



MCLA Practical Proficiency Standards-Based Assessment Design

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Session resources are posted at <http://mainecla.org/practical-proficiency-2014/>

Password: FALL2014

Definitions:

Proficiency – An evidence-based determination of mastery of specific standards and/or targets.

Standard – An over-arching statement of what students need to understand and be able to do.

Indicators/descriptors – Measureable statements of understanding and skill aligned with a specific standard.

Learning targets – Specific bits of understanding or skill students need to learn on the way to mastery of the indicators and the standard.

Assessment – Any student demonstration.

Unpacking – Dissecting targets to understand what is required.

Scoring guide – The four-point scale and supporting information used to evaluate all student evidence.

Alignment – The process used to ensure each assessment measures the indicators and instruction leads to proficiency.

Standards-Based	Standards-Referenced
<ul style="list-style-type: none"> ▪ System based on defined number of learning levels ▪ Students advance through the system based on achievement of each level ▪ Standards are used to guide curriculum and student progress is measured and used to determine advancement ▪ Students advance through system at their own pace ▪ Learning is the constant; time is the variable 	<ul style="list-style-type: none"> ▪ System based on traditional grade levels ▪ Students advance through the system at the same pace as other students of the same age ▪ Students will advance with varying levels of knowledge and skills ▪ Standards are used to guide curriculum and measure student progress ▪ Some promotion decisions may be made based on standards ▪ Time is the constant; learning is variable

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Steps in SB Assessment Design/Alignment

Step 1. Unpack the indicator.

Step 2. Write the scoring guide.

Step 3. Determine what methods/types of demonstration will allow students to provide the required evidence of proficiency.

Step 4. Write/align the assessment.

Standards Hierarchies

CCSS Math

Content Domain	Geometry CCSS Math Grade 3
The Standard	3.G.A Reason with shapes and their attributes.
The Indicators	3.G.1 Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

CCSS ELA

Content Domain	Reading Standards for Literature K–5
The Standard	Key Ideas and Details
The Indicators	RL-1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
	RL-2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

MLR's Social Studies

Content Domain	A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and <i>discipline-based processes</i> and knowledge from civics/government, economics, geography, and history in <i>authentic contexts</i> .
	A1 Researching and Developing Positions on Current Social Studies Issues
The Standard	Students research, develop, present, and defend positions on <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.
The Indicators	<ul style="list-style-type: none"> a. Develop research questions related to a <i>current social studies issue</i>. b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and <i>citations</i>. g. Develop a clear well-supported position. h. Present and defend a well-supported position to a <i>variety of audiences</i> using a prescribed format. i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields, including <i>ethical reasoning skills</i>. j. Access and present information ethically and legally.

CCSS Special Cases

Content domain	Writing
The Standard	Text Types and Purposes. 1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
The Indicators (a – f)	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Meeting the Standard

CCSS 11-12 Writing; Informative/explanatory Text

CCSS Standard: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

	1	2	3	4
Jason			✓	
Cora		✓		

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

	1	2	3	4
Jason				✓
Cora			✓	

- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

	1	2	3	4
Jason			✓	
Cora		✓		

- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

	1	2	3	4
Jason			✓	
Cora		✓		

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

	1	2	3	4
Jason				✓
Cora		✓		

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

	1	2	3	4
Jason				✓
Cora				✓

What can we report about Jason’s proficiency of the standard?

What can we report about Cora’s proficiency of the standard?