GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

Assessing Learning in a Proficiency-Based Learning Model

March 27-28, 2017
School Redesign in Action

TODAY'S PRESENTERS

From the Great Schools Partnership

Christina Horner, Senior Associate

Mary Hastings, Senior Associate

Steve Sell, Senior Associate

Welcome!

Who's in the room?

Geographical Location

School Level

Settings

Opening Activity

1. Divide into three groups.
2. Each group Round Robin with terms and statements.
3. What did you hear that was similar? Different? Surprising?

Debrief

What did you hear that was…

Similar? Different? Surprising?

Outcomes

Explore the implications of competencies, performance indicators, and scoring criteria for assessment development

Outcomes

Develop and refine summative assessments aligned with competencies (standards) using tools and protocols

Outcomes

Understand the linkages among summative assessments, formative assessments, and instructional design through the use of unit design

Outcomes

Explore a range of assessments that can be tuned using the Summative Assessment Design Guide OR use the Design Guide to begin creating a new assessment

Agenda

Welcome & Introductions

First Thoughts Activity

Brief PBL Overview

Role of Scoring Criteria in Assessment Design

Role of Unit Design in Assessment

Assessment Design Guide

Assessment Tuning & Creation

Reflection

Closing

GREAT SCHOOLS PARTNERSHIP

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

GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

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

Resources

- Proficiency-Based Learning Simplified
- Assessment Pathways Simplified
- Summative Assessment Design Guide
- Samples of Content Units based on Proficiencies

greatschoolspartnership.org/nessc17_assessment

PROFICIENCY-BASED LEARNING

Is not a stand-alone intervention

PROFICIENCY-BASED LEARNING

Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

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

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YES	**Transcripts** and **Report Cards**	**Verification of Proficiency** Students demonstrate achievement of content-area standards through their aggregate performance on summative assessments over time
NO	**Progress Reports**	**Formative Assessment** Formative assessments are used to evaluate mastery of performance indicators
NO	**Teacher Feedback**	**Formative Assessment** Formative assessments are used to monitor progress

Cross-Curricular
Graduation Standards
5–8 standards taught in all content areas

Content-Area
Graduation Standards
5–8 standards for each content area

Performance Indicators
5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced

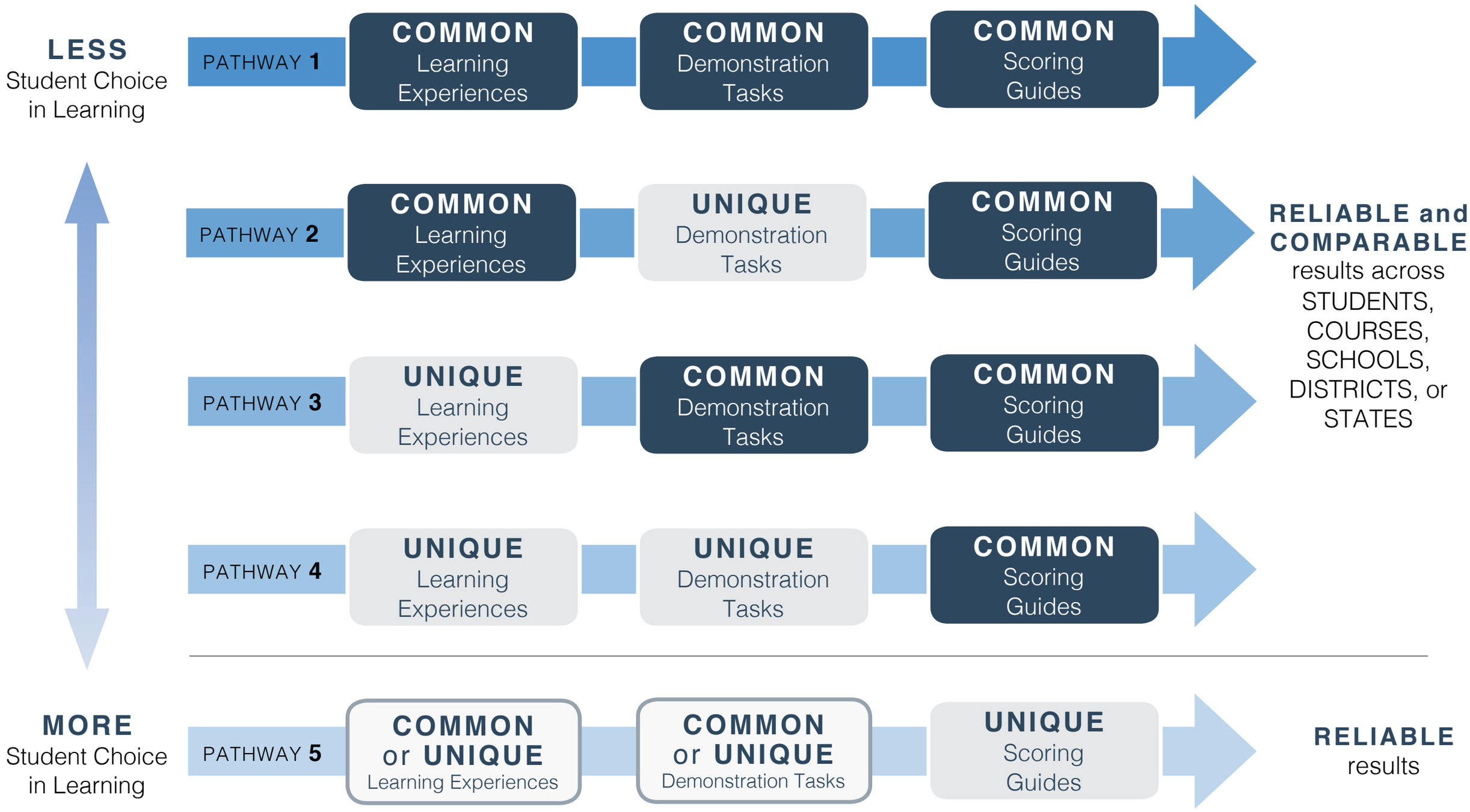
4. Formative assessments measure learning progress during the instructional process

5. Summative assessments … are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

We believe that reliability results from the careful alignment of demonstrations 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.



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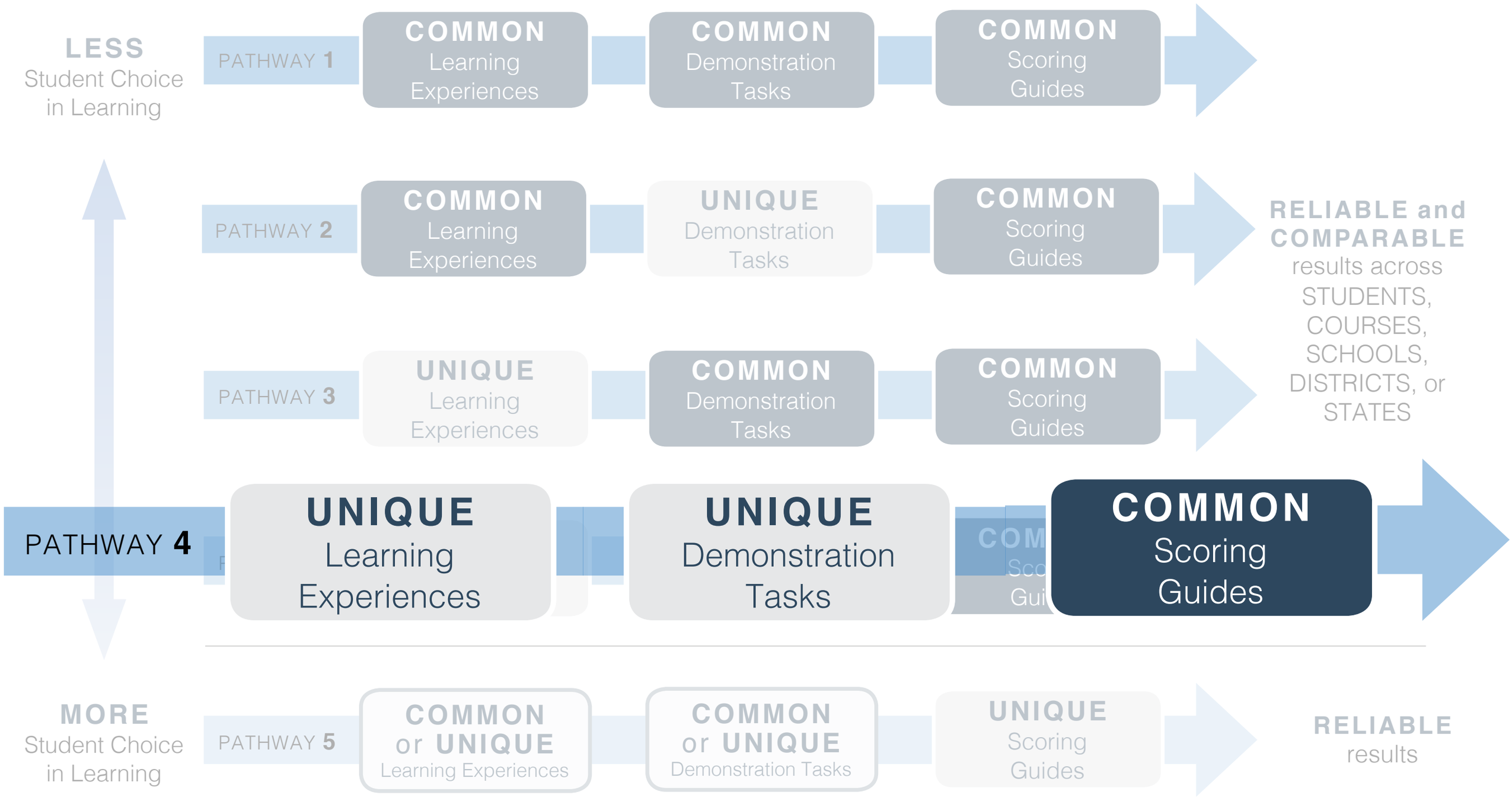
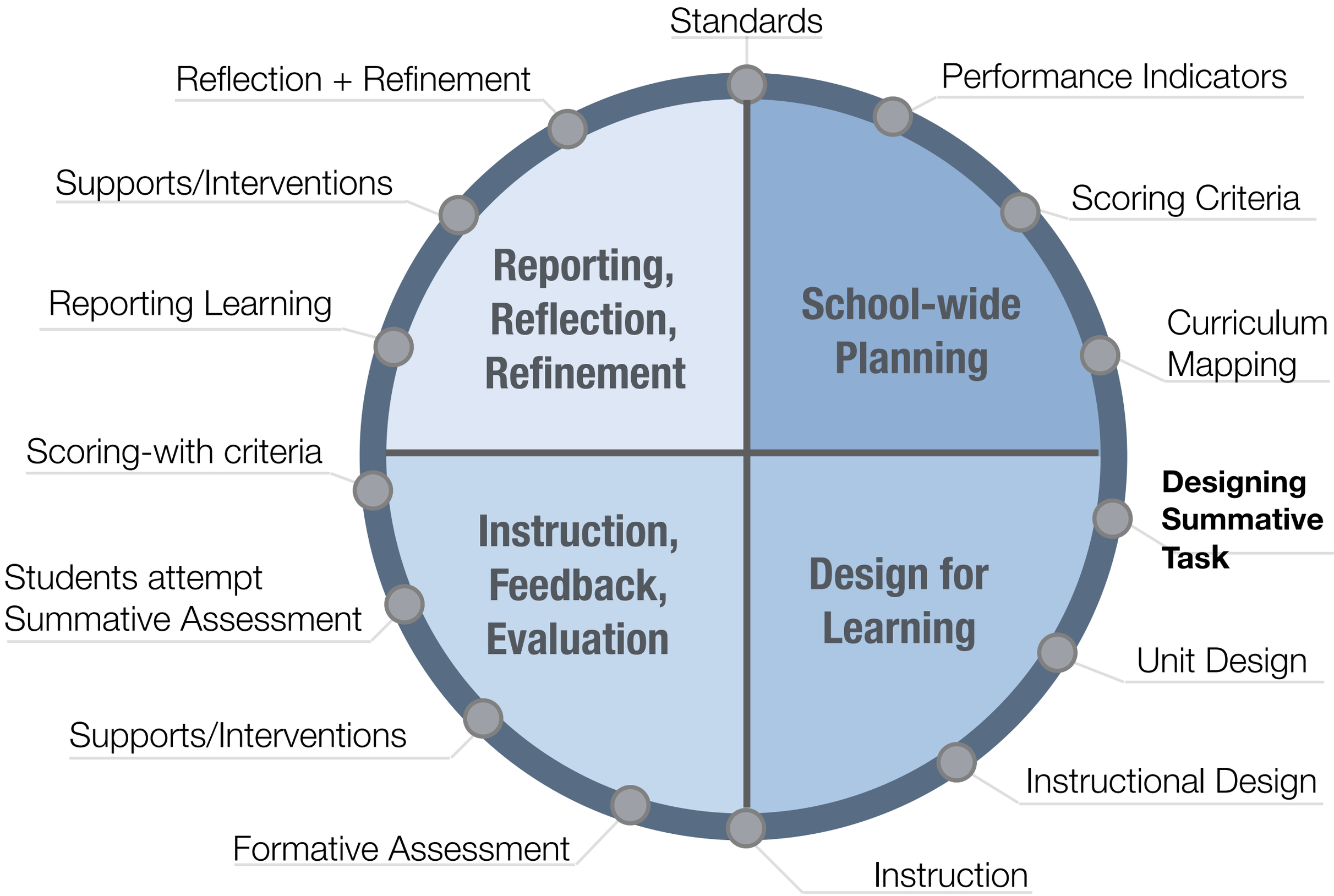


From Standards to Units



The Role of Scoring Criteria in Unit Design

Crafting Scoring Criteria

Design Guide: 5 Components

Scoring criteria:

- Are task neutral;
- Are aligned with cognitive demand in the Performance Indicator;
- Include all elements of the Performance Indicator;
- Describe complexity rather than frequency;
- Focus on what students can do.

Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I don't understand the value of having goals for my own health.	I understand that personal health goals are important.	I make goals related to my health.	I value making goals related to my health.

Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I have no goals for my health	I have two goals for my health	I have three goals for my health	I have four or more goals for my health

Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I can list goals I have for my own health	I can explain ways I could reach a goal I set for my own health	I can create a plan to meet specific and measurable short term and long term health goals	I can adapt my plan and evaluate my progress so I can continue to positively impact my personal health

Scoring Criteria and Assessment

What do you notice about imagining assessments for those types of scoring criteria?

How does the language used in the scoring criteria impact the types of assessments you imagined?

The Role of Summative Assessments in Unit Design*

*Using Understanding by Design as a framework

Big Picture

Key Design Question	Design Considerations	Filters (Design Criteria)	What the Final Design Accomplishes
Stage 1: What is worthy and requiring of understanding?	Competencies, teacher expertise, and interest.	Enduring ideas, opportunities for authentic, discipline-based work, uncoverage, engaging.	Unit framed around enduring understandings and essential questions.

Big Picture

Key Design Question	Design Considerations	Filters (Design Criteria)	What the Final Design Accomplishes
Stage 2: What is evidence of understanding?	Six facts of understanding - explain, interpret…	Valid. Reliable. Sufficient. Authentic work. Feasible. Student friendly.	Unit anchored in credible and educationally vital evidence of the desired understandings.

Big Picture

Key Design Question	Design Considerations	Filters (Design Criteria)	What the Final Design Accomplishes
Stage 3: What learning experiences and teaching promote understanding, interest, and excellence?	Research-based repertoire of learning and teaching strategies. Essential and enabling knowledge and skill.	Where is it going? Hook the students. Explore and equip. Scaffold and differentiate… Exhibit and evaluate.	Coherent learning experiences that will develop the desired understandings, promote interest, and make excellent performance more likely.

Big Picture

Stage 4: Resources and Reflection

Resources

- Are varied and based on student learning styles and needs;
- Include a range of media and print materials;
- Differentiated by levels to support student access.

Student Reflection

- Informs the learning process and achievement;
- Provides opportunities to reflect on learning in relation to the performance indicators and Guiding Principles;
- Occurs throughout the unit and after the summative assessment.

Teacher Reflection

- Informs changes in instructional practice;
- Uses the Unit Design Tuning Protocol to reflect on and refine the various elements of the unit.

7 Possible Entry Points

1 A real-world transfer goal.

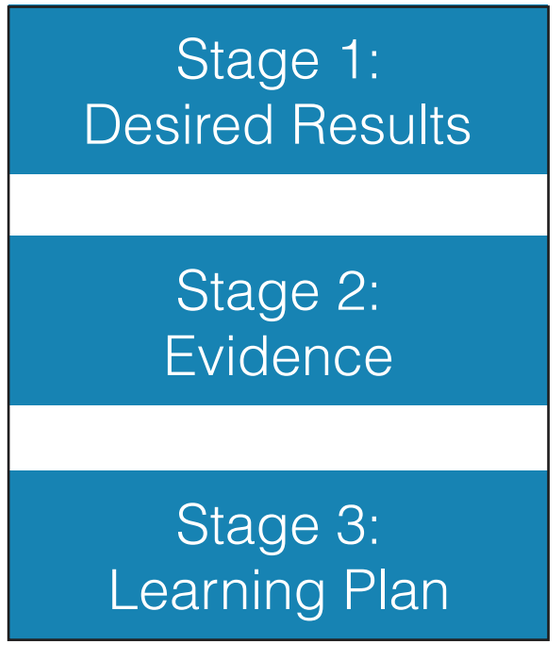
Ultimately, what do we want students to do in the world beyond school?

2 An important aha!

What new insights/inferences are we hoping students will leave with once the unit is over?

3 A thought-provoking question.

What are the big ideas we want the student to explore via inquiry? What questions might frame the inquiry and discussion?



4 An important activity or lesson.

What important experiences should students have in this unit? What thought-provoking activities would raise all the right issues?

5 Key resource(s) or text.

Exactly why are we having the students use this resource/read this text?

6 A key test or assessment.

What will students need to understand about this topic to perform well on a key assessment?

7 Content standards / established goal.

What big ideas() and transfer goals are embedded in or implied in this standard/goal?

The Role of Design in Summative Assessments

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Summative Assessment
Design Guide

To be used by students or teachers to design strong assessments

CRITERIA	WEAKER ASSESSMENTS	STRONGER ASSESSMENTS
ALIGNMENT: How **aligned** is the assessment task to the graduation standards and performance indicators?	• It is unclear what skills or knowledge students will demonstrate through the task • The product or work that students create will not allow them to demonstrate the skills/knowledge within the performance indicators	• It is clear what skills or knowledge students will demonstrate through the task (Graduation standards and performance indicators are clearly identified) • Cognitive level of task matches the level in the identified indicators • Content knowledge and skills required in assessment task match those identified in the indicators
ACCESSIBILITY: How **accessible** is the assessment task to all students?	• Expectations are undefined or unclear • Options for differentiation are not described • Task provides little or no opportunity for student choice • Task is written without sensitivity to cultural differences that may exist in the classroom	• Expectations of the assessment task are clear to students • Options for accommodations for students with special needs are described to ensure all students can achieve proficiency at a rigorous level. • Task provides opportunities for student choice • Task is written with sensitivity to cultural differences
TRANSFER: How **relevant** is the assessment task to the real world and/or student's lives? Does it require students to apply knowledge or create something new using what they have learned?	• Task is strictly content-based • Task can be accomplished using only one source or familiar sources that have been discussed in class	• Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators) • Task requires the use of multiple sources and/or novel material **----------Encouraged but not Required----------** • *Task may provide opportunity for students to engage with a school, community, or expert audience* • *Task lends itself to a real-world or simulated real-world product or performance*
RIGOR: How **challenging** is the task? Does it require students to think critically at the level defined by the indicators assessed? Is the task a learning stretch?	• Task only requires students to recall, summarize, or define • The assessment requires students to complete discrete tasks aligned with portions of an indicator or only one indicator at a time	• Task requires higher order thinking: application, analysis, evaluation or creation in alignment with the indicators being assessed, or the use of complex or novel sources or texts • Task requires students to integrate and apply the skills and knowledge described in several different performance indicators
SCORING: Are the **success criteria** clearly defined? If the assessment includes a group product, how is individual proficiency determined?	• Point values may be assigned to items or sections, but it's unclear what successful demonstration might look like • It is unclear how individuals will be assessed for group work • *(If applicable) While the standards/indicators assessed may be stated, it is unclear which portions of the assessment align with which indicators*	• Rubric descriptors/scoring criteria clearly define levels of performance • Task allows for individual demonstration of proficiency in the identified indicators • Habits of work are assessed separately from academic knowledge and skills • *(If applicable) Items are grouped, or clearly identified, by indicator being assessed*

Assessment Design

ALIGNMENT:

How well aligned is the task to the competencies, indicators, and standards being assessed?

Assessment Design

ACCESSIBILITY:

How easily can all students understand the task and determine how to demonstrate what they know and can do?

Assessment Design

TRANSFER:

How relevant is the task? Does it require application to a new situation?

Assessment Design

RIGOR:

How challenging is the task? Does it provide an opportunity for students to “exceed”?

Assessment Design

SCORING:

Are the scoring criteria clearly defined?

Reflection

As you think about assessment design with one of your recent assessments in mind …

- How will the Design Guide help you tune/revise/create your assessments?

- What questions arise for you about using the Design Guide in assessment development?

Options

- Using the **design guide**, individually tune your assessment
- Using the **design guide**, tune another sample assessment
- Using the **tuning protocol**, tune one assessment with your team
- Using **design protocol**, work on creating a new assessment

Assessment Review Rounds Template

Descriptor	Notes, Evidence and Feedback
Alignment How aligned is the assessment task to the graduation standards and performance indicators? What evidence is there of this alignment? How might alignment be improved?	
Accessibility How accessible is the assessment task to all students? What evidence is there that all students would experience some success on this assessment? What potential challenges do you see for some students? How might accessibility be improved?	
Transfer How relevant is the assessment task to the real world and/or student's lives? Does it require students to apply knowledge or create something new using what they have learned?	
Rigor How challenging is the task? Does it require students to think critically at the level defined by the standards/indicators assessed? Is the task a learning stretch?	
Scoring Are the success criteria clearly defined? If the assessment includes a group product, how is individual proficiency determined?	

Tuning Protocol for Assessments

Steps

1. Review the Design Guide, sample task with scoring criteria (and sample of student work).

2. Clarifying Questions (about assessment)

3. Silently record feedback in every row of the feedback sheet

    - descriptive, actionable feedback that refers to design guide

4. Discussion Rounds
   (alignment, accessibility, transfer, rigor and scoring)

5. Debrief

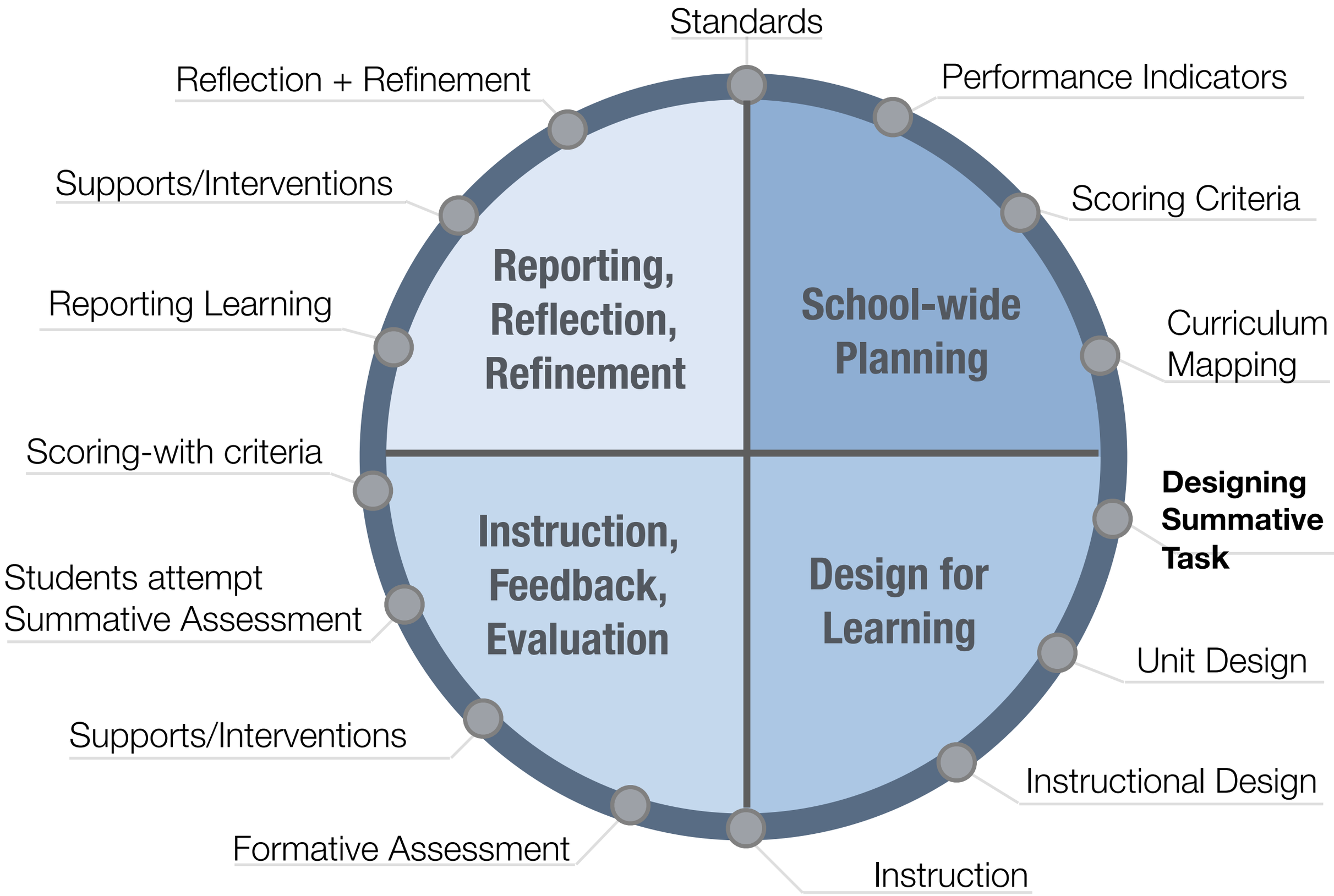
Protocol: Developing Assessments

	Process to Use in Your Group/School
1	**Assign Roles** - Facilitator, Note taker, Time keeper
2	**Review** - Competencies, performance indicators, and scoring criteria you plan to assess (10 min)
3	Consider the **summative assessment design guide** (5 min)
4	**Brainstorm** potential assessment tasks and products (10-15 min)
5	Share ideas; **Combine and develop** task and product ideas (10-12 min evenly split)
6	**Build** assessment and **tune** using design guide (30 min)

Summative Assessment Brainstorm

Indicator	What **skills** must students demonstrate?	What **content** lends itself to demonstrating this?	What **products** would allow students to demonstrate this?

From Standards to Units



Next Steps…

- What are some next steps for the assessment you brought today?
- Based on what you learned today about assessment design, what next steps do you see for you and/or your team?
- What are some implications for our work today on curriculum mapping and unit design for you and/or your team?

Questions?

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