GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

NESSC LIS Meeting
Norwood, MA - January 23, 2015

PROFICIENCY-BASED LEARNING SIMPLIFIED

Learning Targets and Formative Assessments

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GOAL

Deepen your understanding of the use of learning targets and formative assessments to inform instructional planning

OUTCOMES

Deepen understanding of why “Backwards Design” is fundamental to Proficiency Based Learning

OUTCOMES

Practice creating formative assessments that align with learning targets

OUTCOMES

Examine several resources related to instructional planning, learning targets and formative assessments

Today's Agenda

Orientation to PBL Model

Background + Rationale for Understanding by Design

Formative Assessment Basics

Working with a Sample Unit

Tools + Resources

Questions?

At Your Tables ...

What does unit design currently look like in your school?

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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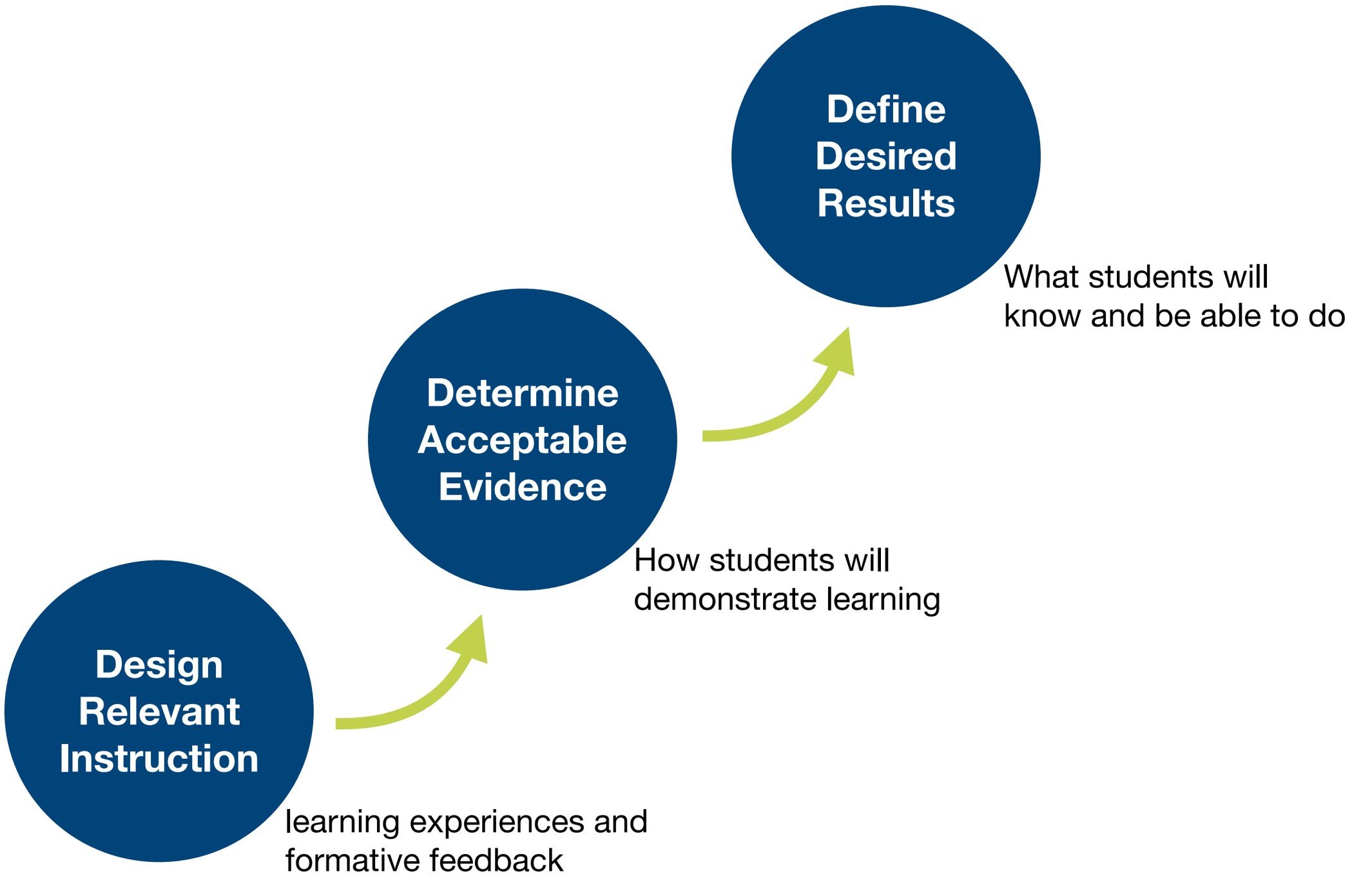
Understanding by Design

How is designing a proficiency-based unit different from “traditional” unit planning?

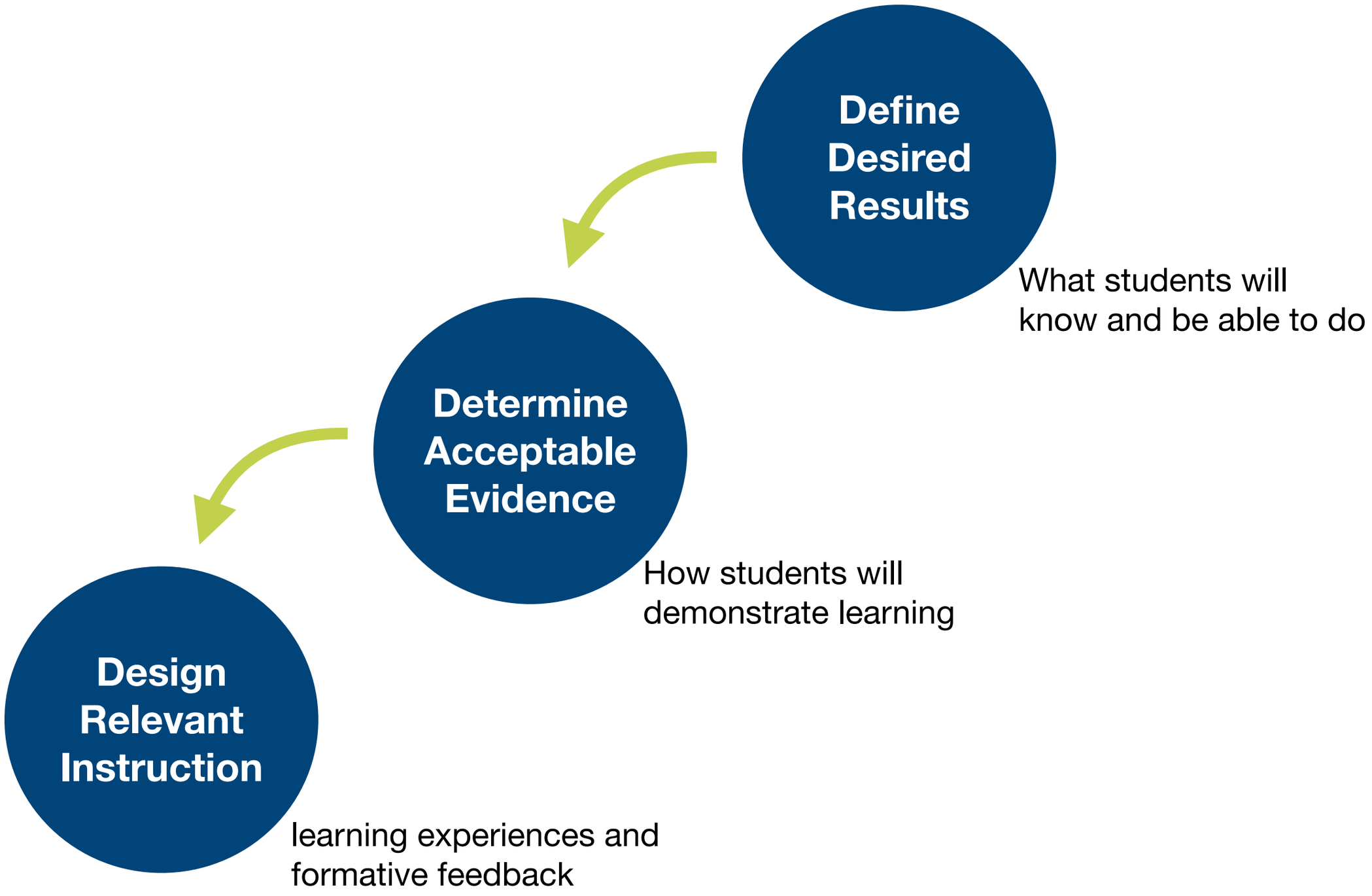
Stages of “Traditional” Design

Planning and Implementation

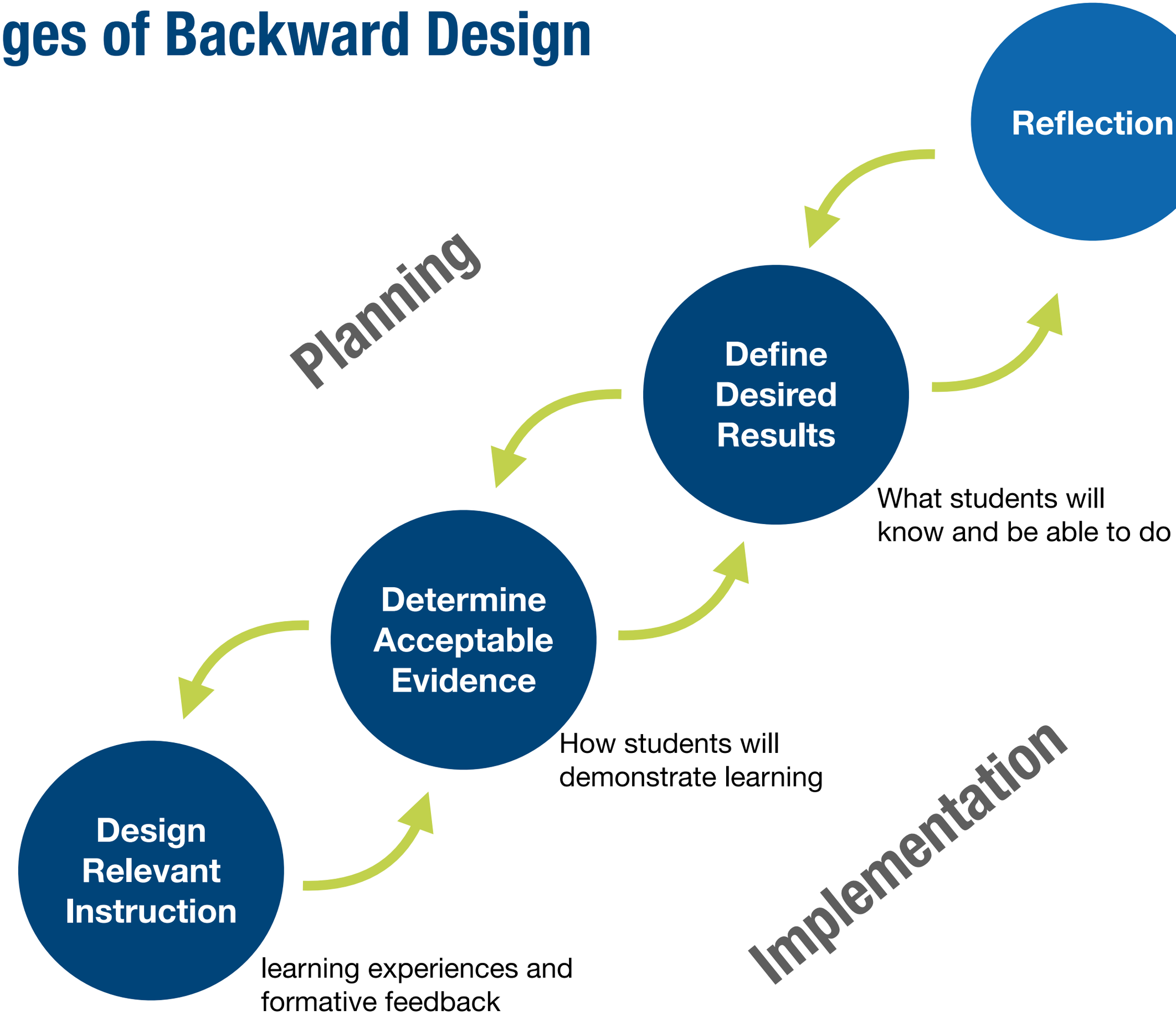


Stages of Backward Design

Planning



Stages of Backward Design

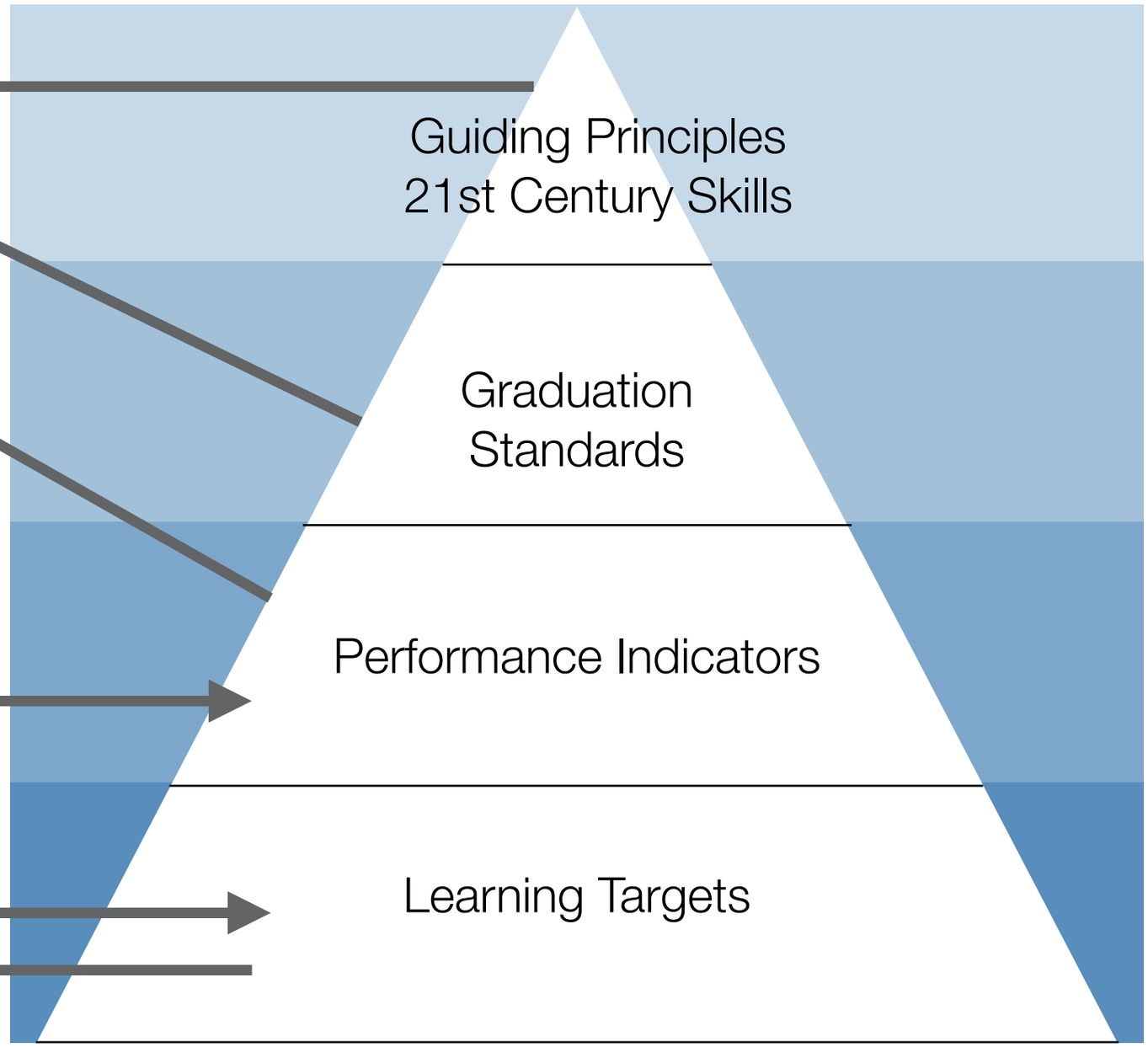


Unit Design Template

STAGE 1: Desired Results

STAGE 2:
Evidence of Student Learning

STAGE 3: Instructional Design



Graduation Standards

Performance Indicators

Summative Assessment

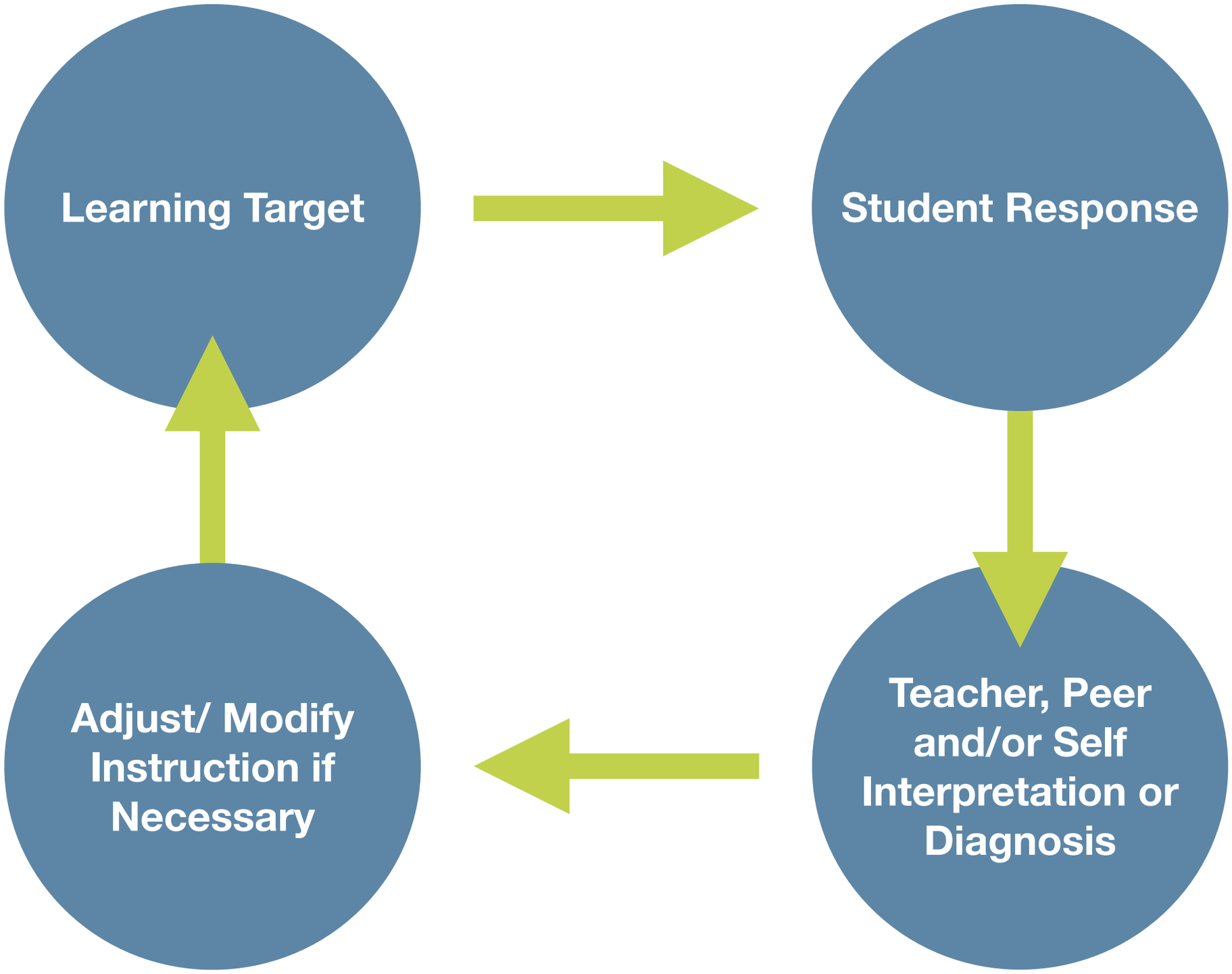
Learning Targets

Formative Assessment

ASSESSMENT = EVIDENCE

What makes formative assessment powerful?

Formative Assessment



“When the cook tastes the soup, that’s formative assessment.

When the customer tastes the soup, that’s summative assessment.”

- Paul Black

It's not formative assessment if it doesn't inform instruction!

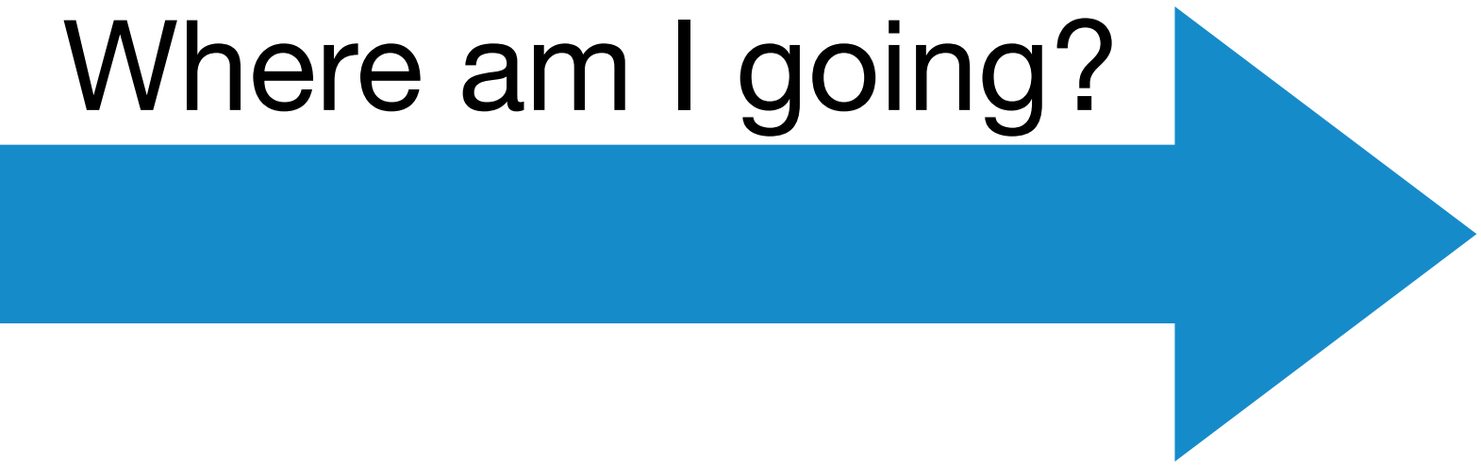
Formative Assessment

"…the most influential practice that improves student outcomes…"

- John Hattie 2012

PBL Assessment is driven by the same questions for teachers and students

Where am I going?



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How can I close the gap between where I am now and where I want to go?

Where am I going?

Teacher's Role:

Give students clear statement of the learning targets

Student's Role:

Consider what I know and can do based on these targets

Phrase standards in his/her own words

Where am I going?

Teacher's Role:

Show students examples of quality student work

Student's Role:

Create definitions of quality work

Where am I now?

Teacher's Role:

As students work, give them continuous, descriptive feedback on their efforts.

Student's Role:

Reflect-

What are my strengths?

What do I need to work on?

Where did I go wrong and what can I do about it?

Useful Feedback Is

- Specific
- Timely
- Relevant
- Understandable
- Descriptive
- Value neutral
- Prompts a response

How can I close the gap?

Teacher's Role:

Help students self-assess and set goals

Student's Role:

Set measurable, attainable goals

How can I close the gap?

Teacher's Role:

Teach students the practice of focused revision

Limit feedback to the amount of advice a student can act upon

Student's Role

Continue to respond to the feedback aligned to the learning targets

How can I close the gap?

Teacher's Role:

Design lessons to focus on one learning target or aspect of quality at a time

Match formative assessment with learning target

Teach students to keep track and reflect changes in their own proficiencies as they improve

Formative Assessment

"….a sequence of moves that invite a positive, ongoing relationship between teachers and their students."

Brent Dukor, "Formative Assessment in Seven Good Moves."
Educational Leadership, 71:6, March 2014

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?

Sample Unit Reflection

8th Grade Social Studies Unit

STAGE 3: Instructional Design

Learning Targets

Achievable chunks of learning that collectively reflect the performance indicators:

- What students should know and do
- Shared with students
- Monitored through formative feedback

Formative Assessments

For Teacher:

- Keep the end in mind
- Provide insight to improve student achievement;
- Results inform feedback to students and instructional decisions

For Students:

- Allow them to understand track and reflect on learning growth
- Maintain engagement

Learning Experiences

- Focus on learning target
- Vary in length
- Maximize engagement
- Differentiated based on formative assessment results
- Connect learning target(s) to the performance indicator(s) and essential questions

Provide a skeleton overview of lessons in the unit

Based on your entry-level assessment data, a teacher may adjust sequence, pacing, and student grouping

Daily Learning Target	Formative Assessment	Learning Experience(s)
I can explain the reasons for the settlement of various English colonies. (2 days)	Presentation checklist: 1. "headline statement" 2. examples to support headline 3. explanation of important dates/ events in colony 4. students define terms, use clear voice, maintain eye contact Complete Venn diagram with partner comparing two colonies (done beginning of class after presentations).	Day 1: Each small group researches using textbook, and supplied internet resources the settlement of one colony. Prepares short presentation. Day 2: Presentations. Students complete matrix graphic organizer.

Brainstorming
Formative Assessments

Using the 8th Grade Social Studies Unit:

1. Skim Stages 1 and 2

2. In groups of 2-3, brainstorm several **formative assessments and learning experiences** that support the highlighted daily learning targets (15 minutes)

3. Tune your assessments

Tuning the Formative Assessments

- Does the prompt **align** with the learning target?
- Is the expectation of the assessment **clear** to the student?
- Will the prompt provide **useful** information for the student and teacher?

QUESTIONS?

Next Steps ...

Exit ticket, 3-2-1

3. Key ideas from the day
2. Things you'll bring back to your school
1. Lingering question

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THANK YOU

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