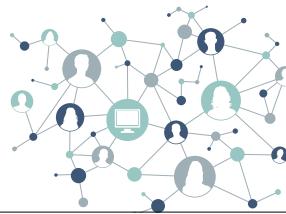




# Assessment

## In a Competency-Based System

December 13, 2017



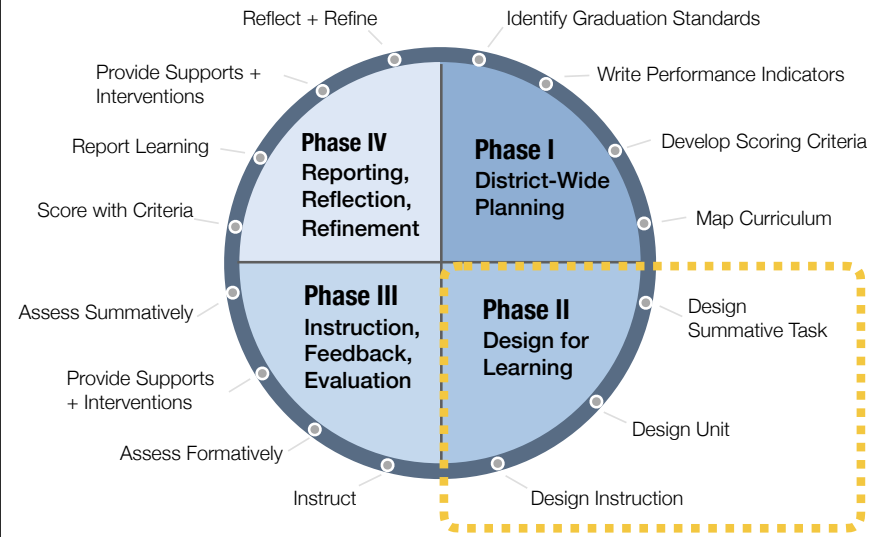
## Goals

- 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.

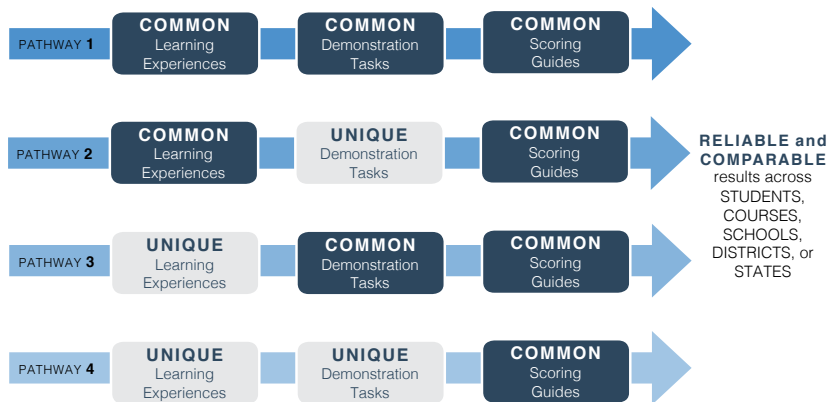
# Helpful Documents

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

## From Standards to Practice



# COMPETENCY-BASED LEARNING



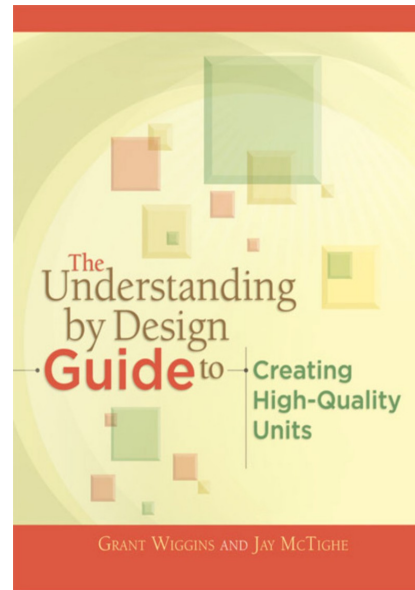
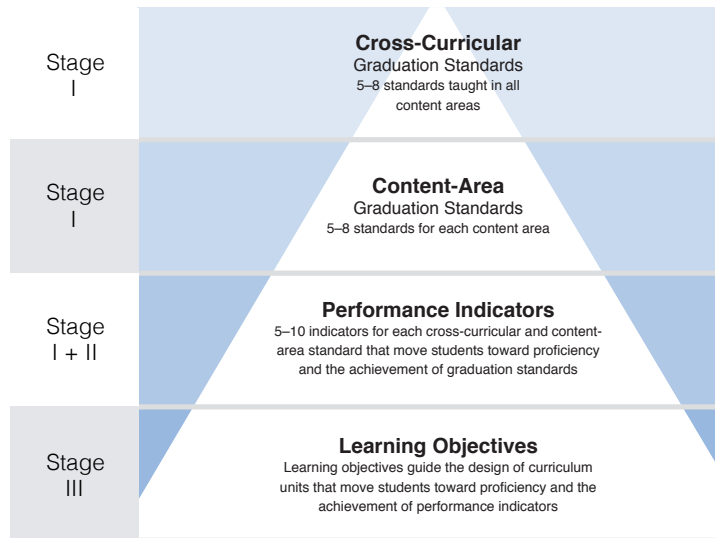
## Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method	Assessment Method
YES	Transcripts and Report Cards	<b>Cross-Curricular Graduation Standards</b> 5-8 standards taught in all content areas  <b>Body of Evidence</b> Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	<b>Content-Area Graduation Standards</b> 5-8 standards for each content area  <b>Verification of Proficiency</b> Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
NO	Progress Reports	<b>Performance Indicators</b> 5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards  <b>Summative Assessment</b> Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	<b>Learning Objectives</b> Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators  <b>Formative Assessment</b> Ungraded formative assessments are used to evaluate student learning progress

## Proficiency-Based Learning Simplified

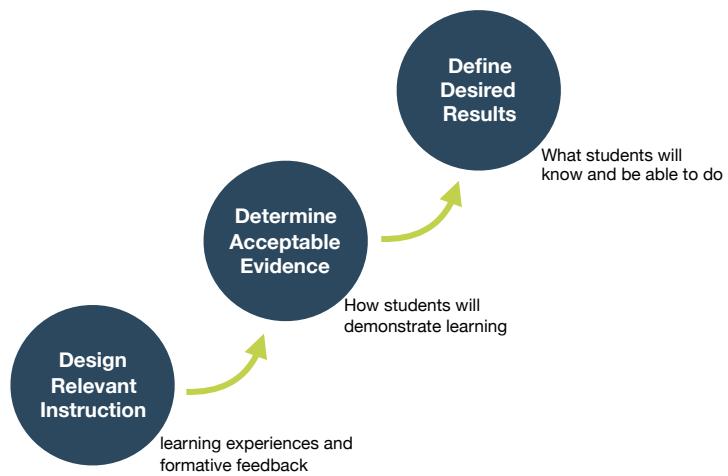
A Great Schools Partnership Learning Model



Why Backwards?

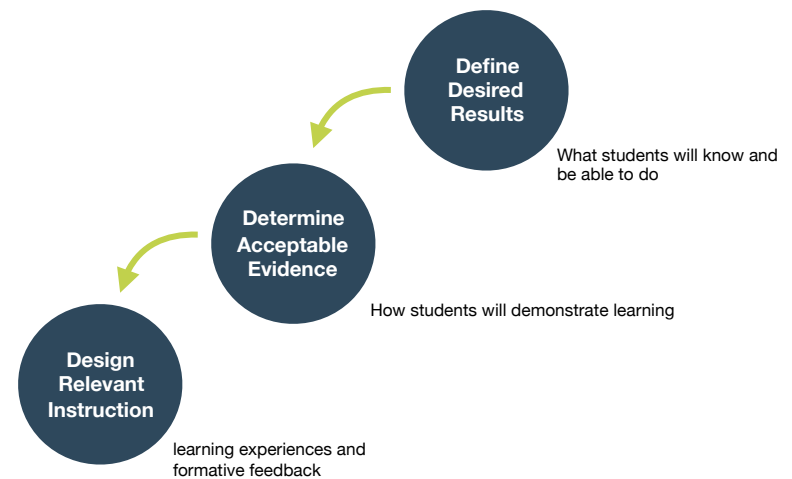
## Stages of Traditional Design

Planning and Implementation



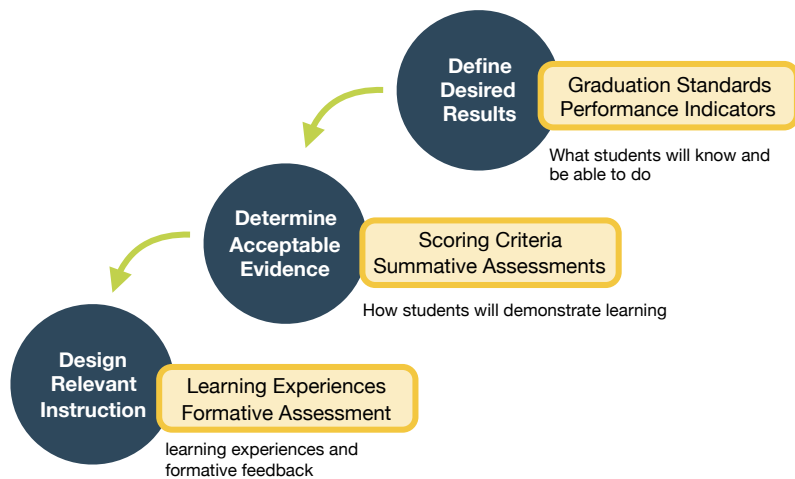
## Stages of Backward Design

Planning



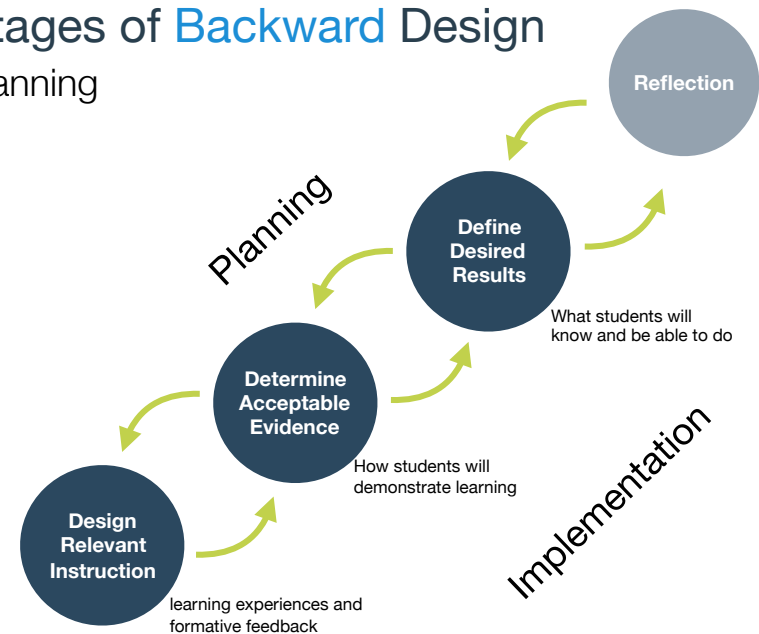
## Stages of Backward Design

Planning



## Stages of Backward Design

Planning



## Unit Planning Template Definitions/Guidance

Unit Title:

Teacher:

Grade Level/Course:

Approximate length of unit:

Unit summary:

- Brief narrative comprised of 2-4 sentences discussing the unit.

### Stage 1 - Desired Results

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

**Graduation Standards** (content area standards of primary importance in this unit):

#### Primary Performance Indicators

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

#### Supporting Performance Indicators

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

#### Understandings

- 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.

#### Essential Question(s)

- 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.

#### Students will know...

- Learning expectations of the unit based on the primary performance indicators;
- Factual information, vocabulary, and basic concepts of the unit.

#### Students will be able to...

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

The Understanding by Design Guide to Creating High-Quality Units by Grant Wiggins and Jay McTighe, 2011, ASCD Alexandria, VA.  
http://www.understandingbydesign.com/units/pages/how-to-develop-a-standards-based-unit-of-study.aspx  
http://www.understandingbydesign.com/unit-alignment-projects/

**DRAFT**

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# Stage 1 Desired Results

## STAGE 1: Defining Desired Results



## Unit Planning Template

### Unit Overview

Unit Title	
Teacher	
Grade Level/Course	
Length/Dates	
Unit Summary <small>Provide 2-4 sentences describing the main ideas, content and skills of the unit.</small>	

### Stage 1: Desired Results

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

<b>Primary Indicators</b> List the Performance Indicators that will be assessed on the summative assessment for this unit.	<b>Supporting Indicators</b> List any indicators that will be reviewed or introduced, but not formally assessed.



## Mastery-Based Learning Unit Planning Template

Unit Overview	
Unit Title:	Gender Roles and Social Constructs
Teacher:	Kelly Roman
Grade Level/Course:	English 12
Length/Dates:	
Unit Summary:	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.

### Stage 1: Desired Results

Graduation Standards
<b>Graduation Standard 2: Analyzing Informational Texts</b> Students will deepen their understanding of a variety of increasingly complex texts through comprehension, criticism and analysis.
<b>Graduation Standard 4: Writing</b> Students will write clearly and coherently for a variety of purposes and audiences.
<b>Graduation Standard 5: Speaking and Listening</b> Students will communicate ideas thoughtfully and effectively and comprehend, evaluate, and appreciate the ideas of others.

Primary Performance Indicators	Supporting Performance Indicators
Analyze author's point of view, central ideas and/or the purpose of the text (CCSS.ELA-LITERACY RI. 5 & 6)	Demonstrate command of conventions of standard English grammar and usage when writing and speaking. [L.11-12.1]
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)	Identify and evaluate elements of author's craft (i.e. P.O.V., purpose, style) (RL.5-6).
Integrate information into the text purposefully, follow a standard citation format, and avoid plagiarism. [W.11-12.8]	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 [RI.11-12.4]
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	
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]	

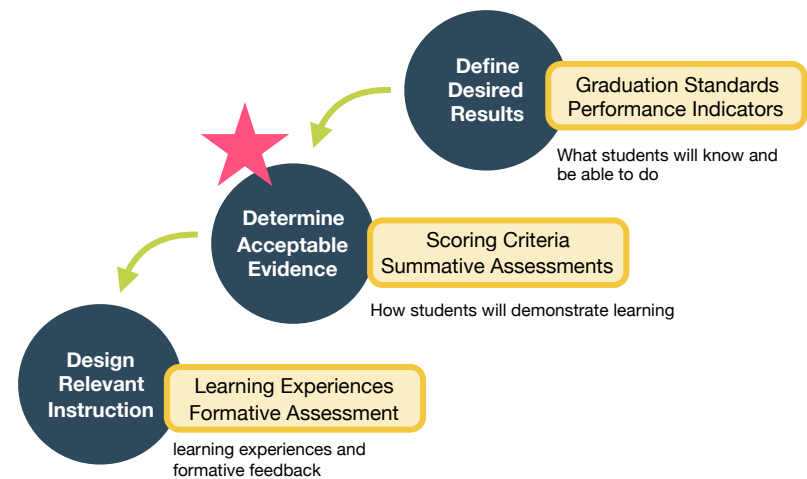
Students will know...	Students will be able to...
<p>I will be able to define and understand the following words/phrases:</p> <ul style="list-style-type: none"> <li>• Gender and gender expectations</li> <li>• Social constructs</li> <li>• Savvy consumer</li> <li>• Connotation</li> </ul> <p>I will know how to identify gender expectations and how to be a savvy consumer when confronting gender expectations.</p> <p>I will know that gender expectations have changed throughout the course of history.</p> <p>I will know how my exposure to gender expectations have shaped my identity.</p> <p>I will know the following concepts and vocabulary:</p> <ul style="list-style-type: none"> <li>• shared document, folder, etc.</li> <li>• using the Google Docs. comment function</li> </ul> <p>I will know what elements make a visual representation of a subject successful.</p> <p>I will be able to use strong presentation techniques to effectively communicate ideas and message.</p>	<p>Analyze author's point of view, central ideas and/or the purpose of the text (CCSS.ELA-LITERACY RI. 5 &amp; 6)</p> <p>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)</p> <p>Integrate information into the text purposefully, follow a standard citation format, and avoid plagiarism. [W.11-12.8]</p> <p>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</p> <p>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]</p> <p>Present information, findings and supporting evidence making use of multiple media formats to enhance communication</p>



# Stage 2

## Evidence + Assessment

### STAGE 2: Evidence of Student Learning (assessment design)



**Stage 2: Evidence of Student Learning**

**Task Neutral Scoring Criteria**

Define levels of performance for each indicator

Indicator List performance indicators from Stage 1.	1 = Does Not Meet	2 = Partially Meets	3 = Meets	4 = Exceeds

**Pre-assessment**

Determines student strengths, weaknesses, and prior knowledge of the concepts and skills addressed in the unit.

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**Summative Assessment Task**

Describe what students will do and produce to develop evidence that will be evaluated using the scoring criteria. If an assessment has not been developed, the Summative Assessment Planning Template and Protocol might be helpful to guide this process.

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**Stage 2: Evidence of Student Learning**

**Task Neutral Scoring Criteria**

Indicator	1	2	3	4
Analyze author's point of view, central ideas and/or the purpose of the text (CCSS.ELA-LITERACY RI. 5 & 6)	I can understand the terms "point of view" and "purpose of the text."	I can identify the author's point of view and/or purpose and write an accurate, detailed summary of the text.	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.	I can analyze the author's point of view, central idea, and/or purpose and evaluate the author's effectiveness at communicating them.
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)	I can make an inference about the text.	I can use examples from the text to attempt to support my ideas about what the text says and my inferences.	I can use relevant and appropriate evidence from the text to support my ideas about what the text says and my inferences.	I can thoroughly use relevant and appropriate evidence from complex texts to support my ideas about what the texts says and my inferences.
7. Integrate information into the text purposefully, follow a standard citation format, and avoid plagiarism. [W.11-12.8]	I can use the words of others in my writing.	I can integrate the words of others into my writing, inconsistently providing context and explanation and giving credit.	I can integrate the words of others into my writing, providing context and explanation and giving credit with proper format.	I can integrate the words of others seamlessly and skillfully into my writing, providing context and explanation and giving credit with proper format.

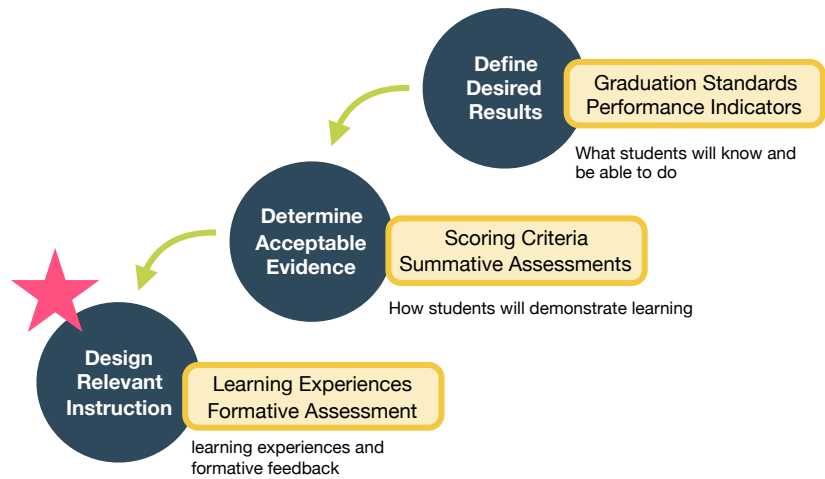
#### Summative Assessment Task

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 outline can be found [here](#).

# Stage 3

## Instructional Design

## 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).

### Stage 3: Instructional Design

#### Hook

Students will participate in the [Gender-Roles-Boxes](#) 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.

\*\* Add in a movement activity based on Summer Forum experience? \*\*

#### 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](#)

[What Makes a Woman?](#)

Activity can be found [here](#).

Learning Targets	Formative Assessment(s)	Learning Experiences
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	<p>The <a href="#">school-wide communication rubric</a> will be used to assess this discussion.</p> <p>Students will use the <a href="#">SOAPSTone</a> worksheet to analyze the nonfiction article.</p>	<p>Students will view a <a href="#">PowerPoint slide</a> that portrays typical gender expectations. Without talking out loud, each student will write down the first word(s) 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.</p> <p>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.</p>

### STAGE 3: Instructional Design

#### Learning Targets

- Cite strong textual evidence to support your analysis of what the text says explicitly as well as from inference.
- Initiate and participate effectively in a range of collaborative discussions, including one to one, in groups and teacher led.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

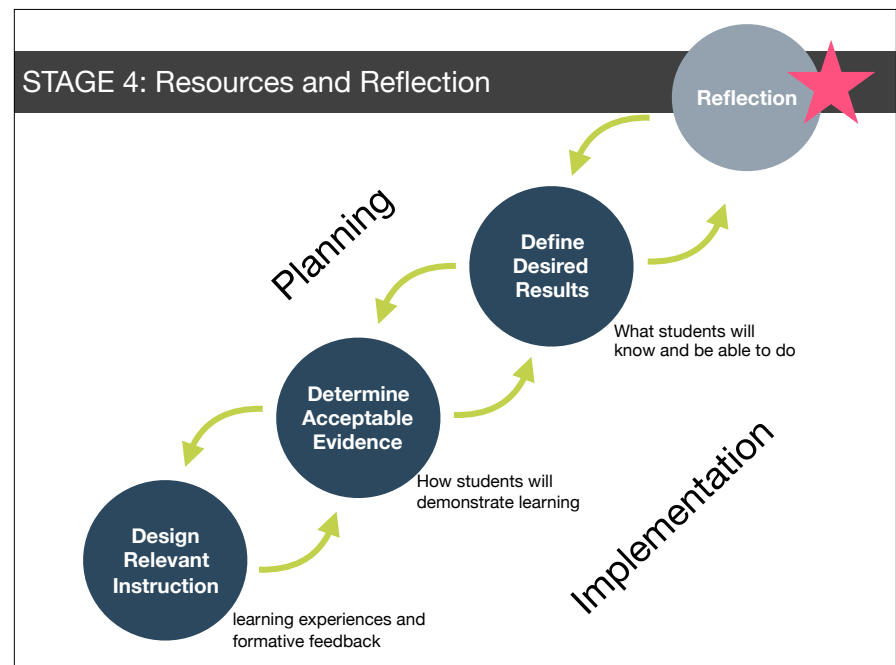
#### Formative Assessments

- Every day, we ask students to complete a "Do Now." These "Do Nows" include anticipatory, reflective, and remembering questions.
- For instance, "What is a research paper?" 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 on. Therefore, the teachers had "pull-out" sessions to help those identified students who need extra guidance.

#### 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: 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.

### 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?](#)

[A Rant About Women](#)

[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](#)

# 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?

## 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.

What engaged you the most? What was missing that you would have liked to see?  
What worked? What didn't work?



GREAT  
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# THANK YOU

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