



RIDE Rhode Island
Department
of Education

Rhode Island Learning Champions

July 27, 2017

TODAY'S PRESENTERS

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Senior Associate



TODAY'S PRESENTERS

Erin Dukeshire,
Senior Associate



TODAY'S PRESENTERS

Steve Sell,
Senior Associate



TODAY'S PRESENTERS

Katie Thompson,
Senior Associate



HOUSEKEEPING

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HOUSEKEEPING

All phone lines will be **muted** throughout the presentation to reduce background noise.

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

HOUSEKEEPING

This webinar is being **recorded**.

CONNECTIONS

Agenda

Webinar Outcomes & Connections

Review of Proficiency Based Learning 101

Review of Project Goals, Outcomes and Process

Preview of Work and Key Documents

Webinar Survey & Questions

Outcomes

Review foundational Proficiency-Based Learning concepts and vocabulary.

Outcomes

Review RI Learning Champions project goals, outcomes and process.

Outcomes

Preview upcoming work and highlight key documents.

Proficiency-Based Learning 101

PROFICIENCY

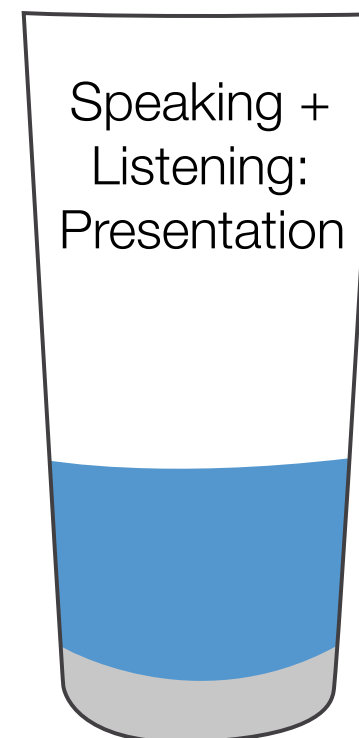
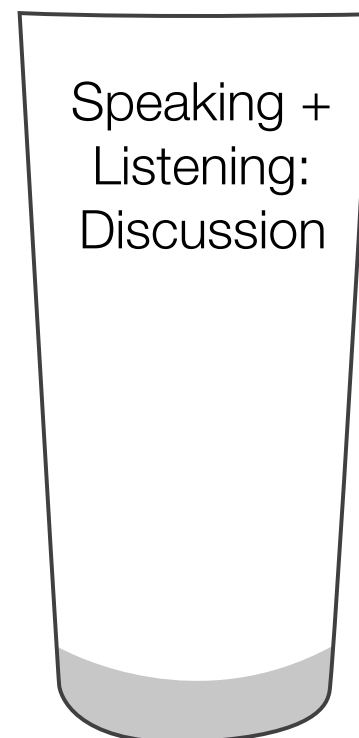
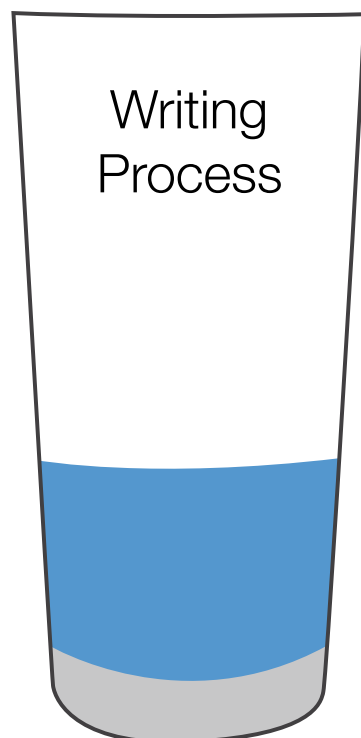
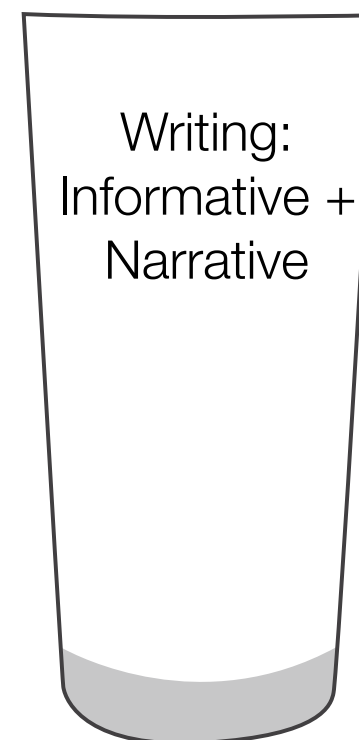
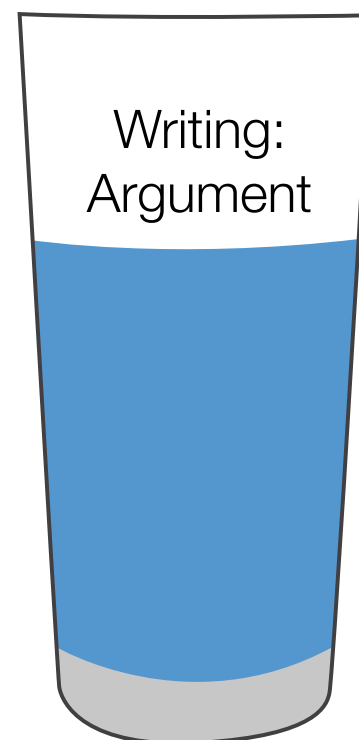
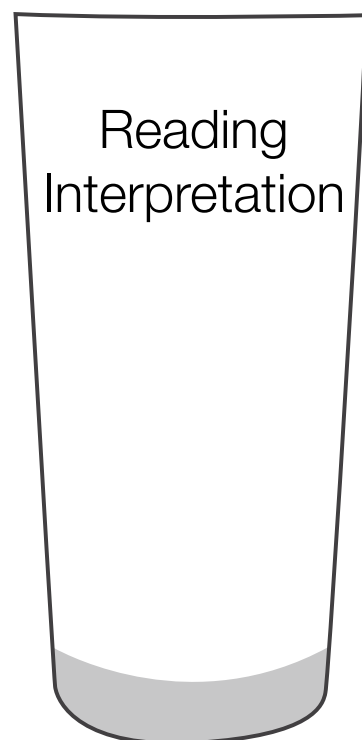
is a student's ability to transfer learning in and/or across content areas.

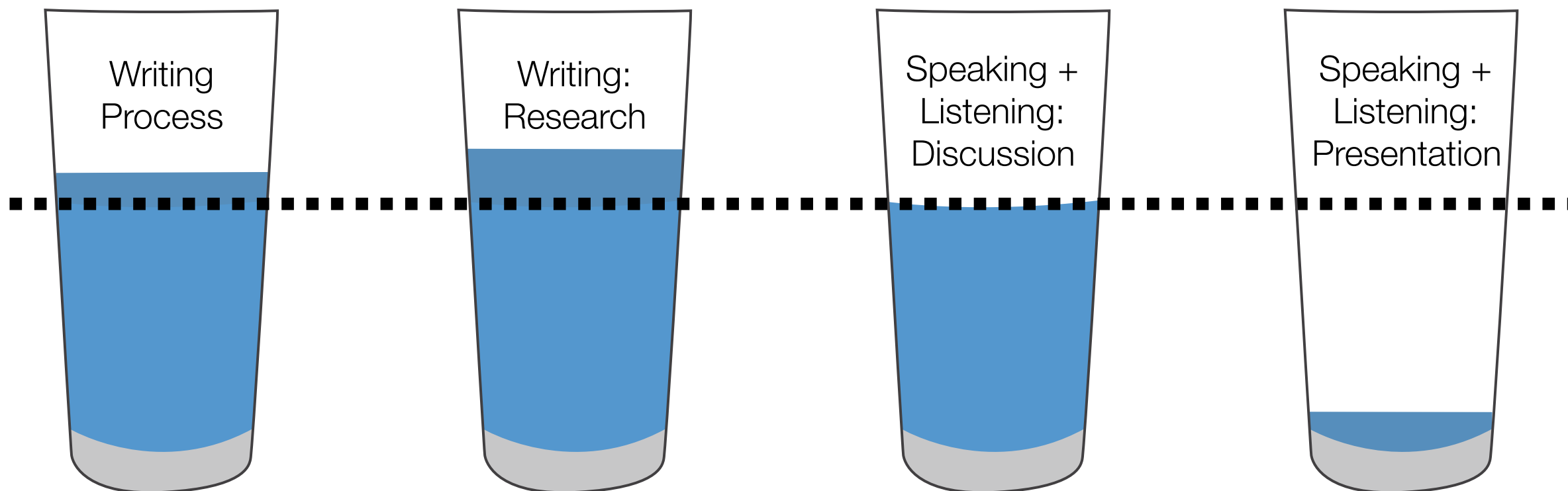
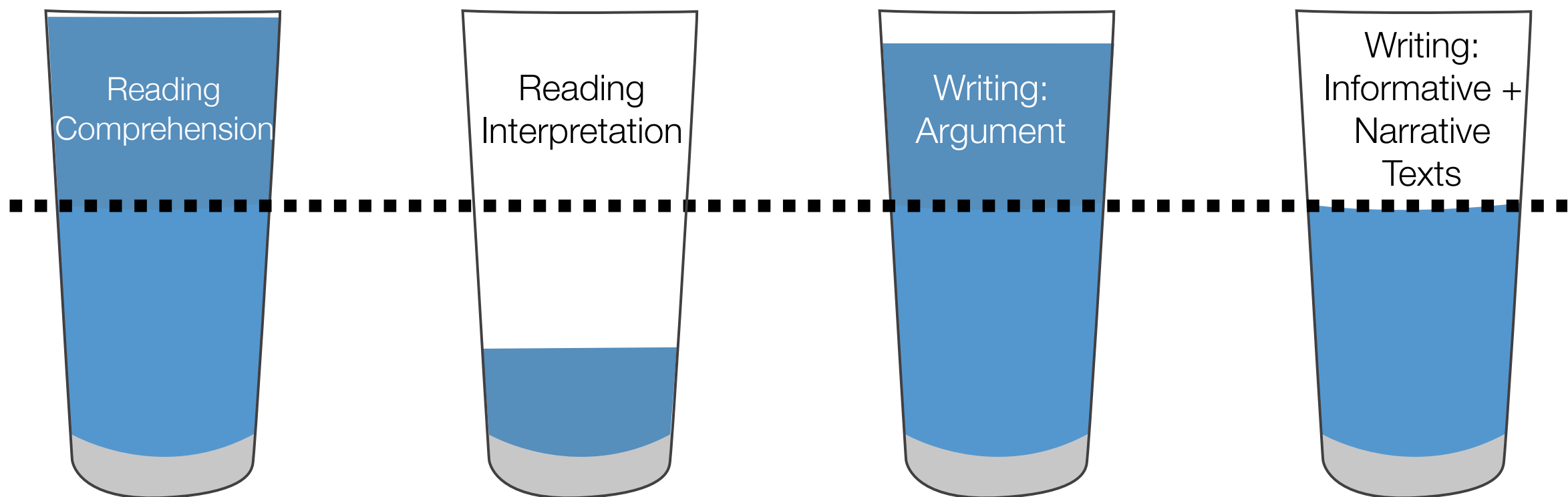
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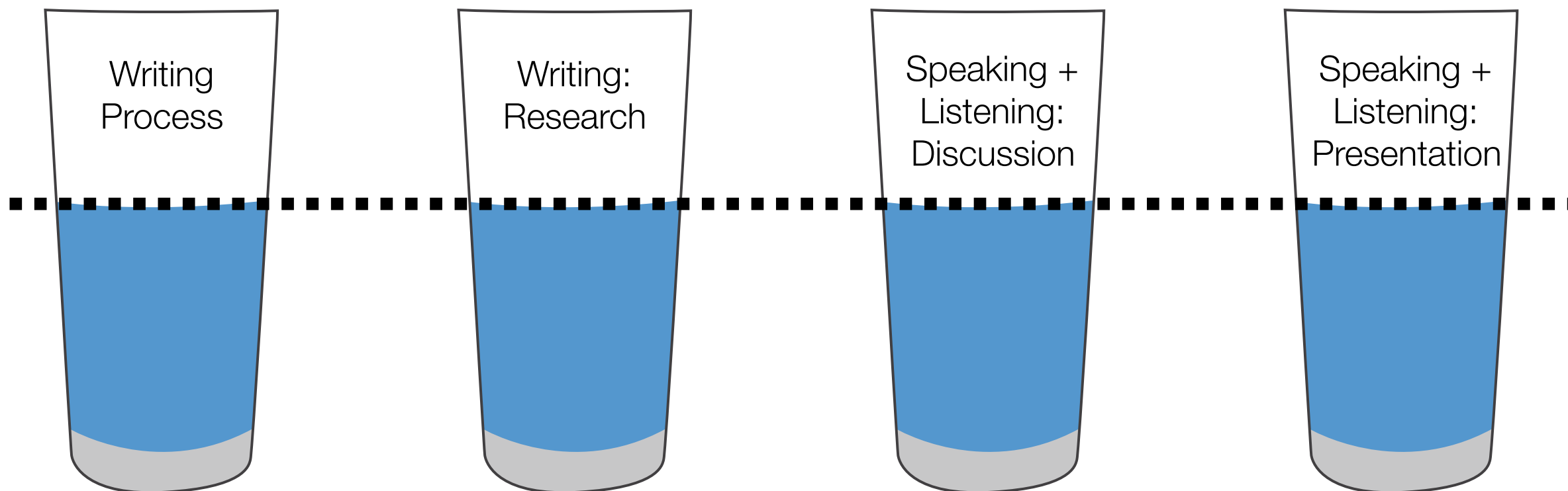
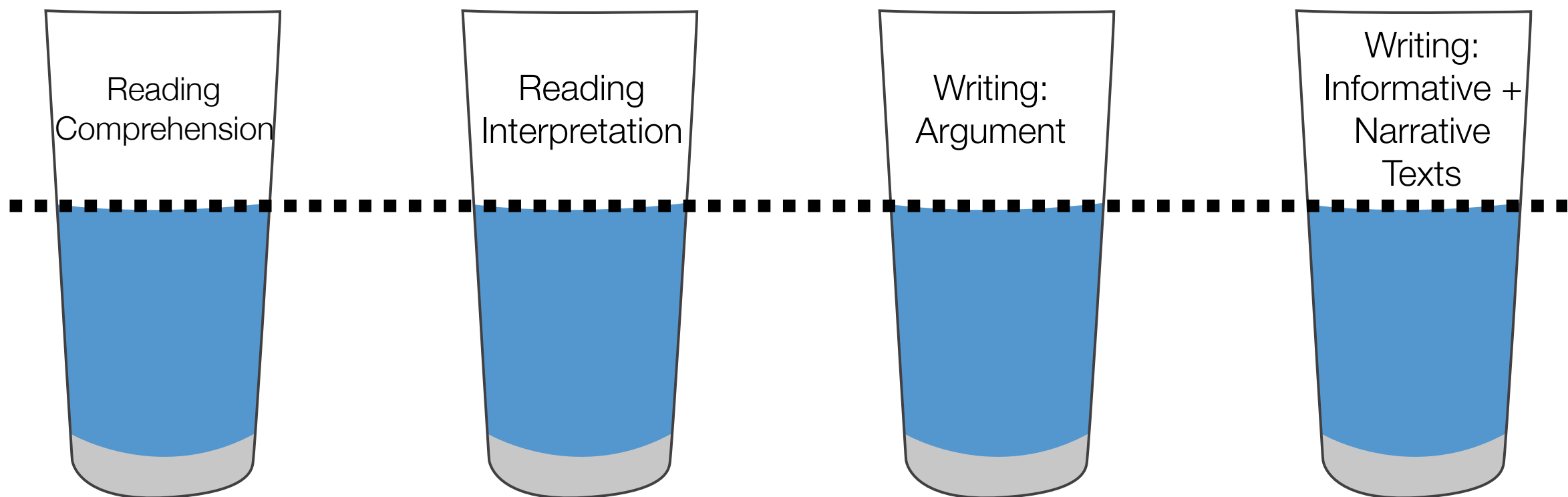
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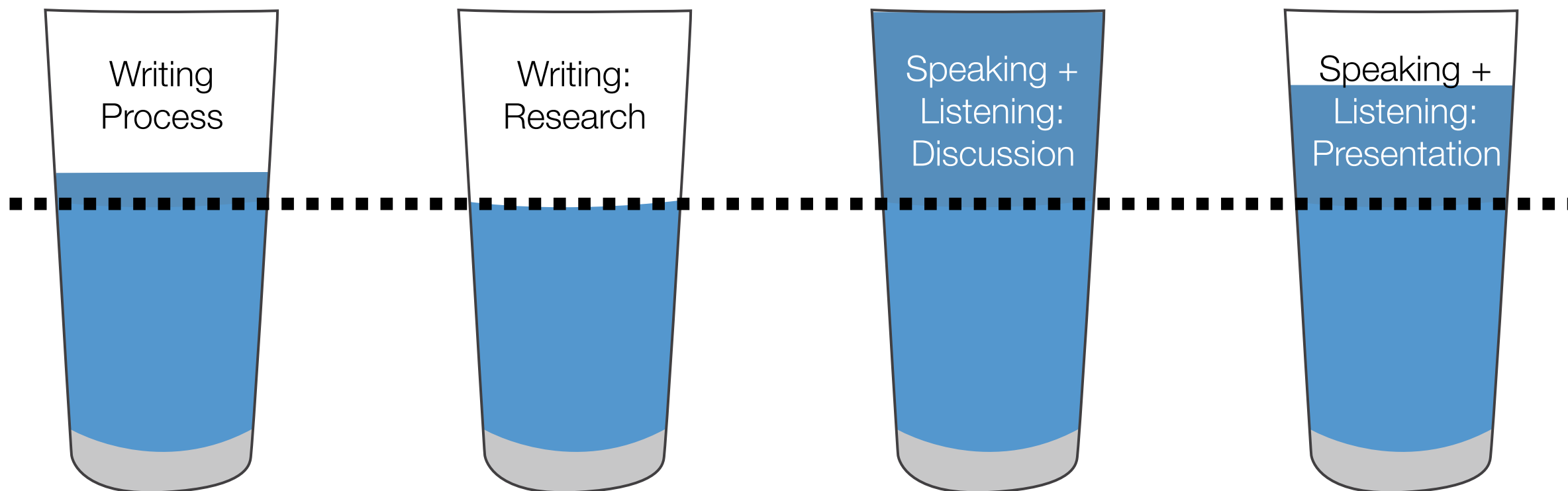
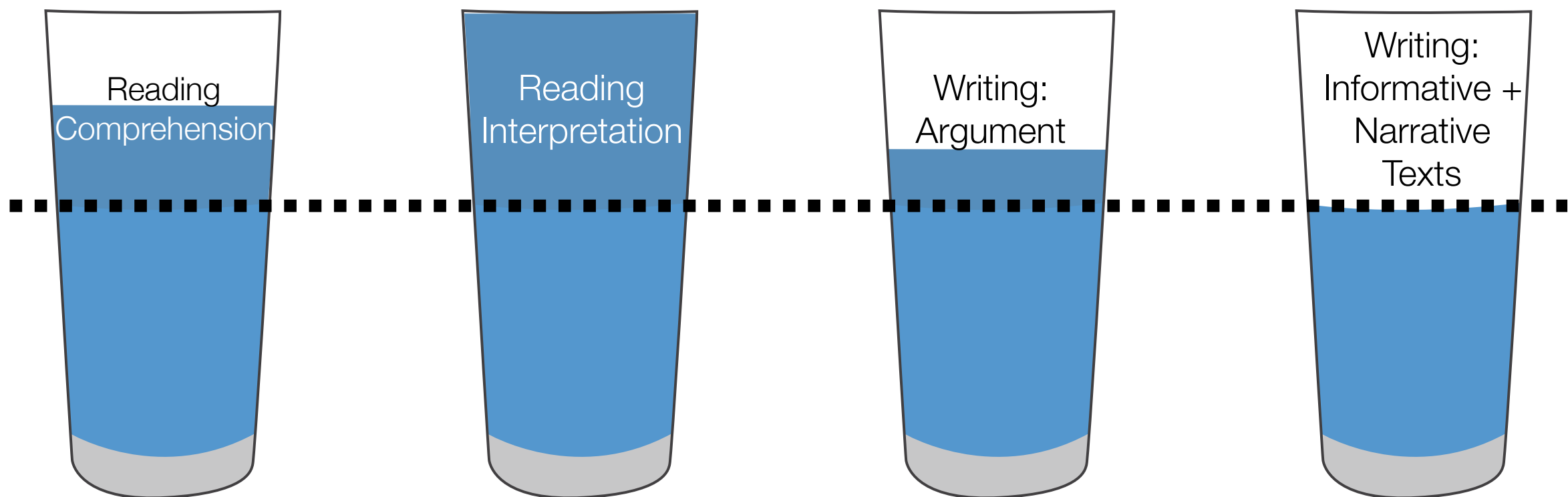
Based

Learning?









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 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 Proficiencies 5–8 proficiencies based on state standards 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 are derived from individual or bundled state standards 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 Target Learning targets are derived from the content and skills articulated in the state standards. Learning targets guide the design of curriculum and 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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A Graduation Proficiency

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



A Performance Indicator

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



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.



What are
Scoring
Criteria?

Scoring Criteria

describe levels of proficiency for each performance indicator.

Designing Scoring Criteria

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Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds

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How Are Scoring Criteria Used?

CREATING A RUBRIC FOR A SUMMATIVE ASSESSMENT

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
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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 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.

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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.

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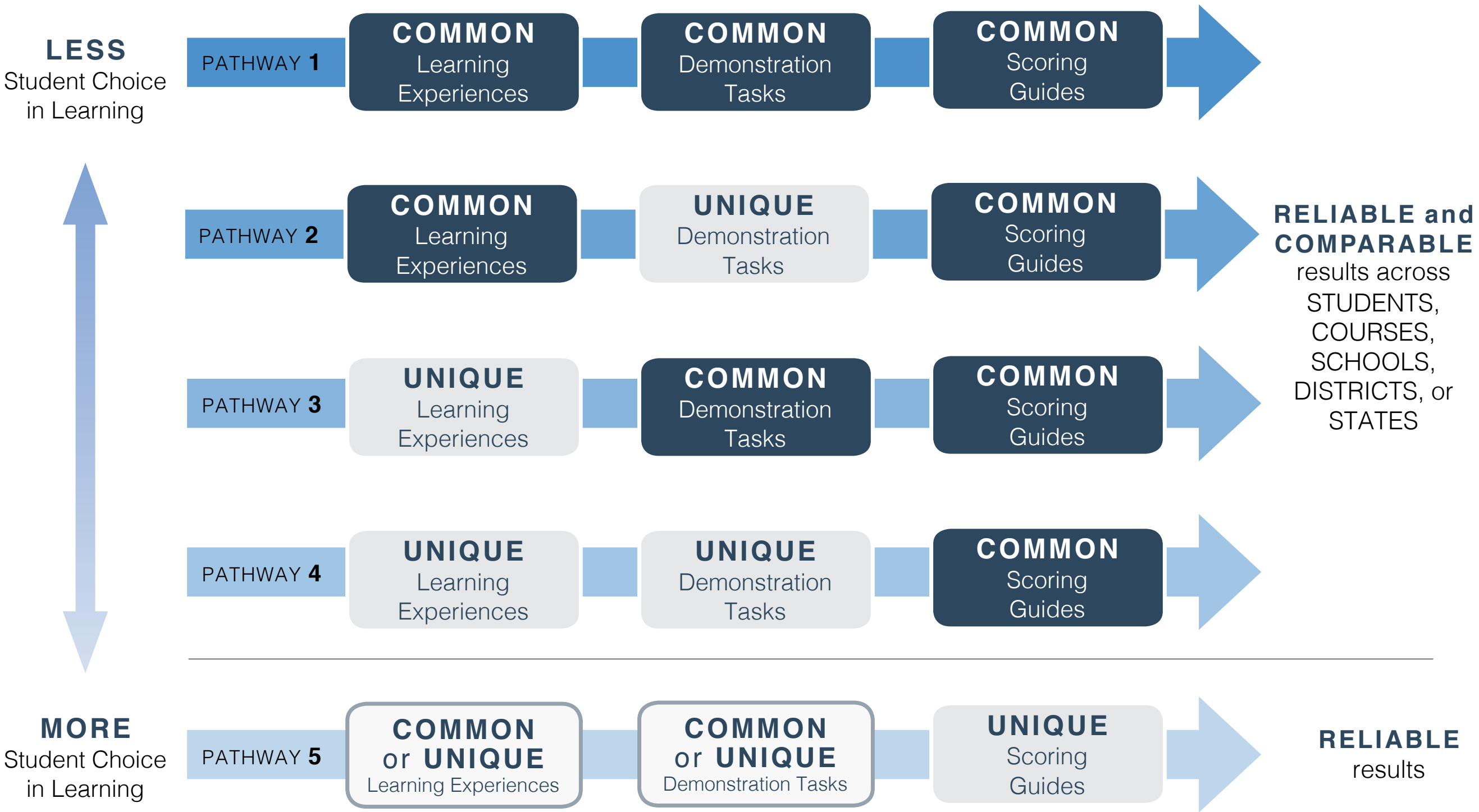
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B. Use evidence and logic appropriately in communication	Cross-Curricular Performance		Analyze and integrate carefully selected evidence from diverse sources to construct a model or solution, analyzing or comparing the information from these sources	Apply evidence in a novel or unfamiliar situation to design a model or solution.

Assessment Pathways Simplified

A Great Schools Partnership Learning Model



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GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Project Goals

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

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

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- 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 So Far

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- We divided into groups, with each group focusing on one Cross-Curricular Proficiency. Proficiencies are drawn from the Rhode Island Applied Learning Skills.

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- Each group brainstormed, reviewed samples and feedback, and worked toward consensus on Performance Indicators aligned to their Cross-Curricular Proficiency.

Process So Far

- 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, reviewed samples and feedback, and worked toward consensus on Performance Indicators aligned to their Cross-Curricular Proficiency.
- Groups generated “Need to Know/Can Do” statements for performance indicators and drafted or selected scoring criteria language using a Design Guide and samples.

Session Outcomes

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Session 1: Introduction and Cross Curricular Performance Indicators

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Session 2: Refine Cross Curricular Performance Indicators, Write Cross Curricular Scoring Criteria

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Session 3: Refine Cross Curricular Scoring Criteria, Craft Content Area Proficiencies and Performance Indicators

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Session 5: Refine Content Area Scoring Criteria, Assessment Design

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Session 6: Assessment Design

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Session 6: Assessment Design

Webinars: Used to refine work and extend learning

Key Documents

Rhode Island Learning Champions

Cross-Curricular Proficiencies

COMMUNICATION



[Communication Performance Indicators](#)

[What Can I Do/What Do I Need to Know?](#)

[Scoring Criteria template](#)

[Compiled Feedback on Performance Indicators-Communication](#)

[Compiled Feedback on Scoring Criteria-Communication](#)



RESEARCH



Key Documents

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- Math: Common Core State Standards

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- Science: Next Generation Science Standards; Matrices; Literacy in the History/Social Sciences, Science, and Technical Subjects

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- Social Studies: Rhode Island GSEs; Literacy in the History/Social Sciences, Science, and Technical Subjects

Rhode Island Learning Champions

Content Areas

ENGLISH LANGUAGE ARTS



[Rhode Island Comprehensive Literacy Guidance](#)



[Literacy in History/Social Studies, Science, and Technical Subjects](#)

[Common Core State Standards](#)

MATH



SCIENCE



SOCIAL STUDIES



Upcoming Events

- August 8-9: In-person sessions #3-4 at Blackstone Academy
- September 27: In-person session #5
- November 16: In-person session #6
- Webinars #5-6: TBD

QUESTIONS & FEEDBACK

- Feel free to send us additional **questions** using the contact information on the RI Learning Champions website.
- Provide **feedback** on this webinar at this link:
<https://fs19.formsite.com/GSP1/form242/index.html>

THANK YOU!

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