WiFi

Network: Rhodes Guest

Password: rhodesguest

Resources:

greatschoolspartnership.org/ri-champions

NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Rhode Island

Learning Champions

May 9, 2017

Welcome!

David Ruff, Executive Director
Great Schools Partnership

Today's Facilitators

From the Great Schools Partnership:

Courtney Jacobs, Senior Associate

Erin Dukeshire, Senior Associate

Angela Hardy, Director of Coaching

Kate Gardoqui, Senior Associate

Ted Hall, Senior Associate

Partners

Rhode Island Department of Education Coordinators

Cali Cornell, Education Specialist

Kate Schulz, Instructional Improvement Specialist

TODAY'S OUTCOMES

Continue to build a network of Learning Champion educators across Rhode Island

TODAY'S OUTCOMES

Explore the role of proficiency-based learning in supporting the development of graduates who are prepared for post-secondary education, work, and life

TODAY'S OUTCOMES

Use a process to refine performance indicators for Cross-Curricular proficiencies

TODAY'S OUTCOMES

Craft scoring criteria by describing proficiency levels for each performance indicator

Today's Agenda

Welcome and Overview

What is the Vision of a RI Graduate?

Overview: Revisiting Performance Indicators

Break

Revisiting Performance Indicators

Lunch

Address from Commissioner Wagner

Crafting Scoring Criteria

Reflection and Feedback

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Resources

greatschoolspartnership.org/ri-champions

Connect!

#RILearningChampions

Norms

Norms

Assume good intentions

Listen well

Allow others sufficient “air time”

Freely attend to personal needs

Foster good humor

Respect: time, social media wishes and works in progress

Suggested Norms

Chocolate!

Having facilitators remind working groups of goals and objectives, answer questions, etc is helpful

We all come to the table with valuable information

Revised Norms

Assume good intentions

Listen well

Allow others sufficient “air time”

Freely attend to personal needs

Foster good humor

Honor the wisdom and perspectives of all

Respect: time, social media wishes and works in progress

Building Our Community of Learners

How long have you been working in education?

1-3 years

4-6 years

7-10 years

11-14 years

More than 15 years

Pair Share

What are the benefits of having had the amount and types of experiences you have?

Team up with someone from each group

1: 1-3 years

2: 4-6 years

3: 7-10 years

4: 11-14 years

5: 15+ years

Group Challenge

Shipwrecked!

Reflection

What role did each participant play?

How did having a range of perspectives and skill sets benefit your team?

What were the challenges?

What is one way you can honor the wisdom and perspectives of all today?

What is the vision of a Rhode Island graduate?

Reflection

- What is one specific cross-curricular skill or piece of knowledge that allowed you to contribute to the “Shipwrecked” task?
- How did you develop that skill or knowledge?

Guiding Questions

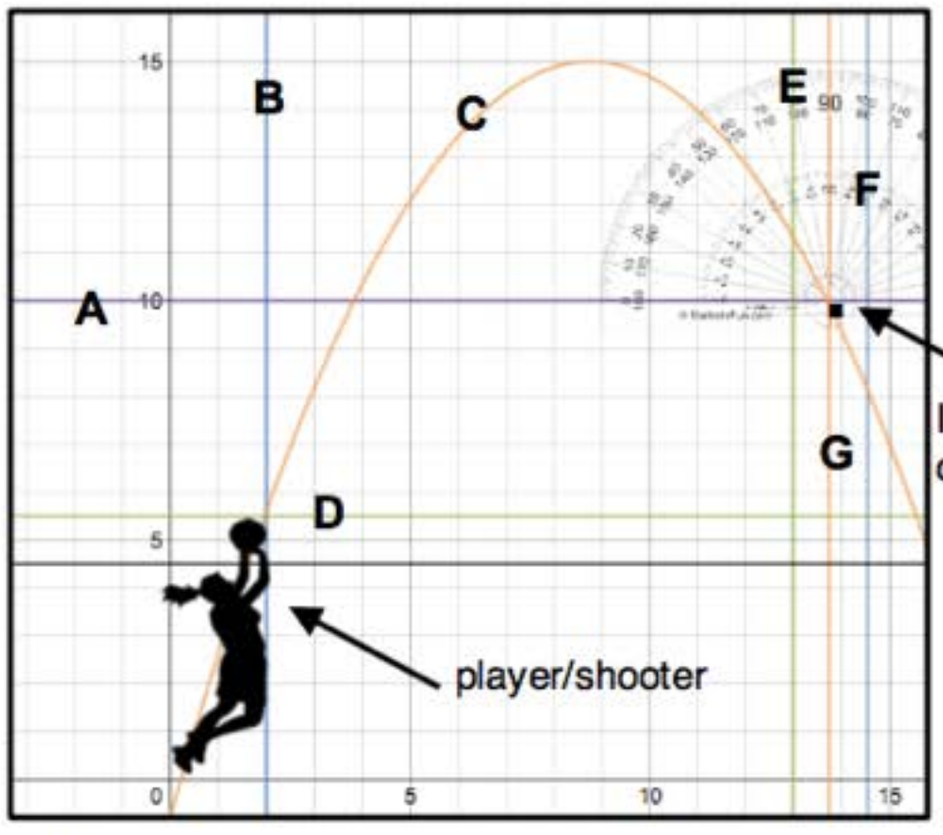
- What teaching and learning supports the growth of cross-curricular skills for all students?
- How can the work of the Learning Champions support students in the development of cross-curricular skills that prepare them for post-secondary education, work, and life?

Overview: Looking at Student Work

1. Select a proficiency.
2. Examine student work.
3. Discuss:
    - What evidence of cross-curricular skills and knowledge is present in the work?
    - What teaching and learning supports growth in the cross-curricular proficiencies?
4. Make connections to policy and practice in your school, district, and state.

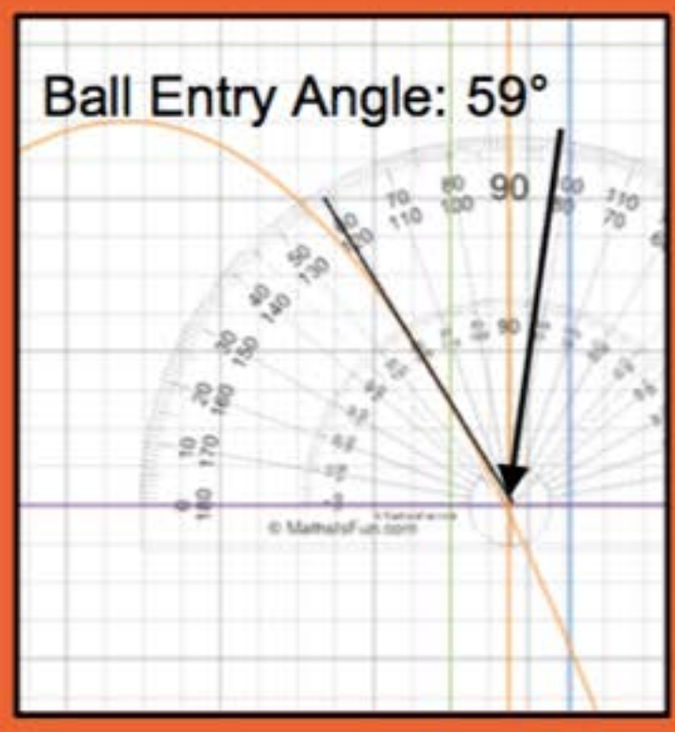
Communication:
"Free Throw Adjustment"

Work (Part Three)



Key:

A= Height of basket (10 feet)
B= x=2, 11.75 ft. from G
C= $y=-.205(x-8.77)^2+15$
(parabola showing the path of the shot)
D= y=5.5, ball release height
E= x=13 (front of rim)
F= x=14.5 (backboard)
G= x= 13.75, center of hoop



The graph to the left shows the arc (orange parabola) of an optimal shot for a third/fourth grader. The player released the ball at 5.5 feet (**D**). It enters the hoop at the intersection of **G** and **A**. Which is a 'nothing but net' shot.

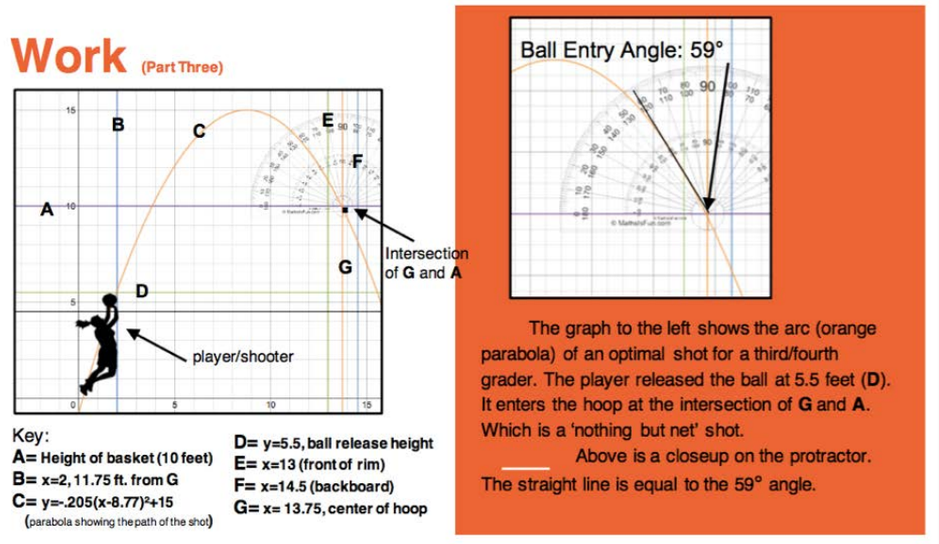
Above is a closeup on the protractor. The straight line is equal to the 59° angle.

Informed & Integrative Thinking: "Laptops and Handwriting"

"Tonight for homework you must write a practice essay." Small sighs broke out across the classroom, as they did whenever there was an announcement of homework. We were used to the idea, knowing we had a night ahead of us typing away on the laptops our school loaned to every student at the beginning of the year. Clicks of laptops shutting and screeches from chairs moving filled the room as we got ready to end the block.

1. Select a proficiency.

- Form one or two groups at your table.
- Select a proficiency, and open the corresponding task—either as in the packet or electronically.
- Select a note-taker.



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Scoring Criteria

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
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 patter 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.
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.
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.

2. Examine student work.

Read the Summative Assessment task, Scoring Criteria, and student work**.** As you read, **consider**:

- What evidence do you see of the student's mastery of the cross-curricular proficiency, as outlined in the Scoring Criteria?

- What evidence of other cross-curricular skills and knowledge do you notice? These could be aligned with the same proficiency, or with a different proficiency.

3. Discuss the student work.

- What **evidence** do you see of the student's mastery of the cross-curricular proficiency, as outlined in the Scoring Criteria?
- What evidence of **other cross-curricular skills and knowledge** do you notice? These could be aligned with the same proficiency, or with a different proficiency.

4. Discuss implications for teaching and learning.

- What **teaching and learning** experiences do you imagine the teacher used to help the student develop the skills you observed? What might **practice, feedback, and formative assessment** opportunities have looked like?

- What is **already happening in your classrooms, schools, or districts** to help all students develop cross-curricular proficiencies?

Purpose

- Support the strategic plan.
- Support the revised secondary regulations.

“A Rhode Island graduate is one who is well prepared for postsecondary education, work, and life. He or she can think critically and collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen.”

-Rhode Island Strategic Plan

Rhode Island Diploma Policy

- Diplomas are earned through successful course completion and a performance-based diploma assessment.
- Performance-based diploma assessments are aligned with the applied learning skills.
- Performance-based diploma assessments are evaluated with district-defined scoring criteria defined.

Connections to Practice

1. What idea are you **taking away** from this discussion? What might you **implement** or take back to your school or district?
2. How can the work of the Learning Champions **support the development of Rhode Island graduates** in your school, district, and state?

How Can Proficiency-Based Learning Help Us Achieve Our Vision?

Goals of the Learning Champions:

- Develop a community of RI practitioner-learners to explore and support Proficiency-Based Learning in their classrooms, schools and/or districts

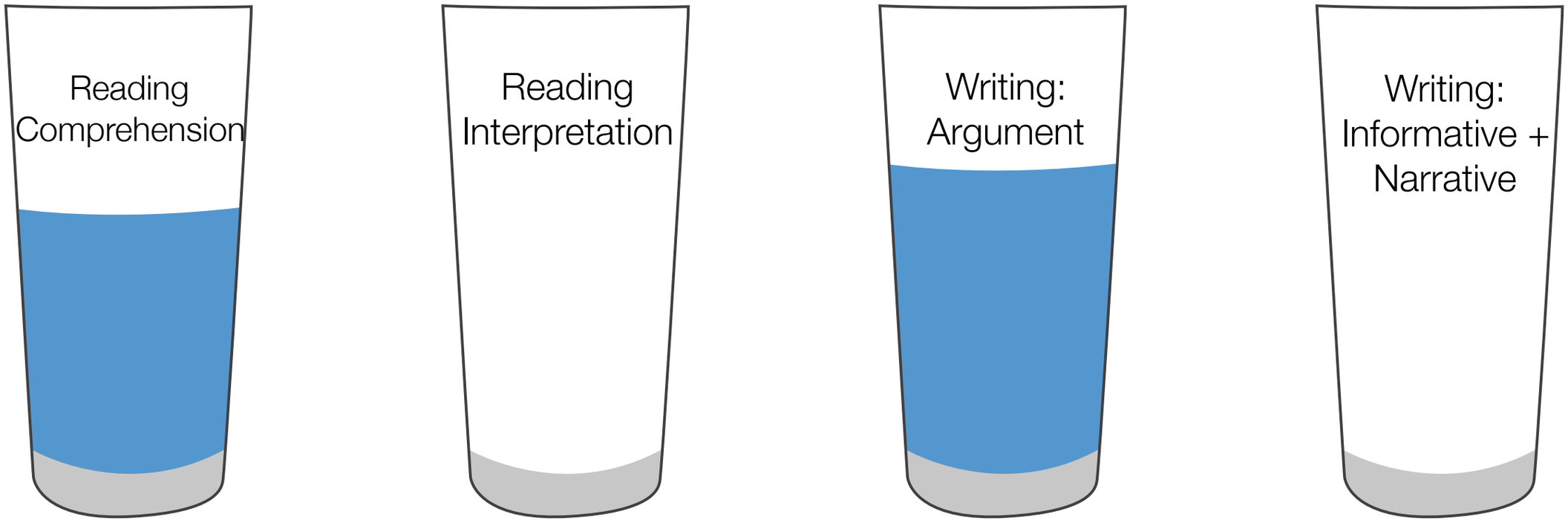
- Craft an exemplar set of proficiencies, performance indicators and scoring criteria for cross-curricular skills and content areas

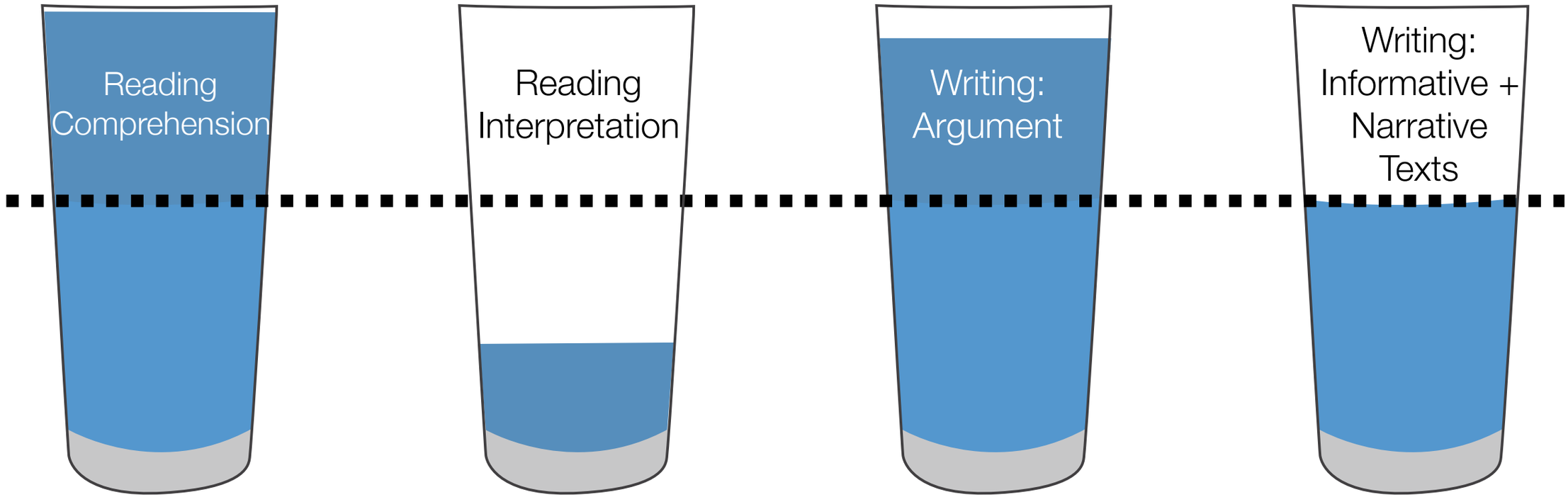
- Design sample assessments aligned to proficiencies, performance indicators and scoring criteria

PROFICIENCY

is a student's ability to transfer learning in and/or across content areas.

WHY Proficiency-Based Learning?


Reading Comprehension
Reading Interpretation
Writing: Argument
Writing: Informative + Narrative
Writing Process
Writing: Research
Speaking + Listening: Discussion
Speaking + Listening: Presentation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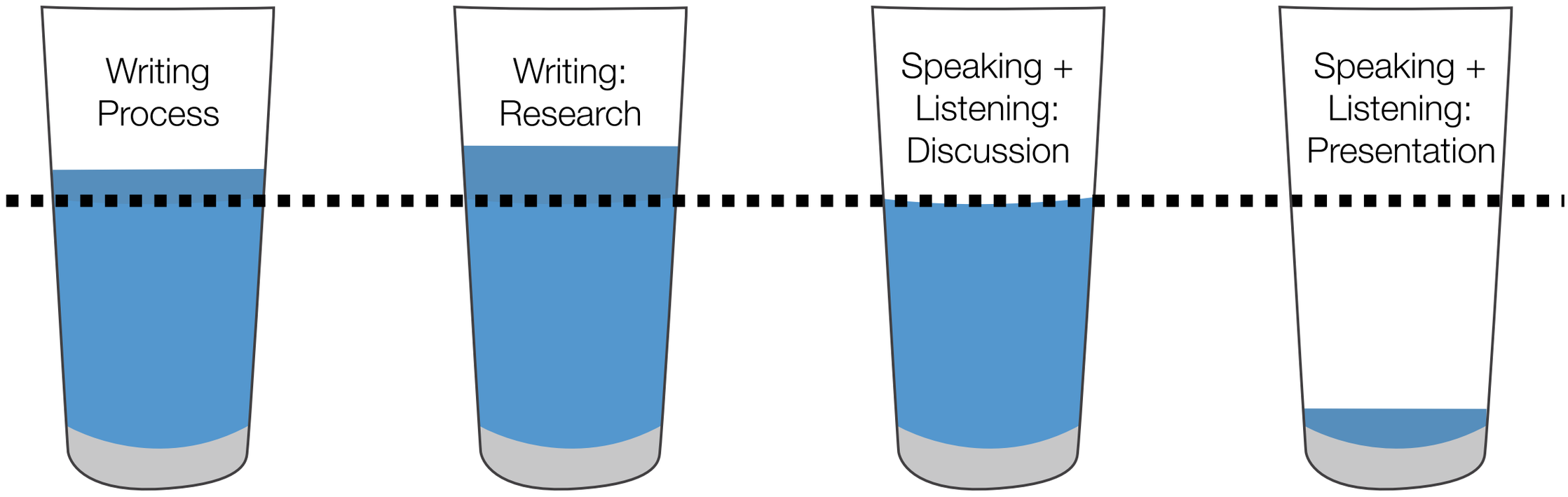
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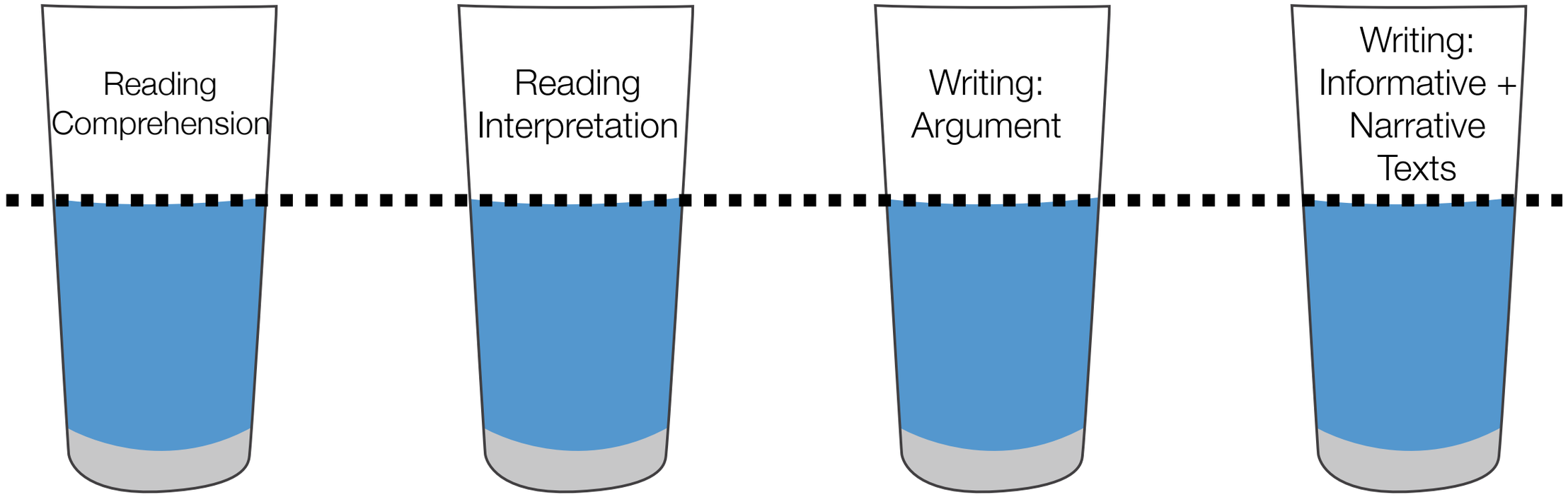
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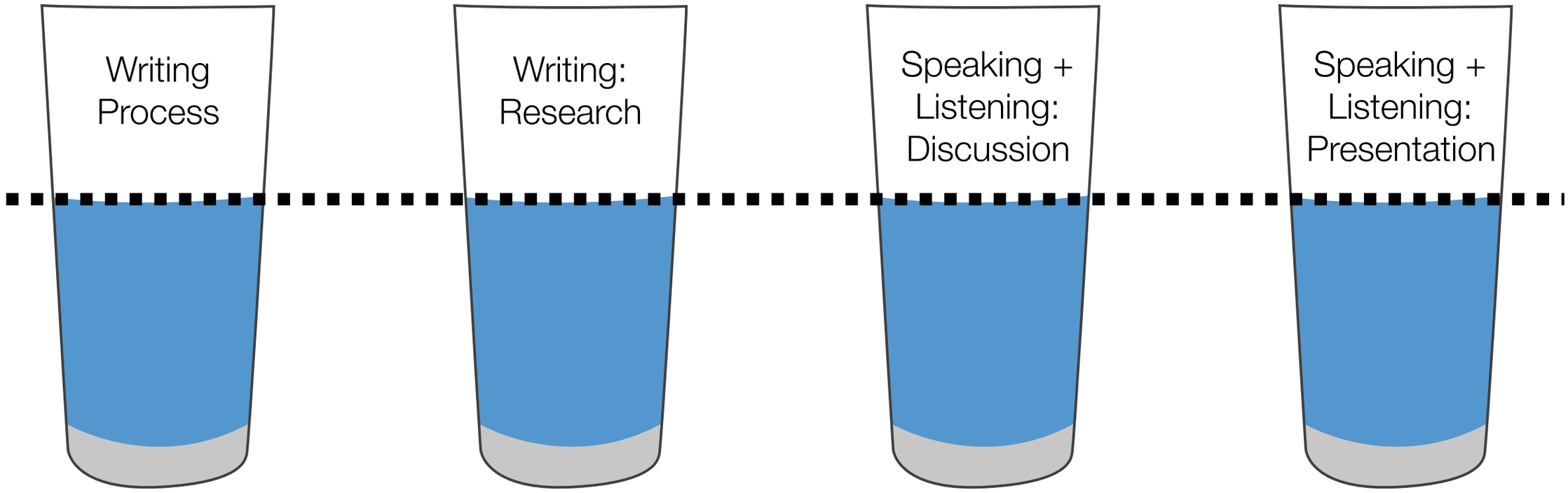
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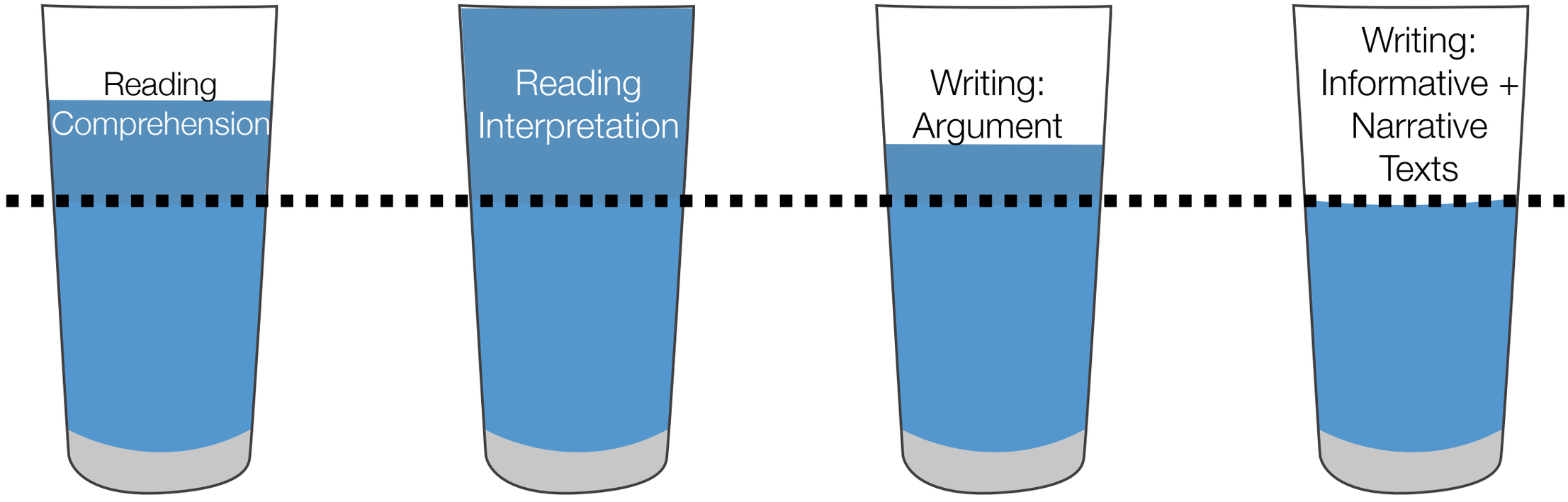
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Reading Interpretation
Writing: Argument
Writing: Informative + Narrative Texts
Writing Process
Writing: Research
Speaking + Listening: Discussion
Speaking + Listening: Presentation

What is Our Framework for Proficiency-Based Learning?

Graduation Proficiency

Performance Indicator

Learning Target

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	**Transcripts** and **Report Cards**	**Cross-Curricular** Graduation Proficiencies 5–8 proficiencies taught in all content areas	**Body of Evidence** Students demonstrate achievement of proficiencies through a body of evidence evaluated using common rubrics
YES	**Transcripts** and **Report Cards**	**Content-Area** Graduation Proficiencies 5–8 proficiencies for each content area	**Verification of Proficiency** Students demonstrate achievement of content-area graduation proficiencies through their aggregate performance on summative assessments over time
NO	**Progress Reports**	**Performance Indicators** 5–10 indicators for each cross-curricular and content-area proficiency that move students toward mastery and the achievement of graduation proficiencies	**Summative Assessment** Graded summative assessments are used to evaluate the achievement of performance indicators
NO	**Teacher Feedback**	**Learning Targets** Learning targets 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

A Graduation Proficiency…

focuses instruction on the most foundational, enduring, and high-leverage concepts and skills within a discipline.

Cross-Curricular Proficiencies

- are aligned with cross-curricular state standards
- describe the most essential skills and habits of work that students will need to succeed in adult life.

RI Applied Learning Skills/ Cross-Curricular Proficiencies

- Communication
- Critical Thinking
- Collaboration
- Problem-Solving
- Research, Reflection and Evaluation

Revisiting Performance Indicators

A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation proficiency.

A Performance Indicator

Is measurable.

A Performance Indicator

Students can demonstrate their performance over time.

A Performance Indicator

The aggregation of students' mastery of these performance indicators measures whether a student has met the graduation proficiency.

Revisiting Performance Indicators

- Review drafts from other groups for big picture
- Review feedback
- Refine performance indicators and meet across groups, as needed

After the Break

- Review drafts from other groups for big picture
- Review feedback
- Refine performance indicators and meet across groups, as needed

During Lunch: Affinity Groups

Purpose: Continue to build a network of Learning Champion educators across Rhode Island

Groups:

1-3 years teaching experience

science teachers

ELA teachers

7-10 years teaching experience

curriculum leaders

elementary school teachers

*create your own

Break

PERFORMANCE INDICATORS

What Makes Strong Performance Indicators?

PERFORMANCE INDICATORS

Criteria	Weaker Statements	Stronger Statements
Alignment *To what extent do the statements align with and describe the essential skills within the relevant graduation standard?*	• Individually, define knowledge and skills which are not essential to the graduation standard; • Taken together, the indicators fail to define the essential skills and knowledge within the graduation standard.	• Use precise, descriptive language to define the essential skills and knowledge that demonstrate proficiency in the graduation standard; • Taken together, the indicators define the essential skills and knowledge within the graduation standard.
Transfer *Do the statements describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?*	• Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program; • Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills. • Are "nice to know" but not essential for students to learn if they are going to succeed in the next unit, course, or grade level.	• Require students to develop an understanding of relationships among principles, theories, and/or concepts; • Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives. • Answers the question: "What do we want students to remember, understand, and be able to do several years from now, perhaps long after they have forgotten the details?"
Cognitive Demand *Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition?*	• Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing; • Do not require the application of knowledge to diverse or novel problems, texts, or situations.	• Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating; • Require the application of knowledge to diverse or novel problems, texts, or situations.
Assessment Facilitation *Are the statements*	• Fail to describe in precise and understandable language what will be measured;	• Help define the specific knowledge and skills that will be assessed and measured;

Revisiting Performance Indicators

Review drafts from other groups:

Based on the performance indicators that groups have crafted to define the Cross-Curricular Proficiencies so far, what picture do you have of Rhode Island graduates?

Revisiting Performance Indicators

Review your group's draft of performance indicators

- Draft a one sentence summary of your group's cross-curricular proficiency
- Share in small groups
- Small groups propose definition
- Come to consensus on working definition

Revisiting Performance Indicators

Review feedback on your group's work
Based on the feedback:

- What important ideas should you maintain?
- What important changes should you consider making?
- What resources should you review?

Revisiting Performance Indicators

Refine performance indicators and meet across groups, as needed

- Agree on which important ideas to maintain
- Discuss which resources should be reviewed and review them
- Propose and agree on important changes to make
- Make changes

Revisiting Performance Indicators

Once you have a draft:

- Review your draft list of performance indicators against the design guide
- Make revisions based on findings from design guide review

Lunch

Rhode Island Learning Champions

Dr. Ken Wagner,
Commissioner of Education, RIDE

SCORING CRITERIA

What are scoring criteria?

Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST. 11-12-7)	I can **list** some specifics about a topic that would help develop my understanding	I can **identify** broad questions that are relevant to my studies and focus my research	I can **construct** open-ended questions that build on one another and require evidence and support	I can **analyze** my own research questions to refine them based on my earlier questions and learning

SCORING CRITERIA

How are they used?

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
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 patter 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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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.

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
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B. Use evidence and logic appropriately in communication	Recognize ideas, concepts, problems, or varied perspectives from a text or concept but does not use reasoning to generate a clear claim.	Student includes information from a source to support a claim and analyzes or compares the information from these sources.	Analyze and integrate carefully selected evidence from diverse sources in order to support their work, analyzing or comparing the information from these sources	Apply evidence in a novel or unfamiliar situation to design a model or solution.

Science Performance Indicator

Science Performance Indicator

Cross-Curricular Performance Indicator

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

LESS
Student Choice
in Learning

MORE
Student Choice
in Learning

	Learning Experiences	Demonstration Tasks	Scoring Guides
PATHWAY **1**	**COMMON**	**COMMON**	**COMMON**
PATHWAY **2**	**COMMON**	**UNIQUE**	**COMMON**
PATHWAY **3**	**UNIQUE**	**COMMON**	**COMMON**
PATHWAY **4**	**UNIQUE**	**UNIQUE**	**COMMON**
PATHWAY **5**	**COMMON** or **UNIQUE**	**COMMON** or **UNIQUE**	**UNIQUE**

RELIABLE and COMPARABLE results across STUDENTS, COURSES, SCHOOLS, DISTRICTS, or STATES

RELIABLE results

SCORING CRITERIA

What makes strong scoring criteria?

Scoring Criteria

Design Guide

4 Principles

4 PRINCIPLES

Principle 1

Scoring criteria illustrate increasingly complex cognitive demand.

Is the level of thinking expressed in the performance indicator represented at the proficient level?

Has a chosen taxonomy been consistently applied?

4 PRINCIPLES

Principle 2

Scoring criteria focus on the quality of student work.

Do the criteria describe what a student knows and can do at each level of proficiency, rather than how often they can do it?

4 PRINCIPLES

Principle 3

Scoring criteria emphasize student assets.

Are the criteria stated positively and represent what a student can do rather than describing deficiencies?

4 PRINCIPLES

Principle 4

Scoring criteria are task-neutral.

Can the scoring criteria be applied to a variety of tasks?

Designing Scoring Criteria

Process

Step One:

Unpack the Performance Indicator

What skills and knowledge does this performance indicator describe?

Designing Scoring Criteria

Skills + Knowledge Review

9/10 Fiction/Non Fiction

Performance Indicator	I Can..	Need to Know
c. Determine or clarify the meaning of word and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word and phrase choices on meaning and tone (4,Language 4,5)	• I can figure out precisely what an author means by each word in a text. • I can tell the difference between when an author intends a word to be understood literally and when an author is using a words as part of a figure of speech. • I can analyze how the author's word choices affect his or her meaning or tone.	• parts of speech • sentence structure • context clues, parallel text, footnotes • the tools of figurative language (similes, metaphors, personification) • vocabulary; connotation/ denotation, figurative • tone

Designing Scoring Criteria

Process

Step Two:

Describe Proficiency

Describe the **level of cognitive demand** that will be met at each level of proficiency within this indicator.

Craft a statement describing student work that "meets" expectations for that particular performance indicator. (Start by writing the description at the "competent" level.)

Designing Scoring Criteria

Process

Step Three:

Describe Other Levels of Performance

Craft statements that describe what a student CAN do above and below “competent”

Designing Scoring Criteria

Process

Step Four:

Check Your Work and Revise

Use the Scoring Criteria Design Guide to check your work and make adjustments.

Review & Feedback

Review Scoring Criteria Samples

In pairs, review the 3s/proficient level first

Do they **align** to the cognitive demand of the indicator?

Do they **capture** each element of the skill described in the indicator?

Is the language **student friendly**?

Generate warm and cool feedback based on the Design Guide

Share out

Designing Scoring Criteria

Process

As a whole group:

1. Choose one performance indicator to write scoring criteria for
2. Generate ideas in “What Can I Do? What Do I Need to Know” charts
3. Review sample drafts to define the proficient (3) level of performance, make changes as needed
4. Define other levels of performance using Hess' chart
5. Review your work and revise as needed

Designing Scoring Criteria

Process

In groups of 2-3:

1. Assign groups to work on scoring criteria for particular performance indicators
2. Generate ideas in “What Can I Do? What Do I Need to Know?” charts
3. Review sample drafts to define the proficient (3) level of performance, make changes as needed
4. Define other levels of performance using Hess' chart and/or sample drafts
5. Review your work and revise as needed

Designing Scoring Criteria

Process

Next steps:

Groups will have a chance to revisit drafts

Groups will receive feedback and tune scoring criteria at next Champions meeting

What additional information and resources would be helpful in continuing work on scoring criteria in the future?

Chalk Talk

Next Steps and Feedback

Webinar Preview

Feedback

Questions?

State Policy Context: Strategic Plan and State Regulations

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- Kate Schulz | Instruction Improvement Specialist | RIDE
  kate.schulz@ride.ri.gov | 401-222-8489

Session & Webinar Content

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  cjacobs@greatschoolspartnership.org | 207-553-0163
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Logistics: Webinars, Events, Registration, Document Access

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  sburkhardt@greatschoolspartnership.org | 207-7733-0505

GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

RIDE Rhode Island Department of Education

Thank You