



Webinar
Series



Developing Effective Assessment Tasks in a Proficiency-Based Learning System

April 7, 2015

HOUSEKEEPING

For technical support contact:
Great Schools Partnership
207-773-0505

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Please **type your name, school, state**
into the chat space

e.g. **David Ruff, GSP (ME)**

TODAY'S PRESENTERS

From the Great Schools Partnership:

Reed Dyer, Senior Associate

Becky Wilusz, Senior Associate

David Ruff, Executive Director



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

We Believe

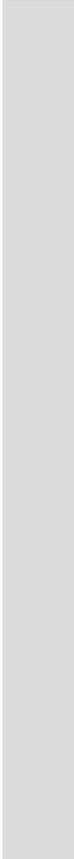
In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

We Believe

That schools must simultaneously attend to
policy, practice, and community engagement

We Believe

School improvement is **context-based**,
not one-size fits all



Outcomes

Review Proficiency-Based Learning Simplified
and Concept of Scoring Criteria



Outcomes

Explore steps and processes to create engaging and high-quality assessment tasks for students

Agenda

Review Proficiency-Based Simplified Model

Review Scoring Criteria

Demonstrate the Protocol for Development of Summative Assessment Tasks

Questions?

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

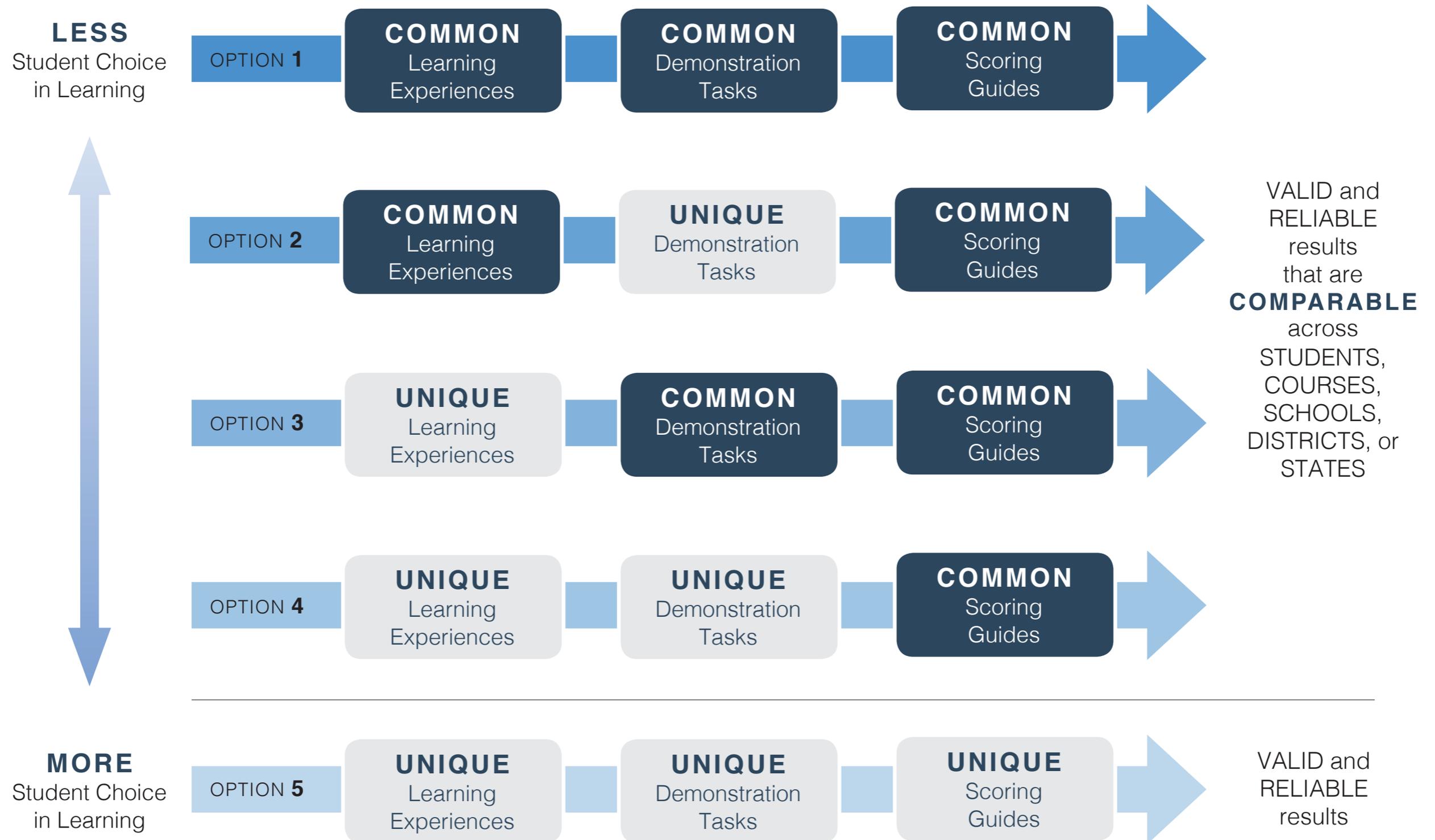
Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	Cross-Curricular Graduation Standards 5–8 standards taught in all content areas	Body of Evidence Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	Content-Area Graduation Standards 5–8 standards for each content area	Verification of Proficiency Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
NO	Progress Reports	Performance Indicators 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards	Summative Assessment Graded summative assessments are used to evaluate the achievement of performance indicators
NO	Teacher Feedback	Learning Objectives Learning objectives guide the design of curriculum 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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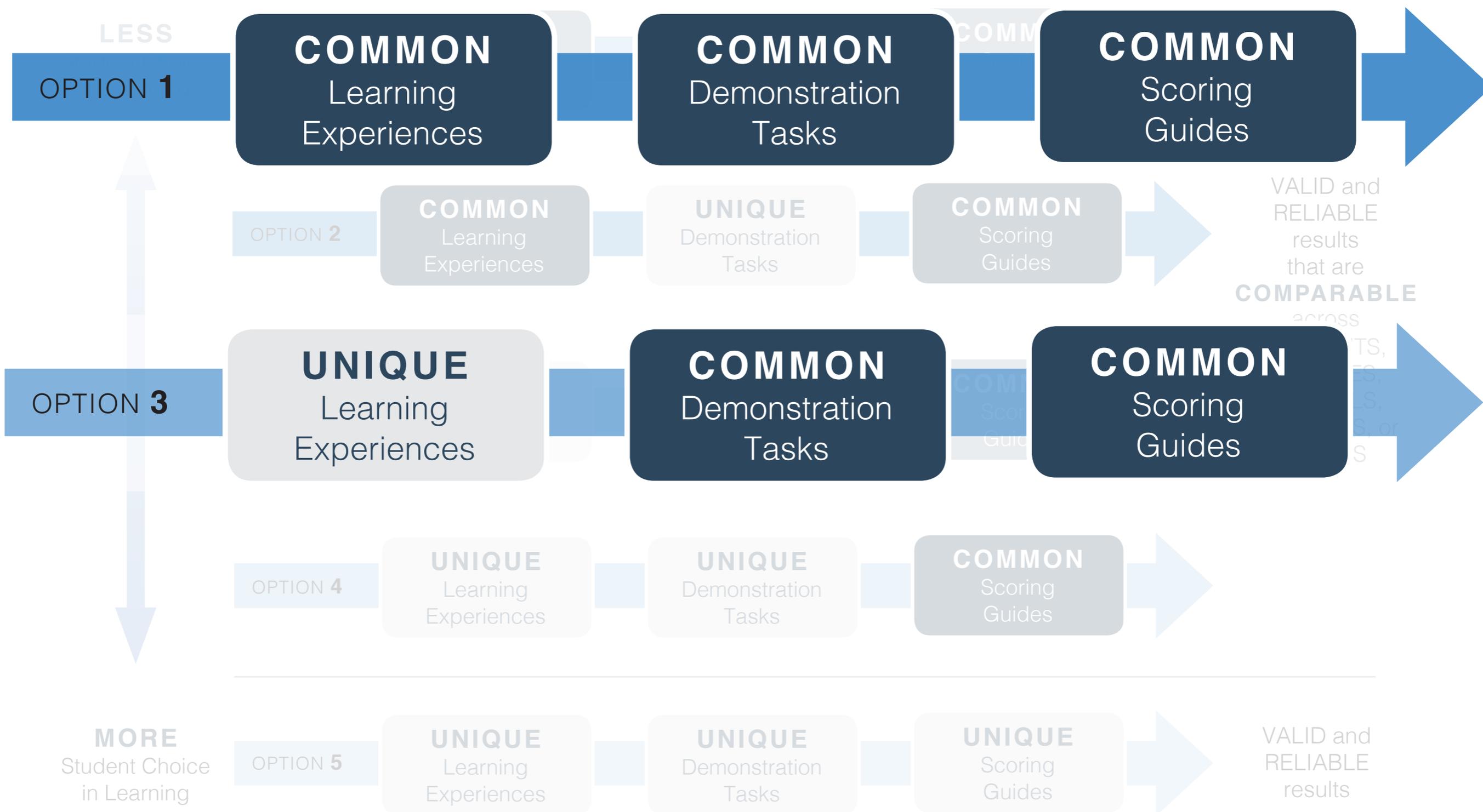
Assessment Pathways Simplified

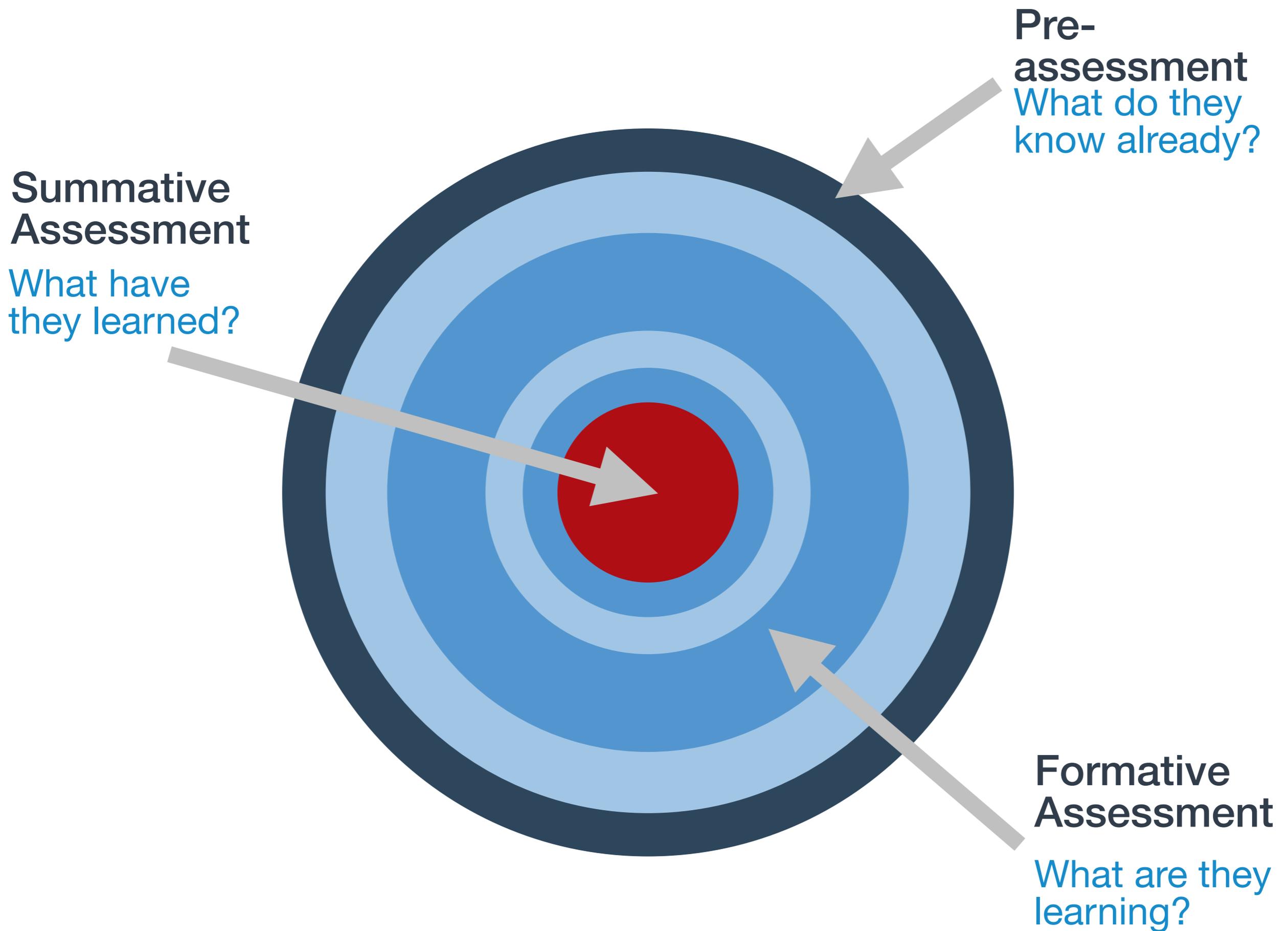
A Great Schools Partnership Learning Model



Assessment Pathways Simplified

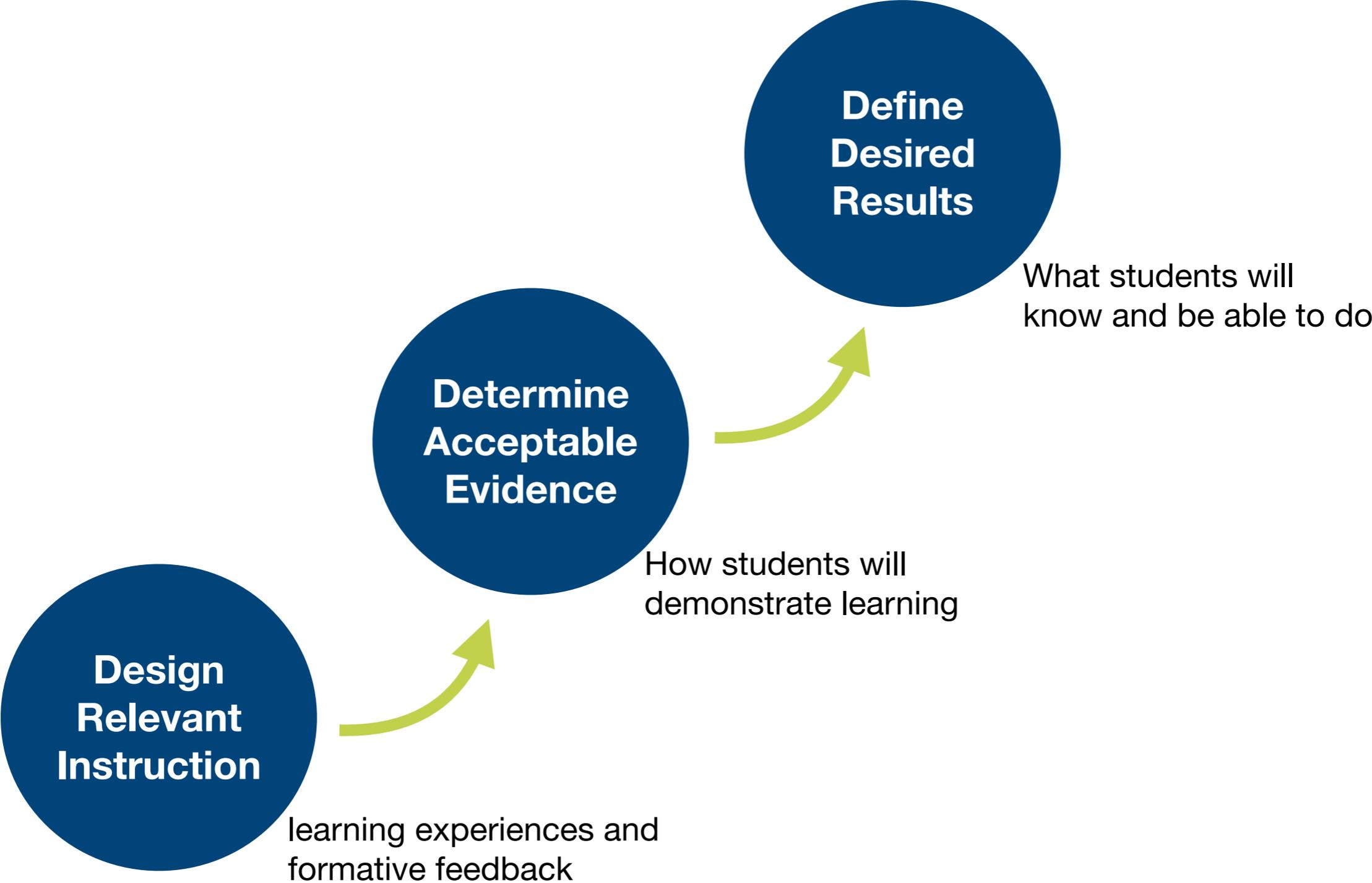
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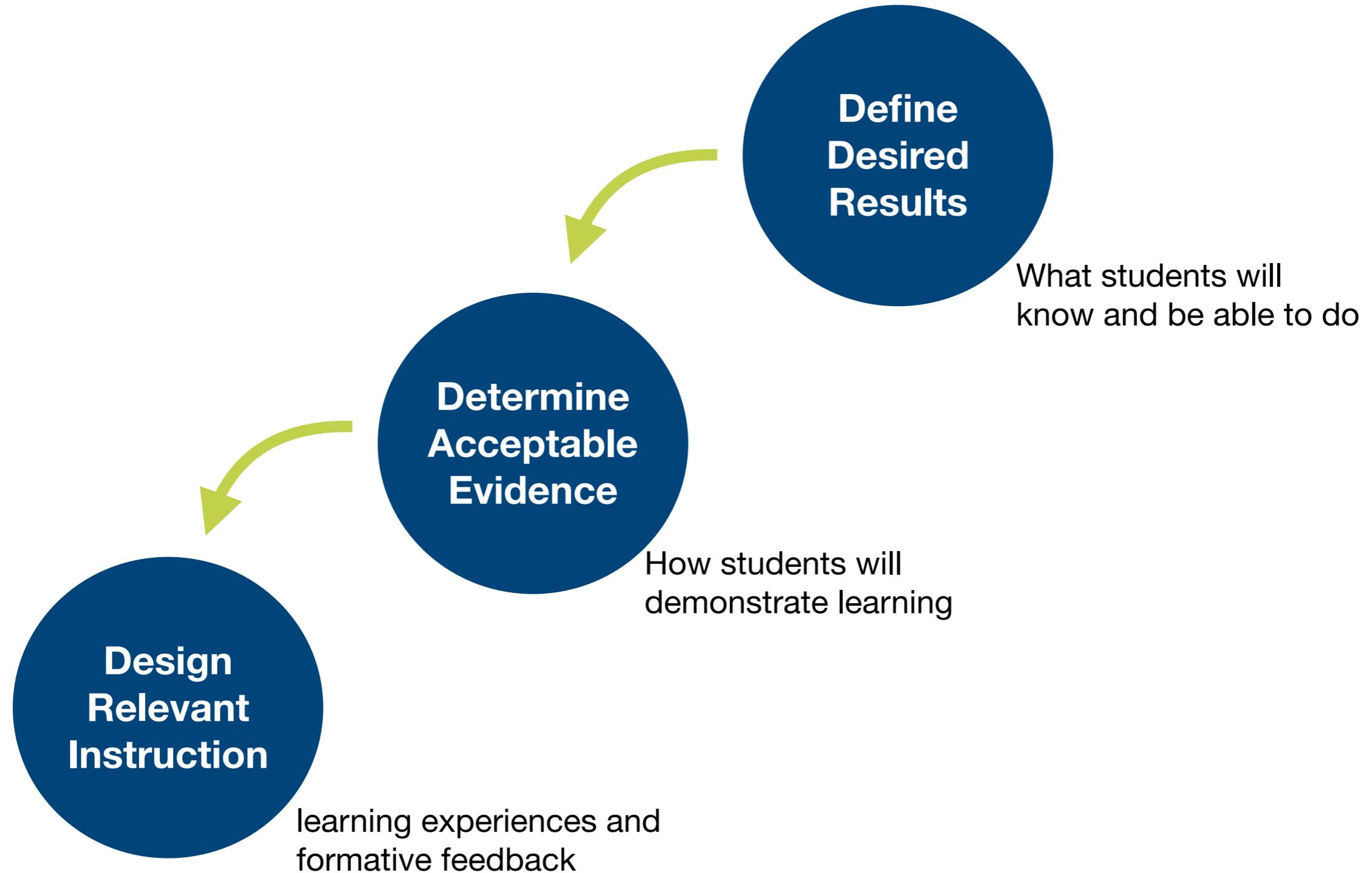
Stages of “Traditional” Design

Planning and Implementation

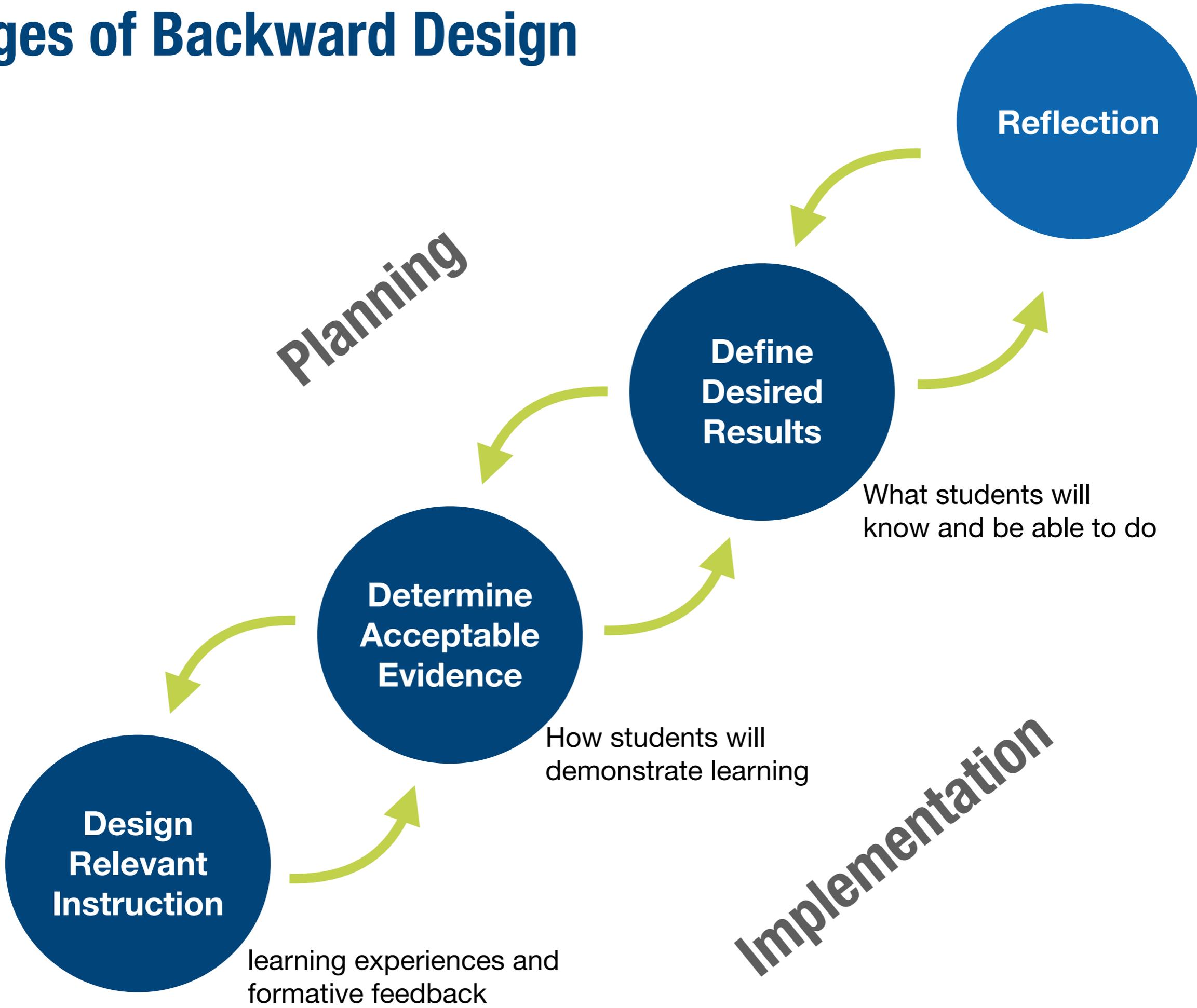


Stages of Backward Design

Planning



Stages of Backward Design



CRITERIA	WEAKER ASSESSMENTS	STRONGER ASSESSMENTS
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<p>ACCESSIBILITY: How accessible is the assessment task to all students?</p>	<ul style="list-style-type: none"> ▪ Expectations are undefined or unclear ▪ Levels of student performance are not identified ▪ Work habits are combined with academic performance ▪ Task is not easily differentiated ▪ Task provides little or no opportunity for student choice 	<ul style="list-style-type: none"> ▪ Expectations of the assessment task are clear to students ▪ Scoring criteria clearly defines levels of student performance ▪ Work habits are clearly separated (and independently assessed) from performance on academic standards ▪ Assessment task could easily be differentiated to ensure all students can achieve proficiency at a rigorous level ▪ Assessment task allows students to pursue multiple pathways and still demonstrate proficiency ▪ Task engages students in a novel or interesting way, connecting to student interests
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Think like an assessor?

Think like an activity designer?

Think like **BOTH**.

Designing Summative Assessments

9 Steps

1. Cluster similar performance indicators into potential “units”
2. Review scoring criteria for these performance indicators
3. Brainstorm tasks, products
4. Develop a list of potential tasks for students
5. Determine the most appropriate task
6. Review and finalize performance indicators
7. Build a rubric using the scoring criteria
8. Write assessment directions using language that is accessible
9. Conduct a final tuning

1

Cluster related performance indicators

Sample 8th Grade Social Studies Unit Performance Indicators

Social Studies Standard 1E: Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented

Social Studies Standard 6B: Analyze interpretations of historical events that are based on different perspectives and evidence

Social Studies Standard 6D: Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently

Cross-Content Area Performance Indicator

GP A2: Uses evidence and logic appropriately in communication

GP A3: Adjusts communication based on the audience

GP A4: Uses a variety of modes of expression

Performance Assessments



performance indicators



performance assessment

2

Review scoring criteria

Indicators	1	2	3	4
SS Standard 1E: Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented	I can tell the difference between a fact and an argument and find evidence that supports an argument.	I can construct an argument with supporting details and identify possible counter-arguments.	I can develop and present arguments orally and in writing, supporting them with specific evidence, draw logical conclusions from the evidence, and refute opposing claims to my argument.	I can argue a position orally and in writing by selecting the most convincing, credible evidence to support it, while discrediting opposing viewpoints.

Indicators	1	2	3	4
SS Standard 6B: Use evidence to analyze interpretations of historical events based on different perspectives	I understand that an historical event might be interpreted differently based on a person's point of view at the time.	I can contrast different points of view of an historical event, citing general evidence to support my point.	I can compare and contrast interpretations of historical events from different points of view, using specific evidence to support my point.	I can critique different points of view regarding an historical event, using specific, convincing evidence to support my point.

Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST.11-12-7)	I can list some specifics about a topic that would help develop my understanding	I can identify broad questions that are relevant to my studies and focus my research	I can construct open-ended questions that build on one another and require evidence and support	I can analyze my own research questions to refine them based on my earlier questions and learning

3

Brainstorm tasks or products

Indicator	Looking at the scoring criteria, what skills must students apply to demonstrate proficiency on these performance indicators	What content lends itself to demonstrating these skills or understanding?	What real-world activities do people do that demonstrate these identified skills and knowledge?	What evidence from these activities demonstrates proficiency with these skills or knowledge?
Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none">• read and comprehend literary/informational texts• develop an analysis of those texts• select relevant evidence from those texts• explain and connect that evidence to support an analysis	<ul style="list-style-type: none">• non-fiction reading/research• critical analysis articles about literature, film, drama, etc.• works of literature, drama, etc.	<ul style="list-style-type: none">• Journalists• Political leaders• Teachers• Bloggers	<ul style="list-style-type: none">• Newspaper articles• Legislation• City development plans

4

Develop a list of potential tasks for students

- **Critical essay of a work of literature**
- **Research paper**
- **Oral presentation of a literary or historical analysis**
- **Debate--written or oral**

5

Determine most appropriate task

Summative Assessment

Students will assume the roles of historical figures and participate in a 1776 colonial town meeting at which they will debate whether to declare independence from Great Britain. Loyalists and Patriots will try to persuade Neutralists to join their side; Neutralists will question the Loyalists and Patriots on their arguments and use/interpretation of evidence and then vote each “round” on which side has the most compelling arguments and rebuttals. All students will use strategic thinking to cite evidence, develop logical arguments and justify their own conclusions or critique conclusions others have drawn. (SS 1E, SS 6B, SS 6D, GP A2)

Students who are proficient are able to think strategically and make logical inferences about the perspective the historical person they are role-playing would have had on the events and key laws of 1770s America. (GP A2, SS 1E)

6

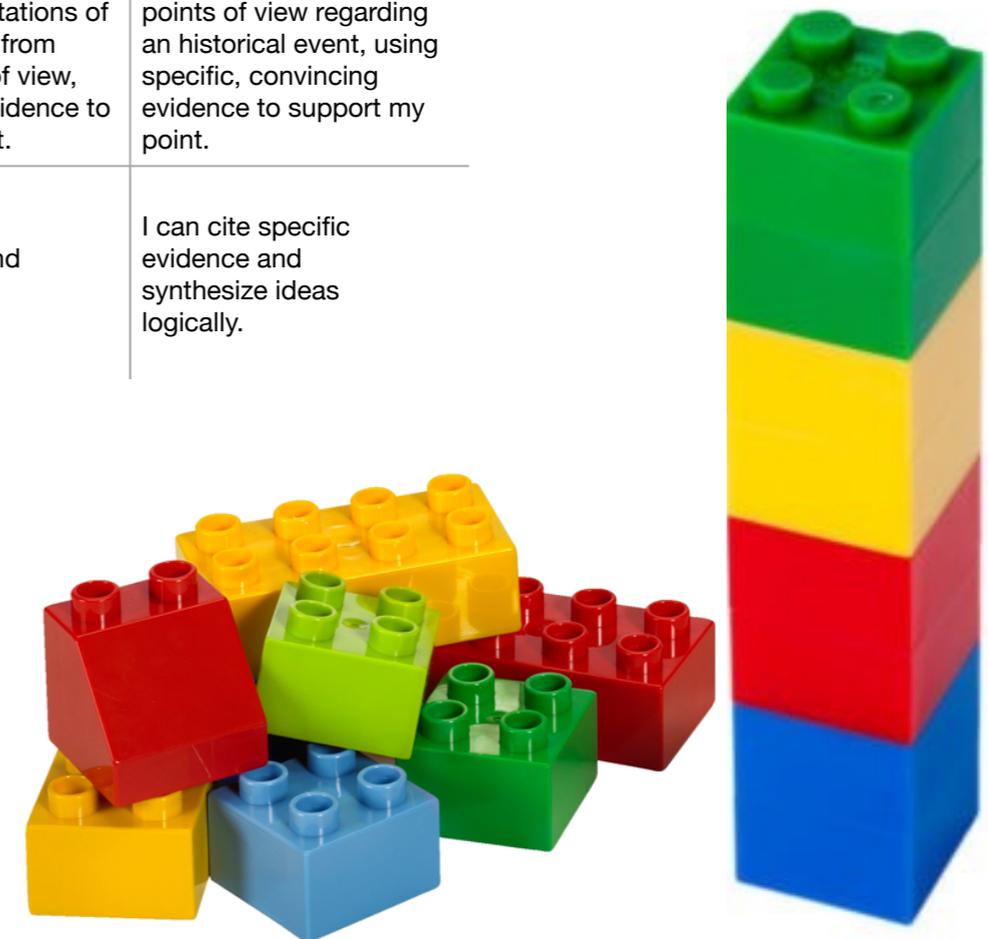
Review and finalize performance indicators

- Will the task enable students to produce evidence for each of the original performance indicators?
(If a performance indicator is not addressed in the task, it should be removed or the task should be revised.)
- Will the task enable students to produce evidence for additional performance indicators not originally identified, including performance indicators for cross-curricular standards?
(If so, add them.)
- Is the task assessing a reasonable number of performance indicators
(in the range of 4 – 6 total)?

7

Build a rubric

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
SS Standard 1E: Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented	I can tell the difference between a fact and an argument and find evidence that supports an argument.	I can construct an argument with supporting details and identify possible counter-arguments.	I can develop and present arguments orally and in writing, supporting them with specific evidence, draw logical conclusions from the evidence, and refute opposing claims to my argument.	I can argue a position orally and in writing by selecting the most convincing, credible evidence to support it, while discrediting opposing viewpoints.
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G.P. A2: Uses evidence and logic appropriately in communication	I can state or list relevant ideas or facts.	I can express my ideas and present some evidence to support them.	I can explain ideas logically and use evidence to support them.	I can cite specific evidence and synthesize ideas logically.



Creating a Rubric

For a Summative Assessment

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
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Social Studies Performance Indicator

Social Studies Performance Indicator

Cross-Curricular Performance Indicator

8

Write assessment directions

Students will prepare the following materials to use in their town meeting:

- Written speech from perspective of historical person who the student is role-playing (SS 1/E; SS 6 E, GP A.2, A.3)
- Create a visual (poster, google site, twitter feed, etc.) that demonstrates the point of view of character (SS 6/B; GP A.4)
- Nameplate for historical character with “quote” summarizing character’s perspective on independence from Great Britain (GP A.4; SS 6.B)

During the town meeting, students will:

- Present the speech they have prepared and participate in the development of a rebuttal or counterargument (G P A.2; A.3; A.4)

9

Conduct a final tuning



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Developing Effective Assessment Tasks in a Proficiency-Based Learning System

As educators have begun to implement proficiency-based learning systems, they have realized the need to develop assessments that accurately measure student learning, promote personalization, and deliver trustworthy data—not an easy set of deliverables.

Building upon the previous GSP webinar, this webinar will present a ... [Watch the Webinar →](#)

Determining Proficiency Levels and Establishing Scoring Criteria

Once educators in districts have completed the important task of identifying graduation standards and performance indicators, the next step in our Proficiency-Based Simplified model is to establish scoring criteria. Informing and supporting the clear articulation of what student work looks like at each of the four distinct ...

[Watch the Webinar →](#)

[About the Great Schools Partnership](#)

The Great Schools Partnership is a 501(c)(3) nonprofit school-support organization working to redesign public education and improve learning for all students. We are a team of passionate, committed educators and school leaders who bring decades of collective service in public schools.

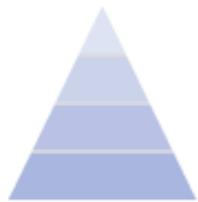
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Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

The Great Schools Partnership created Proficiency-Based Learning Simplified to help schools develop efficient [standards-based](#) systems that will prepare all students for success in the colleges, careers, and communities of the 21st century. For this reason, our model is focused on prioritizing and assessing the most vitally important knowledge and skills, while also balancing these [high academic expectations](#) with the need for flexibility, responsiveness, and creativity in the classroom.

We know that learning standards are powerful instructional assets that can bring focus and [coherence](#) to an academic program. But we also recognize that standards are sometimes translated into burdensome instructional checklists that can stifle instructional flexibility and limit learning options. In our model, standards are not checklists but prioritized learning goals that help schools and teachers design more effective academic programs and [learning experiences](#) that will meet the distinct needs of each student.

Throughout this website, school leaders and teachers will find detailed guidance on developing a proficiency-based system. We have strived to keep our guidance concise and practical, focusing only on the most essential policies, processes, and practices. In addition, we see our model as an iterative process, and we intend to revise, improve, and expand our resources over time.

For general questions related to Proficiency-Based Learning Simplified, contact Stephen Abbott: sabbott@greatschoolspartnership.org

Questions?





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