Supporting, Collecting, & Analyzing Evidence of Learning in a Proficiency-Based System
From the Great Schools Partnership

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Outcomes

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

Build understanding of assessment pathways
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/nessc16_evidence
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
Is a non-profit support organization based in Portland 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.
Personalization

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?
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

Less Student Choice in Learning

Comparability is crucial and represent the results across districts, or students, or courses, or schools, or states.
Common Scoring Criteria ground the assessment
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Common Scoring Criteria ground the assessment.
Common Scoring Criteria grounds the work.

- **PATHWAY 1**
  - **COMMON**
    - Learning Experiences
  - **COMMON**
    - Demonstration Tasks
  - **COMMON**
    - Scoring Guides

Snow Creek School, Penhook, VA

2014 Title I

Highly Distinguished School
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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 your 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
Common Scoring Criteria ground the assessment

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Performance Indicators:

- originality,
- technical skill,
- personal voice or vision
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Common Scoring Criteria ground the assessment

Determine the meaning of domain-specific words and phrases as they are used in the text.

By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Common Scoring Criteria ground the assessment.
1. **INQUIRY 1A**: Students make sense of the world around them through questioning.

2. **HISTORY**: Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.
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
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. Take a set of performance indicators from the center of the table.

2. Discuss the three essential questions.

3. Brainstorm possible ways to assess this set of performance indicators within each of the pathways.
   - What could you create for pathways 1 & 3?
   - What could you create for pathway 2?
   - What guidance would you give students for pathway 4?
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?
Tools and Resources

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

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Questions?
THANK YOU

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