



Assessing Learning In a Proficiency-Based Learning Model

March 17-18, 2016
High School Redesign in Action

TODAY'S PRESENTERS

From the Great Schools Partnership

Mark Kostin, Associate Director

Jon Ingram, Senior Associate

TODAY'S PRESENTERS

From the Great Schools Partnership

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Outcomes

I can explain the principles of quality assessment systems

Outcomes

I can design or refine assessments according to principles of high quality assessments

Outcomes

I can apply a process to calibrate scoring of student work

Agenda



Welcome, introductions, and overview of the session (5 min)

Design “do now” (10 min)

Calibrate scoring of sample student work (40 min)

Principles of quality assessment systems (20 min)

Break (10 min)

Assessment tuning (50 min)

Closing and reflections (10 min)

Resources

greatschoolspartnership.org/nessc16 assessing



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



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GSP has served as the coordinator of the
**New England Secondary School
Consortium** since its inception in 2009

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

Design an Assessment

(In 10 minutes)

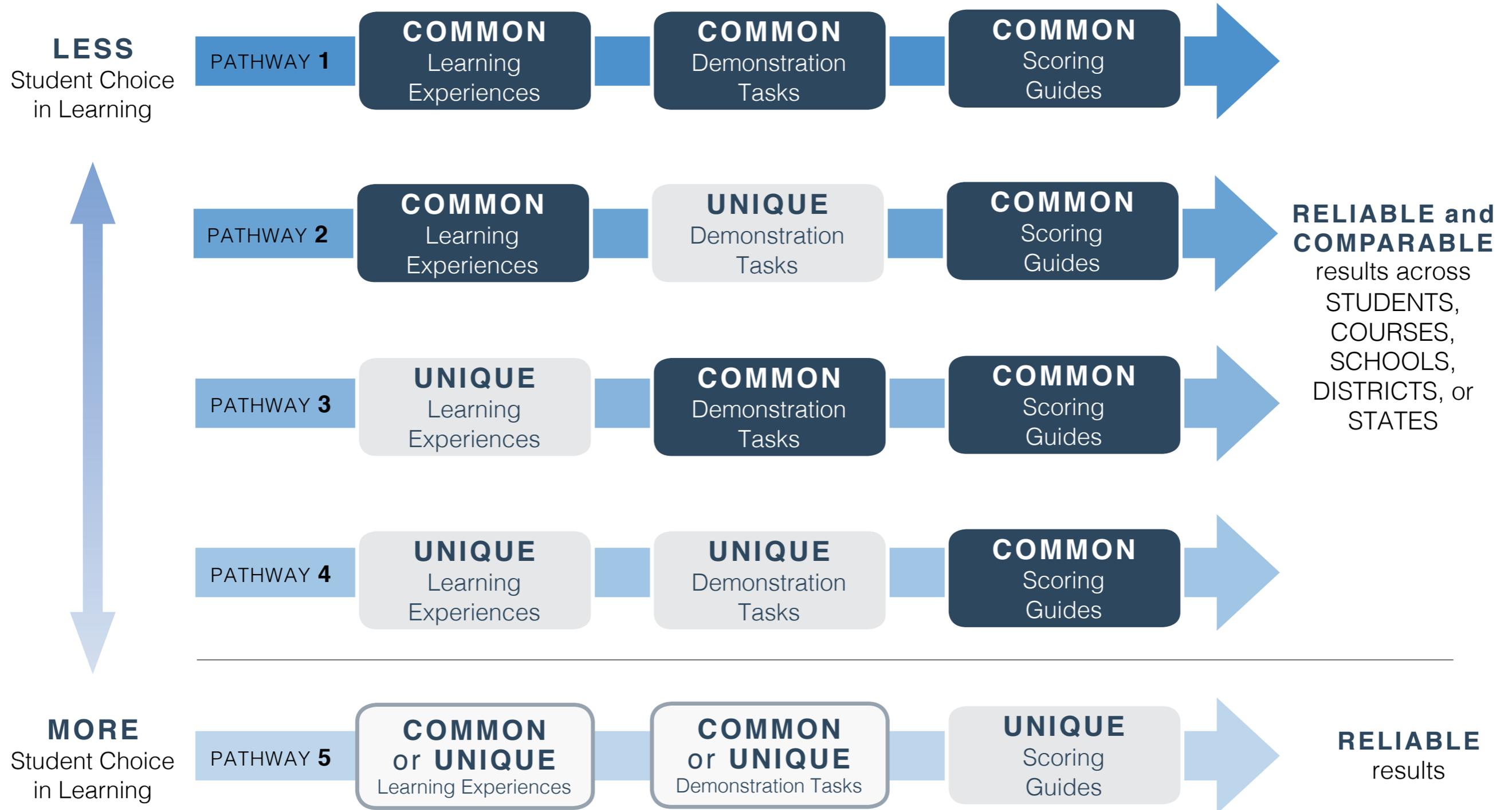
Steps

- **Review** sample performance indicators and scoring criteria (2 min)
- **Brainstorm** all the ways students could demonstrate their knowledge and skill for these scoring criteria. (6 min)
- **Determine** 1-2 ideas you'll share (1 min)

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

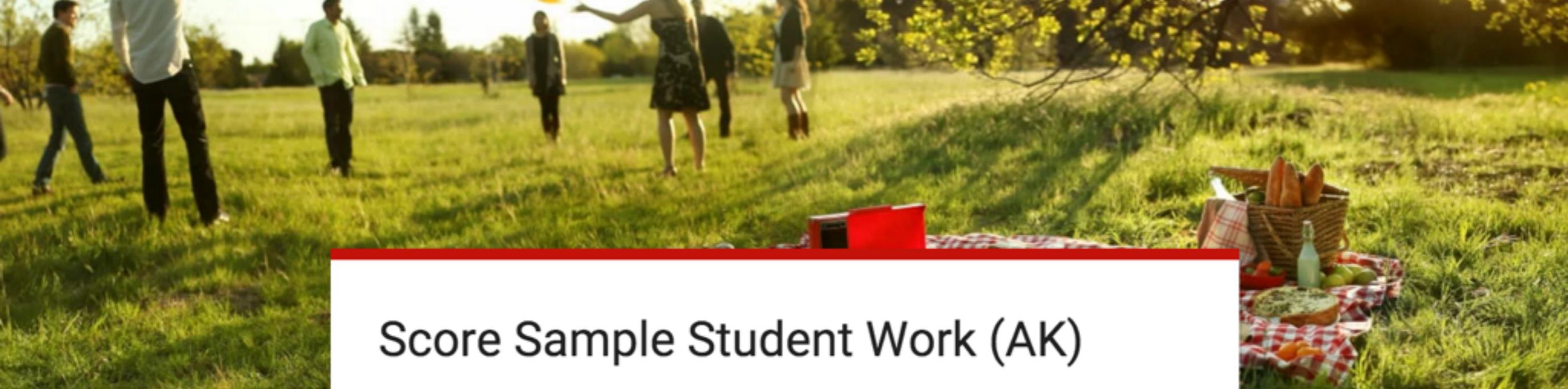
We believe that reliability results from the careful alignment of demonstration tasks and instruction with intended learning outcomes. Comparability is possible when teachers assess student work with task-neutral common scoring guides and have time to calibrate their understanding and use. The graphic below represents five general learning pathways and how they can be assessed. While each of these has instructional value, only the first four will lead to greater comparability over time because they are assessed using common scoring criteria. We believe that these pathways are valuable and represent the many ways educators are personalizing learning for students in a proficiency-based learning system.



Scoring Calibration

Steps

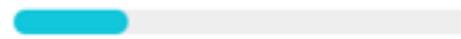
- **Review** each sample of student work.
- Using the scoring criteria, **determine** which description for **each** performance indicator best matches the sample.



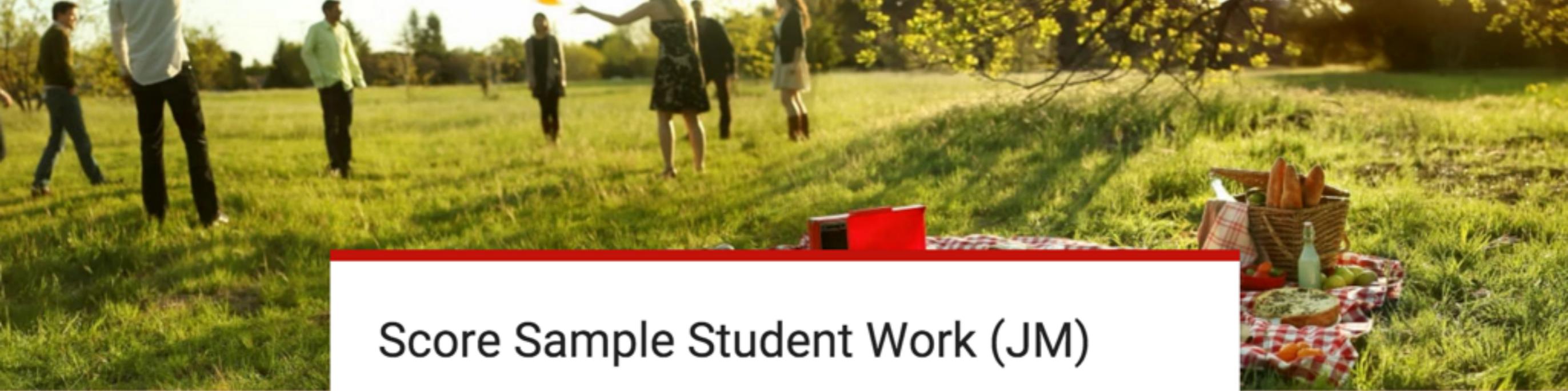
Score Sample Student Work (AK)

Please read the criteria carefully then score the sample student work and enter your score here.

NEXT

 25% complete

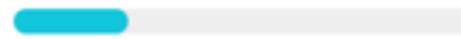
bit.ly/NESSC16score1



Score Sample Student Work (JM)

Please read the criteria carefully then score the sample student work and enter your score here.

NEXT

 25% complete

bit.ly/NESSC16score2

Scoring Calibration

Debate

- Each person gets to share why they scored the work the way they did, citing evidence from the student work. (5 min)
- Share perspectives (3-5 min)
 - ▶ Did you change your mind? Why?

Scoring Calibration

Reflection

- Why is calibration necessary?
- What makes it hard?
- What's missing or needs to be refined for your calibration process in your school or district?

Principles of Quality Assessment Systems



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GLOBAL BEST PRACTICES

*An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning*



STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1	INITIATING
<p>The school primarily uses a “one-size-fits-all” approach to assessment, and most assessments employ fixed-response, selected-response, and multiple-choice questions that primarily measure recall. The assessment literacy of teachers is limited, and many are unaware of research-based assessment strategies or the impact that varied assessment strategies can have on student learning. When students struggle to demonstrate what they have learned, assessment practices seldom change when students are retested. Teacher feedback often lacks clear guidance that will help students recognize learning needs and progress toward proficiency. Student learning is assessed infrequently, and assessment data are rarely used to modify instructional strategies.</p>	

3	DEVELOPING
<p>More teachers are employing multiple assessment strategies in the classroom, but these practices are unevenly applied across the school and only occasionally result in personalized instructional modifications. Faculties are supported in increasing their understanding of assessment design and in matching assessments to specified learning goals. The school has started using more innovative assessment strategies—including exhibitions and portfolios—but many student projects display a lack of academic rigor, sophistication, or intellectual curiosity. The school has provided a few professional development opportunities to improve faculty understanding of effective assessment design and how assessment strategies can also be a learning tool for teachers and students. Assessment data is being reviewed and analyzed sporadically to inform instructional practices.</p>	

5	PERFORMING
<p>The teaching faculty has embraced assessment as a critical component of the learning process. The school has created a coherent system of varied, curriculum-embedded assessments that are aligned with standards and designed to capture a broad range of student learning. Teachers have received training in using assessments to identify and respond to student learning needs and are skilled in the use of diagnostic assessment. Formative, performance-based assessment strategies are used in every classroom throughout the school year to identify emerging student needs so that teachers can modify instruction and coordinate support before students fall behind. Performance assessments and demonstrations of learning are challenging, relevant, and model real-life situations and applications. Learning expectations are clearly communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. Teachers provide specific, detailed, and timely oral and written feedback to students on their learning strengths and weaknesses. Students are provided with differentiated assessment opportunities, where appropriate, so that they have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time, resources, and support they need to demonstrate proficiency.</p>	

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.



STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

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3 DEVELOPING

More teachers are using a variety of assessment strategies in the classroom, but they are unevenly applied and often result in inconsistent student learning. Faculty understand the importance of using varied assessment strategies to meet the needs of all learners, but they have not started using more innovative strategies, such as projects or exhibitions. Faculty understand the importance of professional development and how assessment data can be used as a tool for teachers and students, but the data are not being reviewed and used to modify instructional practices.

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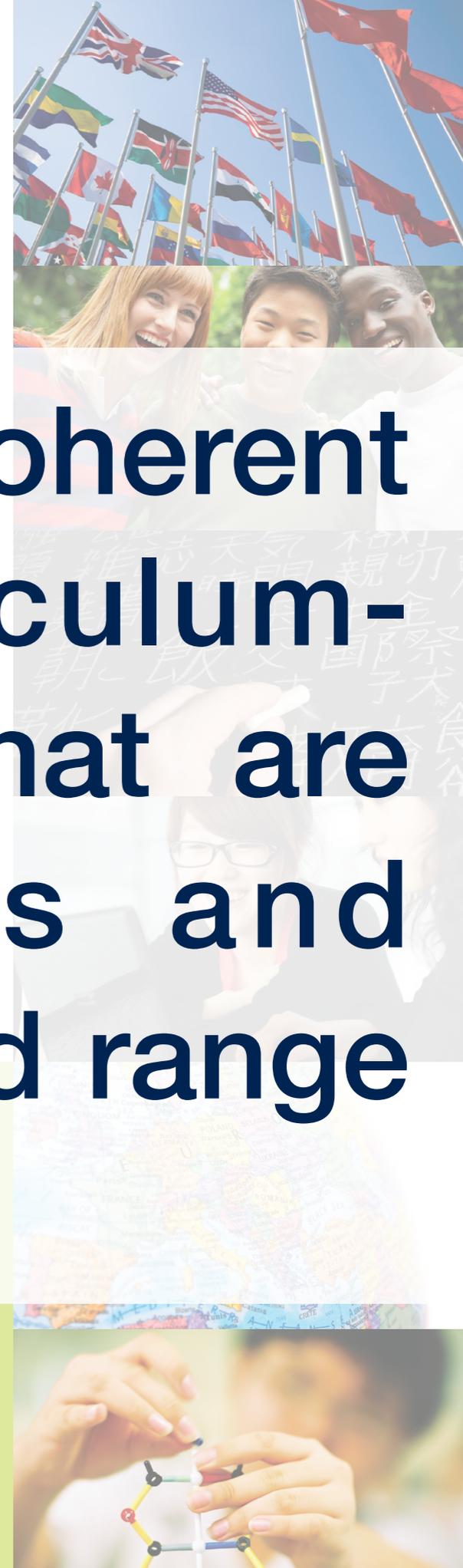


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Proficiency-Based Learning Simplified

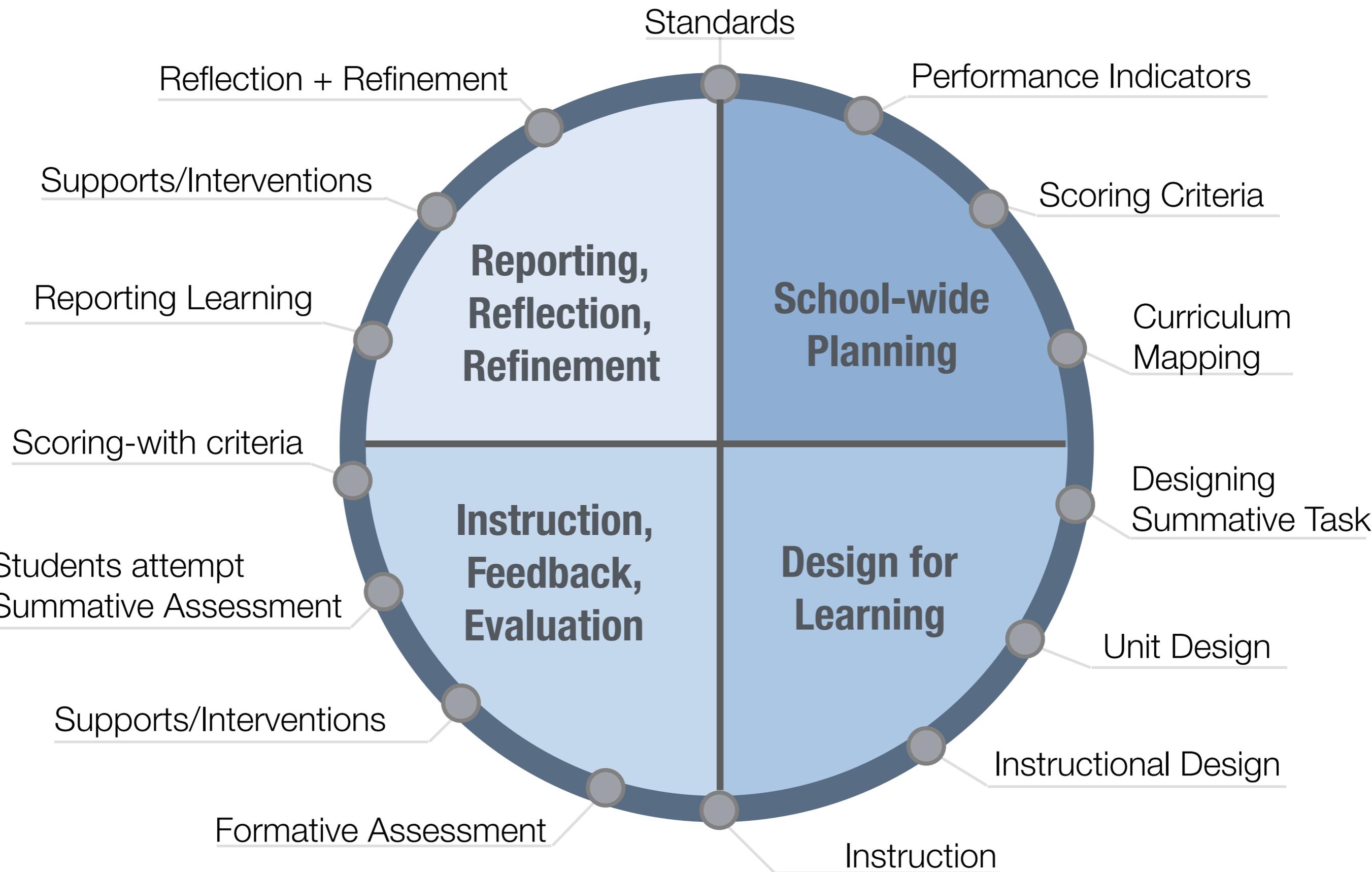
A Great Schools Partnership Learning Model

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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PBL Cycle of Teaching + Learning



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>

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Tuning Protocol for Assessments

Steps

- Review the Design Guide, sample task with scoring criteria, and each sample of student work.
- Clarifying Questions
- 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

Continuing this Work

- Tune multiple assessments at once in a group
 - ▶ Adapt this protocol so that groups can give feedback to everyone within the same hour
 - ▶ Key change: 1-2 people give feedback on each row of the feedback sheet
 - ▶ Participants move around a table looking at a different assessment for each round of recording feedback
- Work in pairs

Questions?



Feedback



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