Presentation Audio Transcript
Question #6: How can I pilot test my proficiency language?

Slide 1: Now that you have worked on proficiency language development, it's time to look at ways to get test out your proficiency language with student work, teacher feedback, and if the situation allows for it, student feedback. A note about the process so far, we've gone through the process with only one part of one proficiency, to show you a small process as part of a much bigger whole. We started with getting input from many stakeholders about expectations, then moved to a smaller group (or individual in the case of this course) writing or rewriting proficiency language. Now we are going to bring it back to a larger group for pilot testing.

Slide 2: Pilot testing is a process whereby a group looks at proficiency statements next to student work, paying close attention to the language of the proficiency. It's a low stakes experience for teachers and students, but the information gathered can really make a difference later on. Feedback is important in the proficiency development process because it allows for changes before widespread implementation. Beyond organizing the structure of the pilot test, there are three important factors to consider: who to involve, how to collect feedback, and what work to look at.

Slide 3: Let's first take a look at who. It goes without saying, teachers should be involved in the process as they will be the ones using the language as part of the assessment system. You can choose to use a small group or a big one, but be sure to include a representative from every grade and content area that will be using the proficiency language with their students.

Slide 4: If possible, find ways to also include students in the conversation. They can participate with the teachers OR in their own small groups. The insight gained from students about the language is very important. If you do choose students, try to get a variety of voices. Don't for instance, get feedback from only the students in the senior AP English class. Try to include students who are performing at different levels. Share with students why you are asking for the feedback. It gives them ownership of their education.

Slide 5: This leads us to how to collect feedback and for how long. When your group is bigger or spread out geographically, technology will help you get feedback in an organized way. Some schools choose to collect only one response per group, while others allow every teacher's individual voice to be heard. Whatever you choose, remember to make it manageable. Sometimes we get paralyzed by too much data and get stuck in a sorting process. As you design your pilot test structure, think about what questions you can ask that will get

you the answers you need.

Slide 6: Also consider how long you want this process to take. Think about when you would like to do full implementation and backward plan. After this pilot test, there will need to be time for a longer field test. Here is a suggested timeline for implementation. If you start writing proficiencies in the fall and complete drafts by January, you might take a month for pilot tests and a month for refinement of language and rubric training so that field testing can happen in April, May, and June. The feedback you get from those tests help you to make additional refinements in July for full implementation in August. This timeline might seem aggressive, but remember the ultimate goal is to engage in a continuous process of improvement. If you take longer times in field testing, you delay being fully engaged in a proficiency-based assessment system.

Slide 7: The last think to consider in designing your pilot test is what student work to look at. While there are many examples of student work online, it's best if you can collect examples from your own school. In the Practice the Process activity below we give you one example to use, but we encourage you to look to your own classrooms for evidence.

Slide 8: After you have made decisions about who, how, and what, you can start thinking about other organizational details and the roll out of your pilot. How will you share your process with teachers and students? Where will the test take place, in classrooms during the day or at a faculty meeting after school? After the data is collected, who will refine the language? How will you offer support if needed? In the Case Study Analysis, we offer you a pilot test that runs into some problems. Thinking through these might give you some ideas about your own test.

Slide 9: Thank you for watching. Remember to record you work in the Evidence of Learning Tool and to check out More Resources below. If you have any questions or want to share additional resources you think might help others, please contact the Center for Collaborative Education at vtclg@ccebos.org.