Proficiency-Based Assessment: Process, Not Product

Anthony R. Reibel
Proficiency-Based Assessment
Process, Not Product

Here’s What

<table>
<thead>
<tr>
<th></th>
<th>4 - Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 - Meets Expectations</td>
</tr>
<tr>
<td></td>
<td>2 - Approaching Expectations</td>
</tr>
<tr>
<td></td>
<td>1 - Still Developing</td>
</tr>
</tbody>
</table>

How to Engage With Presentation

Turn & Talk
Think, Pair, & Share
Text to Talk
Get to Work!

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Here’s Why

Targets are ‘classification’ mechanisms.

Here’s How

Developing EBR-Ready Standards and Targets

• Find the “3”: Target’s Discovery
• Write the “3”: Target’s Language
• Stretch the “3”: Target’s Form
• Connect the “3”: Target’s Context

Developing EBR-Ready Standards and Targets

Find the “3”: Target Discovery
Here’s Why Targets are ‘classification’ mechanisms.

Here’s How Developing EBR-Ready Standards and Targets

• Find the “3”: Target’s Discovery
• Write the “3”: Target’s Language
• Stretch the “3”: Target’s Form
• Connect the “3”: Target’s Context

EBR Curricular Hierarchy

Reproducible

EBR Curricular Hierarchy: Verbs

Grades

Gathers & Classifies

Supports

EBR Curricular Hierarchy

How Many Per Level?

Total 2–8

Total 2–10
(Usually 1–2 per big idea)

As many as you want!

EBR Curricular Hierarchy

Why we are doing all of this!

What am I asking you to do?

What is my expectation of you?

What are the supporting content and pre-req skills needed to achieve the target?
Write the “3”: Target’s Language

EBR Ready Targets’ Purpose

Do your current targets do this?

Describes an intended mastery experience

Which is the Most EBR Ready?

1. I can identify and apply points, lines, and planes.
2. I can write the equation of a circle/graph on the coordinate plane.
3. I can create an accurate graphical representation in any given context using key features.
4. I can explain the meaning of the graph within the context of a real-world problem.

Golden Rule of Creating and Finding Targets

If it feels like a ‘toggle switch’ then it is not a target!
### EBR Ready Targets

A learner, upon reading a target, should be able to answer the questions:

- **What** exactly am I expected to know or do?
- **How well** do I need to perform?

### Let’s Look at Some More Examples

#### How Well? Mastery Experience?

<table>
<thead>
<tr>
<th>University English</th>
<th>High School Chemistry</th>
<th>Primary Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyze, evaluate, and compare and contrast both different sub-genres of creative nonfiction (e.g., memoir, personal essay, brief creative nonfiction or “shorts,” travel writing, literary journalism, video essay, etc.—see textbooks for other examples) and the effect of techniques employed (PLO 6d).</td>
<td>I can use models to describe and quantify the reactions of the carbon cycle within the hydrosphere, atmosphere, geosphere, and biosphere.</td>
<td>I can identify coins and their amounts.</td>
</tr>
</tbody>
</table>

### My Suggested EBR Ready Targets

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<tr>
<td>I consistently make logical inferences from a text about characters, relationships, themes, structure, and language using effective analysis strategies.</td>
<td>I can construct an effective model to represent both familiar and unfamiliar ideas including all relevant key features.</td>
<td>I can accurately identify appropriate numbers in a variety of contexts.</td>
</tr>
</tbody>
</table>

#### BIO300

Describe contemporary nutritional intake recommendations and explain how these recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations.
Developing EBR-Ready Standards and Targets

**Stretch the “3”: Target’s Form**

What is extending mastery?

What is mastery?

What is approaching mastery?

What is not close to mastery (still developing)?

**The Conversation Structure**

3 Rules -

- Can’t be negative
- Can’t use numbers
- Can’t change the verb

4. The baby can walk with no outside supports.

3. Write arguments to support claims in analysis of substantive topics or texts, using valid and unique reasoning and creative and sufficient evidence.

3. Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write arguments to support claims in analysis of substantive topics or text, using reasoning and sufficient evidence.

1. Write arguments to support claims in analysis of substantive topics or text, using evidence.

**ELA Secondary Gradation Example**

4 - Compare and contrast properties of two higher order functions each represented in all forms (algebraically, graphically, numerically in tables, or verbal descriptions).

3 - Compare and contrast properties of two simple functions each represented in all forms (algebraically, graphically, numerically in tables, or verbal descriptions).

2 - Compare and contrast properties of two simple functions each represented in specific forms (algebraically, graphically, numerically in tables, or verbal descriptions).

1 - Compare and contrast given properties of two simple functions each represented in specific forms (algebraically, graphically, numerically in tables, or verbal descriptions).
Developing EBR-Ready Standards and Targets

Connect the “3”: Target’s Context

Math Secondary Gradation Example

4 - Compare and contrast properties of two higher order functions each represented in all forms (algebraically, graphically, numerically in tables, or verbal descriptions).

3 - Compare and contrast properties of two simple functions each represented in all forms (algebraically, graphically, numerically in tables, or verbal descriptions).

2 - Compare and contrast properties of two simple functions each represented in specific forms (algebraically, graphically, numerically in tables, or verbal descriptions).

1 - Compare and contrast given properties of two simple functions each represented in specific forms (algebraically, graphically, numerically in tables, or verbal descriptions).

Connect to the “3”

Outcome

1. Using mathematics and computational thinking (MCT)
   A. Basic Proficiency
      I. I can attempt to solve scientific problems
      II. I can solve scientific problems using some essential components in familiar contexts
      III. I can accurately use essential components using some essential components in unfamiliar contexts
   B. Proficient Proficiency
      I. I can accurately use essential components using some essential components in familiar contexts
      II. I can accurately use essential components using some essential components in unfamiliar contexts
   C. Advanced Proficiency
      I. I can accurately use essential components using some essential components in familiar contexts
      II. I can accurately use essential components using some essential components in unfamiliar contexts

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Points To Ponder

1. What do the targets look like? Do they focus on content, practices, skills, etc.?
2. How were standards developed? Was this a collaborative process amongst teachers, or were they based on state/national standards, textbooks, etc.?
3. Are the standards being used universal for all levels/tracks? Similar standards? Different standards?
4. Are targets now our rubrics? How are rubrics generated?
5. How do you use the target to grade? Do these numbers capture student understanding? Is 3.5, 2.5, and 1.5 necessary?
6. What is the difference between standards, objectives, targets, and success criteria?
7. How do you scale a learning target? Are the scales different for special education students?
8. Do level 4 targets have to be achievable or is it reserved for the top students?
9. How do the scales inform instruction and assessment?
10. Do students use the scales?
11. Do you know your How Well? Do students know the how well?
12. Do your targets describe your mastery experience?

Here’s What

Do we have enough of the right evidence?

**Enough**
As little as you need but not any less

**Right**
Produced from the ‘mastery experience’ of a target

Here’s Why

Assessment and instruction need to produce ‘enough’ of the ‘right’ evidence.

Evidence is all you have!
Here’s How

Assessment
Development
Verification

Conversation Support Tool

Assessment is not a thing … it is a perspective.

Types EBR Assessment Perspectives

☐ Supporting Assessments
☐ Developing Assessments
☐ Evaluating Assessments

(Gobble, Onuscheck, Reibel, & Twaddell, 2016)

Conversation Support Tool

Align the definition with either:
Supporting, Developing, Evaluating?

Assessments that are graded
Used to determine proficiency
Judges a mastery experience
Creates perspective (both self and third party)
High stakes

Assessments that are ungraded
Used to develop prerequisite skills
Creates knowledge experience
Used for feedback
Low or No Stakes

Assessments that may be graded
Used to create proficiency
Creates a mastery experience
Creates self and teacher awareness, reflection, feedback
Low or No Stakes

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### New Assessment & Evaluation Formulas

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### Assessment Purpose Organizer

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<th>Evaluating</th>
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<tbody>
<tr>
<td>Practice</td>
<td>Game Simulation</td>
<td>Game</td>
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### Types of EBR Assessment

- **Certificate Hierarchy (Four Levels):**
  - Level I: Big Ideas
  - Level II: Skills Being Assessed
  - Level III: How Well a Student Meets Disciplinary Skills
    - Four Gradations of the Target: 1. Emerging Understanding
      - Grade: Below Minimum Expectations
      - Grade: Approaching Expectations
      - Grade: Meeting Expectations
      - Grade: Exceeding Expectations
    - Level IV: Conditions for Success

- **Evaluation:** Used to judge proficiency target
- **Developing:** Used to create proficiency
- **Supporting:** Used to prepare for proficiency
### Points to Ponder

1. What philosophies of your teaching, planning, collaboration, assessment, etc. get challenged/fortified by EBG?
2. Is homework graded and/or factored into reporting?
3. Do we understand the difference between evaluation of evidence and assessment?
4. Why do we give assessments in EBG? What are the three types of assessment? Do all assessments for EBG need to be in common? When do we assess? How many assessments do we need?
5. Do you know where your ‘instructional inflection’ points are?
6. Do we provide students with retakes? Can they retake whenever?
7. Are assessments smaller or bigger in EBG? Is all evidence created equal? What if one assessment is better than another?
8. What is the purpose of instruction? How much direct instruction do I do?
9. What makes learning co-constructed? How active is a student in their learning?
10. How do you design lessons for evidence-based grading?
11. How do mobilize learning targets into instruction?
12. When do you reflect? Before assessments? During? Or after? Or all of it?
13. How do we differentiate in a PBI classroom?

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<td>QUIZ 1</td>
<td>TEST 1</td>
</tr>
<tr>
<td>HMWK 3</td>
<td>QUIZ 3</td>
<td>TEST 2</td>
</tr>
<tr>
<td>HMWK 2</td>
<td>QUIZ 4</td>
<td>TEST 1</td>
</tr>
<tr>
<td>PROJECT 1</td>
<td>QUIZ 2</td>
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**Conversation Support Tool**

**Assessment Purpose Organizer**

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**Time to Inventory!**

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