Assessment
In a Competency-Based System

December 13, 2017

Goals

- Deepen understanding of how formative and summative assessment work in a CBE system.
- Explore a sample unit plan that includes both formative and summative assessments.
Helpful Documents

- Blank Unit Design Template
- Unit Design Template with Guidance
- Sample Unit Design on Gender Roles
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.

**Table: Proficiency-Based Learning Simplified**

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Cross-Curricular Graduation Standards in 8-10 content areas through a study of evidence evaluated using common rubrics</td>
</tr>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Content-Area Graduation Standards in 8-10 content areas through their aggregate performance on summative assessments</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Performance Indicators in 10 indicators for each cross-curricular and content area standard that move students toward proficiency and the achievement of graduation standards</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Learning Objectives, learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
</tr>
</tbody>
</table>

**Diagram:**

1. **PATHWAY 1:** Common Learning Experiences → Common Demonstration Tasks → Common Scoring Guides
2. **PATHWAY 2:** Common Learning Experiences → Unique Demonstration Tasks → Common Scoring Guides
3. **PATHWAY 3:** Unique Learning Experiences → Common Demonstration Tasks → Common Scoring Guides
4. **PATHWAY 4:** Unique Learning Experiences → Unique Demonstration Tasks → Common Scoring Guides

**Key Terms:**
- Common Learning Experiences: Learning experiences that are shared across students, courses, schools, districts, or states.
- Unique Learning Experiences: Learning experiences that are specific to individual students, courses, schools, districts, or states.
- Common Demonstration Tasks: Tasks that are common across all students, courses, schools, districts, or states.
- Unique Demonstration Tasks: Tasks that are specific to individual students, courses, schools, districts, or states.
- Common Scoring Guides: Scoring guides that are common across all students, courses, schools, districts, or states.
- Unique Scoring Guides: Scoring guides that are specific to individual students, courses, schools, districts, or states.

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

**Verification of Proficiency:** Students demonstrate achievement of common graduation standards through their aggregate performance on summative assessments.

**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.
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Stage I</th>
<th>Cross-Curricular Graduation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5–8 standards taught in all content areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage I</th>
<th>Content-Area Graduation Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5–8 standards for each content area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage I + II</th>
<th>Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage III</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
</tr>
</tbody>
</table>

Why Backwards?
Stages of **Traditional** Design
Planning and Implementation

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

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

- **Design Relevant Instruction**
  - learning experiences and formative feedback

Stages of **Backward** Design
Planning

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

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

- **Design Relevant Instruction**
  - learning experiences and formative feedback
**Stages of Backward Design**

**Planning**

- **Define Desired Results**: Graduation Standards, Performance Indicators
  - What students will know and be able to do

- **Determine Acceptable Evidence**: Scoring Criteria, Summative Assessments
  - How students will demonstrate learning

- **Design Relevant Instruction**: Learning Experiences, Formative Assessment
  - Learning experiences and formative feedback

**Implementation**

- **Design Relevant Instruction**: Formative Assessment
  - Learning experiences and formative feedback

- **Determine Acceptable Evidence**: How students will demonstrate learning

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

**Reflection**
<table>
<thead>
<tr>
<th>Unit Planning Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions/Guidance</td>
</tr>
</tbody>
</table>

**Unit Title:**

**Teacher:**

**Grade Level/Course:**

**Approximate length of unit:**

A brief narrative comprised of 2-4 sentences discussing the unit.

**Stage 1 - Desired Results**

**Guiding Principles** (21st century cross-curricular skills):

- Define essential knowledge and skills to be assessed in the summative assessment.
- Determine what you intend to teach and assess explicitly.

**Primary Performance Indicators**

- Define content and skills you intend to review or introduce;
- Are assessed only in formative ways.

**Supporting Performance Indicators**

- Reside at the heart of the discipline and involve “doing” the subject;
- Make sense of information and skills, and help students mentally organize and apply information;
- Help students develop perspective and empathy;
- Are transferrable across contexts, places and times.

**Understandings**

- Stimulate students to engage in inquiry and extended thinking;
- Provide relevance;
- Set the stage for students and preview what the unit is about;
- Are derived from unit understandings;
- Help students articulate those understandings.

**Essential Question(s)**

- Learning expectations of the unit based on the primary performance indicators;
- Essential questions to engage in inquiry and extended thinking;
- Provide relevance;
- Set the stage for students to preview what the unit is about;
- Are derived from unit understandings;
- Help students articulate those understandings.

**Students will know...**

- Identify skills or processes that comprise the targeted primary performance indicators;
- Integrate skills and knowledge, and apply in new situations.

**Students will be able to...**

- Essential Questions

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### Unit Planning Template

#### Unit Overview

<table>
<thead>
<tr>
<th>Unit Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Grade Level/Course</td>
<td></td>
</tr>
<tr>
<td>Length/Dates</td>
<td></td>
</tr>
</tbody>
</table>

| Unit Summary | Provide 2-4 sentences describing the main ideas, content and goals of the unit. |  |

#### Stage 1: Desired Results

| Standard(s) | List the Graduation Standards, Guiding Principles, or Cross-Curricular Skills this unit will address. |  |

| Primary Indicators | List the Performance Indicators that will be assessed on the summative assessment for this unit. | Supporting Indicators | List any indicators that will be reviewed or introduced, but not formally assessed. |  |
**Mastery-Based Learning Unit Planning Template**

<table>
<thead>
<tr>
<th>Unit Overview</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Title:</strong></td>
<td>Gender Roles and Social Constructs</td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>Kelly Roman</td>
</tr>
<tr>
<td><strong>Grade Level/Course:</strong></td>
<td>English 12</td>
</tr>
<tr>
<td><strong>Length/Dates:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Unit Summary:</strong></td>
<td>Students will examine gender expectations as they are portrayed in various forms of media: advertisements, television shows, movies, children’s books, art, etc. Students will examine traditional and nontraditional gender expectations and will discuss the importance of, as well as how to be, a savvy consumer of media in today’s society.</td>
</tr>
</tbody>
</table>

### Graduation Standards

#### Graduation Standard 2: Analyzing Informational Texts

Students will deepen their understanding of a variety of increasingly complex texts through comprehension, criticism and analysis.

#### Graduation Standard 4: Writing

Students will write clearly and coherently for a variety of purposes and audiences.

#### Graduation Standard 5: Speaking and Listening

Students will communicate ideas thoughtfully and effectively and comprehend, evaluate, and appreciate the ideas of others.

<table>
<thead>
<tr>
<th>Primary Performance Indicators</th>
<th>Supporting Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze author’s point of view, central ideas and/or the purpose of the text (CCSS.ELA-LITERACY RI. 5 &amp; 6)</td>
<td>Demonstrate command of conventions of standard English grammar and usage when writing and speaking. [L.11–12.1]</td>
</tr>
<tr>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences students draw from the text. (CCSS.ELA-LITERACY RI. 1)</td>
<td>Identify and evaluate elements of author’s craft (i.e. P.O.V., purpose, style) (RL.5-6).</td>
</tr>
<tr>
<td>Integrate information into the text purposefully, follow a standard citation format, and avoid plagiarism. [W.11-12.8]</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text [RL.11-12.4]</td>
</tr>
<tr>
<td>Participate effectively in a collaborative, civil exchange with diverse partners on a range of topics developing a clear line of reasoning and addressing alternate perspectives</td>
<td></td>
</tr>
<tr>
<td>Write informative/explanatory texts to examine and convey complex ideas [W.11-12.2; L.11-12.3]; developing the topic thoroughly by selecting evidence appropriate to audience and purpose. [W.11-12.2b]</td>
<td></td>
</tr>
<tr>
<td>Students will know...</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>I will be able to define and understand the following words/phrases:</td>
<td>Analyze author’s point of view, central ideas and/or the purpose of the text (CCSS.ELA-LITERACY RI. 5 &amp; 6)</td>
</tr>
<tr>
<td>• Gender and gender expectations</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences students draw from the text. (CCSS.ELA-LITERACY RI. 1)</td>
</tr>
<tr>
<td>• Social constructs</td>
<td>Integrate information into the text purposefully, follow a standard citation format, and avoid plagiarism. [W.11-12.8]</td>
</tr>
<tr>
<td>• Savvy consumer</td>
<td>Participate effectively in a collaborative, civil exchange with diverse partners on a range of topics developing a clear line of reasoning and addressing alternate perspectives</td>
</tr>
<tr>
<td>• Connotation</td>
<td>Write informative/explanatory texts to examine and convey complex ideas [W.11-12.2; L.11-12.3], developing the topic thoroughly by selecting evidence appropriate to audience and purpose. [W.11-12.2b]</td>
</tr>
<tr>
<td>I will know how to identify gender expectations and how to be a savvy consumer when confronting gender expectations.</td>
<td>Present information, findings and supporting evidence making use of multiple media formats to enhance communication</td>
</tr>
<tr>
<td>I will know that gender expectations have changed throughout the course of history.</td>
<td></td>
</tr>
<tr>
<td>I will know how my exposure to gender expectations have shaped my identity.</td>
<td></td>
</tr>
<tr>
<td>I will know the following concepts and vocabulary:</td>
<td></td>
</tr>
<tr>
<td>• shared document, folder, etc.</td>
<td></td>
</tr>
<tr>
<td>• using the Google Docs, comment function</td>
<td></td>
</tr>
<tr>
<td>I will know what elements make a visual representation of a subject successful.</td>
<td></td>
</tr>
<tr>
<td>I will be able to use strong presentation techniques to effectively communicate ideas and message.</td>
<td></td>
</tr>
</tbody>
</table>
Stage 2
Evidence + Assessment

STAGE 2: Evidence of Student Learning (assessment design)

- Define Desired Results
  - Graduation Standards
  - Performance Indicators
  - What students will know and be able to do

- Determine Acceptable Evidence
  - Scoring Criteria
  - Summative Assessments
  - How students will demonstrate learning

- Design Relevant Instruction
  - Learning Experiences
    - Formative Assessment
    - learning experiences and formative feedback
Describe what students will do and produce to develop evidence that will be evaluated using the scoring indicators from Stage 1.

Stage 2: Evidence of Student Learning

Task Neutral Scoring Criteria

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1 = Does Not Meet</th>
<th>2 = Partially Meets</th>
<th>3 = Meets</th>
<th>4 = Exceeds</th>
</tr>
</thead>
</table>

Pre-assessment: Describe student strengths, weaknesses, and prior knowledge of the concepts and skills addressed in the unit.

Summative Assessment Task: Describe what students will do and produce to develop evidence that will be evaluated using the scoring indicators from Stage 1.

- **Task Neutral Scoring Criteria**

  **Stage 2: Evidence of Student Learning**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze author’s point of view, central ideas and/or the purpose of the text (CCSS.ELA-LITERACY RL 5 &amp; 6)</td>
<td>I can understand the terms &quot;point of view&quot; and &quot;purpose of the text.&quot;</td>
<td>I can identify the author’s point of view and/or purpose and write an accurate, detailed summary of the text.</td>
<td>I can analyze the author’s point of view and purpose(s) of the text by summarizing the evidence or reasoning that he or she uses.</td>
<td>I can analyze the author’s point of view, central idea, and/or purpose and evaluate the author’s effectiveness at communicating them.</td>
</tr>
<tr>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences students draw from the text. (CCSS.ELA-LITERACY RL 1)</td>
<td>I can make an inference about the text.</td>
<td>I can use examples from the text to attempt to support my ideas about what the text says and my inferences.</td>
<td>I can use relevant and appropriate evidence from the text to support my ideas about what the text says and my inferences.</td>
<td>I can thoroughly use relevant and appropriate evidence from complex texts to support my ideas about what the texts says and my inferences.</td>
</tr>
<tr>
<td>7. Integrate information into the text purposefully, follow a standard citation format, and avoid plagiarism. [W.11-12.8]</td>
<td>I can use the words of others in my writing.</td>
<td>I can integrate the words of others into my writing, inconsistently providing context and explanation and giving credit.</td>
<td>I can integrate the words of others into my writing, providing context and explanation and giving credit with proper format.</td>
<td>I can integrate the words of others seamlessly and skillfully into my writing, providing context and explanation and giving credit with proper format.</td>
</tr>
</tbody>
</table>

7. Integrate information into the text purposefully, follow a standard citation format, and avoid plagiarism. [W.11-12.8]
Students will participate in a unique learning experience where they will have the opportunity to express their understanding of gender roles and expectations in a way that they feel is most effective. Examples are: redesigning a current ad that already exists, rewriting a piece of text redefining gender expectations, designing a new fashion trend, or rewriting the ending to a children’s book, etc. Students are able to choose how they want to express their understanding of gender expectations, and will be graded based on a common reflection writing. Project details can be found [here](#).
STAGE 3: Instructional Design

**Stage 3: Instructional Design**

| Hook | Encourages students to access prior knowledge; sparks student interest and engagement, and answers the question, “Why do we need to learn this?” |
| Learning Targets | Identify what students should know and do in the course of the specific learning experience. |
| Formative Assessment | Provide clear, descriptive, actionable feedback for students and provide feedback to teachers in order to adjust instruction. |
| Learning Experiences | Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s). |

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

**Graduation Standards**
Performance Indicators

**Determine Acceptable Evidence**
How students will demonstrate learning

**Scoring Criteria**
Summative Assessments

**Design Relevant Instruction**
Learning Experiences and formative feedback

**Learning Experiences**
Differentiated experiences that provide opportunities for students to engage in active learning around the learning target(s).
**Stage 3: Instructional Design**

**Hook**
Students will participate in the *Gender-Race-Boss* activity to initiate a discussion on perceived gender roles. This will provide students with the opportunity to openly discuss their perceived societal expectations of how individuals are supposed to look or act because of one's gender.

**Pre-assessment**
The pre-assessment will measure one's ability to select quotes from a text that appropriately support specific ideas. The pre-assessment will focus on two pieces of nonfiction text: *He Defies You Still: Memoirs of a Sissy* and *What Makes a Woman?*. Activity can be found here.

**Learning Targets**
<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Formative Assessments</th>
<th>Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate effectively in a collaborative, civil exchange with diverse partners on a range of topics developing a clear line of reasoning and addressing alternate perspectives</td>
<td>Students will use the SOAPETone worksheet to analyze nonfiction articles. Students will view a PowerPoint slide that portrays typical gender expectations. Without talking out loud, each student will write down the first words that come to mind when they see the image. As a class, view the images a second time and discuss the words chosen and their negative and positive connotations. Students will then list all of the positive qualities and attributes that they see in themselves. We will discuss the differences in male vs. female responses as well as, possibly, the number of items added to lists based on gender.</td>
<td>Every day, we ask students to complete a &quot;Do Now.&quot; These &quot;Do Nows&quot; include anticipatory, reflective and remembering questions. For instance, &quot;What is a research paper?&quot; enabled the teachers to gauge which students have been exposed to this type of writing versus students who have not. In-class writing conferences allowed teachers to see which steps of the research paper students were struggling with. Therefore, the teachers had &quot;pull-out&quot; sessions to help those identified students who need extra guidance.</td>
</tr>
</tbody>
</table>

**Learning Experiences**
- The learning targets are complex, therefore, the unit was broken down into several stages. Hence, the unit was 3-4 weeks.
- The learning targets were broken down that every 2-3 days, students were expected to meet a specific benchmark.
- Benchmarks focus on:
  1. General research about a country
  2. Specific people
  3. Selection of one well-known person for research
  4. Refining biography into paragraphs for an MLA essay
Stage Four
Resources + Reflection

STAGE 4: Resources and Reflection

- **Planning**
  - Design Relevant Instruction
  - Determine Acceptable Evidence
- **Define Desired Results**
  - What students will know and be able to do
- **Implementation**
  - How students will demonstrate learning
- **Reflection**
  - learning experiences and formative feedback
Stage 4: Reflection

**Student Reflection**
Provides an opportunity for students to reflect on learning and progress toward indicators; occurs throughout and at the end of a unit; incorporates goal setting.

**Teacher Reflection**
Provides an opportunity for teachers to reflect on instruction and student progress toward indicators; occurs throughout and at the end of the unit; is based on student learning and engagement data; can result in changes to the unit, to instructional practice, or both.

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Stage 4: Resources and Reflection

**Resources (Aligned to Learning Experiences)**

A variety of nonfiction resources which include, but are not limited to:

- He Defies You Still: Memoirs of a Sissy
- What Makes a Woman?
- Parental Influence on Children’s Socialization to Gender Roles
- Forcing Kids To Stick To Gender Roles Can Actually Be Harmful To Their Health
- Gender Series - Female Gender Roles and Toys
- Girls Are Pink, Boys Are Blue: On Toddler and Gender Roles
- Gender Stereotypes in Picture Books
- Metro Parent Daily
- Defending Camelot: Chivalry Is Not Dead
- Gendered Media: The Influence of Media on Views of Gender
- Sexualization of the Female Body
- Don’t Blame Girls For Their Own Sexualization
- It’s past the time to end hypersexualized and sexist costumes
- It’s Not Just Girls. Boys Struggle With Body Image, Too
- Body Image Pressure Increasingly Affects Boys
- Swagger Like Us
Teacher Reflection
Teacher reflects on unit in progress informally with students and colleagues (based on students' formative assessment results). At the end of the unit, teacher will make adjustments as necessary.

Student Reflection
Students reflect on their learning through formative assessments and feedback; peer and self review of writing; self-assessment upon completion of project.

Thought Prompts

How is designing a competency-based unit different from what teachers are already doing?

What have you heard today that you can put to use?
THANK YOU

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