Choosing Graduation Standards and Providing Opportunity to Learn

MAINE CURRICULUM LEADERS' ASSOCIATION **APRIL 15, 2014**

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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 to on the way to mastery of the indicators/standard.

Diploma – the document certifying satisfactory completion of a course of study.

Assumptions

1. We are skilled problem solvers. We've solved many problems in the past.

2. The answers are "in here". Collectively, we know most of what we need to know to do the work we need to do.

3. Multiple perspectives matter.

4. Accepted standards-based principles and practices apply in a proficiency-based system.

Process

Dig into one component at a time.
- Understand the end result
- Identify what we know about implementation and what works
- Explore options and the criteria for choosing
- Focus on the next step and what's necessary to take it

Ultimate Goal

All Maine students graduate with a proficiency-based diploma.

How is a proficiency-based diploma similar to and different from what we award now?

What opportunities and challenges come with the differences?

Component 3: Choosing Standards

CONTENT STANDARDS

Component 3

Content standards
- Options for choosing
- Criteria
- Processes that work
- SBAC alignment
- How many standards?

Guiding Principles
- Options
- Criteria
- Processes that work

What do we know?

State Requirements in LD 1422:

- All 8 areas of the MLR's, which include CCSS in ELA and math

- Guiding Principles of the MLR's or local equivalent

- Deadline is the class of 2018

AND –

- No formal rules that drive what can and cannot be done locally

- No formal rules about waivers

- Some money for implementation

- DOE provides a self-assessment to evaluate local progress/status and informational resources

Content standards – many choices

DOE says (3/9/14):

◦ **Does the district's <u>organizational schema for the standards</u> represent a <u>COMPREHENSIVE</u> picture of the <u>core ideas</u> of the Maine Learning Results standards?**

◦ **What level of student performance is <u>SUFFICIENT</u> for a demonstration of student proficiency?"**

Districts can:

- **Choose their own standards**

- **Establish their own definitions of proficiency ("how good is good enough?")**

- **Make their own determinations of when students are proficient ("how much evidence is sufficient?")**

Options we know about . . .

1. Choose an existing set of standards and indicators.

2. Mix and/or pare.

3. Choose, mix, & write your own.

1. Choose an existing set

❑Maine Learning Results, which include CCSS ELA & math

❑DOE Sample Standards

❑Measurement Topics

❑National content area standards

1. Choose an existing set –
CCSS -- DOE Sample Standards

CCSS

Reading: Literature

RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

DOE SAMPLE

Reading: Literature & Informational Text

A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)

Unpacking

RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

1.   Cite <u>strong</u> textual evidence to support analysis of:
   - •   what the text <u>explicitly</u> says
   - •   <u>inferences</u> drawn from the text
   - •   where the text leaves matters <u>uncertain</u>.

2.   Cite <u>thorough</u> textual evidence to support analysis of:
   - •   what the text <u>explicitly</u> says
   - •   <u>inferences</u> drawn from the text
   - •   where the text leaves matters <u>uncertain</u>.

Reading: Literature & Informational Text (RL+RI.1)

A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.

1. Cite strong textual evidence to support analysis of a text.

2. Cite thorough textual evidence to support analysis of a text.

3. Identify primary sources.

4. Identify secondary sources.

5. Analyze how primary sources are used in a text. **(??)**

6. Analyze how secondary sources are used in a text. **(??)**

7. State explicit meanings of the text.

8. Make inferences from the text.

9. Identify where the text leaves matters uncertain.

2. Mixing & paring
Possible criteria for mixing & paring

1. **Clarity.** Teachers and students know what students need to demonstrate before leaving school.

2. **Simplicity.** The unpacked elements of the standard are all equally important and understandable.

3. **Truly essential.** Differentiate between all the standards and indicators that are part of a comprehensive and rigorous high school course of study and the **sub-set of standards and indicators required of all students.**

4. *Also see DOE's criteria and protocols for choosing…*

2. Mix and/or Pare
Applying the criteria

CCSS	DOE SAMPLE

Reading: Literature

RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, ~~including determining where the text leaves matters uncertain.~~

Clear – teachers and students can see exactly what students need to demonstrate

Simple – all the elements are equally as important (with one exception)

Essential – applies across all literature

Reading: Literature & Informational Text

A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)

Unclear exactly what students need to demonstrate. Mixes literary and informational texts. Many elements, which don't all seem equally important.

Using SBAC

For what will we be held accountable?

How will our students be compared with others?

SBAC Claims, Targets & Evidence

ELA

CLAIM 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

      14 assessment targets

CLAIM 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

      9 assessment targets

CLAIM 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

      4 Assessment Targets

CLAIM 4: Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

      4 Assessment Targets

IF we claim students "can read closely and analytically to comprehend a wide range of increasingly complex literary and informational texts", then we need to see evidence they can:

Target 1: Use explicit details and information from the text to support answers or basic inferences.

T.2. Identify or summarize central ideas, key events, or the sequence of events presented in a text.

T.3. Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, and word structure.

T.4. Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings, point of view, or author's lesson or message.

T.5. Specify or compare relationships across texts (e.g., literary elements, problem-solution, and theme).

T.6. Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information.

Unpacking

RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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How many standards in each content area?

Option A: A traditional sampling approach (5-8 standards).

Assumption: The **number of standards** chosen is how "comprehensiveness" is defined.

Option B: All standards and indicators are chosen and students must demonstrate proficiency in a majority of them to earn a diploma.

Assumption: Student mastery of a majority of standards in a content area adds up to proficiency in the content area, even when individual students demonstrate mastery of different standards and indicators along the way.

Option C: The content standards and their indicators are selected because they are essential for all students and each must be mastered.

Assumption: Standards and indicators are common and stationary for all students.

Component 3: Choosing Standards

GUIDING PRINCIPLES

Options

1. Choose an existing set of standards and indicators.

2. Mix, pare, write your own.

Where are you in choosing Guiding Principles?

What issues, concerns, questions do you have today?

Some existing sets

Maine's Guiding Principles (2 versions)

MCCL's Habits of Mind

Individual district/high school sets

Possible criteria for choosing/writing GP's

1. **Truly essential** for both work and college readiness.

2. **Student-centered.** Consistent with human development.

3. **Teachable.** There are recognized ways to teach and support student proficiency and clear intervention strategies. Proficiency is not dependent on socio-economic status or family support.

4. **Observable/measureable.** The desired behavior can be documented fairly for all students.

5. **Cross-cutting.** The standards are essential across content.

6. **Integral to the school's job.** Clearly tied, through research and professional judgment, to student learning success.

Component 4: Providing Opportunity to Learn

What do we know?

1. Characteristics of the end result.

2. Research says . . .

3. 40 years of high school reform initiatives and models.

Characteristics of opportunity to learn

❑Instructional practices provide each student with the opportunity to learn the identified standards.

❑Course and learning structures provide each student with the opportunity to become proficient in the standards regardless of past performance or future plans.

❑Intervention practices at all levels of the instructional process are designed to support students in reaching all of the identified standards.

❑Consistent, common staff and student understanding of what the standards require students to learn.

❑Opportunity to learn structures and practices change as student needs change.

Research says . . .

"Research shows that successful high schools [schools where students perform at high levels] provide:

- Rigorous academic coursework
- Relevant, personalized learning opportunities
- Meaningful relationships with instructors who are qualified to help students achieve high standards." (Stupski Foundation, 2011)