**Outcomes**

1. Continue to build and develop an understanding regarding the “why” and the “what” of competency-based education;

2. Build and/or refine competencies, performance indicators, scoring criteria, and/or assessments using tools and resources; and,

3. Work as a professional learning community with one another to grow our familiarity and skills with competency-based education.

**Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a / 1:30p</td>
<td>Welcome, Introductions, and Overview of the day</td>
</tr>
<tr>
<td></td>
<td>Community Agreements</td>
</tr>
<tr>
<td>9:10a / 1:40p</td>
<td>Looking at Teacher Work: Assessments</td>
</tr>
<tr>
<td></td>
<td>• Meet in content area teams (one team per table)</td>
</tr>
<tr>
<td>9:50a / 2:20p</td>
<td>Orientation to resources, guides, tools, and exemplars:</td>
</tr>
<tr>
<td></td>
<td>• Graduation Competencies</td>
</tr>
<tr>
<td></td>
<td>• Performance Indicators</td>
</tr>
<tr>
<td></td>
<td>• Scoring Criteria</td>
</tr>
<tr>
<td></td>
<td>• Assessments</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10:10a / 2:40p</td>
<td>Break</td>
</tr>
</tbody>
</table>
| 10:20a / 2:50p | Individual or Team Work  
Every participant will select a specific area of focus for the rest of the sessions. These could be:  
- Develop or refine competencies + performance indicators for a course or content area  
- Develop or refine scoring criteria for course or content area performance indicators  
- Develop or refine at least one assessment aligned with course or content area performance indicators  
OR  
Optional breakout groups if requested or needed:  
- Overview of High-Quality Competencies + Performance Indicators  
- Overview of High-Quality Scoring Criteria  
- Overview of Aligned Assessments |
| 11:50a / 4:20p | Closure and next steps                                                   |
| 12p / 4:30p   | Adjourn                                                                   |
The Framework for Competency-Based Learning represents a system of essential structures necessary to promote equitable outcomes for all students. These structures help educators create coherence as they define and prioritize student learning outcomes, plan for assessment and feedback, select methods for communicating progress, and determine readiness for graduation. Learning outcomes include graduation competencies and performance indicators (long-term), learning targets (short-term), and habits of work. While these structures are critical, a commitment to the achievement of all students must serve as the foundation to ensure equity.

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Communication of Progress</th>
<th>Assessment Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts, Report Cards, Grades</td>
<td>Graduation Competencies 3–6 cross-curricular 3–6 in each content area Essential, enduring, and transferable skills and knowledge. Students demonstrate achievement in each graduation competency. Verification of competency happens over time through multiple and varied methods.</td>
</tr>
<tr>
<td>NO</td>
<td>Formative and Summative Feedback</td>
<td>Performance Indicators 5–8 per competency Measurable skills and knowledge that comprise a graduation competency. Students advance their learning on performance indicators through formative assessments and create evidence of competency through summative assessments.</td>
</tr>
<tr>
<td>NO</td>
<td>Formative Feedback</td>
<td>Learning Targets The discrete elements of each performance indicator that guide daily learning. Students build their knowledge and skills through practice on learning targets and feedback from formative assessments.</td>
</tr>
</tbody>
</table>

**Definitions**

The following definitions clarify the elements of the Framework for Competency-Based Learning.

**Graduation competencies** are the essential, enduring, and transferable skills and knowledge that students must demonstrate for graduation and should be limited in number. Cross-curricular competencies apply across content areas—and are sometimes called 21st century skills—while content competencies are specific to a discipline. We recommend 3–6 cross-curricular competencies and 3–6 competencies in each content area. Students demonstrate achievement of each graduation competency over time and through multiple methods. Students’ levels of performance on graduation competencies are documented on report cards and transcripts.
Every graduation competency is built upon a prioritized set of 5–8 **performance indicators**, which provide more detailed descriptions of developmentally appropriate skills and knowledge, and against which student progress is measured. These are commonly defined for the end of elementary school (grade 5), middle school (grade 8), and high school (grade 12). School districts also use student achievement on performance indicators in varied ways to determine proficiency at the graduation competency level.

Student learning is supported by **formative feedback** which is clear, timely and aligned with performance indicators and learning targets. Formative feedback describes current performance and allows both teachers and students to monitor progress and adjust teaching and learning. **Summative assessments** measure student achievement on performance indicators, usually on a 4-point scale based on **common scoring criteria**. These assessments yield feedback for students that inform grades and determine, over time, proficiency on graduation competencies.

Requiring competency on every performance indicator is problematic because it elevates the indicators to the graduation competency level, increasing the number of graduation requirements, and creating an unwieldy and inflexible system. Decisions about **assessment and verification** of competency within this model should be considered holistically to ensure clarity, coherence and efficacy within the system.

**Learning targets** are the components of performance indicators, guiding the design of daily lessons and units of instruction intended to move students toward competency. Learning targets are the basis of teacher feedback, peer feedback, and learner self-reflection, and therefore they must be clearly communicated to and understood by students.

**Resources**

1. *Habits of Work Grading and Reporting*
   www.greatschoolspartnership.org/proficiency-based-learning/grading-reporting/habits-work-grading-reporting

2. *Verifying Proficiency: Scoring Criteria*

3. *Assessment + Verification*
   www.greatschoolspartnership.org/proficiency-based-learning/assessment-verification
Building Competency Systems identifies the fundamental components of a competency-based learning system for schools and districts. This visual helps educators see the relationships between the different components, determine what they have accomplished, and identify what still needs to be developed. This model illustrates four key stages and related tasks associated with building a district’s competency system, as well as the need for continuous reflection and refinement to ensure coherence across the stages and tasks.

Communicate Progress

Teach + Assess

Report Learning

Instruct

Provide Feedback

Provide Formative Feedback

Provide Supports + Extensions

Assess Summatively + Score

Redo or Reassess as Needed

Analyze Data

Identify Graduation Competencies

Write Performance Indicators

Develop Scoring Criteria

Ensure Curriculum Alignment

Create Summative Assessment

Plan for Supports + Extensions

Plan Formative Assessments

Plan Instruction

Design Instruction

Evaluate Instruction

Design for Learning

Plan at the School + District Level

Reflect + Refine

Reflect + Refine

2018. This work by Great Schools Partnership is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
## Design Criteria Chart

**Developing Content-Area Graduation Standards**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content-Area Relevance</strong></td>
<td>• Are either too abstract (and therefore cannot be measured) or too specific (and therefore fail to address broadly applicable content-area skills and knowledge)</td>
<td>• Align with national, state, and/or local standards and frameworks</td>
</tr>
<tr>
<td><em>To what extent does the statement align with national and state standards? Is the statement central to understanding the content area?</em></td>
<td>• Are so detailed that they obscure their connection to higher-level cognitive skills</td>
<td>• Combine several standards into one graduation standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use precise, descriptive language that clearly communicates what is essential to understanding the content area</td>
</tr>
<tr>
<td><strong>Enduring Knowledge</strong></td>
<td>• Are limited to the scope and sequence of a textbook, resource, or program</td>
<td>• Require students to develop an understanding of relationships among principles, theories, and/or concepts</td>
</tr>
<tr>
<td><em>To what extent does this statement provide students with knowledge and skills that will be of value beyond a particular point in time, such as when students take a test or complete the unit?</em></td>
<td>• Focus on factual content without connecting the statements to enduring cross-disciplinary and content-area skills</td>
<td>• Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives</td>
</tr>
<tr>
<td><strong>Leveraging Learning</strong></td>
<td>• Describe topics that are only relevant to or applicable within a specific course or content area</td>
<td>• Address skills and knowledge that are relevant to and can be applied in all content areas and educational contexts, including real-world and outside-of-school settings</td>
</tr>
<tr>
<td><em>Does the statement describe knowledge and skills that can be applied across multiple disciplines?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cognitive Demand</strong></td>
<td>• Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing</td>
<td>• Require students to demonstrate higher-order cognitive skills, such as those described in the Revised Bloom’s Taxonomy, Marzano’s New Taxonomy, or Webb’s Depth of Knowledge</td>
</tr>
<tr>
<td><em>What level of conceptual comprehension, knowledge acquisition, and skill development does the statement encourage?</em></td>
<td>• Do not encourage the application of knowledge to diverse or novel problems and situations</td>
<td>• Promote deeper comprehension of content and the acquisition of transferable skills such as reasoning, planning, interpreting, hypothesizing, investigating, or explaining</td>
</tr>
<tr>
<td><strong>Assessment Facilitation</strong></td>
<td>• Use descriptive language and verbs that are difficult to measure and assess</td>
<td>• Use descriptive language and verbs that facilitate reliable measurement and assessment practices</td>
</tr>
<tr>
<td><em>To what extent does the statement allow for a broad range of formative and summative assessments?</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

1Based on the work of Larry Ainsworth, Doug Reeves, and the New Hampshire Department of Education’s Course Level Competency Validation Rubric.

© 2013 This work by Great Schools Partnership and the Maine Department of Education is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
## Design Criteria Chart
### Defining Performance Indicators for Content-Area Graduation Standards

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation-Standard Alignment</strong>&lt;br&gt;To what extent does the statement align with the relevant graduation standard? Is the statement central to understanding the standard as described?</td>
<td>• Are either too abstract (and therefore cannot be measured) or too specific (and therefore fail to address broadly applicable content-area skills and knowledge) • Are so detailed that they obscure their connection to the graduation standard</td>
<td>• Describe and define what students need to know and be able to do to demonstrate proficiency in and achievement of the content-area graduation standard • Use precise, descriptive language that clearly communicates what is essential to achieving the graduation standard</td>
</tr>
<tr>
<td><strong>Enduring Knowledge</strong>&lt;br&gt;To what extent does this statement provide students with knowledge and skills that will be of value beyond a particular point in time, such as when students take a test or complete the unit?</td>
<td>• Are limited to the scope and sequence of a specific textbook, resource, or program • Describe only knowledge and skills that are relevant or unique to a specific unit • Are “nice to know” but not essential for students to learn if they are going to succeed in next unit, course, or grade level.</td>
<td>• 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?”</td>
</tr>
<tr>
<td><strong>Cognitive Demand</strong>&lt;br&gt;What level of conceptual comprehension, knowledge acquisition, and skill development does the statement encourage? What depth of knowledge does this statement promote? Is the level of cognitive demand expected measurable?</td>
<td>• Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing • Do not encourage the application of knowledge to diverse or novel problems and situations</td>
<td>• Require students to demonstrate higher-order cognitive skills, such as those described in the Revised Bloom’s Taxonomy, Marzano’s New Taxonomy, or Webb’s Depth of Knowledge • Promote deeper comprehension of content and the acquisition of transferable skills such as reasoning, planning, interpreting, hypothesizing, investigating, or explaining • Are measurable</td>
</tr>
<tr>
<td><strong>Assessment Facilitation</strong>&lt;br&gt;To what extent does the statement allow for a broad range of formative and summative assessments?</td>
<td>• Suggest only limited options for assessing and demonstrating learning • Fail to describe in precise and understandable language what will be measured • Focus narrowly on factual recall and rote skills • Suggest that a single task or activity can be considered a valid demonstration of proficiency</td>
<td>• Help define the specific knowledge and skills that will be assessed and measured • Promote the assessment of deeper content comprehension and the acquisition of transferable skills • Promote multiple and varied options for students to demonstrate evidence of learning, particularly through performance assessments and body-of-evidence strategies such as portfolios</td>
</tr>
</tbody>
</table>

---

1Based on the work of Larry Ainsworth, Doug Reeves, and New Hampshire Department of Education’s Course Level Competency Validation Rubric.

© 2014 This work by Great Schools Partnership and the Maine Department of Education is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.
<table>
<thead>
<tr>
<th>Traits of Scoring Criteria</th>
<th>Stronger Scoring Criteria</th>
<th>Weaker Scoring Criteria</th>
</tr>
</thead>
</table>
| 1. Scoring criteria articulate a clear progression of learning. | • Align to a taxonomy of thinking skills (Webb’s, Bloom’s, etc.) consistently.  
• Describe a logical sequence of increasingly challenging thinking skills, often on a 4-point scale, aligned with the performance indicator and taxonomy.  
• Show progression through a change in the cognitive demand of verbs at each proficiency level or in the depth and detail to which a student completes a task of similar cognitive demand. | • Define progressions that result solely in more or longer work products by applying the same skill repeatedly.  
• Don’t describe distinguished work.  
• Describe progressions with large leaps in thinking skills between levels of performance, (e.g., requiring description at the developing level and evaluation at the proficient level.)  
• Equate the highest performance level to perfection or 100% accomplishment.  
• Exclude some students from being able to demonstrate distinguished performance on an assessment. |
| 2. Scoring criteria describe the quality of student work at each performance level. | • Use precise, specific language and objective descriptions of the evidence students produce at each proficiency level.  
• For the proficient and distinguished descriptions, include all elements of the performance indicator.  
• Include specific, technical expectations (number of pages, number of sources, types of graphs, etc.) in a supplemental checklist or assignment requirements rather than in scoring criteria. | • Use the number (e.g., “I can include 3–5 [elements]”) or frequency (e.g. “rarely,” “sometimes,” or “always”) of an element of performance.  
• Use vague descriptors (e.g., poor, excellent, high-quality, visually appealing). These are difficult to evaluate consistently and don’t clarify expectations. |
| 3. Scoring criteria describe affirmatively what students can do at each level of performance. | • Are written from the student’s point of view starting with “I can…” or “Students can…”  
• Use positive, specific language and an asset-based approach that focuses on what students can do to foster continual improvement. | • Use deficit-based descriptions and framing or statements that articulate undesirable learning outcomes (e.g. “I cannot [do something]”).  
• Use negative language that may reinforce unhelpful mindsets and emphasize learning deficits (e.g. “weak use [of something]…”). |
| 4. Scoring criteria are task neutral; they can be applied to a variety of learning experiences and products. | • Are written for each performance indicator and used to assess a variety of learning experiences or products.  
• Are used to create rubrics for any assessment or assignment by combining scoring criteria for the relevant performance indicators. | • Apply only to specific lessons, units, courses, projects, or assignments (e.g. “I can write a report that evaluates risk factors and prevention strategies related to smoking.”) |
Scoring Criteria: Overview

Scoring criteria describe the quality of evidence at different levels of achievement for each performance indicator. Common scoring criteria are an essential component of a proficiency-based system of learning, designed to promote equitable, challenging, and personalized outcomes for all students. There are four traits of effective scoring criteria:

Trait 1: Scoring criteria articulate a clear progression of learning.

Trait 2: Scoring criteria describe the quality of student work at each performance level.

Trait 3: Scoring criteria describe affirmatively what students can do at each level of performance.

Trait 4: Scoring criteria are task neutral; they can be applied to a variety of learning experiences and products.

The Value of Scoring Criteria

- Common scoring criteria establish a clear definition of achievement of the essential skills and knowledge defined in performance indicators that is shared by teachers, students, and families. By providing descriptions of different levels of performance, common scoring criteria promote consistent expectations.

- Scoring criteria can be used to evaluate a wide range of possible tasks and assessments while maintaining high expectations for all students. In this way, common scoring criteria support the design of assessments aligned with both the competencies and IEP or language learner accommodations.

- Through collaborative use of scoring criteria, teachers calibrate their expectations about evidence of proficiency. This common understanding further promotes consistency of scoring across teachers, improving the reliability of assessments.

- Scoring criteria are used to create rubrics for a range of specific assessment tasks. This practice promotes consistency and clarity of expectations as well as the transfer of skills across topics and content areas.

- Scoring criteria help students understand the specific knowledge and skills they must demonstrate to reach or exceed proficiency. These descriptions can be used to promote reflection and growth and to provide specific, actionable feedback, leading to increased student ownership and deeper levels of learning.

- Teachers can use the data and information from consistent use of scoring criteria to determine appropriate supports and extensions for a class or individual learners. This promotes equitable outcomes by meeting the needs of all students, including those on IEPs and language learners.
Traits and Guidelines

Trait 1
Scoring criteria articulate a clear progression of learning.

Do This

- Align to a taxonomy of thinking skills (Webb’s, Bloom’s, etc.) consistently.
- Describe a logical sequence of increasingly challenging thinking skills, often on a 4-point scale, aligned with the performance indicator and taxonomy.
- Show progression through a change in the cognitive demand of verbs at each proficiency level (see Example 1A) or in the depth and detail to which a student completes a task of similar cognitive demand (see Example 1B).

Avoid This

- Progressions that result solely in more or longer work products by applying the same skill repeatedly.
- Progressions that don’t describe distinguished work.
- Progressions with large leaps in thinking skills between levels of performance (e.g., requiring description at the developing level and evaluation at the proficient level).
- Writing criteria for the highest performance level in a way that equates to perfection or 100% accomplishment.
- Using assessments that limit any student’s opportunities to demonstrate the highest performance level.

Example 1A
Level: High School
Content Area: Math

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use geometric shapes and their properties to model physical objects.</td>
<td>I can identify geometric shapes (e.g., triangles, quadrilaterals, and other polygons). can describe geometric shapes and their basic properties.</td>
<td>I can describe geometric shapes and their basic properties.</td>
<td>I can model physical objects using geometric shapes.</td>
<td>I can evaluate the quality of models representing physical objects.</td>
</tr>
</tbody>
</table>

Example 1B
Level: Elementary
Content Area: Cross Curricular (Problem Solving)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate solutions to problems.</td>
<td>I can identify a possible solution to the problem.</td>
<td>I can identify a solution to the problem based on collected data.</td>
<td>I can generate a workable solution that addresses the given problem using collected data.</td>
<td>I can generate a variety of workable solutions to a problem using collected data.</td>
</tr>
</tbody>
</table>
Trait 2

Scoring criteria describe the quality of student work at each performance level.

**Do This**

- Use precise, specific language and objective descriptions of the evidence students produce at each proficiency level which can be more consistently evaluated by different individuals (see Example 2A).
- For **proficient** and **distinguished** descriptions, include all elements of the performance indicator (see Example 2B).
- Include specific, technical expectations (number of pages, number of sources, types of graphs, etc.) in a supplemental checklist or assignment requirements rather than in scoring criteria. Use these elements of an assignment to determine if it is complete or to inform habits of work assessments and feedback.

**Avoid This**

- Using the number (e.g., “I can include 3–5 [elements]”) or frequency (e.g. “rarely,” “sometimes,” or “always”) of an element of performance.
- Vague descriptors (e.g., poor, excellent, high-quality, visually appealing). These are difficult to evaluate consistently and don’t clarify expectations.

---

**Example 2A**

**Level: Middle/High School**

**Content Area: World Language**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Control: Apply knowledge of grammar and vocabulary to communicate ideas.</td>
<td>I can use familiar words <strong>accurately in isolation.</strong></td>
<td>I can use familiar language <strong>accurately in phrases.</strong></td>
<td>I can select and use words, order words, and spell/pronounce words <strong>accurately in simple sentences on familiar topics.</strong></td>
<td>I can select and use words, order words, and spell/pronounce words <strong>accurately in complex sentences on familiar and concrete topics.</strong></td>
</tr>
</tbody>
</table>

---

**Example 2B**

**Level: High School**

**Content Area: English Language Arts**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize writing in a way that is appropriate to purpose and audience.</td>
<td>I can include <strong>ideas in a piece of writing.</strong></td>
<td>I can apply a <strong>formulaic progression of ideas related to a purpose.</strong></td>
<td>I can develop a <strong>clear and coherent progression of ideas, using syntax and transitions appropriate to purpose and audience.</strong></td>
<td>I can create a <strong>complex progression of ideas, using varied syntax and transitions to achieve my purpose and reach my audience.</strong></td>
</tr>
</tbody>
</table>
Trait 3

Scoring criteria describe affirmatively what students can do at each level of performance.

Do This
- Write scoring criteria from the student's point of view. Starting with “I can…” or “Students can…” helps to reinforce this idea (see Example 3A).
- Use positive, specific language and an asset-based approach that focuses on what students can do to foster continual improvement (see Example 3B).

Avoid This
- Deficit-based descriptions and framing or statements that articulate undesirable learning outcomes (e.g., “I cannot [do something]”).
- Negative language that may reinforce unhelpful mindsets and emphasize learning deficits (e.g., “weak use [of something]”).

Example 3A
Level: High School
Content Area: Health

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate a variety of behaviors to prevent or reduce health risks to self and others.</td>
<td>I can state a variety of behaviors to prevent or reduce health risks.</td>
<td>I can describe various behaviors and how they prevent or reduce health risks.</td>
<td>I can evaluate a variety of behaviors that prevent or reduce health risks.</td>
<td>I can evaluate a variety of behaviors that prevent or reduce health risks in relation to context.</td>
</tr>
</tbody>
</table>

Example 3B
Level: High School
Content Area: Transferable Skills (Creative & Practical Problem Solving)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe and evaluate situations in order to define problems.</td>
<td>I can make observations about a situation.</td>
<td>I can identify variables and the relationships among them that influence a situation.</td>
<td>I can define a problem and identify constraints based on my observation and evaluation of the relationship between variables.</td>
<td>I can analyze a problem in order to determine its significance and relevance.</td>
</tr>
</tbody>
</table>
Trait 4

Scoring criteria are task neutral; they can be applied to a variety of learning experiences and products.

Do This

• Write scoring criteria for each performance indicator and use them to assess a variety of learning experiences or products (see Examples 4A and 4B).
• Create rubrics for any assessment or assignment by combining scoring criteria for the relevant performance indicators.

Avoid This

• Scoring criteria that apply only to specific lessons, units, courses, projects, or assignments. (e.g., “I can write a report that evaluates risk factors and prevention strategies related to smoking.”)

Example 4A
Level: Middle School
Content Area: Social Studies

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze regions of the Earth, their physical features, and political boundaries using a variety of geographic tools.</td>
<td>I can locate <strong>regions of the Earth, their physical features, and political boundaries.</strong></td>
<td>I can describe <strong>regions of the Earth, their physical features, and political boundaries.</strong></td>
<td>I can analyze <strong>regions of the Earth, their physical features, and political boundaries using a variety of geographic tools.</strong></td>
<td>I can evaluate connections among the physical features, and political boundaries of regions of the Earth using a variety of geographic tools.</td>
</tr>
</tbody>
</table>

Example 4B
Level: Elementary
Content Area: Visual Art

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply tools and techniques of specific art-making forms to create intended imagery.</td>
<td>I can use <strong>art-making tools.</strong></td>
<td>I can use <strong>tools and techniques to create artistic products.</strong></td>
<td>I can select tools and apply techniques to my artistic products to create imagery.</td>
<td>I can create imagery to convey a message through combining techniques in artistic products.</td>
</tr>
</tbody>
</table>
## CRITERIA

### ALIGNMENT:

How aligned is the assessment task to the graduation standards and performance indicators?

- It is unclear what skills or knowledge students will demonstrate through the task (Graduation standards and performance indicators are clearly identified).
- Cognitive level of task matches the level in the identified indicators.
- Content knowledge and skills required in assessment task match those identified in the indicators.

### ACCESSIBILITY:

How accessible is the assessment task to all students?

- Expectations are undefined or unclear.
- Options for differentiation are not described.
- Task provides little or no opportunity for student choice.
- Task is written without sensitivity to cultural differences that may exist in the classroom.

### TRANSFER:

How relevant is the assessment task to the real world and/or student's lives?

- Task is strictly content-based (only one source or familiar sources that have been discussed in class).
- Task can be accomplished using only one source or familiar sources that have been discussed in class.
- Task requires higher order thinking: application, analysis, evaluation or creation in alignment with the indicators being assessed, or the use of complex or novel sources or texts.
- Task requires students to integrate and apply the skills and knowledge described in several different performance indicators.

### RIGOR:

How challenging is the task?

- Task only requires students to recall, summarize, or define.
- The assessment requires students to complete discrete tasks aligned with portions of an indicator or only one indicator at a time.
- The task requires higher order thinking: application, analysis, evaluation or creation in alignment with the indicators being assessed, or the use of complex or novel sources or texts.
- The task requires students to integrate and apply the skills and knowledge described in several different performance indicators.

### SCORING:

Are the success criteria clearly defined? If the assessment includes a group product, how is individual proficiency determined?

- Point values may be assigned to items or sections, but it is unclear how individuals will be assessed for group work.
- Rubric descriptors/scoring criteria clearly define levels of performance in the identified indicators.
- Rubric descriptors/scoring criteria clearly define levels of performance in the identified indicators.
- Habits of work are assessed separately from academic knowledge and skills.

### STRONGER ASSESSMENTS

- Task may provide opportunity for students to engage with a school, community, or expert audience.
- Task lends itself to a real-world or simulated real-world product or performance.
- Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators).
- Task is written with sensitivity to cultural differences that may exist in the classroom.

### ENCOURAGED but not Required

- Task may provide opportunity for students to engage with a school, community, or expert audience.
- Task lends itself to a real-world or simulated real-world product or performance.
- Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators).
- Task is written with sensitivity to cultural differences that may exist in the classroom.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEAKE ASSESSMENTS</th>
<th>STRONGER ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALIGNMENT:</strong></td>
<td>- It is unclear what skills or knowledge students will demonstrate through the task (Graduation standards and performance indicators are clearly identified).&lt;br&gt;- Cognitive level of task matches the level in the identified indicators.&lt;br&gt;- Content knowledge and skills required in assessment task match those identified in the indicators.</td>
<td>- Task may provide opportunity for students to engage with a school, community, or expert audience.&lt;br&gt;- Task lends itself to a real-world or simulated real-world product or performance.&lt;br&gt;- Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators).&lt;br&gt;- Task is written with sensitivity to cultural differences that may exist in the classroom.</td>
</tr>
<tr>
<td><strong>ACCESSIBILITY:</strong></td>
<td>- Expectations are undefined or unclear.&lt;br&gt;- Options for differentiation are not described.&lt;br&gt;- Task provides little or no opportunity for student choice.&lt;br&gt;- Task is written without sensitivity to cultural differences that may exist in the classroom.</td>
<td>- Task may provide opportunity for students to engage with a school, community, or expert audience.&lt;br&gt;- Task lends itself to a real-world or simulated real-world product or performance.&lt;br&gt;- Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators).&lt;br&gt;- Task is written with sensitivity to cultural differences that may exist in the classroom.</td>
</tr>
<tr>
<td><strong>TRANSFER:</strong></td>
<td>- Task is strictly content-based (only one source or familiar sources that have been discussed in class).&lt;br&gt;- Task can be accomplished using only one source or familiar sources that have been discussed in class.</td>
<td>- Task may provide opportunity for students to engage with a school, community, or expert audience.&lt;br&gt;- Task lends itself to a real-world or simulated real-world product or performance.&lt;br&gt;- Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators).&lt;br&gt;- Task is written with sensitivity to cultural differences that may exist in the classroom.</td>
</tr>
<tr>
<td><strong>RIGOR:</strong></td>
<td>- Task only requires students to recall, summarize, or define.&lt;br&gt;- The assessment requires students to complete discrete tasks aligned with portions of an indicator or only one indicator at a time.</td>
<td>- Task may provide opportunity for students to engage with a school, community, or expert audience.&lt;br&gt;- Task lends itself to a real-world or simulated real-world product or performance.&lt;br&gt;- Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators).&lt;br&gt;- Task is written with sensitivity to cultural differences that may exist in the classroom.</td>
</tr>
<tr>
<td><strong>SCORING:</strong></td>
<td>- Point values may be assigned to items or sections, but it is unclear how individuals will be assessed for group work.&lt;br&gt;- Rubric descriptors/scoring criteria clearly define levels of performance in the identified indicators.&lt;br&gt;- Habits of work are assessed separately from academic knowledge and skills.</td>
<td>- Task may provide opportunity for students to engage with a school, community, or expert audience.&lt;br&gt;- Task lends itself to a real-world or simulated real-world product or performance.&lt;br&gt;- Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators).&lt;br&gt;- Task is written with sensitivity to cultural differences that may exist in the classroom.</td>
</tr>
</tbody>
</table>