



RIDE Rhode Island
Department
of Education

Rhode Island Learning Champions

May 2, 2017

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TODAY'S PRESENTERS

Courtney Jacobs,
Senior Associate



TODAY'S PRESENTERS

Erin Dukeshire,
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HOUSEKEEPING

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HOUSEKEEPING

Feel free to ask questions **any time** or
make comments using the **chat space**

HOUSEKEEPING

You may want the **Learning Champions webpage** open in a browser on your computer.

<http://greatschoolspartnership.org/ri-champions/>

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HOUSEKEEPING

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Great Schools Partnership
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CONNECTIONS

Agenda

Webinar Outcomes & Feedback Process

Review Drafts of Cross Curricular Performance Indicators

What Makes Strong Performance Indicators?

Feedback Round #1

Feedback Round #2

Webinar Survey & Questions

Outcomes

Reflect on your group's draft of Performance Indicators for Cross-Curricular Proficiencies.

Outcomes

Give feedback on another group's draft of Performance Indicators for Cross-Curricular Proficiencies.

Partnership



RIDE

Rhode Island
Department
of Education



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Goals

- Support 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

Process Review

- We divided into groups, with each group focusing on one Cross-Curricular Proficiency.
- Proficiencies are drawn from the Rhode Island Applied Learning Skills.
- Each group brainstormed Performance Indicators aligned to their proficiency and reviewed related Performance Indicators from other states and districts.
- Groups worked toward consensus on the list of Performance Indicators and identified next steps.

Feedback

On May 9, we will provide each Cross-Curricular Proficiency group with compiled feedback from other Champions, RIDE staff, and Great Schools Partnership Coaches.

Draft Review

<http://greatschoolspartnership.org/ri-champions/>

What are Performance Indicators?

Performance Indicators

answer the question

What do students need to know and be able to do to demonstrate mastery of a graduation proficiency?

Performance Indicators

Are measurable.

Allow students to demonstrate their performance over time.

Taken together, allow us to determine mastery of a graduation proficiency.



What Makes Strong Performance Indicators?

Design Guide

Criteria	Weaker Statements	Stronger Statements
Alignment <i>To what extent do the statements align with and describe the essential skills within the relevant graduation proficiency?</i>	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 <i>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?</i>	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 <i>Does the statement encourage higher order thinking, deep conceptual understanding and transferable skill acquisition?</i>	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 <i>Are the statements measurable? To what extent does the statement encourage multiple and varied types of assessment?</i>	<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● 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.

Review Process

Two rounds of feedback:

- Round 1: Review Own Group
- Round 2: Review Other Group

Open [RI Champions Page](#) in separate tab/
browser or click on the link we have here

Navigate back to [Adobe webinar space](#)
to ask questions using the chat box



Round 1

Round 1: Directions

- Find your group's work on the RI Learning Champions site under the Cross-Curricular Proficiency you work on (*or were assigned to work on*)
- Review your **OWN** group's work on Performance Indicators
- Make notes in the box that says "Notes from Participants in Our Group"

Round 1: Questions to Consider

- Alignment?
- Transfer?
- Cognitive Demand?
- Assessment Facilitation?
- What important ideas are missing?
- What areas of overlap do you see?
- What is not clear?

Round 2

Round 2: Directions

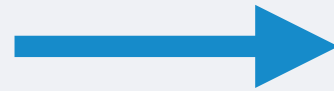
- Each group is assigned to review the work of another group—those pairings are intentional
- Find the other group's "FEEDBACK FORM" on the RI Learning Champions' site under the appropriate Cross-Curricular Proficiency
- Make notes in the other group's feedback form. Questions to consider are embedded.

Round 2: Directions

GROUP

REVIEWS

Communication



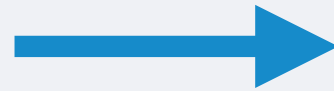
Research, Reflection,
and Evaluation

Critical Thinking



Problem Solving

Collaboration



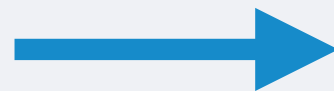
Communication

Problem Solving



Collaboration

Research, Reflection,
and Evaluation



Critical Thinking

NEXT STEPS

- You may continue to add comments and feedback to documents leading up to the May 9 session but they may not all appear in compiled feedback.
- Groups will be provided with feedback from RIDE staff, GSP staff and fellow Learning Champions
- During our May 9 in-person session you will have an opportunity to consider feedback and make revisions
- There will be an opportunity for Cross Curricular groups to work together if needed

UPCOMING EVENTS

May 9, 2017

In-person session at
Rhodes on the Pawtuxet

8:30 am - 2:30 pm

May 23, 2017

Webinar #3

3 pm - 4 pm

July 27, 2017

Webinar #4

3 pm - 4 pm

August 8-9, 2017

In-person sessions

8:30 am - 2:30 pm
each day

QUESTIONS & FEEDBACK

Feel free to send us additional **questions** using the contact information on the RI Learning Champions website.

Provide feedback on this webinar in order to help make future webinars as productive as possible

<https://fs19.formsite.com/GSP1/form221/index.html>

THANK YOU!

<http://greatschoolspartnership.org/ri-champions/>

