Evidence of Learning Tool

This tool has all the questions, prompts and activities for the course. The table of contents will guide you to each section where you can record your answers, work and reflections within the text.

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# Question 1: How do standards fit in a proficiency-based assessment system?

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## Text-Based Reflection

* READ the Vermont AOE's ["What is Proficiency-Based Learning?"](http://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-what-is-proficiency-based%20learning.pdf) and ["Why is Proficiency-Based Learning Important?"](http://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-why-is-proficiency-based-learning-important.pdf) documents for a brief vision statements that synthesize key scholarly resources.
* REFLECT using the following questions as a focus.
  + What are two questions the documents raise for you about proficiencies and proficiency-based education?
  + How would you explain the value in proficiency-based learning to a skeptical colleague or parent?

How is the vision of proficiency-based learning presented in the two documents different than what is happening in your school or union now?

## Practice the Process

* EXAMINE three sets of standards below that Vermont educators are using.
  + [Common Core Speaking and Listening Standards](http://www.corestandards.org/ELA-Literacy/SL/introduction/)
  + [Next Generation Science Standards](http://www.nextgenscience.org/)
  + [Family and Community Science Education Grade Expectations](http://education.vermont.gov/sites/aoe/files/documents/edu-content-areas-family-consumer-sciences_0.pdf)
  + [National Core Arts Standards](http://www.nationalartsstandards.org/)
  + [ISTE Standards](http://www.iste.org/standards/standards/standards-for-students)
  + [World-Readiness Standards for Learning Languages (WRSLL)](https://www.actfl.org/publications/all/world-readiness-standards-learning-languages)
  + [National Health Education Standards](https://www.cdc.gov/healthyschools/sher/standards/index.htm)
* ANSWER the questions below about the transferable skill Clear and Effective Communication.
  + Where do you see evidence of Clear and Effective Communication in these standards?
  + How can proficiencies help make the assessment of Clear and Effective Communication more manageable across content areas?

ANSWER the above questions again, using another transferable skill.

## Adopt and Adapt

* EXAMINE Vermont AOE's sample proficiency documents for [ELA](http://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-english-language-arts-and-literacy.pdf) and [Math](http://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-mathematics.pdf)
* ANSWER the following questions:
  + How are standards represented in the proficiency documents?
  + How are multiple standards connected to one performance indicator?
  + What do you like about the sample proficiency documents? What might you change?

## Case Study Analysis

* READ the case study below.

The curriculum leaders at Proficiency High School worked very hard to create their transferable skills. They used the [ILN Knowledge Skills and Dispositions CCR Framework](http://www.ccsso.org/Documents/ILN%20Knowledge%20Skills%20and%20Dispositions%20CCR%20Framework%20February%202013.pdf) and focused first on skills and dispositions.

Skills included critical thinking, problem solving, collaboration, effective communication, metacognition, self-awareness, learning how to learn, time management, creativity, and innovation. Performance indicators were written for each skill at the 9-10 level and at the 11-12 level. They decided that feedback for the dispositions described in the framework would be best included in the curriculum as student self-assessment and narrative assessment rather than through a set of performance indicators.

After implementing and reporting out on transferable skills and dispositions for a year, the curriculum leaders decided it was time to take the next step in the process: creating content proficiency statements.

Mr. Standard, the school’s curriculum coordinator, told all the curriculum teams to look at their standards and highlight where they saw overlap with the transferable skills. It was clear to the math teachers, the science teachers, and the social studies teachers where the overlaps were and they were well on their way. The English teachers on the other hand struggled. They noted almost all their skills were already covered in the school-wide transferable skills. They asked Mr. Standard, did the school even need English teachers anymore?

* ANSWER the following question.
  + If you were Mr. Standard, how would you help the English teachers understand their role in this proficiency-based education?

# Question 2: Where does proficiency development or adoption begin?

## Text-Based Reflection

* EXAMINE the [Vision of the Graduate](https://ccebos.box.com/s/k01s68077x83onxnym5mxo52ti6q6he0) tool.
* REFLECT using the following questions as a guide:
  + How could this tool be used to help districts and unions develop a common understanding of exit expectations?
  + What similar processes are used in your school or union? What is successful? What would you change?

How often should schools and unions revisit their Vision of the Graduate?

## Practice the Process

* ANSWER the following questions, thinking about your experience in the world and as an educator:
  + What will it look like and sound like when a high school graduate speaks successfully in front of peers or strangers to share ideas or information?

What evidence can we collect from 12th grade students that will demonstrate they can speak successfully?

## Adopt and Adapt

* COMPLETE Practice the Process above.
* EXAMINE Vermont AOE's [sample graduation proficiency statements](http://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-english-language-arts-and-literacy.pdf) for speaking and listening below:
  + *4. SPEAKING AND LISTENING Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.*
  + *5. SPEAKING AND LISTENING Present information, findings and supporting evidence conveying a clear and distinct perspective.*
* ANSWER the questions that follow, thinking about your experience as an educator and your experience in the world (If you are considering adopting other proficiency statements, feel free to answer the questions about that language):
  + How aligned is the language with your expectations? What is missing? What do you think is there that should not be?
  + What questions do you have about the language itself? Are there words that need clarification?
  + Will all students and parents understand this language? What about other teachers?

## Case Study Analysis

## READ the case study below:

The Right Track School District wanted to create a K-12 aligned proficiency-based assessment system. They had five elementary schools, one middle school, one K-8 school, and a high school and they were committed to including all stakeholders including students, parents, and community members in the process. The curriculum coordinator Mr. Proficiency organized different events throughout the fall where stakeholders came together to share their ideas around the most important skills students needed to be successful when they left high school. He also created an online survey where stakeholders could share their ideas. In all, about fifty percent of parents and forty community members participated. All 150 staff members participated and even though Mr. Proficiency was happy with the participation rate, he was overloaded with data.

Feeling overwhelmed, Mr. Proficiency spoke to the superintendent. The superintendent suggested that they take this dilemma to the district leadership team at their weekly meeting.

When Mr. Proficiency presented the dilemma he asked this focusing question: “Now that we know the expectations of the community, should we create our proficiency statements from scratch or should we look for a set that has been produced already and use that as a springboard going forward?”

* WRITE a list of pros and cons for each option. What suggestions would you give to Mr. Proficiency?

# Question 3: How do you write a proficiency statement?

## Text-Based Reflection

* READ the ComptencyWorks Issue Brief [“The Art and Science of Designing Competencies”](http://www.competencyworks.org/wp-content/uploads/2012/08/CompetencyWorks_IssueBrief_DesignCompetencies-Aug-2012.pdf) and the following quote:

*"...in drawing together the ingredients for designing competencies and rubrics, consider the language you will use. It can be powerful or bureaucratically boring. It can inspire and challenge, or it can introduce a culture of compliance and checklists. Remember that the language you use can be an invaluable tool to engage and motivate students.* "

* ANSWER the questions that follow:
  + What is your reaction to the quote? Do you agree?

For whom should schools write proficiency statements? Administrators, teachers, students, or parents? Explain.

## Practice the Process

WRITE a proficiency statement, using your ideas from Question 2 about what it looks like and sounds like to be a good speaker at the end of grade 12. We suggest completing the Text-Based Reflection above before writing your statement.

## Adopt and Adapt

In Question 2, you looked at Vermont's language for two sample graduation proficiency statements. The language was written for high school exit, but the performance indicators span elementary to high school.

* REWRITE the following statements for elementary students and for middle school students, trying hard to not change the overall meaning of the original, and keeping in mind that student friendly language is important for students' ability to reflect on their progress and to create learning goals in a personalized system:
  + *4. SPEAKING AND LISTENING Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.*
  + *5. SPEAKING AND LISTENING Present information, findings and supporting evidence conveying a clear and distinct perspective.*

CHALLENGE: Rewrite each proficiency statement once so that it is accessible to all students K-12.

## Case Study Analysis

* READ the case study below:

The staff at PBGR school district is looking to adopt and adapt the proficiency language from another school district rather than create their own. After a four month review process, the committee of twelve recommended one option. They based their decision on multiple factors including connection with their school community's "Vision of the Graduate," the organization of the proficiencies, and the clear alignment between the proficiencies and standards. Although the language was not perfect, it was pretty good, and the team thought that major changes would not be necessary before full scale implementation. In their first round of feedback, they gave all teachers copies of the documents and asked for general feedback. What were some red flags? What language did they not understand? The feedback was good, and no major issues arose.

Before full implementation, they knew it was important to do a soft launch. They asked twenty-four teachers who were already doing performance assessments to use the proficiency language over the course of the second trimester as they gave feedback to students. Each time teachers used the language to help them give feedback to students, they were asked to fill out an electronic form. At the end of the trimester, the committee and the soft launch teachers got together to talk about the feedback and next steps.

Three words were particularly problematic in the language: cohesive, cursory, and disseminate. Half of the teachers felt these three words were not accessible to students. The other half felt that it was their job to teach them the words and they shouldn't lower their standards. The committee wanted full consensus from the group before moving forward.

* ANSWER the following questions:
  + What advice would you give them moving forward?

How can students be part of the solution?

# Question 4: How do you create performance indicators from the proficiency statement?

## Text Based Reflection

* READ [*"What exactly do 'fewer, clearer, and higher standards' really look like in the classroom?"*](https://ccebos.app.box.com/files/0/f/14396165673/1/f_133560863480) by Hess, Hess, Carlock, Jones, and Walkup.
* ANSWER the reflection questions below.
  + How can we use the rigor matrix to help us evaluate proficiency language?
  + What are the dangers of too many performance indicators?

How can we use transferable skills to help us create a system with "fewer, clearer and higher standards?"

## Practice the Process

* EXAMINE the Maine DOE’s [“Design Criteria Chart: Defining Performance Indicators for Content-Area Reporting Standards”](http://www.maine.gov/doe/proficiency/standards/Design%20Criteria%20Chart%20Defining%20Performance%20Indicators.pdf).

WRITE a set of performance indicators in the form of "I can..." statements, using your ideas from Question 2 about what is looks like and sounds like for a senior in high school to be successful when speaking. Refer to [CCSS Speaking and Listening Standards](http://www.corestandards.org/ELA-Literacy/SL/11-12/) as you connect the performance indicators to standards.

## Adopt and Adapt

* EXAMINE the Maine DOE’s [“Design Criteria Chart: Defining Performance Indicators for Content-Area Reporting Standards”](http://www.maine.gov/doe/proficiency/standards/Design%20Criteria%20Chart%20Defining%20Performance%20Indicators.pdf).
* EXAMINE Vermont's sample proficiency language below for speaking and listening:
  + 5. SPEAKING AND LISTENING Present information, findings and supporting evidence conveying a clear and distinct perspective.

a. Develop a clear line of reasoning. (4)

b. Address alternative or opposing perspectives. (4)

c. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (4)

d. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (5)

e. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (6)

* ANSWER the below questions. It might be helpful to refer to [CCSS Speaking and Listening Standards](http://www.corestandards.org/ELA-Literacy/SL/11-12/) for this exercise:
  + Does this language make sense for your school?
  + What would you add, change, or delete?
  + Will teachers and students need more information to help them understand the indicators? How could you communicate this information?

## Case Study Analysis

* READ the case study below:

A New Way School District and Backward Design School District are consolidating to create a new school union. Both districts have been working diligently over the last few years to ensure they meet the goals of Vermont EQS but took different paths.

A New Way started their personalized learning journey by implementing Personalized Learning Plans. They developed a robust process of implementation and students created individual learning goals based on Common Core State Standards. Each fall, students chose two academic goals in Math and English to include in their PLP. At the end of the year, students compiled evidence of meeting their goal, wrote a reflection, and wrote a letter to their future selves to be read at the start of the next school year. The PLP was now a part of the culture of the district, but students were limited to learning goals. Recognizing that a proficiency-based assessment system would address this issue, A New Way started the proficiency writing process last year.

Backward Design started their journey by developing a proficiency-based assessment system first. They felt that personalized learning would mean more if students could write learning goals around proficiency language they could understand. After three years of development, implementation, and refinement in a cycle of continuous improvement, they were generally happy with their system and were getting good feedback from teachers, students, and parents.

As the districts began the consolidation process, each prepared a presentation about Curriculum, Instruction, and Assessment at their district to the consolidation committee. The consolidation committee was made up of teachers and administrators from both districts. They then began the process of figuring out next steps to move forward as one new union.

The members from A New Way were very proud of their initial work in proficiency development, although they had not progressed very far. They wanted to continue with their work and their vision. They resisted adopting the proficiency language of Backward Design so much that stepping forward as one new union looked impossible. When pressed about their resistance, A New Way teachers said they did not understand Backward Design proficiency language and did not agree with its overall structure. They also noted the Backward Design looked at standards to help them write their proficiency language, but did not reference research-based practices, which they thought was very important.

* ANSWER the following questions:
  + What are some possible next steps to ensure the union can move forward together?

How can A New Way be part of the cycle of continuous improvement Backward Design has developed?

# Question 5: How do you scaffold a proficiency to ensure a viable path for student success?

## Text-Based Reflection

* READ Achieve's article ["The Role of Learning Progressions in Competency-Based Pathways"](http://www.achieve.org/files/Achieve-LearningProgressionsinCBP.pdf) to get a baseline understanding of the field of learning progressions and explore the relationship between learning progressions, content standards, and assessments.
* ANSWER the following questions:
  + What role should research play as schools develop performance indicators?
  + What are the connections between performance indicators schools create and research-based learning progressions?
  + How do research-based learning progressions fit with personalized education?
  + How do research-based learning progressions guide instructional practice in a personalized, proficiency-based assessment system?

## Practice the Process

* DEVELOP performance indicators at different levels using the following steps:
  1. Determine how many assessment levels you want to define.
  2. Chose the performance indicators you wrote in Question 4 and write matching performance indicators for the different levels you chose in step 1. Think about the steps in that individual skill development. When are there discernible differences between the 12th grade expectation and the next level down?
  3. Check your language using the Maine DOE’s [“Design Criteria Chart: Defining Performance Indicators for Content-Area Reporting Standards”](http://www.maine.gov/doe/proficiency/standards/Design%20Criteria%20Chart%20Defining%20Performance%20Indicators.pdf).

## Adopt and Adapt

* Assessment levels are defined at the end of elementary, middle, and high school in the Vermont sample proficiency documents.
* EXAMINE the AOEsample graduation proficiencies below, which are examples of a rigorous proficiency-based graduation framework that meets [Education Quality Standards (EQS)](http://education.vermont.gov/vermont-schools/education-quality/education-quality-standards) requirements:
  + [An Introduction to the AOE Sample Graduation Proficiency Documents](http://education.vermont.gov/documents/proficiency-based-education-introduction-aoe-sample)
  + [Global Citizenship](http://education.vermont.gov/documents/proficiency-based-education-global-citizenship)
  + [Health Education](http://education.vermont.gov/documents/proficiency-based-education-health-education)
  + [English Language Arts & Literacy](http://education.vermont.gov/documents/proficiency-based-education-english-language-arts-and-literacy)
  + [Mathematics](http://education.vermont.gov/documents/proficiency-based-education-mathematics)
  + [Physical Education](http://education.vermont.gov/documents/proficiency-based-education-physical-education)
  + [Science](http://education.vermont.gov/documents/proficiency-based-education-science)
  + [Arts](http://education.vermont.gov/student-learning/content-areas/arts): In April 2016, Vermont adopted the National Core Arts Standards. An updated graduation proficiency sample is currently in process.
* ANSWER the below questions:
  + Do you think that these levels are appropriate for your setting? If yes, explain. If no, where else would you draw assessment lines?
  + Do you think the language is appropriate for the grade level? If no, rewrite them in language that you think is appropriate without changing the spirit of the language.

## **Case Study Analysis**

* READ the case study below:

A New Way School District (ANWSD) and Backward Design School District (BDSD) recently formed a new union and have been working together to come to consensus on a Curriculum, Instruction, and Assessment System. BDSD brought with it a proficiency-based assessment system that was being revisited and refined each year as part of the district's continuous cycle of improvement. Although the representatives from ANWSD initially resisted the assessment system, they decided to move ahead with the already-established assessment system as long as the next time the system was evaluated, research-based learning progressions would be included in the review. Previously, BDSD had only relied on standards and their own professional experience in development, review, and refinement process.

* ANSWER the following questions:
  + After reading ["The Role of Learning Progressions in Competency-Based Pathways"](http://www.achieve.org/files/Achieve-LearningProgressionsinCBP.pdf), what strategies might you share with the school union?
  + Who should be involved in the refinement process and how?
  + What types of professional development should the union consider?
  + What challenges might they encounter as they connect their performance indicators to research-based learning progressions?

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

## Text-Based Reflection

* EXAMINE the [Calibration Protocol](https://ccebos.box.com/s/vlzwlyx0zegcty6g3bswgeid5qyg90je).
* WATCH the Center for Collaborative Education’s [Teachers Conducting the Calibration Protocol](https://ccebos.box.com/s/0am032a01v6gt3y0iy1klmu87l0kh7jv) for a 10 minute video showing what a Calibration Protocol looks like in action.
* ANSWER the following questions:
  + How can using a protocol like this help systems get feedback on proficiency language before full implementation?
  + What modifications can you make to the protocol questions to get to the heart of proficiency language in a pilot test?

## Practice the Process

* WATCH [Delivering and Evaluating Persuasive Speeches](https://www.teachingchannel.org/videos/students-delivering-persuasive-speeches). Pay close attention to when the student is presenting.
* ANSWER the following questions:
  + What did you see?
  + What questions did the student presentation raise for you?
* REVIEW your proficiency language from Questions 3, 4, and 5.
* ANSWER the below questions:
  + Thinking about the student presentation, how do you feel about the language used and the performance indicators you wrote?
  + Does the language reflect what you see and hear in the student work?
  + Will you change anything?
* FIND two more examples of students presenting information; it can even be from your own class.

COMPLETE the exercise again for each example.

## Case Study Analysis

The Right Track School District decided to adopt and adapt the state's proficiency language. A committee consisting of curriculum leaders at each school participated. They used information from the [Vision of the Graduate](https://ccebos.box.com/s/k01s68077x83onxnym5mxo52ti6q6he0) exercises Mr. Proficiency organized as well as their own professional experience to make the decision.

If you remember from Question 2, Mr. Proficiency was a little overwhelmed after [Vision of the Graduate](https://ccebos.box.com/s/k01s68077x83onxnym5mxo52ti6q6he0). After his experience collecting too much data for him to handle, he decided to be more thoughtful as he planned his pilot test. He also wanted to get some feedback on the plan before he deployed it.

READ the Pilot Test Plan:

Pilot Test Plan

Start Date: February 1, 2016

End Date: March 8, 2016

Who: K-8: Two teachers from every grade level; 9-12 one teacher from every subject level, one teacher from every level. Students of these teachers will also participate.

Feedback Collection: Feedback will be given through an online form that has two questions:

* + - What language is confusing to you?
    - What other feedback do you have?

Pilot Organization:

At the February 1 faculty meeting, selected teachers are shown the proficiency language on which they will give feedback.

* + - Curriculum Leaders at each school who worked on adapting some of the language explain in small groups how to read the documents and answer clarifying questions.
    - Mr. Proficiency reviews the process and answers any questions.

From February 2 to March 7, teachers complete the following process with their students once.

* + - Review purpose, proficiency language, and feedback form, and answer clarifying questions.
    - Look at three pieces of student work together. The pieces of work will be selected by the teacher and will apply to the proficiency language and grade level.
    - High school teachers and students will each complete the feedback form. Elementary teachers will hold a class discussion and complete one feedback form. Middle school teachers can choose either approach.

One March 8, teachers get back together to look at the data, debrief the process, and discuss next steps.

* ANSWER the questions:
  + What questions about the process do you have for Mr. Proficiency?
  + Do you think he is asking the right questions?
  + What problems do you anticipate as this process unfolds?
  + How does your school get feedback from teachers and students about curriculum?

# Question 7: How are rubrics different in a proficiency-based assessment system?

## Text-Based Reflection

* READ [The Role of Assessments in a Competency Based Assessment System](http://www.competencyworks.org/how-to/the-role-of-assessment-instruments/) by Caroline Messenger.
* EXAMINE this sample [Performance Assessment](https://ccebos.box.com/s/4xhcsauq1xowj0vrttid6e70rvg7nx7i) with sample rubrics.
* ANSWER the below questions:
  + Will each rubric be able to assess what the performance assessment asks students to produce?
  + What would you change about the rubrics? Practice the Process
* READ the below Performance Task.

Performance Task:

You try very hard not to use a stand and deliver model of instruction, but sometimes it's necessary. Recently, you asked your students for feedback on how you give them new information. The reviews were generally positive, but there was some feedback that sometimes your stories or analogies, although entertaining, just do not make sense with the content. You got a similar comment from your colleagues last year during instructional rounds. Next week, you are introducing a new topic to your students. Prepare a five to ten minute presentation that purposefully uses a story, analogy, or example to help you explain the new topic. (Don't forget to prepare a rubric for this task using your proficiency language as well!)

Quality Process: Write a rubric for this task. Decide on a topic. Brainstorm possible analogies, stories, or examples. Write an outline. Create any digital supports, if necessary. Practice. Present your information to your students. Self-reflect on the rubric.

Quality Product: Coherent, organized five to ten minute presentation with digital supports, if necessary; self-reflection on your rubric. Bonus: Student assessment of your presentation!

* CREATE a rubric using the proficiency language you developed earlier in the course.
* DO the performance task.
* ASSESS yourself on the rubric. Bonus: Have students assess you!

## Case Study Analysis

* READ the below case study:

Steadfast School, a K-12 school, reports out and collects data on transferable skills a little differently than they do for content proficiencies. Transferable skills have only one level of achievement defined whereas content proficiencies are K-12 and had five levels of achievement defined. The system was working relatively well until Bea Contrary was hired. Bea is from a different state and had different ideas about how transferable skills should be assessed. She thinks that problem solving, for example, looks different for a third grader than it does for an eleventh grader, and there should be distinctions made.

In March, she shared her ideas with the principal, who told Bea that she could made her case at the annual curriculum review in July. He told her specifically to focus on what rubrics would look like. The curriculum review includes teachers and administrators who are interested in refining proficiency language; it lasts two days. The first day reviews feedback from all the teachers, students, and parents collected throughout the year on language. The second day examines proposed changes and implications of those changes. If there are big changes, there is time to make adjustments, but adjustments have to be made by August 1. Anything that will take longer than that will be addressed throughout the school year to be implemented the following summer.

Bea prepared [this slideshow.](https://ccebos.box.com/s/f52aoieokwpemtj9b25kwmrx002iddej) She asked that they make the changes to be implemented in the fall rather than wait one more school year. Some agreed the changes should be made in the window, some thought the changes were not necessary, and some thought the changes should be made but that this was a bigger adjustment than the summer window allowed.

* ANSWER the following questions after reviewing the slideshow:
  + Knowing what you know about transferable skills, PBGRs, and rubrics, should there be distinct levels of achievement in transferable skills? Why or why not?
  + Knowing what you know about proficiency development including pilot testing, is there enough time to make the changes in less than a month?

What would your recommendation be? What are some mutually beneficial options?

# Question 8: How can I field test proficiency language?

## Text-Based Reflection

* REVIEW  [this example](https://docs.google.com/forms/d/e/1FAIpQLSePSjqmE5AVOK_fP8bIG-JKQ7vAKMS-DCKR-TX6UGf-5OTrRQ/viewform) of a field test collection form a school might use in its development cycle.
* ANSWER the following questions:
  + What other questions would you ask?
  + What other data would you collect?
  + How could you use a similar mechanism to help you create an assessment map?

## Practice the Process

In Question 6, there is an example of a pilot test process in the Case Study Analysis.

DESIGN a process and a feedback mechanism or tool to field test your proficiency language, using what you know about the pilot test.

## Case Study Analysis

* READ the case study below:

Almost There School District had completed the field test of their proficiency language. In reviewing the data and the feedback, they found that the content proficiency language was tested out a lot; the feedback was generally positive. However, few teachers tested out the transferable skills language despite the training on performance assessments and proficiency-based assessment. Additionally, the feedback was that the language was not usable. Mr. Reflective, the curriculum coordinator, knew he did not have enough field testing of transferable skills to move forward with full implementation at the start of the next school year. On May 1, he shared his dilemma with the teacher leaders of each school.

* ANSWER the question:
  + As a teacher leader, what advice would you give Mr. Reflective?

# Question 9: How do we start a continuous cycle of improvement?

## Text-Based Reflection

* READ pages 21- 30 in the Center for American Progress’s [“Teacher Learning Through Assessment:](https://www.americanprogress.org/wp-content/uploads/2013/09/TeacherLearning.pdf) [How Student-Performance Assessments](https://www.americanprogress.org/wp-content/uploads/2013/09/TeacherLearning.pdf) [Can Support Teacher Learning”](https://www.americanprogress.org/wp-content/uploads/2013/09/TeacherLearning.pdf).
* ANSWER the following questions:
  + What are the benefits of scoring student work together?

How often should teachers participate in this process?

## Practice the Process

Protocols not only help to develop a collaborative culture, they can also help shape a cycle of continuous growth.

* EXAMINE these three protocols:
  + [Assessment Validation Checklist](https://ccebos.box.com/s/daaaljqi243e4rft5hci0ens8cq38pww)
  + [Tuning Protocol for Tasks](https://ccebos.box.com/s/tkrrsvvqwhk7ouqdldy6yc5o2p1imuup)
  + [Rubric Tuning Protocol and Evidence Chart](https://ccebos.box.com/s/wdl4a8x9o3trono1u04rpzskpkjyhozr)

BRAINSTORM ways a school might use these protocols in a continuous cycle of improvement.

## Case Study Analysis

* *READ*  [*this Case Study from Edwin O. High School.*](http://cce.org/files/Teaching_and_Learning_at_EO_v2.pdf)
* ANSWER the following questions:
  + Where are there examples of a continuous cycle of growth?
  + What strategies were used to help develop the cycle?

# Question 10: When do students demonstrate content proficiencies and transferable skills?

## Text-Based Reflection

* READ  [this blog post from Jeanne Sturges, "Critical Needs Met When the 'Real World' Goes to School"](http://cce.org/thought-leadership/blog/post/critical-needs-met-when-the-real-world-goes-to-school).
* ANSWER the questions below:
  + What transferable skills do you see in each assessment?
  + How can the community be used as students develop proficiency?
  + Where do you see opportunities for personalized learning in these tasks?

## Practice the Process

There are many templates and tools available to schools as they develop unit planners and assessments.

* EXAMINE a sample [performance task from Vermont AOE](http://education.vermont.gov/sites/aoe/files/documents/edu-proficiency-based-education-performance-task-feed-the-chicks.pdf) and pay close attention to where and how the proficiency statements and transferable skills are noted and codified.
* CREATE a mini-codified system for tracking, using your work from Question 3, 4, and 5 OR if your school has a tracking system, look at it with a critical eye and write a reflection about how it's working in your school.

## Case Study Analysis

* EXAMINE this [example assessment map from Vergennes High School](https://ccebos.box.com/s/vcz49q3zrikevby1wgirlycrrb2a5onz).
* ANSWER the questions below:
  + What questions do you have about the system?
  + What elements would you include in your own system?
  + How does having a defined assessment map support personalized learning?