.</p>	<p>Incorporate the most relevant and effective evidence to justify my purpose; Use sound reasoning to explain ideas and address counterarguments to achieve my purpose.</p>

Using Scoring Criteria to Design a Performance Task

Why would we build tasks with multiple performance indicators?

How does scoring criteria help us to incorporate more student choice into our teaching and assessment?

How does this impact my grading practice?



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.



We Believe

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

That schools must simultaneously attend to **policy, practice, and community engagement**

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

www.greatschoolspartnership.org/ pinellas/

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Implementation of Proficiency-Based Learning in Pinellas County, Florida

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Guiding Documents and Resources

WEBINAR | PROFICIENCY-BASED LEARNING 101



Next Webinar

Tuesday, December 12, 2017

2:00pm



Next Visit

September 20 - 22, 2017

- Incorporating Scoring Criteria
- Reviewing Assessments
- PBL Self-Assessment



THANK YOU FOR PARTICIPATING

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