GREAT SCHOOLS PARTNERSHIP

Proficiency-Based Learning Simplified

Developing Effective Graduation Standards and Performance Indicators

Good afternoon everyone. Welcome to this webinar on Developing Effective Graduation Standards and Performance Indicators. This is the first of three webinars on Proficiency based learning we are hosting in our monthly webinar series. Today's session will focus on two fundamental aspects of the system– an explanation of the overall architecture of a proficiency based system and the relationship of two key structures in it: graduation standards and performance indicators. Our March webinar will focus on using learning targets and essential questions to develop standards–based units and May's webinar will be about Proficiency–Based Grading.

HOUSEKEEPING

For **technical support** please contact Great Schools Partnership staff at:

207-773-0505

Before we get started, let's take care of some housekeeping. If you get disconnected for any reason, please call us immediately at the number on the screen and you'll be assisted to reconnect. Why don't you take a moment to write down the number on the screen?

HOUSEKEEPING

All phone lines will be **muted** throughout the presentation to reduce background noise.

Please mute your phone to reduce background noise.

HOUSEKEEPING

This is a "listen only" webinar - to ask questions of the presenters, or to interact with one another, please use the **chat space**

For those who are not familiar with the Chat Room feature, please look at the lower left hand corner of your screen and you'll see the Chat Room space where comments and questions will scroll throughout the webinar. If you want to add your comment or question, just go to the text box below the Chat Room, type it in and click on the button to the right of the text box. We have folks standing by to respond to the Chat Room comments and questions and will ask a few questions publically so that all can hear the presenters respond. Please use the Chat Room to share your own experiences/ talk together.

HOUSEKEEPING

This webinar is being recorded and an **archive of materials** will be available on our website

http://greatschoolspartnership.org/webinars/webinar-archive/

Be sure to check out our website for details on our next webinar on Proficency Based Learning which will be March 5th and to see and view the archive of webinars already stored there.

SAY HELLO!

If you're sharing a computer, and your name does not appear in the attendee list, please take a minute to **type your name** in to the chat pod.

It's really helpful for us to know how many people we are sharing information with and who our audience is. If you can mention your school and what state you're from, that's helpful too. Thank you.

PRESENTERS

We're pleased to introduce today's presenters

Mark Kostin

Associate Director
Great Schools Partnership

Mark Kostin is the associate director of the Great Schools Partnership. In addition to his work with high schools in New England on developing proficiency-based learning, Mark has also supported states in developing policies to support implementation of proficiency-based systems.

Alex MacPhail

Senior Associate
Great Schools Partnership

Alex MacPhail is a senior associate at the Great Schools Partnership. As a school coach, she has supported high schools in Maine and New Hampshire on their implementation of proficiency–based learning.

OUTCOMES

Provide common vocabulary

Let me quickly review the outcomes for today's webinar. (Read each bullet)

OUTCOMES

Explain the key components of a proficiency-based system and how they inform instruction and assessment.
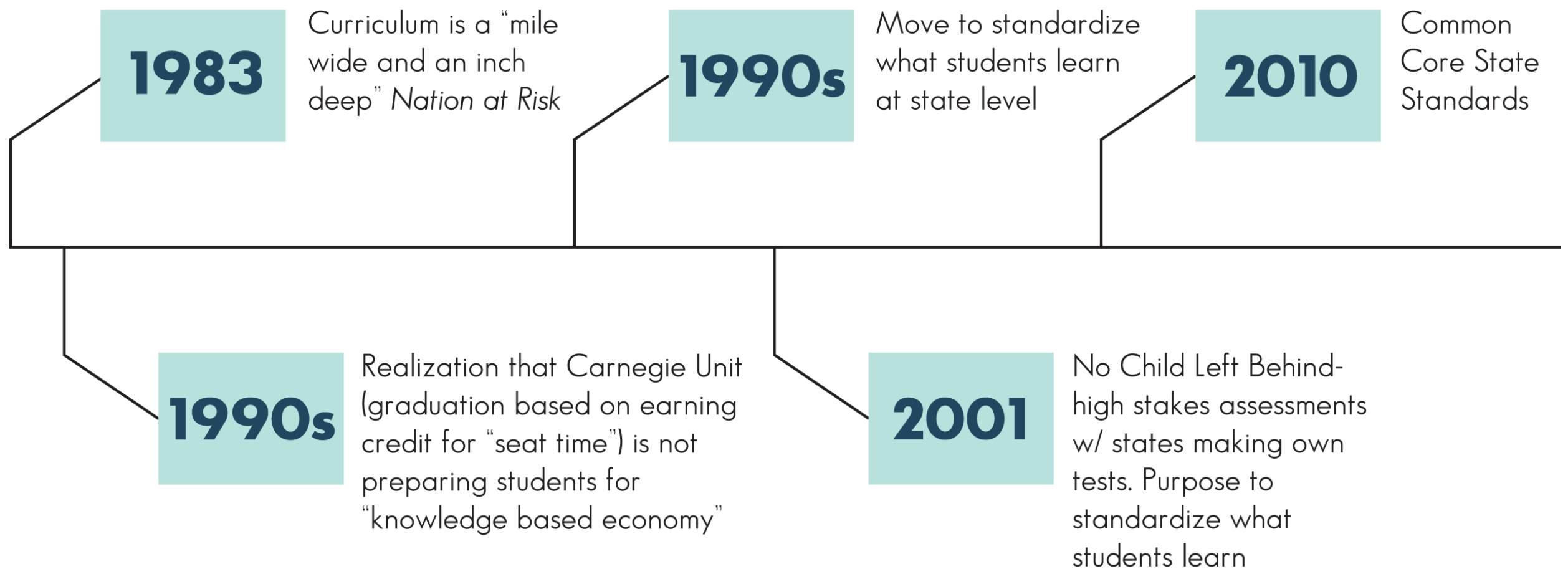
Read slide

OUTCOMES

Understand the distinction between quality graduation standards and performance indicators.

Read slide

HISTORY TIMELINE

1983 — Curriculum is a "mile wide and an inch deep" *Nation at Risk*

1990s — Move to standardize what students learn at state level

2010 — Common Core State Standards

1990s — Realization that Carnegie Unit (graduation based on earning credit for "seat time") is not preparing students for "knowledge based economy"

2001 — No Child Left Behind- high stakes assessments w/ states making own tests. Purpose to standardize what students learn

Let's review the history of the standards movement to help set the context for proficiency–based learning. Standards have been part of the education conversation nationally and locally for over 25 years. In fact, This year marks the 30th anniversary of the release of the watershed report, A Nation at Risk. The report was a call to arms about what it termed the "rising tide of mediocrity" in education. Famously, the report described the typical curriculum "as a mile wide and an inch deep". The report condemned the Carnegie unit which since 1910 has been the determining gatekeeper to high school graduation. The information boom of the last thirty years has really forced educators to rethink what high school graduates need to know and be able to do. Our post–industrial, globalized economy means students need to think critically and flexibly, and work collaboratively. The goal of standards based education has been to create more equitable learning opportunities for all students by defining what students should know and be able to do.

So, What's The Problem With Standards?

3,500 performance indicators
across 14 content areas k-12:

So, if standards are to focus and clarify what students learn, and to help teachers and students go "deeper" in learning, why haven't we seen startling results in student achievement in the last twenty years? Simply put– there have been too many standards identified to master. Instead of providing focus and clarity, standards have become anxiety producing lists requiring coverage, not depth. (next slide,please)

So, What's The Problem With Standards?

"You would have to change schooling from K-12 to K-22. The sheer number of standards is the biggest impediment to implementing standards."

- Robert Marzano (2001)

Over ten years ago, Robert Marzano in a McCREL study of standards reported that for students to master the standards, they would need another ten years of school. Marzano and others have pointed out that standards will only improve student learning when (1) they describe the most important skills and knowledge students need to acquire; (2) when they can be feasibly and effectively taught by teachers–there aren't too many of them; and thirdly they are assessed both formatively and summatively to determine whether students have actually achieved proficiency.

Common **TERMS** for Standards

POWER STANDARDS

LEARNING TARGETS

PRIORITY STANDARD

Another problem has been that the terms used to describe standards have differed from state to state and even school to school.

Common **TERMS** for Standards

POWER STANDARDS

LEARNING TARGETS

PRIORITY STANDARD

DESCRIPTORS

PROFICIENCY STANDARDS

COMPETENCIES

It's easy to get lost in the jargon.

Common TERMS for Standards

POWER STANDARDS

LEARNING TARGETS

PRIORITY STANDARD

DESCRIPTORS

PROFICIENCY STANDARDS

BENCHMARKS

COMPETENCIES

MASTERY OBJECTIVES

MEASUREMENT TARGETS

You may have had the experience of looking at another state or school's curriculum documents and seeing terms like "benchmarks",

Common TERMS for Standards

GRADUATION STANDARD

POWER STANDARDS

LEARNING TARGETS

PRIORITY STANDARD

DESCRIPTORS

LEARNING OBJECTIVES

PROFICIENCY STANDARDS

BENCHMARKS

PERFORMANCE INDICATORS

COMPETENCIES

MASTERY OBJECTIVES

MEASUREMENT TARGETS

"performance expectations"or "mastery objectives" and asking yourself, "But what are the standards?" All these terms describe standards.

Standard

Established norms or benchmarks for learning that define what students need to know and be able to do.

So what is a standard? Standard is a generic term which denotes (read definition on slide).

All These Terms Are Standards:

Graduation Standard
Power Standards

Learning Targets

BROAD

SPECIFIC

Performance Indicator
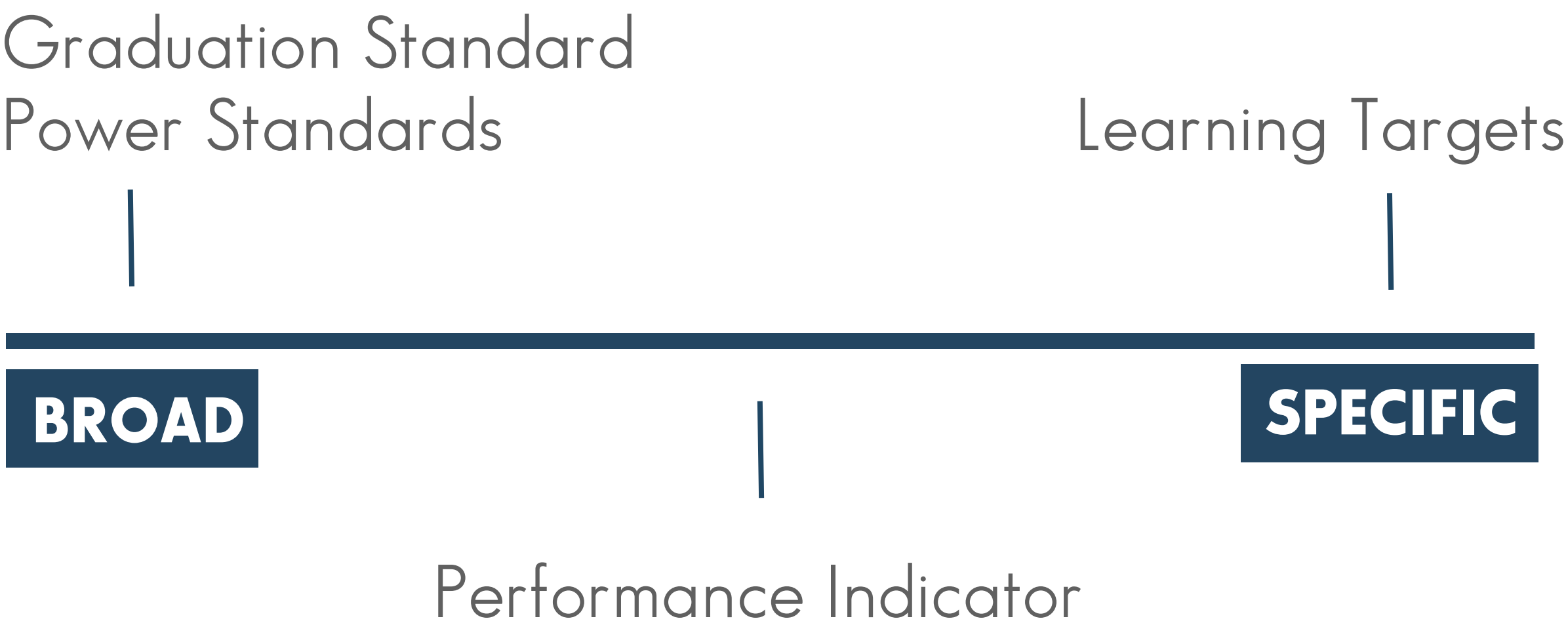
What differentiates the terms we use is the level of specificity defined. Standards are descriptors of skills and knowledge and these descriptors fall along a continuum of increasing complexity or specificity or number. At one end of the continuum are standards that are broad in definition: these are the standards students must show evidence of to graduate. In the middle of our continuum line are standards which describe performance of those graduation standards. Because they describe performance, they inform assessment.   And at the end of our continuum are those standards which describe student learning at the unit and lesson level.

Graduation Standard

Performance Indicator

Learning Target

We can also think about the relationship between standards as a matter of grain size. Your state and local context will determine the terms you use. There are three grain sizes: graduation standard– few in number but large in grain-size; performance indicators, finer in grain size and more in number and learning targets, the finest grained & most specific of the standards and the greatest in number. Remember, there is a relationship between these terms: of greater specificity, complexity and number, but these standards have different purposes. There are different consequences or stakes associated with each level: Students have to demonstrate proficiency of all the graduation standards to graduate, however, we don't expect students to master every performance indicator and unit level standard to graduate.

Proficiency-Based Learning Simplified

Graduation Standards *for* Cross-Curricular Skills
Drawn from Common Core State Standards (Standards for Mathematical Practice *in* Mathematics *and* College and Career Readiness Anchor Standards *in* English Language Arts), Next Generation Science Standards, *and* state-by-state cross-curricular standards

Graduation Standards *for* Content Areas
Drawn from Common Core State Standards, Next Generation Science Standards, *and* state-by-state content area standards

REQUIRED *for* GRADUATION	REPORTING METHOD		ASSESSMENT METHOD
YES	Transcript	**Graduation Standards** Cross-Curricular Skills *5–8 school-wide standards*	**Demonstration** *by* **Body** *of* **Evidence** *Portfolios, exhibitions, and other culminating demonstrations of learning are assessed*
YES	Transcript *and* Report Cards	**Graduation Standards** *by* Content Area *5–8 standards per content area*	**Verification** *of* **Proficiency** *Student progress toward the achievement of standards is determined and reported*
NO	Progress Reports	**Performance Indicators** *5–10 indicators per content-area standard*	**Common School-Wide Assessments** *Common summative assessments ensure greater consistency in the evaluation of student learning*
NO	Feedback *to* Student	**Unit-Based Learning Objectives** *Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators*	**Formative Teacher Assessments** *Ongoing formative assessment is used to evaluate student learning progress*

So let's use this understanding of standards denoting breadth and depth to talk about how a proficiency–based system works. This Pyramid is a graphic representation that indicates the relationship between standards in regards to curriculum, assessment & reporting.

REQUIRED *for* GRADUATION	REPORTING METHOD		ASSESSMENT METHOD
YES	Transcript	**Graduation Standards** Cross-Curricular Skills *5–8 school-wide standards*	**Demonstration** *by* **Body** *of* **Evidence** *Portfolios, exhibitions, and other culminating demonstrations of learning are assessed*
YES	Transcript *and* Report Cards	**Graduation Standards** *by* Content Area *5–8 standards per content area*	**Verification** *of* **Proficiency** *Student progress toward the achievement of standards is determined and reported*
NO	Progress Reports	Performance Indicators *5–10 indicators per content-area standard*	Common School-Wide Assessments *Common summative assessments ensure greater consistency in the evaluation of student learning*
NO	Feedback *to* Student	Unit-Based Learning Objectives *Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators*	Formative Teacher Assessments *Ongoing formative assessment is used to evaluate student learning progress*

The top two levels represent the absolute line in the sand about graduation– cross curricular graduation standards at the top, and then graduation standards by content area beneath. These standards are broad statements. At the very top of pyramid are school wide, interdisciplinary, cross curricular skills like problem solving or using technology effectively. These are skills that are practiced & demonstrated over and over again regardless of discipline or grade level. 2011 NEASC accreditation standards actually require that schools have such a list– these are 21st century learning expectations. (1422 requires that students demonstrate standards laid out in guiding prinicples).

The second level are graduation standards by content area determined by content areas based on CCSS, state and national documents. The purpose of developing these standards is to focus instruction on the most enduring concepts & skills. Students will have learning experiences which address all the standards in a content area, but the emphasis is on these important standards.

REQUIRED for GRADUATION	REPORTING METHOD		ASSESSMENT METHOD
YES	Transcript	**Graduation Standards** Cross-Curricular Skills *5–8 school-wide standards*	Demonstration *by* Body *of* Evidence *Portfolios, exhibitions, and other culminating demonstrations of learning are assessed*
YES	Transcript *and* Report Cards	**Graduation Standards** *by* Content Area *5–8 standards per content area*	Verification *of* Proficiency *Student progress toward the achievement of standards is determined and reported*
NO	Progress Reports	**Performance Indicators** *5–10 indicators per content-area standard*	**Common School-Wide Assessments** *Common summative assessments ensure greater consistency in the evaluation of student learning*
NO	Feedback *to* Student	**Unit-Based Learning Objectives** *Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators*	**Formative Teacher Assessments** *Ongoing formative assessment is used to evaluate student learning progress*

The third level are the performance indicators that support those content area graduation standards. These performance indicator statements describe or define performance of what students need to know/be able to do to demonstrate mastery of the graduation standard. These performance indicators inform the emphasis for instruction, often indicate assessment.

At the fourth level are the unit and daily learning targets which inform day to day instruction. The development of these specific skills and knowledge rest with the teacher's assessment of how to engage & support students in learning tasks designed to prepare students for assessments on the performance indicators.

Mastery

is a student's ability to transfer learning in and/or across content areas.

Just to be clear– No matter what your state calls your standards–based system– Mastery–based

Competency

is a student's ability to transfer learning in and/or across content areas.

or Competency based

Proficiency

is a student's ability to transfer learning in and/or across content areas.

or a Profociency–based system the pyramid graphic remains the same because the outcome is...a student's ability to transfer learning in and/or across content areas.

This definition demands a shift from standards-based teaching to proficiency-based learning. It isn't enough for teachers to teach the standards- students need to demonstrate what they have learned by applying their learning of those standards formatively and summatively over time.

REQUIRED *for* GRADUATION	REPORTING METHOD		ASSESSMENT METHOD
YES	Transcript	Graduation Standards Cross-Curricular Skills *5–8 school-wide standards*	Demonstration *by* Body *of* Evidence *Portfolios, exhibitions, and other culminating demonstrations of learning are assessed*
YES	Transcript *and* Report Cards	Graduation Standards *by* Content Area *5–8 standards per content area*	Verification *of* Proficiency *Student progress toward the achievement of standards is determined and reported*
NO	Progress Reports	Performance Indicators *5–10 indicators per content-area standard*	Common School-Wide Assessments *Common summative assessments ensure greater consistency in the evaluation of student learning*
NO	Feedback *to* Student	Unit-Based Learning Objectives *Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators*	Formative Teacher Assessments *Ongoing formative assessment is used to evaluate student learning progress*

All right, now that we have created some common understanding, and laid out the scope of a standards–based system, we'd like to focus our attention on the second and third tiers of the pyramid– identifying the graduation standards and performance indicators. Content area graduation standards and performance indicators are determined by content area teachers working together collaboratively to prioritize what standards are emphasized (these are the graduation standards) and what skills and knowledge are evidence of the graduation standard. These are performance indicators.

Graduation Standards

Performance Indicators

Learning Targets

Let's review- each of these terms describes a standard; each level defines what students need to know and be able to do, but they are differentiated by their level of specificity.
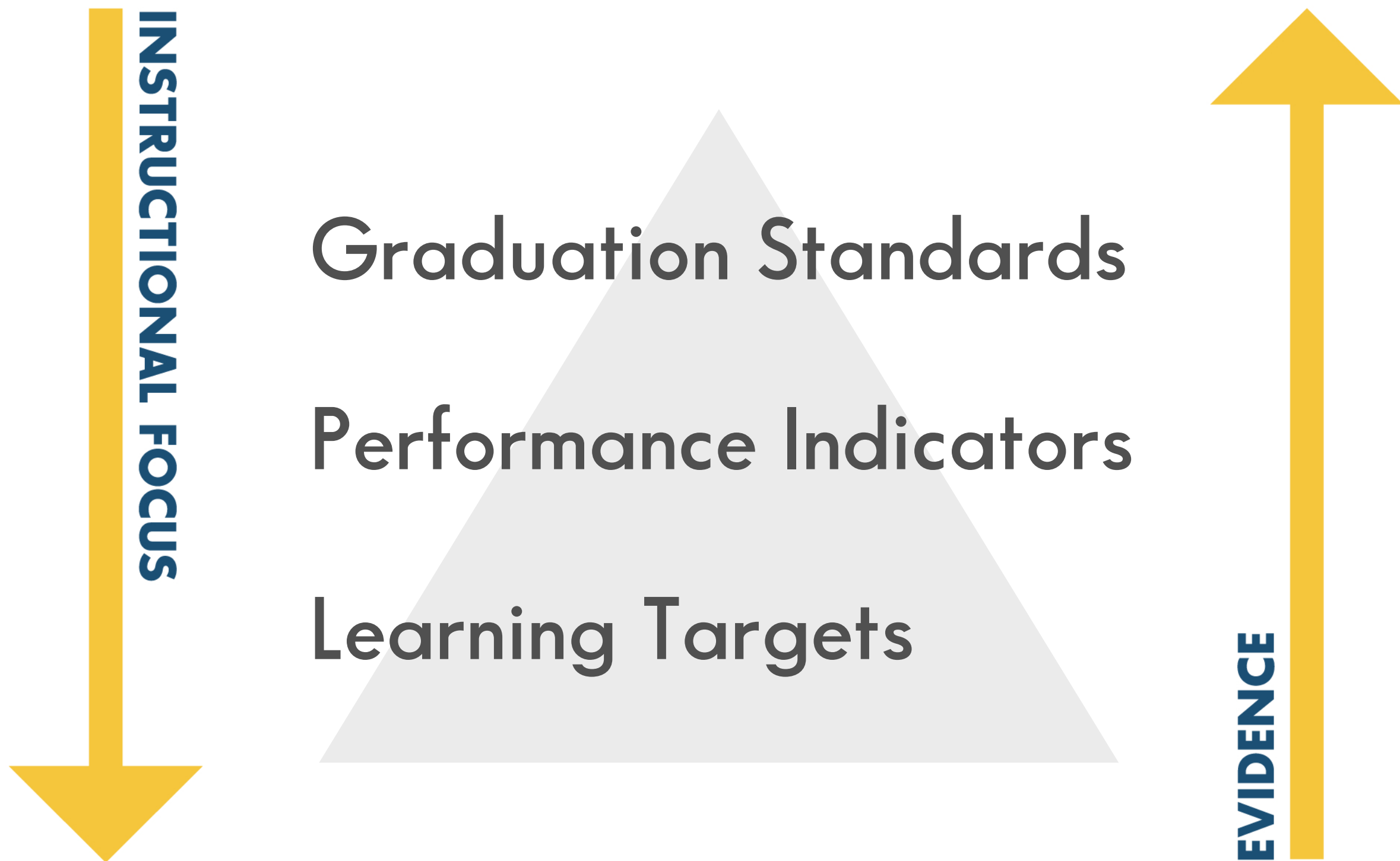
INSTRUCTIONAL FOCUS

Graduation Standards

Performance Indicators

Learning Targets

There is a clear relationship between the skills and knowledge defined at each level. The 5-8 Graduation standards in a content area creates a focus for instruction. (arrow goes down)

INSTRUCTIONAL FOCUS

EVIDENCE

Graduation Standards

Performance Indicators

Learning Targets

At the daily instruction level, teachers use the learning targets to support students with practice and design formative assessment. This practice and assessment helps prepare students for the summative tasks that are informed by the performance indicators. It is the aggregation over time of student performance on the performance indicators that determine if a student has met the graduation standards.

A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.

Let's look more in depth at the content area graduation standards. The purpose of developing content area graduation standards is to focus instruction on the most foundational, enduring and leveraged concepts and skills which prepare students for college and careers. Although teachers will address all the standards in their content area, the emphasis is on these important standards. How important are these graduation standards? These are the standards that content area teachers agree that if a student did not demonstrate the skill or have the knowledge, a student should not walk across the stage at graduation to collect his or her diploma. Graduation standards are limited in number, usually 3–8 per content area. We are indebted to the work of Larry Ainsworth and his colleagues in providing us with the concepts of foundation, endurance and leverage as the three lenses to determine a graduation standard. A strong graduation standard can be viewed using all three lenses

Foundational Lens:

To what extend is this statement at the heart of understanding the content area and to what extent does it align with national & state standards?

Graduation standards identify the important ideas and core processes that are central to the content area. A strong graduation standard states in a clear, descriptive way what is important in understanding and doing in the content area.

Endurance Lens:

To what extent does this statement provide students with knowledge & skills that will be of value beyond a particular point in time (ie, test, unit)?

A graduation standard has utility beyond a particular point in time. It is transferrable to new situations and has lasting value beyond the classroom. A strong graduation standard requires students to develop skills and knowledge that will endure throughout a student's academic career, professional and civic life.

Leverage Lens:

Will this provide knowledge and skills that will be of use in multiple disciplines?

A strong graduation standard has cross content connections. Students are able to transfer skills and knowledge to new situations. Graduation standards help to focus instruction so that over time students build on previous learning and have multiple experiences in which to transfer learning along the way.

Cognitive Demand:

What depth of knowledge does this statement promote?

A strong graduation standard clearly states what the cognitive demand is. Cognitive demand means that the verb describing the students' depth of thinking is defined and measurable; evidence of that thinking can be seen. This is why it's important to avoid hard to measure verbs like "understand", "know" or "recognize–" it is not clear withuot further description how students demonstrate "understanding." A strong statement connects to higher order thinking on Bloom's or Marzano's taxonomies or Webb's Depth of Knowledge. It promotes deep levels knowledge and application. For example: analyzing, evaluating, interpreting, hypothesizing, investigating or explaining.

Reading

Interpret, analyze, and evaluate complex literary and informational texts.

Here is a graduation standard based on the Common Core State Standards in English. Does it meet the test of a graduation standard? It is a clear,description of important skills in reading. These skills are not time specific– they are skills students will use throughout their lives. In addition, they have cross–curricular utility– students can apply these skills across disciplines Like all graduation standards, it will be assessed using a body of evidence collected over time.

Statistics and Probability

Interpret, infer, and apply statistics and probability to analyze data and reach and justify conclusions.

Here is a Math graduation standard, also based on the Common Core. It too is transferrable to new and unique situations, has endurance for a student's academic life and beyond. These skills rest at the heart of the discipline.

A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation standard.

Let's now look at performance indicators. Each graduation standard in a content area has 3-10 performance indicators that describe or define the performance of what students need to know or be able to do to demonstrate mastery of that graduation standard. It is more specific about the knowledge,skills or concepts to be demonstrated than a graduation standard.

A Performance Indicator

is measurable.

A strong performance indicator contains to two components: a description of knowledge/skill and a component of performance. The creative challenge in developing performance indicators is to ensure that they are measurable

A Performance Indicator

Students can demonstrate their performance over time.

And that students can demonstrate their level of attainment of a performance indicator formatively and summatively in multiple ways over time.

A Performance Indicator

The aggregation of proficiency on these performance indicators measures whether a student has met the graduation standard.

It is the aggregation of demonstrated proficiency on these performance indicators that indicates whether a student has met the graduation standard

A Good Performance Indicator

Answers:

"What do we want students to understand and be able to use several years from now, after they have forgotten the details?

If you have experience working with the Understanding by Design curriculum model, you probably recognize this question from the Grant Wiggins and Jaye McTighe's work. This question helps curriculum designers hone in and articulate the Enduring Understandings in a unit of study. We use it here as a filtering question for developing performance indicators because we think it gets to the heart of what a performance indicator is. Like a graduation standard, a performance indicator helps keep instruction focused on important ideas and core processes that are central to the content area, transferrable to new situations and have lasting value beyond the classroom

Lenses for Performance Indicators

Connection to Graduation Standard

To what extent does this statement align with the identified graduation standard?

A performance indicator describes or defines what students need to know and be able to do to demonstrate mastery of a content area graduation standard. The performance indicator statement Uses verbs that represent the same level of knowledge and skills as verbs in graduation standard. It is important that the statement is not limited to the scope and sequence of textbook/program/resource or focused on knowledge and skill unique to a particular unit.

Lenses for Performance Indicators

Cognitive Demand:

What depth of knowledge does this statement promote? Are the cognitive verbs measurable?

Remember cognitive demand refers to the level/ depth of thinking that a student is expected to demonstrate. A strong performance indicator Demands complexity beyond recall of information; it promotes higher order thinking on Bloom's and Marzano's Taxonomies/Webb's Depth of Knowledge. A performance indicator that asks for demonstration of routine or rote thinking or basic recall needs to be rewritten. And because performance indicators in a proficiency–based learning system help clarify the evidence of student proficiency of attainment of a graduation standard– performance indicators have to be measurable

Lenses for Performance Indicators

Relative to Assessment:

To what extent does the statement promote opportunities for students to demonstrate evidence of learning?

A strong performance indicator helps define what is to be measured. It indicates assessment. It demands complexity beyond recall of information. And it promotes either multiple or varied opportunities to demonstrate evidence of learning, particularly performance assessments.

Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.

Learning targets are statements about what we want students to learn and do in a sequence of lessons or unit of study. Of the three levels of standards, they are statements that are the finest grained and the most specific. They define the achievable chunks of learning that collectively reflect practice with or progression toward attainment of one or more of the performance indicators. Of the three levels, they are the most numerous in number. Teachers using their professional judgment, knowledge of their learners and the guidance provided in the collaborative work with their content area colleagues individually determine the learning targets and assess them. Because we feel that understanding the similarity and difference between a graduation standard and its supporting performance indicators is crucial to the process of developing strong instruction and assessment systems in a content area, we are not going to go into depth during this webinar about the purposes and characteristics of learning targets. However, we plan on focusing on learning targets in our March webinar.

Graduation Standard	The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.

We want you to see the connection between the levels. Let's look at an example of a graduation standard– This is one of ten graduation standards in social studies at a high school in Washington state.

Graduation Standard	The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.
Performance Indicators	The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources. The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability. The student evaluates the costs and benefits of governmental fiscal and monetary policies.

Next are the performance indicators which describe evidence of the graduation standard. You see three performance indicators for this graduation standard– however, we want to note that this is not a complete list of the performance indicators– they wouldn't all fit in he box.

Graduation Standard	The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.
Performance Indicators	The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources. The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability. The student evaluates the costs and benefits of governmental fiscal and monetary policies.
Learning Targets	The student can explain how scarcity impacts a market economy and a planned economy. The student can compare and contrast the allocation of goods in a market economy and planned economy.

And at the third level, the learning targets which develop student proficiency of the performance indicator. Here are two examples of learning targets a teacher might develop in a learning sequence to address the first performance indicator. The teacher developed these learning targets as part of a learning sequence which unpacks that performance indicator at an appropriate level & depth for her students.

Graduation Standard	The student **applies understanding** of economic concepts and systems to **analyze** decision-making and the interactions between individuals, households, businesses, governments and societies.
Performance Indicators	The student **describes and analyzes** how planned and market economies shape the production, distribution, and consumption of goods, services, and resources. The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability. The student evaluates the costs and benefits of governmental fiscal and monetary policies.
Learning Targets	The student can **explain** how scarcity impacts a market economy and a planned economy. The student can **compare and contrast** the allocation of goods in a market economy and planned economy.

So let's look at the similarities here. Notice how these statements are all "verb driven"– each statement has a clear cognitive demand. The cognitive verbs in each statement are related to the cognitive verb in the graduation standard. So, at the graduation standard, a student is required to apply understanding of concepts to think like an economist and analyze interactions. What you do when you analyze– or the cognitive demand– is to "divide into parts and then identify how those parts contribute to a single effect." At the performance indicator level, let's look at the first– the student describes and analyzes.aTo describe something, you need to list the factors that make it important– a skill embedded in analyzing. The learning targets at the unit level are aspects of analyzing, they give students experiences/practice with the cognitive demand of analyzing. To explain scarcity you must list the causes and effects and to compare and contrast you must list the similarities and differences. Both cognitive demands require students to look at parts to whole.

Let's take a poll:

Which statement is the size of a graduation standard?

A strong performance indicator statement...

Gives "clues" or indicates formative and summative assessment

In many ways, developing performance indicators is like being Goldilocks– you don't want too big or broad a statement, nor do you want too small or specific a statement. You are looking for one that is just right. We hope in this section to give you some guidance on honing in on "just right."

A strong performance indicator statement...

Usually begins with:

- Students will be able to...
- You will be able to...
- I can...

Read slide– because graduation standards, performance indicators and learning targets all indicate capacity; they are outcome based; They describe the student's performance; they are not a description of teacher action

A strong performance indicator statement...

is measurable and demonstrative

When a performance indicator measures a thinking skill, it is important to determine what students will do to demonstrate that skill in action.

Read slide– because graduation standards, performance indicators and learning targets all indicate capacity; they are outcome based; They describe the student's performance; they are not a description of teacher action

Measurable and Demonstrative

Thinking skill *without* measurable objective:

"Students will be able to **recognize** different perspectives that influence people's or group's point of view in an argument."

Measurable and Demonstrative

Thinking skill *with* measurable objective:

"Students will be able to **articulate** specific priorities that contribute to the perspectives different people or groups hold in an argument."

An example:

Students will be able to analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Here's a performance indicator from Common Core English standards. Not only will students analyze they will apply that understanding to explain something specific in a text. The application of analysis can be measured in the explanation of individuals, events, or ideas in the text.

Let's take a poll:

Performance Indicators

ENGLISH LANGUAGE ARTS

GRADUATION STANDARDS	PERFORMANCE INDICATORS
1. READING READ AND COMPREHEND COMPLEX LITERARY AND INFORMATIONAL TEXTS INDEPENDENTLY AND PROFICIENTLY. (10)	**A.** Determine the central ideas of the text and provide an objective summary. (2) **B.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (3) **C.** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (4) **D.** Determine an author's point of view, purpose, or rhetorcial strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (6)
2. READING INTERPRET, ANALYZE, AND EVALUATE COMPLEX LITERARY AND INFORMATIONAL TEXTS. (10)	**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) **B.** Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (5) **C.** Evaluate content and multiple sources of information presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem. (7) **D.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (8) **E.** Integrate information from diverse sources into a coherent understanding of an idea or event, noting discrepancies among sources. (9)

MATHEMATICS

GRADUATION STANDARDS	PERFORMANCE INDICATORS
1. NUMBER AND QUANTITY REASON AND MODEL QUANTITATIVELY, USING UNITS AND NUMBER SYSTEMS TO SOLVE PROBLEMS.	**A.** Extend the properties of exponents to rational exponents. (N-RN-1,2) **B.** Use the properties of rational and irrational numbers. (N-RN-3) **C.** Reason quantitatively and use units to solve problems. (N-Q-1, 2, 3) **D.** Perform arithmetic operations with complex numbers. (N-CN-1, 2) **E.** Use complex numbers in polynomial identities and equations. (N-CN-7)
2. ALGEBRA INTERPRET AND REPRESENT SITUATIONS BY CREATING AND SOLVING EQUATIONS AND INEQUALITIES.	**A.** Interpret the structure of expressions. (A-SSE-1, 2) **B.** Write expressions in equivalent forms to solve problems. (A-SSE-3, 4) **C.** Perform arithmetic operations on polynomials. (A-PPR-1) **D.** Understand the relationship between zeros and factors of polynomials. (A-PPR-2, 3) **E.** Use polynomial identities to solve problems. (A-PPR-4, 5) **F.** Rewrite rational expressions. (A-PPR-6) **G.** Create equations that describe numbers or relationships. (A-CED-1, 2, 3, 4) **H.** Understand solving equations as a process of reasoning and explain the reasoning. (A-REI-1, 2) **I.** Solve equations and inequalities in one variable. (A-REI-3, 4) **J.** Solve systems of equations. (A-REI-5, 6, 7) **K.** Represent and solve equations and inequalities graphically. (A-REI-10, 11, 12)

QUESTIONS FOR PRESENTERS

MARCH 21-22, 2013 | NORWOOD, MA

HIGH SCHOOL REDESIGN IN ACTION

A REGIONAL CONFERENCE FOR SECONDARY EDUCATORS

WHEN: Thursday + Friday, March 21-22, 2013

WHERE: Four Points by Sheraton in Norwood, Massachusetts

WHO: Secondary educators, school board members, policy makers, parents, students, and business leaders

www.newenglandssc.org/conference