



Competency-Based Learning

Assessment Design

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Pinellas County

TODAY'S PRESENTERS

From the Great Schools Partnership

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Resources

<http://greatschoolspartnership.org/pinellas/>

Who is in the room?

Building; Grade level/span

Years of service in education

Question that draws you to this session



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

Welcome and Introductions

Review of Competency-Based Learning

Assessment Design Criteria

Assessment Tuning

Reflection & Takeaways

Goal

To design assessments (performance tasks) aligned to competencies and **review/revise assessments collaboratively based on the design criteria.**

Outcomes

Examine criteria that support design of rigorous and equitable assessments

Outcomes

Refine assessments using Summative Assessment Design Guide

Norms

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

What else do you need to support your learning today?

Turn and Talk

Think of a performance task your students thoroughly **enjoyed** and provided you **strong evidence** of students' **mastery** of knowledge and skills.

Classroom Assessment- Instruction Cycle

Pre-Assessment:

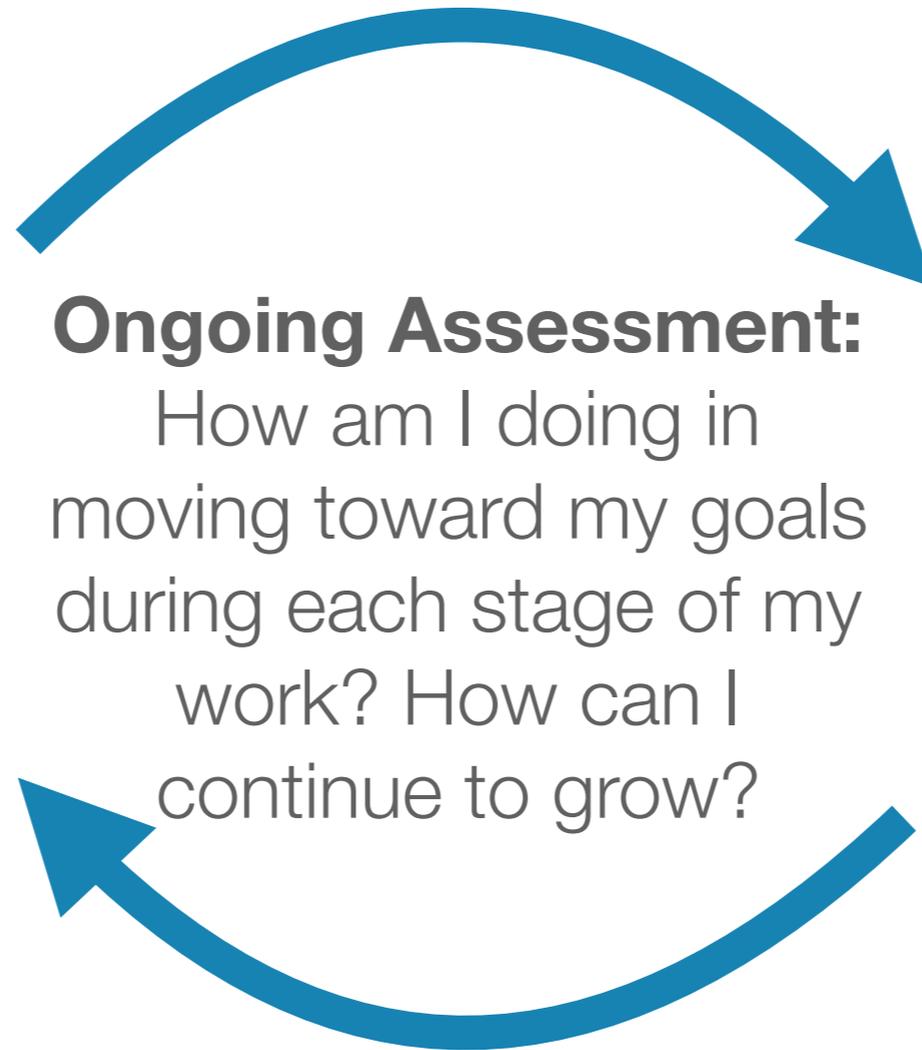
Where are my strengths and needs compared to my objectives as I begin a new phase of learning?

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 Practices

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

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?

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

Steps

- Review the Design Guide and sample task with scoring criteria.
- 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?	

Assessment Design

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RIGOR:

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

Assessment Design

SCORING:

Are the scoring criteria clearly defined?

Reflect on one of your assessments

Steps

- Review the Design Guide and your assessment
- 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

Debrief

Thinking about using the design guide and the protocol...

- What aspects were easy?
- Which aspects are more challenging?
- How could you see yourself using this design guide and protocol in the future?

Questions?





THANK YOU