WIFI

Network: BACSGUEST

Password: guestbacs2014 3!

Resources:

greatschoolspartnership.org/ri-champions

Rhode Island Learning Champions

August 9, 2017

Welcome!

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

How does Proficiency-Based Learning Change School Practice?

- Schools communicate clear learning targets and standards for each lesson and unit

- Schools build instruction and assessments in alignment with these standards

- Schools use formative assessment to adapt instruction, to diagnose weaknesses, and to deliver targeted interventions and supports

- **Schools provide feedback, grading and reporting that reflects and aligns directly with the performance indicators and standards**

Research Support

"When students understand exactly what they're supposed to learn and what their work will look like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & William, 2004; Moss, Brookhart, & Long, 2011)."

—Susan Brookhart and Connie M Moss, "Learning Targets on Parade," Ed Leadership

Learning Targets

Performance Indicators

Content-Area Proficiency

Conceptualized by Robin Wilson
ELA Coordinator Henry County Schools

A Content Area Proficiency Is…

a category of the most foundational, enduring, and leveraged concepts and skills within a discipline.

A Content Area Proficiency:

Proficiency 3: HISTORY

Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the United States, and the world.

Performance Indicators….

Describe or define what students need to know and be able to do to demonstrate mastery of a graduation competency.

Performance Indicators Are...

measurable

Performance Indicators…

when combined, can indicate whether a student has met the graduation competency.

Performance Indicator:

3B. Analyze how historical events and enduring themes in history shaped and continue to shape people's perspectives.

3C. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past, as it relates to the present.
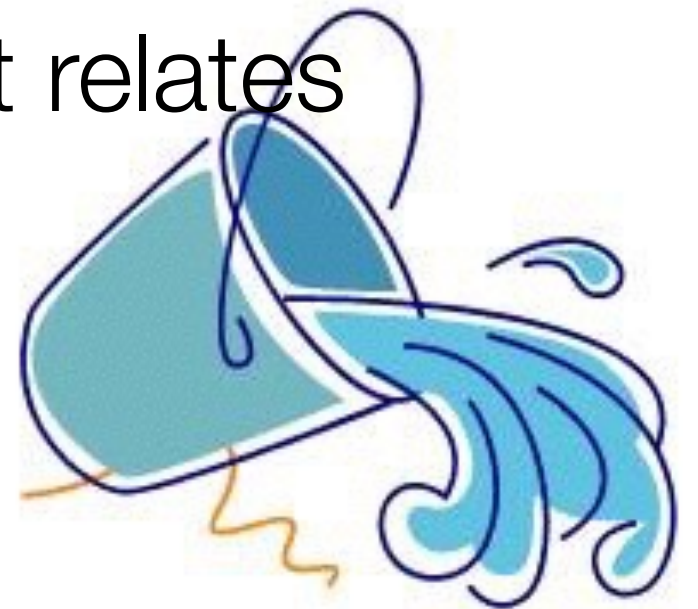
Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.

A Learning Target:

"Identify the perspective and bias in a primary source."

Sample Curriculum Map:
Earth Space Science

Performance Indicators	Common Summative Assessments
GHSS1-2: Demonstrate an understanding of the relative scale of the solar system and universe.	Solar System Scale Model - Astronomy Astronomy Unit Exam Midterm Exam parallax/angular diameters lab
ESS1-3 Communicate scientific ideas about the way stars, over their life cycle, produce elements. [Clarification Statement: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.] [Assessment Boundary: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.]	Star Webquest Star Quiz H-R Diagrams

Star Life Video (nucleosynthesis) - Amounts of elements affect the star.assessment needed (Donna) see Nan

Astronomy Unit Exam Midterm Exam |

Principles → **into practice**

Starting with the Standards

Common Core Standards for ELA

Kindergarten-Grade 12

Introduction

Anchor Standards

Reading: Literature

Reading: Informational Text

Reading: Foundational Skills

Writing

Speaking & Listening

Language

Standard 10: Range, Quality, & Complexity

NHS ELA Graduation Standards

Kindergarten-Grade 12

Introduction
Anchor Standards
Reading: Literature
Reading: Informational Text
Reading: Foundational Skills
Writing
Speaking & Listening
Language
Standard 10: Range, Quality, & Complexity

Analyzing Informational Text
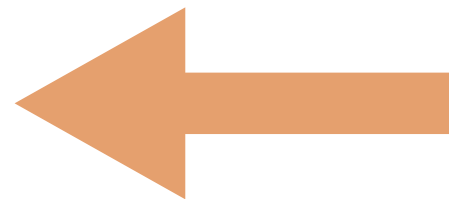Analyzing Literature
Writing
Research
Word Knowledge
Speaking and Listening

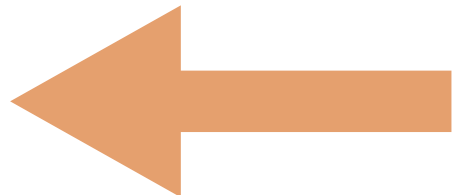# Graduation Standards ➡ Units

Analyzing Informational Text ⬅

Analyzing Literature

Writing ⬅

Research

Word Knowledge

Speaking and Listening

Writing Performance Indicators

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Writing Performance Indicators Explained

Common Core Standards	Skills "I can…"	Knowledge "I know"
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-Literacy.W.11-12.3d)	I can Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**I know this vocabulary:** • imagery • metaphor/simile/analogy • onomatopoeia • personification • parallelism • concrete language/figurative language • asyndeton/polysyndeton • cliche

Writing Performance Indicators Explained

Performance Indicator	"I Can.."	"I Know"
"Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts." CCSS.ELA-LITERACY.W.11-12.2.C	• Draw relationships among the topics I am writing about • Use a variety of phrases to create smooth transitions between paragraphs. • Be strategic about the order in which I introduce points or evidence.	Phrases for transitions: • The first example • Another example • To illustrate • In summary • In conclusion

Building a Unit

Name of Graduation Standard: **Writing**
Grade Level: **Eleven**

"I can write powerful, evocative, polished texts that convey an original meaning or message while using the tools of the writer effectively."

Common Core Standards	Skills "I can…"	Knowledge "I know"
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-Literacy.W.11-12.3d)	I can Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**I know this vocabulary:** • imagery • metaphor/simile/analogy • onomatopoeia • personification • parallelism • concrete language/figurative language • asyndeton/polysyndeton • cliche
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view; create a smooth progression of experiences or events. (CCSS.ELA-Literacy.W.11-12.3a)	I can think of an original message that I want to convey, and organize my piece in a way that helps the reader understand it.	**I know these Concepts / Vocabulary:** • how to identify goals/themes/central message • audience in pieces of writing, and how to consider these elements in my own writing. • how to craft strong transitions
Provide a conclusion that follows from and reflects on what is experienced, observed, or	I can write a thoughtful conclusion that leaves my reader thinking about the full	**Concepts / Vocabulary:** •

Performance Indicators Build the Rubric

Criteria	Distinguished (A)	Advanced (B)	Meets (C)	Does Not Meet (NM)	S
Meaning (CCSS.ELA-L.W.11-12.3a)	• The piece conveys an original and sophisticated message.	• The piece conveys an original message.	• The piece conveys a message.	• The piece does not convey a message.	
Conventions & Professionalism CCSS.ELA-Lit.L.11-12.1 CCSS.ELA-Lit.L.11-12.2	• Mechanical errors are not present. • All of the assignment's formatting instructions have been followed.	• There are very few mechanical errors. • All of the assignment's formatting instructions have been followed.	• Mechanical errors do not interrupt the reader or make the piece hard to understand. • Most of the assignment's formatting instructions have been followed.	• Mechanical errors are so common that they disrupt the reader. • The assignment's formatting instructions have not been followed.	
Organization CCSS.ELA-Lit.W.11-12.2c CCSS.ELA-Lit.W.11-12.3c CCSS.ELA-Literacy.W.11-12.4	• Transitions not only link sections of text but clarify the relations among them; Intro/conclusion leads the reader to consider wider questions or implications. • Events or sections are sequenced in a highly effective and/or exceptionally imaginative way.	• The piece has an effective and engaging introduction, transitions, and a conclusion that reinforces and deepens the message. • Events or sections are sequenced to create a coherent whole.	• The piece has an effective introduction, transitions that link sections of text, and a conclusion that reinforces the central message. • Events or sections are sequenced in a comprehensible way.	• The piece lacks an introduction or conclusion, or has no transitions between paragraphs. • Events or sections are sequenced in a way that is hard to follow or does not make sense.	
Vocabulary and Tone CCSS.ELA-L.W.11-12.2d CCSS.ELA-Literacy.L.11-12.4b CCSS.ELA-Literacy.L.11-12.4c	• Vocabulary is precise, powerful and appropriate; tone is appropriate to the assignment yet still engaging and individual.	• Vocabulary is precise and appropriate; tone is appropriate. Sophisticated but not show-offy words are used.	• Vocabulary is precise and appropriate for the subject; tone is appropriate to the assignment.	• Words are poorly-chosen, vocabulary that was studied as part of the unit is not used, or tone is inappropriate.	
Style CCSS.ELA-Lit.L.11-12.1b CCSS.ELA-Literacy.L.11-12.3	• The sentences are skillfully crafted, and highly varied in length and type. • Student skillfully uses literary devices to communicate ideas, images or events.	• Varied syntax is used throughout the piece to make it engaging and readable • Student effectively uses original literary devices to communicate ideas, images or events.	• In some places the student uses varied syntax (sentences of many different lengths, types and rhythms) to make the piece engaging and readable. • Student uses metaphors, similes and other literary devices to communicate ideas, images or events.	• Sentences are generally short and choppy, or are structured so poorly that they detract from meaning. • The student does not use literary devices to make their writing powerful or effective, or uses these devices poorly.	

Performance Indicators Guide the Unit Planning

• I choose precise words that are appropriate for my subject to convey my meaning. • I can use a variety of sensory or figurative language to create a picture of experiences, events, setting, and/or characters.	**Practice Paragraph #1**	The class embarks on a mini "field trip" to the library or another location in/around the school and practices close observation & vivid description.
	Self-assessment #1	Students use their scoring guides to determine progress towards meeting the standards that informed Practice Paragraph #1.
• I can consistently apply conventions of grammar and usage in my writing and my meaning is not interrupted by mechanical errors.	**Improving Sentences #1** **Improving Sentences #2** **Improving Sentences #3**	Students practice recognizing and correcting errors. (it is advised that the teacher review the practice paragraphs and design practice activities that focus on the class' most frequently-made errors, or that the teacher devise opportunities for each student to practice his or her own most frequently-made errors.
• I can select and integrate the most significant details, and relevant facts, extended definitions, quotations or other examples to include in my writing, given the topic I am trying to develop and my audience's knowledge	**Practice Paragraph #2**	Students read "Places" by David Ehrenfeld as a mentor text and identify examples of vivid imagery. They then choose one of two writing prompts to which to

Performance Indicators Guide the Calendar

12/9 (Day 1)	12/10 (Day 2)	12/11 (Day 1)	12/12 (Day 2)	12/13 (Day 2)

Day One	Lesson Plan 4
	
	1. INTRO activity: "Haiku, Hawaii"
	2. Writing Workshop for Travel Article
	3. Students each create a piece of Travel Writing
	4. The Goal of this piece of writing is to:
	    a. Bring the reader to a certain place, at a certain time, and help them to imagine being there.
	    b. (same H/W as 12/6) Keep working on short Berwick travel piece
		Day One	Lesson Plan 5
			
			1. Read "Places"
			2. Practice paragraph
			3. Prompt: Describe a place that's in your blood. ((OR)) Describe a place that you want to preserve or protect.
			4. Discus Craft in Places
			5. same H/W as 12/6) Keep working on short Berwick travel piece
				Lesson Plan 6
				
				1. Turn in notes for Berwick Travel Writing
				2. Turn in Practice piece #2 (A place in your blood)
				3. Read "Child of Pine"
				4. Analyze & Discuss
				5. Prompt: In several places in this piece, Janisse Ray lets her readers see through the eyes of a child. Highlight or underline one of these sections; then think back to your childhood and describe a special or memorable place from a child's-eye view.
				Begin drafting longer response #2

Performance Indicators Guide
Mini-lesson Planning

COMMA SPLICES MINI-LESSON

1. This sentence is a comma splice: "I like vanilla I like chocolate more."

A comma splice is a sentence in which a comma is used to join two independent clauses. This is incorrect: only a conjunction or a semicolon can join two independent clauses.

2. HERE IS AN EXAMPLE OF FOUR DIFFERENT WAYS TO CORRECT A COMMA SPLICE:

COMMA SPLICE: I like vanilla, I like chocolate more.

Conjunction in the middle: I like vanilla, but I like chocolate more.

Conjunction at the beginning: Although I like vanilla, I like chocolate more.

Semicolon: I like vanilla; I like chocolate more.

Period: I like vanilla. I like chocolate more.

Which do you think is the best of these, considering the relationship between the two clauses?

Performance Indicators Guide Drafting & Teacher Feedback

It was my first time flying in a plane. Obviously I was a little nervous but it was an

Kate Gardoqui
10:35 PM Nov 18, 2013

This is another big jump. Your reader is unsure about what is happening and where you are going.

Just left from the cracked, sloped pavement, about halfway down, a short gravel path is eaten away by grass and weeds as the driveway area is overtaken by forest, the small bastion of civilization fading rapidly but almost imperceptibly as one walks farther and farther out.

Eventually no traces remain and all around there is only forest: short, pliable sproutlings and towering oaks with brittle branches snapped from many an attempt to scale their trunks, ugly

Parker Cavallaro
9:31 AM Jan 24, 2014

This is a beautiful piece of writing, Will. Your word choice with 'rapid' and 'imperceptible' creates this immediate contrast that makes me question the association between humans and nature--constantly changing yet often invisible.

The Final Product

The magazine created by our students was displayed around town and buried in a Berwick time capsule in June, 2014.

Berwick

Places

Writing about Berwick, North Berwick, and Lebanon by the students of Noble High School.

Berwick, Maine
May 2014

Standards Guide the Reporting of Grades

...ne	Cathe	BB	BB CW	SS T	M-AL	Disc1	SS-D	test1	Lex	SH5
Seq: 1.00 Due: 10/23 Analyzing Lite Points: 25	Seq: 1.00 Due: 11/21 Analyzing Lite Points: 25	Seq: 1.00 Due: 12/03 Analyzing Lite Points: 20	Seq: 1.00 Due: 12/05 Analyzing Lite Points: 25	Seq: 1.00 Due: 12/13 Analyzing Lite Points: 100	Seq: 1.00 Due: 01/22 Analyzing Lite Points: 100	Seq: 1.00 Due: 10/20 Speaking and Points: 50	Seq: 1.00 Due: 11/22 Speaking and Points: 100	Seq: 1.00 Due: 10/04 Word Knowled Points: 100	Seq: 1.00 Due: 01/24 Word Knowled Points: 40	Seq: 1.00 Due: 09/03 Writing Points: 100
25	A-				100	48	100	99	40	A
23	B				78	48	100	85	35	C
24	B				95	48	100	100	30	B
21	C	20	25	81	76	48	100	85	30	C
24	B	20	25	103	93	48	100	100	40	B
22	B-	M	24	92	87	48	100	100	40	C-
21	NM	19	25	81	88	48	100	83	40	C
24	25	20	25	99	99	48	100	100	40	B
24	NM	17	24	82	85	48	100	91	40	C
21	C	16	25	93	79	48	100	100	40	B-
25	B-	20	25	85	89	48	100	94	40	B-
23	C-	20	25	89	70	48	100	89	30	C-
24	B-	20	25	93	93	48	100	95	37	C

Cathedral Essay
Category: Analyzing Literature
S1) Semester
Mean: 20.67 Std Dev: 2.42
Range: 16.25-25 Count: 13
Median: 21.25 Q3: 22 Q1: 19.75 IQR: 2.25

Standards Guide the Reporting of Grades

Design Guide
for 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
for performance indicators

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.

Protocol: Defining Performance Indicators

1. Select a standard (5 min)

2. Identify possible performance indicators. (10 min)

3. Share. (5 min)

4. Limit the list. (7 min)

5. Refine the list. (8 min)

6. Repeat for other standards.

   Note: If your Design Team is large enough, you may decide to split into partners. Then you can tune and coordinate one another's work, using the protocol on the handout.

Performance Indicator Criteria

1. Is there clear **alignment** between the graduation proficiency and the performance indicator?

2. Is each performance indicator what we want students to **understand and be able to do several years from now**, perhaps long after they have forgotten the details?

3. Do the performance indicators suggest **assessment**?

4. Are the performance indicators **measurable**?

Tune Within Design Teams
(If teams opt to split into partners)

1. Read the other small group's list of indicators. Provide warm and cool feedback, using the Design Guide criteria. **(15 min)**

2. Exchange feedback. Make decisions as a Design Team about alignment of any indicators that are listed under multiple standards. **(5 min)**

3. Return to small groups, and revise your list of indicators, based on the feedback you received. **(15 min)**

Thank You

Kate Gardoqui
Senior Associate
kgardoqui@greatschoolspartnership.org

Nicole Bradeen
Senior Associate
nbradeen@greatschoolspartnership.org