



Competency-Based Learning

Developing Performance

Tasks

October 12, 2016
Pinellas County

TODAY'S PRESENTERS

From the Great Schools Partnership

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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

Agenda

8:30 Welcome and Introductions

8:45 Review of Competency-Based Learning

9:15 Role of Scoring Criteria in Assessment Design

9:30 Assessment Design Criteria

10:00 Break

10:15 Assessment Development Protocol

11:30 Lunch

12:20 Content Group Assessment Design

Goal

To complete an assessment (performance task) aligned to competencies and review/revise assessments collaboratively based on the design criteria.

Outcomes

Explore the implications of competencies, performance indicators, and scoring criteria for assessment development

Outcomes

Develop and refine summative assessments aligned with competencies and performance indicators using tools and protocols

Outcomes

Understand the linkages among summative assessments, formative assessments, and instructional design

Outcomes

Explore the range of assessments that can be measured using scoring criteria

Norms

- Respect differences
- Freely attend to personal needs
- Monitor airtime
- Listen well
- Foster good humor
- Support a culture of possibility
- Manage Technology*

FIRST THOUGHTS

Write your first thoughts about these words:

A+

Homework

Valedictorian

Student Portfolios

Common Assessment

Pop Quiz

Report Card

Student Choice

Late Work

Competency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	Transcripts and Report Cards	Cross-Curricular Graduation Competencies 5–8 competencies taught in all content areas	Body of Evidence Students demonstrate achievement of competencies through a body of evidence evaluated using common rubrics
YES	Transcripts and Report Cards	Content-Area Graduation Competencies 5–8 competencies for each content area	Verification of Proficiency Students demonstrate achievement of content-area graduation competencies through their aggregate performance on summative assessments over time
NO	Progress Reports	Performance Indicators 5–10 indicators for each cross-curricular and content-area competency that move students toward proficiency and the achievement of graduation competencies	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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Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I don't understand the value of having goals for my own health.	I understand that personal health goals are important.	I make goals related to my health.	I value making goals related to my health.

Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I have no goals for my health	I have two goals for my health	I have three goals for my health	I have four or more goals for my health

Scoring Criteria and Assessment

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I can list goals I have for my own health	I can explain ways I could reach a goal I set for my own health	I can create a plan to meet specific and measurable short term and long term health goals	I can adapt my plan and evaluate my progress so I can continue to positively impact my personal health

Scoring Criteria and Assessment

- What do you notice about imagining assessments for those types of scoring criteria?
- How does the language used in the scoring criteria impact the types of assessments you imagined?

Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced
4. Formative assessments measure learning progress during the instructional process
5. Summative assessments ... are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings

Break

CRITERIA	WEAKER ASSESSMENTS	STRONGER ASSESSMENTS
<p>ALIGNMENT: How aligned is the assessment task to the graduation standards and performance indicators?</p>	<ul style="list-style-type: none"> It is unclear what skills or knowledge students will demonstrate through the task The product or work that students create will not allow them to demonstrate the skills/knowledge within the performance indicators 	<ul style="list-style-type: none"> It is clear 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
<p>ACCESSIBILITY: How accessible is the assessment task to all students?</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Expectations of the assessment task are clear to students Options for accommodations for students with special needs are described to ensure all students can achieve proficiency at a rigorous level. Task provides opportunities for student choice Task is written with sensitivity to cultural differences
<p>TRANSFER: How relevant is the assessment task to the real world and/or student's lives? Does it require students to apply knowledge or create something new using what they have learned?</p>	<ul style="list-style-type: none"> Task is strictly content-based Task can be accomplished using only one source or familiar sources that have been discussed in class 	<ul style="list-style-type: none"> Task is complex (interdisciplinary, incorporates cross-curricular skills, and/or assesses multiple performance indicators) Task requires the use of multiple sources and/or novel material <p style="text-align: center;">-----Encouraged but not Required-----</p> <ul style="list-style-type: none"> <i>Task may provide opportunity for students to engage with a school, community, or expert audience</i> <i>Task lends itself to a real-world or simulated real-world product or performance</i>
<p>RIGOR: How challenging is the task? Does it require students to think critically at the level defined by the indicators assessed? Is the task a learning stretch?</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<p>SCORING: Are the success criteria clearly defined? If the assessment includes a group product, how is individual proficiency determined?</p>	<ul style="list-style-type: none"> Point values may be assigned to items or sections, but it's unclear what successful demonstration might look like It is unclear how individuals will be assessed for group work <i>(If applicable) While the standards/indicators assessed may be stated, it is unclear which portions of the assessment align with which indicators</i> 	<ul style="list-style-type: none"> Rubric descriptors/scoring criteria clearly define levels of performance Task allows for individual demonstration of proficiency in the identified indicators Habits of work are assessed separately from academic knowledge and skills <i>(If applicable) Items are grouped, or clearly identified, by indicator being assessed</i>

Assessment Design

ALIGNMENT:

How well aligned is the task to the competencies, indicators, and standards being assessed?

Assessment Design

ACCESSIBILITY:

How easily can all students understand the task and determine how to demonstrate what they know and can do?

Assessment Design

TRANSFER:

How relevant is the task? Does it require application to a new situation?

Assessment Design

RIGOR:

How challenging is the task? Does it provide an opportunity for students to “exceed”?

Assessment Design

SCORING:

Are the scoring criteria clearly defined?

At Your Tables: Reflection

As you think about assessment design with one of your recent assessments in mind ...

- Which aspects of this Design Guide are relatively easy to do?
- Which aspects are more challenging?

Tuning Protocol for Assessments

Select One

- Humanities
- English Language Arts
- Math
- Science
- Social Studies

Tuning Protocol for Assessments

Steps

- Review the Design Guide, sample task with scoring criteria (and sample of student work).
- Clarifying Questions (about assessment)
- Silently record feedback in every row of the feedback sheet
 - ▶ descriptive, actionable feedback that refers to design guide
- Discussion Rounds
(**alignment, accessibility, transfer, rigor and scoring**)
- Debrief

Assessment Review Rounds Template

Descriptor	Notes, Evidence and Feedback
Alignment How aligned is the assessment task to the MTs and LTs? What evidence is there of this alignment? How might alignment be improved?	
Accessibility How accessible is the assessment task to all students? What evidence is there that all students would experience some success on this assessment? What potential challenges do you see for some students? How might accessibility be improved?	
Transfer How relevant is the assessment task to the real world and/or student's lives? Does it require students to apply knowledge or create something new using what they have learned?	
Rigor How challenging is the task? Does it require students to think critically at the level defined by the MTs/LTs assessed? Is the task a learning stretch?	
Scoring Are the success criteria clearly defined? If the assessment includes a group product, how is individual proficiency determined?	

Classroom Assessment- Instruction Cycle

Pre-Assessment:

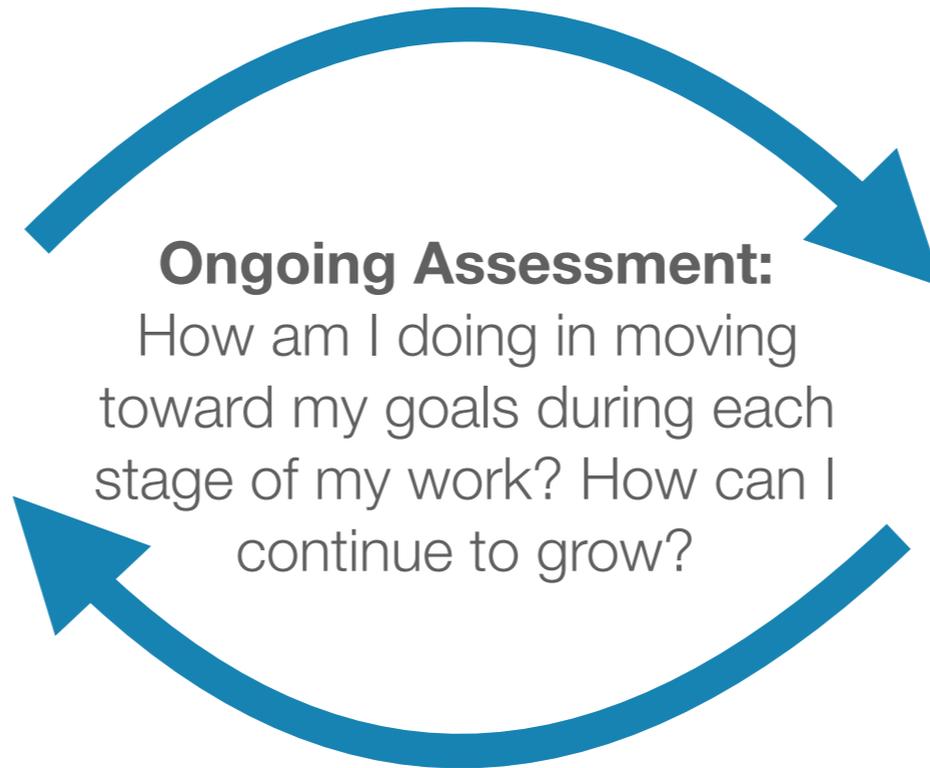
Where are my strengths and needs compared to my objectives as I begin a new phase of learning?

Ongoing Assessment:

How am I doing in moving toward my goals during each stage of my work? How can I continue to grow?

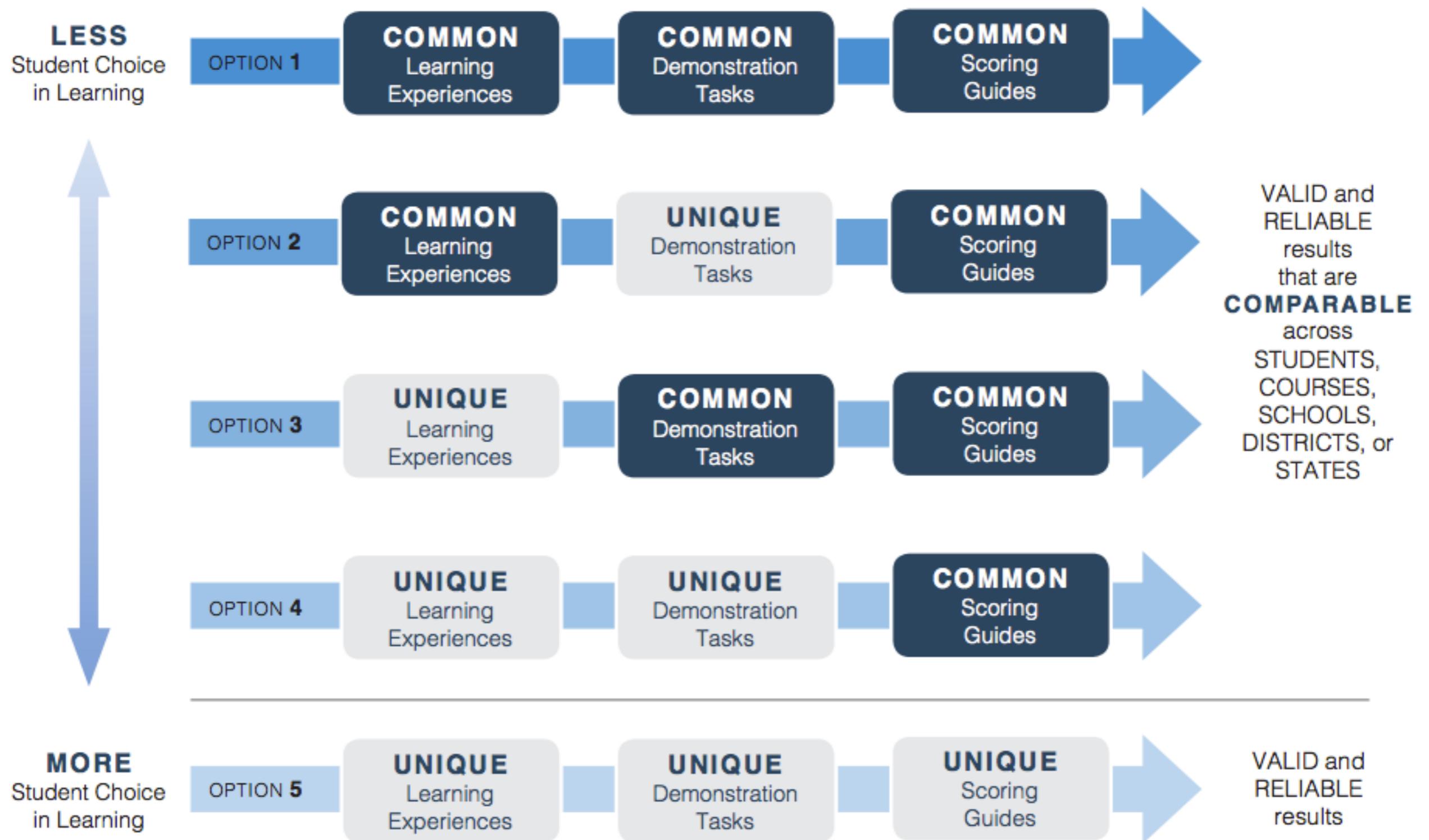
Summative Assessment:

How well did I accomplish my goals? Why or why not? What do I take forward with me as I keep learning?



Assessment Pathways Simplified

A Great Schools Partnership Learning Model





Designing Summative Assessments

Protocol

Purpose: To facilitate group brainstorming of assessment ideas

Preparation: Prior to meeting, the group selects the competencies and indicators that the assessment will focus on

Materials: Design Guide for Summative Assessments
Summative Assessment Template

Process:

1. **Review competencies, performance indicators, and scoring criteria (5 - 10 min)**
Examine the content-area and cross-curricular competencies and performance indicators that you plan to assess with this task. Note the various skills or concepts that students will need to demonstrate. When the group is in agreement, type these performance indicators into the appropriate area of the template.
2. **Review the Design Guide (5 - 10 minutes)**
Read and discuss the qualities of weaker and stronger assessments in regards to these key areas: Alignment, Accessibility, Transfer, Rigor and Scoring.
3. **Brainstorm tasks and products (10 - 20 min)**
On your own, write down as many ideas as possible about the final products that students might create to demonstrate this set of skills and concepts. Consider these questions:
 - a. How can you give students the opportunity to apply their skills and knowledge to new texts, materials, or challenges that they have not discussed in class?

Assessment Development

Option 1:

Design a performance task from scratch, starting with the end in mind (competencies, indicators, and standards)

Option 2:

Revise a current assessment to align with competencies, indicators, and standards and provide multiple opportunities for students to demonstrate proficiency

Protocol: Developing Assessments

Process to Use in Your School

1	Assign Roles - Facilitator, Note taker, Time keeper
2	Review - Competencies, performance indicators, and scoring criteria you plan to assess (10 min)
3	Consider the summative assessment design guide (5 min)
4	Brainstorm potential assessment tasks and products (10-15 min)
5	Share ideas; Combine and develop task and product ideas (10-12 min evenly split)
6	Build assessment and tune using design guide (30 min)

Summative Assessment Planning Template

This template may be used to complete “Stage 2” of an Understanding By Design Unit Plan

Contributors:

Contributors:

Date of Planning Session:

Summative Assessment Specifications

Assessment Title:

Grade Level:

Content Area/Areas:

Materials Needed:

Desired Results (from Stage 1)

Which content-area performance indicators will this task assess? *(In this section, you may also want to include lists of the discrete skills and knowledge that are included within these performance indicators.)*

Which cross-curricular competencies will this task assess?

What Enduring Understanding and/or Essential Questions will this task address?

Example

Summative Assessment Planning Template

This template may be used to complete “Stage 2” of an Understanding By Design Unit Plan

Contributors:
Contributors:
Date of Planning Session:
Summative Assessment Specifications
Assessment Title: Observational Drawing
Grade Level:
Content Area/Areas:
Materials Needed:
Desired Results
<p>Which content-area performance indicators will this task assess? <i>(In this section, you may also want to include lists of the discrete skills and knowledge that are included within these performance indicators.)</i></p> <p><i>B. Creation, Performance and Expression</i> <u>VISUAL ARTS: Media Skills:</u> Students choose multiple suitable media, tools, techniques, and processes, to create a variety of original art works. (MLR: B1)</p> <p><i>D. Aesthetics and Criticism</i> <u>VISUAL ARTS: Students analyze and evaluate art forms:</u> Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes. (MLR: D1 a.)</p> <p><i>E. Visual and Performing Arts Connections</i> <u>VISUAL ARTS: The Arts & Other Disciplines:</u> Students analyze skills and concepts that are similar across disciplines. (MLR: E2)</p>

Example

Skills	Concepts
<p>Choose media/technique that will show a range of value</p> <p>Choose technique(s) for showing depth</p> <p>Create studies (could be gesture drawings, sketches, positive/negative space drawings, technique practice, or media explorations, etc.) leading to a final drawing</p> <p>Create a final artwork that demonstrates individual growth</p> <p>Engage in formal critique: Describe, analyze, interpret, and evaluate artwork through written or in-class critique</p> <p>Recognize and justify successful components of artwork</p> <p>Analyze skills and techniques needed for observation drawing and compare with those of scientific observation.</p>	<p>Understand properties of different (available) media</p> <p>Understand spatial relationships (depth perception)</p> <p>Know various ways of showing depth in artwork</p> <p>Understand objective observation vs. symbolic understanding</p> <p>Understand grade-span appropriate arts concepts, vocabulary, skills, and processes</p> <p>Distinguish between an informed critique and a personal opinion</p>

Which cross-curricular performance indicators will this task assess?

What Enduring Understanding and/or Essential Questions will this task address?

How do artists choose tools, techniques, and materials to depict objects realistically?

What are the basic drawing techniques used by artists?

What are the connections between art and other subjects?

Example

What criteria must be included?

Creativity with design while showing an understanding of different drawing styles.

8 drawings from observation, each done in a different drawing style.

Craftsmanship and attention to detail.

At least 3 accurate forms drawn as they relate to each other.

A full range of values including highlights, mid-tones, shadows, reflected light, cast shadows, and back shading.

Depth shown through the techniques of overlapping, size variations, placement on the paper, details, colors, and/or converging lines.

What evidence will students show of their learning?

Practice drawings:

- Observational Sketch
- Blind Contour Drawing
- Contour Drawing
- Gesture Drawing
- Positive Space Drawing (Silhouette)
- Negative Space Drawing (Silhouette)
- Shading with Charcoal
- Shading with Pen

Final Charcoal or Graphite Piece:

For this finished charcoal drawing, you will use your viewfinder to create an interesting view of a still life. Be sure to include at least 3 different objects and depict them as they relate to each other. Observe the still life carefully in order to draw the fully formed objects accurately.

Example

Rubric that will be used to assess content-area performance indicators for this project. (Insert link here)

<p><u>VISUAL ARTS: Media Skills:</u> Students choose multiple suitable media, tools, techniques, and processes, to create a variety of original art works. (MLR: B1)</p>	<p>I can use given media, tools, techniques, or processes in my artwork.</p>	<p>I can identify and use appropriate media, tools, techniques, or processes in my artwork.</p>	<p>I can choose appropriate media, tools, techniques or processes to create original art.</p>	<p>I can experiment with different media, tools, techniques, or processes to create original art.</p>
<p><u>VISUAL ARTS: Exhibition:</u> Students select, prepare, and help with presenting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (MLR: B4)</p>	<p>I can provide artwork for an exhibition.</p>	<p>I can select artwork for exhibition. I can explain my reasons for selecting the artwork.</p>	<p>I can select and prepare artwork for exhibition. I can explain and justify my reasons for selecting the artwork.</p>	<p>I can revise and prepare artwork for exhibition. I can explain and justify my reasons for selecting the artwork.</p>
<p><u>VISUAL ARTS: The Arts & Other Disciplines:</u> Students analyze skills and concepts that are similar across disciplines. (MLR: E2)</p>	<p>I can list skills and concepts that are similar between art and other subjects.</p>	<p>I can describe skills and concepts that are similar between art and other subjects.</p>	<p>I can analyze skills and concepts that are similar between art and other subjects.</p>	<p>I can integrate skills and concepts from other subjects with art.</p>

Summative Assessment Brainstorm

Indicator	What skills must students demonstrate?	What content lends itself to demonstrating this?	What products would allow students to demonstrate this?

Project-Based Unit



NTN PROJECT PLANNING TOOLKIT BEGIN WITH THE END BRAINSTORM

Subject/Course:		Grade Level:	
Topic/Theme:		Semester:	

Content Competencies, Indicators, and Standards (Academic Rigor & Assessment) [?](#)

Social Studies Competency 5 GEOGRAPHY

Indicator A. Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world. (MLR D1 c, D2 a)

Science Competency 4 LIFE SCIENCES: MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS

Indicator E. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. (HS-LS2-6)

English Competency 2 WRITING ARGUMENTS

Indicator B. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question or solve a problem. (RL+RI.7)

Art Competency 2 Creation, Performance, Expression

Indicator A. Choose multiple suitable media, tools, techniques, and processes to create an original art work. (MLR B1)

Information Sources (Authenticity & Active Exploration) [?](#)

Project-Based Unit

SWLO's (School Wide Learning Outcomes) and Skills (Applied Learning) ?

Agency (NTN)

Collaboration (NTN)

ME Guiding Principles/VT Transferable Skills

Informed and Integrative Thinking

- Apply knowledge from various disciplines and contexts to real life situations
- Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.
- Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.
- Use evidence and reasoning to justify claims.
- Develop and use models to explain phenomena.
- Use technology to support and enhance the critical thinking process.

Project Context (Authenticity & Adult Connections) ?

**Based on your competencies, indicators, standards, and context:
What will students know?**

-

**Based on your competencies, indicators, standards, and context:
What will students be able to do?**

-

Enduring Understanding ?

Human interactions can have long and short term effects on ecosystems.

Changes in ecosystems can have long and short term effects on humans and species in the ecosystem.

Populations may fluctuate within ecosystems with the ecosystem remaining stable, however, dramatic changes may fundamentally alter the composition of an ecosystem. (Your world could look dramatically different from how you always thought it would look.)

Pause For A Reality Check!

What types of core subject knowledge, including

How do the courses require students

How is this project authentic either

ASK...

**WHAT DO WE SEE STUDENTS
DOING HERE?**

**ARE THERE OTHER WAYS
STUDENTS CAN SHOW ME WHAT
THEY KNOW AND CAN DO?**



Assessment Development

Option 1:

Design a performance task from scratch, starting with the end in mind (competencies, indicators, and standards)

Option 2:

Revise a current assessment to align with competencies, indicators, and standards and provide multiple opportunities for students to demonstrate proficiency

Lunch

Summary

- It's about transfer,
not a checklist of activities
- Personalization does not mean
personalized standards
- ...nor does it occur by pace alone

Summary

- Instead, personalize assessments/demonstrations of evidence and learning experiences
- Use technology as an enabler and one of many tools to personalize learning

Questions?





THANK YOU

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