WIFI

Network:Look for a Network with the room name. Example: "ship"

Password:No password

Resources: http://greatschoolspartnership.org/ri-champions/

NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Rhode Island

Learning Champions

September 27, 2017

Welcome!

Linda Larsen, Senedia

Today's Facilitators

Great Schools Partnership:

Courtney Jacobs, Senior Associate

Katie Thompson, Senior Associate

Ken Templeton, Senior Associate

Steve Sell, 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

Revise Content Area Graduation Proficiencies and Performance Indicators

TODAY'S OUTCOMES

Select Performance Indicators to Begin Developing Scoring Criteria

Today's Agenda

Welcome, Overview and Building Our Community

Revise Graduation Proficiencies and Performance Indicators

Lunch

Whole group: Assessment Background

Selecting Performance Indicators and Developing Scoring Criteria

Closing in Content Area Groups

WIFI

Network:Look for a Network with the room name. Example: "ship"

Password:No password

Resources: http://greatschoolspartnership.org/ri-champions/

Connect!

#RILearningChampions

Logistics

Please remember to sign-in

Obtain parking pass for exit

Norms

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


Scientific Communicator
Advocate
HOPE
Research
Problem Solvers

Find **1-2 people** you have not talked to or worked with so far in your Champions experience.

Review the list of **“What will you do this school year to move the work forward?”** responses.

Select one response that speaks to a **goal you have** for this year OR **create your own** response.

Share…

- One reason why you are **excited** about this goal
- One **barrier** you face/faced in making this goal a reality
- One **asset** you have/had in making this goal a reality

Revising Graduation Proficiencies and Performance Indicators

Content-Area Agenda: August 8

Connected With Content and Each Other

Reflected: Essential Skills and Knowledge (“Powers of 10”)

Examined RI Standards & Sample Proficiencies

Determined Proficiencies

Content-Area Agenda: August 9

Feedback Between Content Areas

Refinement of Content Area Graduation Proficiencies

Design Teams: Examined RI Standards & Sample Indicators

Design Teams: Drafted Performance Indicators

Content-Area Agenda: Webinar

Reviewed Feedback on Content Area Proficiencies and PIs

Made Suggestions for Potential Revisions

Revisiting Proficiencies and Performance Indicators

PROFICIENCY

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

Graduation Proficiency

Performance Indicator

Learning Target

A Graduation Proficiency

aligns with national and state standards and is essential to understanding the content area.

A Graduation Proficiency

requires transfer of knowledge and skills. It describes learning that applies across disciplines and beyond a particular point in time.

A Graduation Proficiency

requires high levels of cognitive demand and deep conceptual understanding.

Design Guide: Content Area Graduation Proficiencies

Districts should define 5–8 proficiencies per content area, which together will allow a district to determine students' proficiency in that content area. Proficiencies should be broad enough that they apply to all grade levels, PK-12. Each proficiency will be defined by approximately 5–10 performance indicators.

Criteria	Weaker Statements	Stronger Statements
Alignment *To what extent does the statement align with national and state standards? Is the statement central to understanding the content area?*	• Do not align with national, state, and/or local standards and frameworks; • Are so narrow, specific, or vague that they are not central to understanding the content area as a whole.	• Align with national, state, and/or local standards and frameworks; • Use precise, descriptive language that clearly communicates what is essential to building proficiency in the content area.
Transfer *Does the statement 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.	• 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, careers, and civic lives.
Cognitive Demand *Does the statement imply 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.

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.

Design Guide: 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 proficiency?*	● Individually, define knowledge and skills which are not essential to the graduation proficiency; ● Taken together, the indicators fail to define the essential skills and knowledge within the graduation proficiency.	● Use precise, descriptive language to define the essential skills and knowledge that demonstrate mastery in the graduation proficiency; ● Taken together, the indicators define the essential skills and knowledge within the graduation proficiency.
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.

Design Guide

Criteria	Weaker Statements	Stronger Statements
Assessment Facilitation *Are the statements measurable? To what extent does the statement encourage multiple and varied types of assessment?*	• Fail to describe in precise and understandable language what will be measured; • Are so discrete and numerous that it would be unmanageable for a teacher to grade and track all of them, or to support complex reasoning / higher order thinking. • Suggest that a single task or activity can be considered a valid demonstration of proficiency. • Are so complex that the details associated within the indicator are unmanageable and challenging to assess as a whole.	• Help define the specific knowledge and skills that will be assessed and measured; • Are detailed enough to give the student helpful direction; • Are more fine-grained than graduation proficiencies, but broad enough to be assessed with a complex summative assessment task; • Allow for multiple and varied options for students to demonstrate evidence of learning.

Reviewing Proficiencies and Performance Indicators

Mixed Group Work

- Make sure you have at least one representative from each grade band (K-2/3-5, 6-8, 9-12)
- Each group will work on 1-2 Graduation Proficiencies
- Each grade band representative is responsible for taking notes that pertain to his/her group and bringing them back to the design team

Mixed Group Work

- Individually, read across grade bands, noting feedback and suggestions others gave
- As a group, review and generate feedback and suggestions related to alignment and building of skills and knowledge within performance indicators **across** the grade bands
- Be sure to take notes for your design team

Revising Proficiencies and Performance Indicators

Design Team Work

- As a group, review feedback and notes from your note takers

- Revise performance indicators paying attention to:

  -feedback and suggestions

  -alignment across grade bands

  -noting state standard connections next to each performance indicator

Lunch

Role of Scoring Criteria in Assessment Design

Principles and Best Practices

Design Guide for Scoring Criteria

- Scoring criteria illustrate increasingly complex cognitive demand
- Scoring criteria are task-neutral
- Scoring criteria focus on the quality of student work
- Scoring criteria emphasize student assets

Scoring Criteria can be used to:

Create a Performance Assessment or Task

Provide students with feedback

Scoring Criteria

Enable students to self-assess progress

Evaluate student work to verify proficiency

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.

What would an assessment look like if we used this scoring criteria?

What is the range of assessments that you could create to measure this scoring criteria?

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

What would an assessment look like if we used this scoring criteria?

What is the range of assessments that you could create to measure this scoring criteria?

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

What would an assessment look like if we used this scoring criteria?

What is the range of assessments that you could create to measure this scoring criteria?

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

LESS
Student Choice in Learning

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

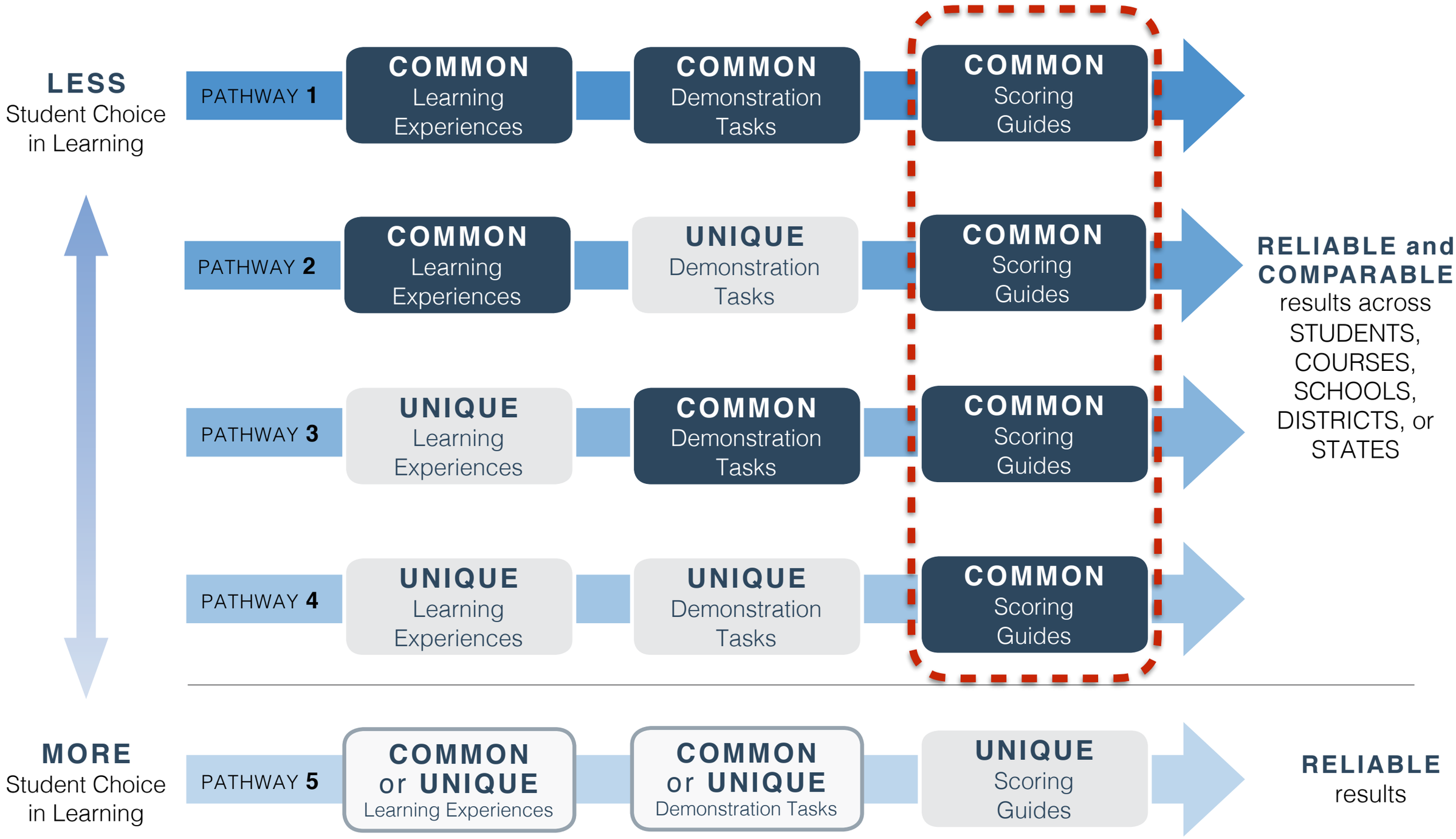
MORE
Student Choice in Learning

VALID and RELIABLE results that are **COMPARABLE** across STUDENTS, COURSES, SCHOOLS, DISTRICTS, or STATES

VALID and RELIABLE results

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



Creating a Rubric

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Progressing	Proficient	Exceeds
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.

Creating a Rubric for a Summative Assessment

Performance Indicator	Emerging	Progressing	Proficient	Exceeds
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, [illegible] 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 [illegible] 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 [illegible] reaction.	Student is able to determine the outcome of a simple chemical [illegible] 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 [illegible] 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 [illegible] related to a topic or concept but does not use reasoning to generate a clear claim.	Student includes information from [illegible] compares the information from these sources.	Analyze and integrate carefully selected evidence from diverse [illegible] relevant pieces into the finished work, analyzing or comparing the information from these sources	[illegible] evidence in a novel or unfamiliar situation to design a model or solution.

Science Performance Indicator

Science Performance Indicator

Cross-Curricular Performance Indicator

Using Scoring Criteria to Design a Performance Task

Performance Indicator	Emerging	Progressing	Proficient	Exceeds
GEOGRAPHY **B. Compare the physical and cultural characteristics of various regions around the world and describe their impact on human populations over time**	***List*** examples of physical characteristics and cultural characteristics of different places over time.	***Describe*** the physical and cultural characteristics of places and their impact on human populations over time.	***Compare*** the physical and cultural characteristics of various regions around the world and ***describe*** their impact on human populations over time.	***Predict*** how physical or cultural characteristics might have an impact on human populations around the world over time.

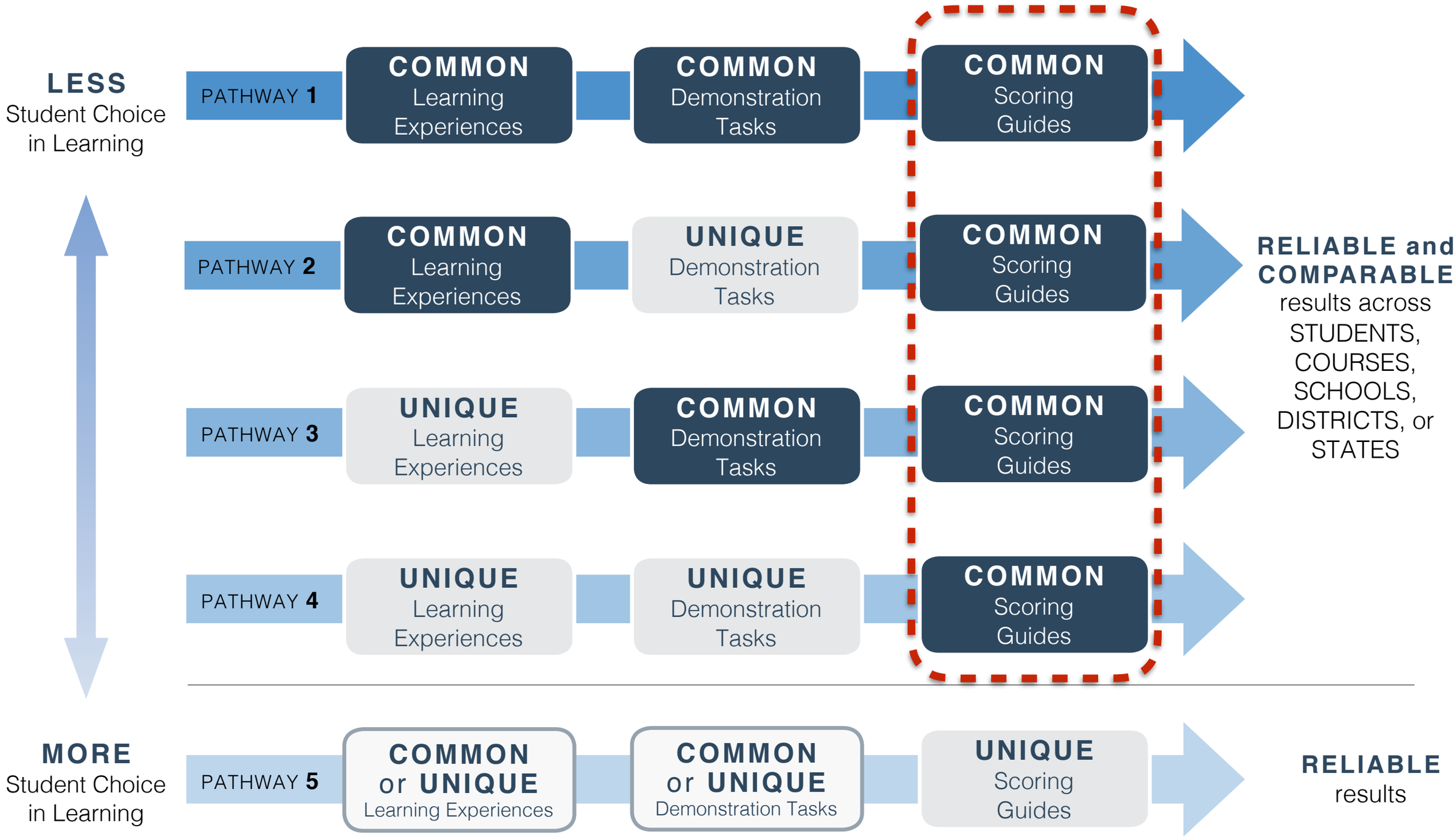
- What would students be doing to show evidence of proficiency?
- Use the descriptions of Proficient and Exceeds to brainstorm assessment prompts

Using Scoring Criteria to Design a Performance Task

Performance Indicator	Emerging	Progressing	Proficient	Exceeds
<u>GEOGRAPHY</u> **B. Compare the physical and cultural characteristics of various regions around the world and describe their impact on human populations over time**	***<u>List</u>*** examples of physical characteristics and cultural characteristics of different places over time.	***<u>Describe</u>*** the physical and cultural characteristics of places and their impact on human populations over time.	***<u>Compare</u>*** the physical and cultural characteristics of various regions around the world and ***<u>describe</u>*** their impact on human populations over time.	***<u>Predict</u>*** how physical or cultural characteristics might have an impact on human populations around the world over time.
<u>COMMUNICATION</u> **Use evidence and logic purposefully in communication.**	**Identify** evidence that could relate to my purpose; **Share** ideas that relate to my purpose.	**Select** evidence that connects to my purpose; **Organize** and **present** ideas based on my purpose.	**Incorporate** evidence that enhances purposeful communication; **Use** sound reasoning to **explain** my ideas and achieve my purpose.	**Incorporate** the most relevant and effective evidence to **justify** my purpose; **Use** sound reasoning to **explain** ideas and **address** counterarguments to achieve my purpose.

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



Selecting Performance Indicators

Selecting Content Area Performance Indicators

1. Review content area proficiencies + performance indicators.
2. Select content area ***performance indicators*** at your grade level that could be easily grouped into an assessment task. Consider expertise of members of the group as well as best fit with cross-curricular proficiencies.

Developing Scoring Criteria

Crafting Scoring Criteria:

Design Guide- 5 Components

Scoring criteria statements:

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

Design Guide for Scoring Criteria

GREAT SCHOOLS PARTNERSHIP

Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Is your criteria **task neutral**?	lists tasks or elements specific to this assessment ex: Analyzes the Articles of Confederation and Constitution for similarities and differences	can be applied to a variety of assessments and tasks ex: Analyzes primary source documents independently and in relation to other primary source documents
Do the criteria use a **clear taxonomy of thinking skills**? Does the **level of thinking expressed in the "meets" match that of the Performance Indicator**?	uses verbs not included on taxonomies of thinking (such as understands) uses verbs from different level of thinking than that of the Performance Indicator to describe "meets" work	applies the levels of thinking in a chosen taxonomy (Bloom's, Webb's, etc.) consistently
Have you included **all elements of the Performance Indicator**?	leaves out elements of the Performance Indicator	includes all elements of the Performance Indicator
Do the criteria describe **complexity and quality** rather than frequency?	emphasizes only frequency rather than cognitive demand ex: criteria include use of rarely, never, frequently, 1,2,3, etc.	describes what a student knows and is able to do at each level of proficiency
Do the criteria **describe the complexity and quality positively**?	at "partially meets" or "does not meet" levels, describes only deficiencies in student work rather than what a student can do.	describes what a student includes and does at each level of proficiency

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… (Do's)	I Need to Know… (Know's)
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.

Avoid Terms

Focused on Frequency

Frequently

Reliably

Rarely

Never

Use Terms Focused on Cognitive Demand

Create

Explain

Recognize

Describe

Classroom Observation Bloom's Taxonomy Level
Reference Chart

HIGHER-ORDER COGNITION

LOWER-ORDER COGNITION

LEVELS + DEFINITIONS	SAMPLE QUESTIONS	SAMPLE ACTIONS	SAMPLE PRODUCTS
CREATING Putting new elements together to form a coherent or functional whole; reorganizing elements into new patterns and structures	How would you design... What would happen if... How could you think differently about...	Hypothesizing Designing Constructing	Story Poem Film Multimedia Project Song Painting Sculpture
EVALUATING Making judgments based on criteria or standards	How would you justify your posiiton? What data support your conclusions? How would you prioritize the evidence?	Testing Critiquing	Debate Report Investigation Conclusion Verdict
ANALYZING Breaking down material into its constituent parts and determining how the parts relate to one another and to an overall structure and purpose	What are the pros and cons? How do the parts fit together?	Differentiating Parsing Deconstructing	Survey Database Graph/Chart Spreadsheet Outline
APPLYING Carrying out and using a procedure in a given situation	What actions will lead to the result? What could happen next? Which events could not have happened?	Executing Implementing	Experiment Illustration Demonstration Interview Journal
UNDERSTANDING Constructing meaning from instructional messages, including oral, written, and graphic communication	Can you outline? Can you clarify? What is the main idea?	Clarifying Categorizing Summarizing Matching Explaining	Explanation Definition Recitation Collection
REMEMBERING Retrieving relevant knowledge from long-term memory	How many? Who was it that? How would you recognize? When did this happen? Can you describe?	Recognizing Recalling	Worksheet List Reproduction

Churches, Andrew. Bloom's Taxonomy, Blooms Digitally. Tech & Learning. (2008)

Adapted from Anderson, L.W. and Krathwohl, D. (Ed.), (2001). A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of educational objectivies, complete edition. New York: Longman.

Curriculum Institute. Bloom's Critical Thinking Cue Question. (2012). CurriculumInstitute.org.

NOTE: Sample products are illustrative purposes only—they are not intended to be an observation checklist. Obervers should not make recording decisions based on the presence or absence of these sample products, but rather on the level of cognition students are utilizing.

Designing Scoring Criteria:

Process

Step Three:

Describe Levels of Proficiency

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

Designing Scoring Criteria:

Example

Health Education Graduation Standard 5- ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS: Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.

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 can reach a goal I set for my own health.	I can **create** a plan to meet immediate and long-term health goals.	I can **adapt** my plan and **evaluate** my progress so I can continue to positively impact my personal health.

Designing Scoring Criteria:

Example

Science Graduation Standard: PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS: Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)

Performance Indicator	Emerging	Developing	Proficient	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 pattern 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.

Selecting Cross Curricular Performance Indicators

1. Determine the ***skills*** students will need to demonstrate in order to show proficiency of the content area performance indicators (this could come from the Know/Can Do chart).

2. Review the cross-curricular proficiencies and performance indicators and identify which indicators most closely align with those skills.

3. Discuss as a group and decide which cross-curricular indicator(s) would best match the content area indicators.

Next Steps and Feedback

Preview of focus for November Meeting

Session 6: November 16

Feedback

Questions?

State Policy Context: Strategic Plan and State Regulations
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NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

RIDE Rhode Island Department of Education

Thank You