



Strengthening Local Assessment Systems for Personalized, Proficiency-Based Education: Strategies and Tools for Professional Learning





Welcome

- **We welcome you to introduce yourself in the chat.**
- **Ask and answer questions.**
 - Use the chat to ask questions and add comments. All participants are encouraged to respond.
- **Share your learning.**
 - Tell your colleagues what you are learning and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
 - The slides and video will be available on aurora-institute.org.

Welcome!

What is the most interesting way you've ever shown you know something?



Post your response at menti.com.

Use code: XXXXXXXX



- [Pat Fitzsimmons](#), Proficiency-Based Learning Team Leader, Vermont Agency of Education
- [Ryan Parkman](#), Mathematics Specialist, Vermont Agency of Education Proficiency-Based Learning Team
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ISSUE**BRIEF**

OCTOBER 2020

STRENGTHENING LOCAL ASSESSMENT SYSTEMS FOR PERSONALIZED, PROFICIENCY- BASED EDUCATION

Strategies and Tools for Professional Learning



BY PAT FITZSIMMONS

What is special about Vermont?

- Number of students: 77,000
- Smallest state capital
- Only state capital without a McDonalds
- Tallest building has eleven stories
- No billboards
- One area code – 802
- Last state to have a Walmart and Target
- Best beer and cheese in the world!
- Smallest ratio of cows to people
- Home to Ben and Jerry's ice cream



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Vermont Legislation and Rules



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- [Act 77](#) - Flexible Pathways Initiative
- [Education Quality Standards](#) (EQS)
VT State Board of Education Rules
- [Act 1](#) - Ethnic and Social Equity
Studies Standards
- [Act 173](#) - Equity of Services

Act 173

The purpose of Act 173 of 2018 is to **enhance the effectiveness, availability, and equity of services** provided to all students who require additional support in Vermont's schools. Strong local comprehensive assessment systems have been identified as one of four areas of focused activity for making this vision a reality.



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A New Definition of Competency-Based Education

Revised Definition of Competency-Based Education (2019)

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students progress based on evidence of mastery, not seat time.
5. Students learn actively using different pathways and varied pacing.
6. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.



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What Is Competency-Based Education?

An Updated Definition



Vermont Portrait of a Graduate

Learner Agency

1. Students take ownership of their own learning.
2. Students develop their own voice and the ability to use it in a variety of settings.
3. Students have high expectations for themselves and see themselves as lifelong learners.

Global Citizenship

1. Students recognize that our world is increasingly complex and interdependent.
2. Students understand and exercise their rights and responsibilities within a democratic society.
3. Students study a non-native language and understand the importance of learning about other cultures.

Academic Proficiency

1. Students understand essential concepts in academic domains and apply this knowledge in authentic situations.
2. Students ask questions effectively to acquire knowledge.
3. Students acknowledge their growth and identify possibilities for continued learning.

Well-Being

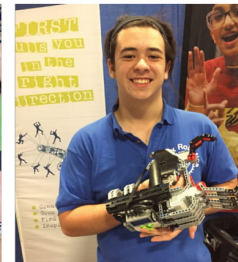
1. Students develop strategies and interpersonal skills to manage stress, promote mental health and cultivate positive relationships.
2. Students recognize the value of healthy behaviors and physical activity in promoting health, enjoyment, self-expression and social interaction.
3. Students have the knowledge necessary to make financially responsible decisions that are integral to their everyday lives.

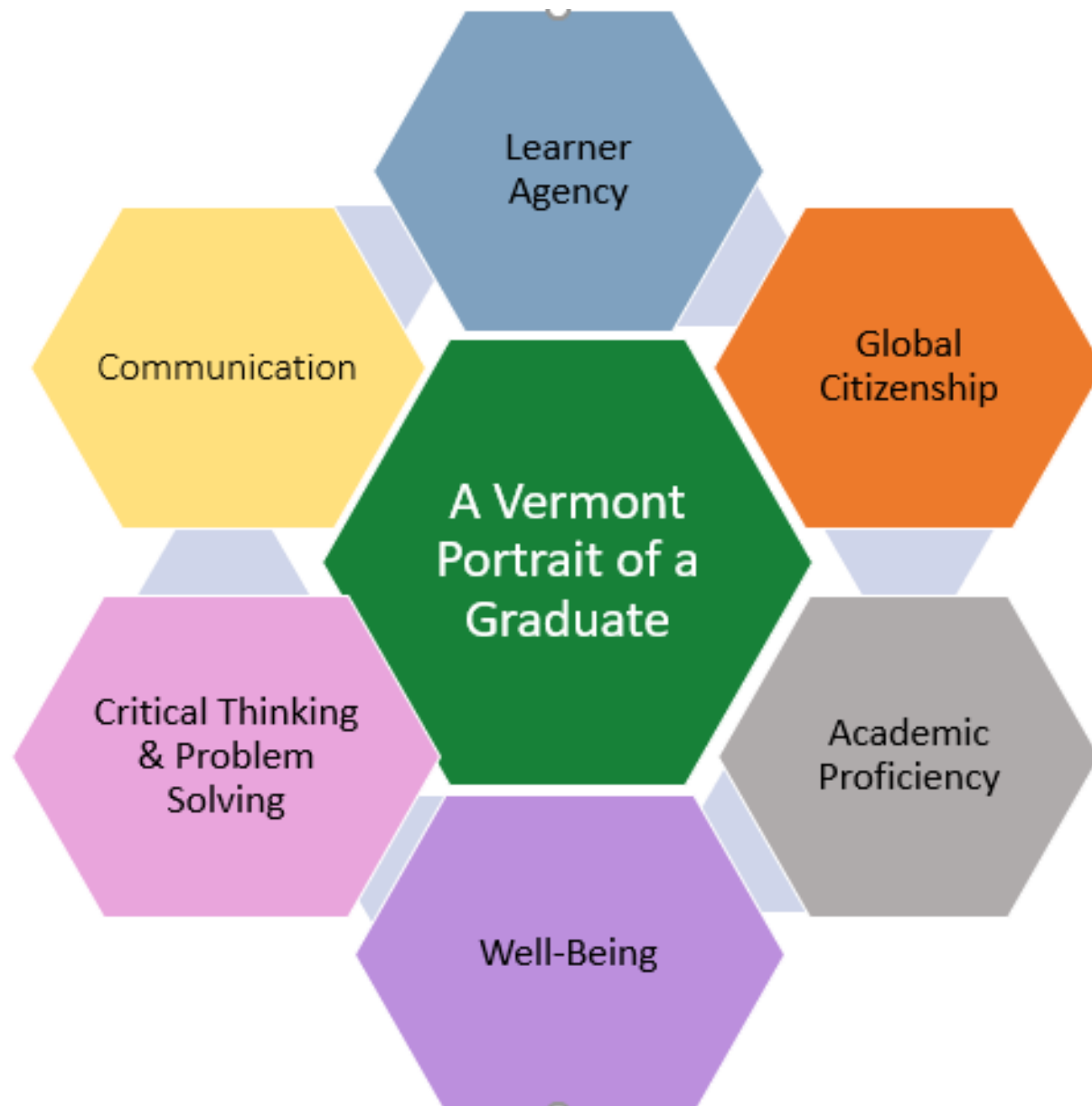
Critical Thinking & Problem Solving

1. Students use inquiry to solve real-world problems with innovation, creativity and curiosity.
2. Students participate in a collaborative problem-solving and decision-making process.
3. Students evaluate information critically.

Communication

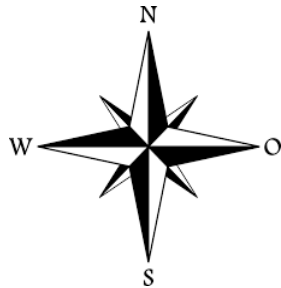
1. Students communicate effectively using oral, written and nonverbal (body language) strategies.
2. Students communicate through a variety of media and create a positive digital footprint.
3. Students take into consideration multiple points of view.





The Portrait of a Graduate as True North

In Vermont, how a student is going to “get there” is described in a student’s Personalized Learning Plan (PLP).



Think of the portrait of a graduate as the **destination**, and the PLP as the **roadmap**.

Portrait of a Graduate

Graduation Requirements

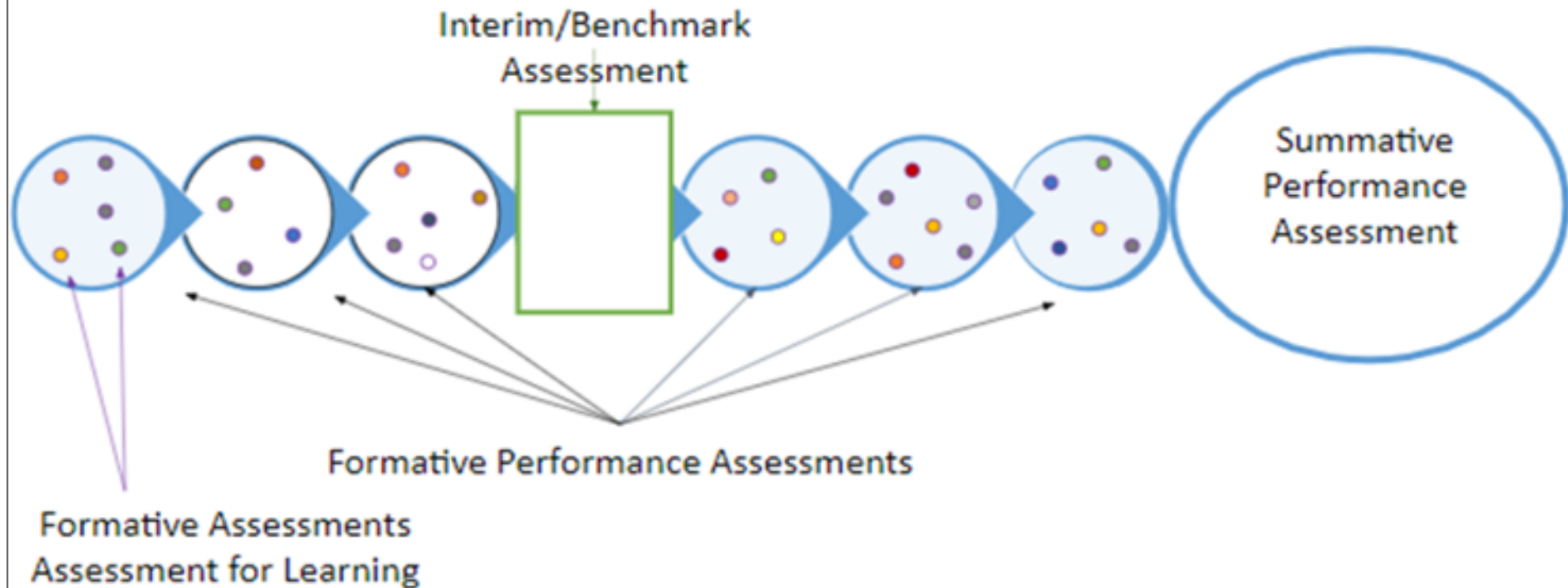
**Content Standards &
Transferable Skills**

Performance Indicators

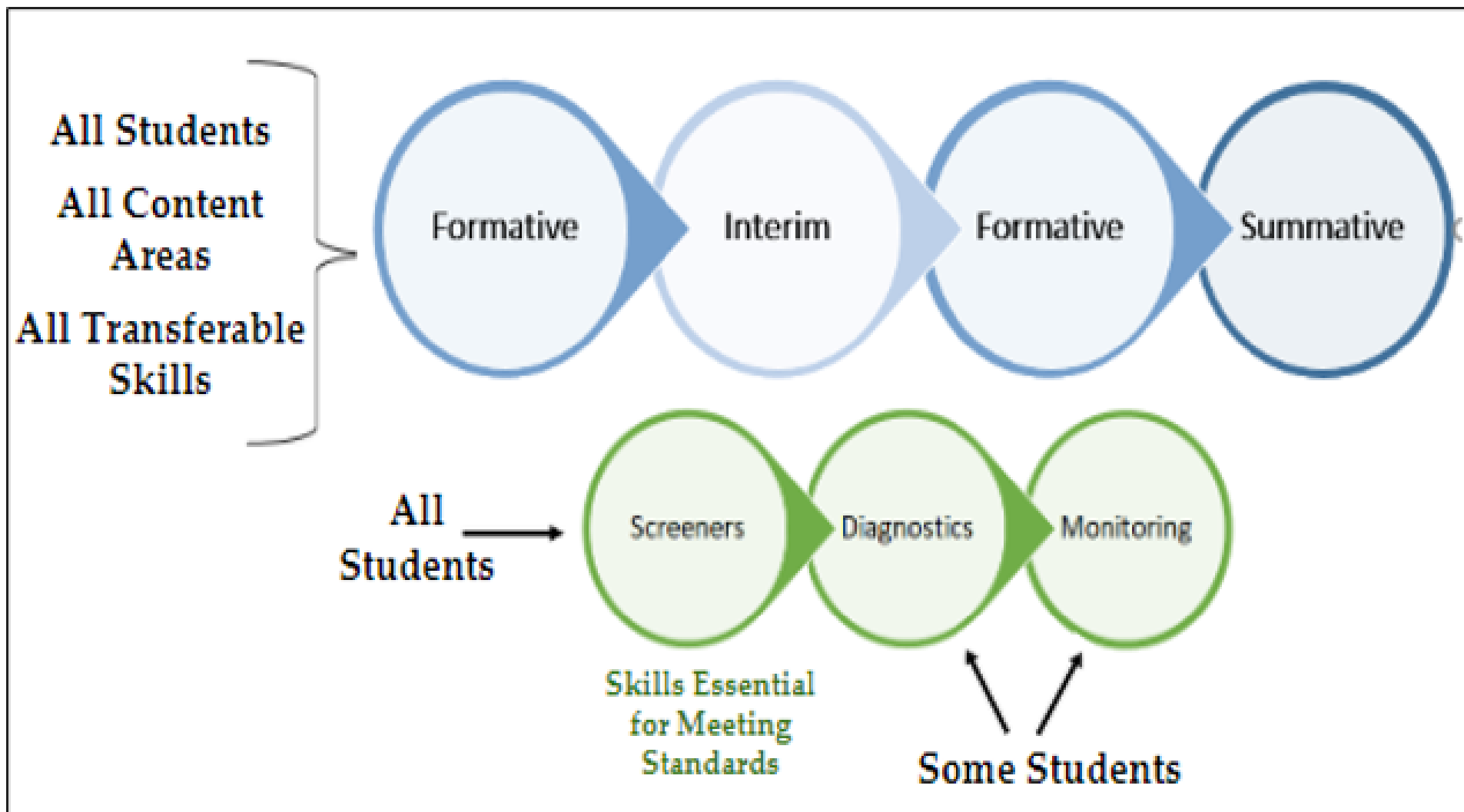
Personalized Learning Plans

The Big Picture. . .

Local Comprehensive Assessment System The “Backbone”



The next level. . .



Performance Assessment

Performance assessments are any learning activity, investigation, or task that asks students to *perform*, to demonstrate their knowledge, understanding, and proficiency level. Performance assessments:

- ✓ Engage students in meaningful learning in **authentic** contexts;
- ✓ Can be **student or teacher** designed;
- ✓ Show genuine **applications of knowledge**;
- ✓ Yield a **tangible product and/or performance** that serve as evidence of learning; and
- ✓ Help integrate subject areas and **21st Century Skills**.

~[Defined STEM Blog](#) and [“An Intro to Performance Assessments”](#) by Jay McTighe

Assessment FOR Learning



gular Snip

Request for Learning
Self Reflection Tool V2

The purpose of this tool is to foster reflection and discussion about the purposes, practices, and effectiveness of **assessment for learning** in your school, district, or organization.

~ [The Assessment for Learning Project](#)

Process

Assessment FOR Learning Is an Integrated Process



~ from the [Assessment for Learning Self-Reflection Tool](#)

Activity – Self-Evaluation

- Think about the assessments within your system for all content areas (formative, summative, traditional, performance or project-based, etc.).
- Write each one on a separate [sticky note](#).



Priorities

Assessment FOR Learning Prioritizes Feedback and Reflection



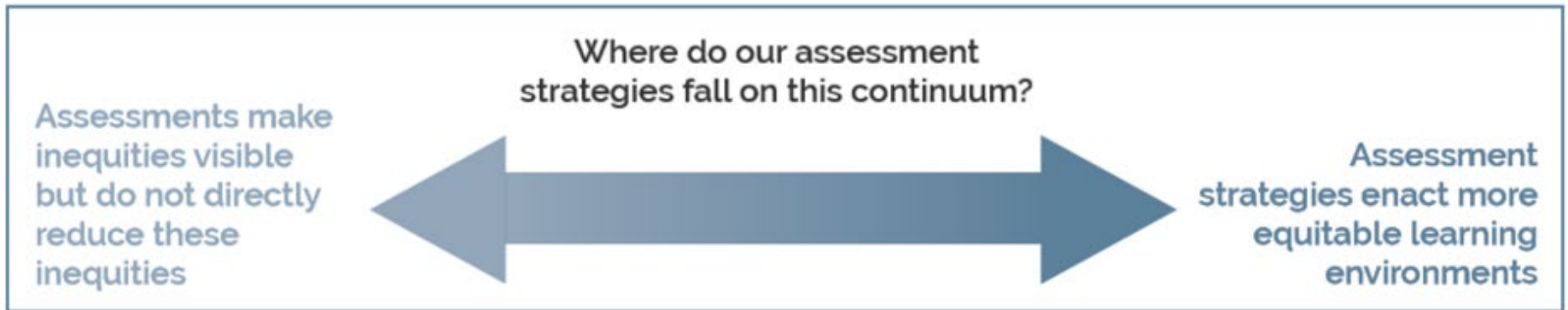
Product

Assessment FOR Learning Produces Bodies of Evidence of Learning



Purpose

Assessment FOR Learning Enacts More Equitable Systems and Learning Environments

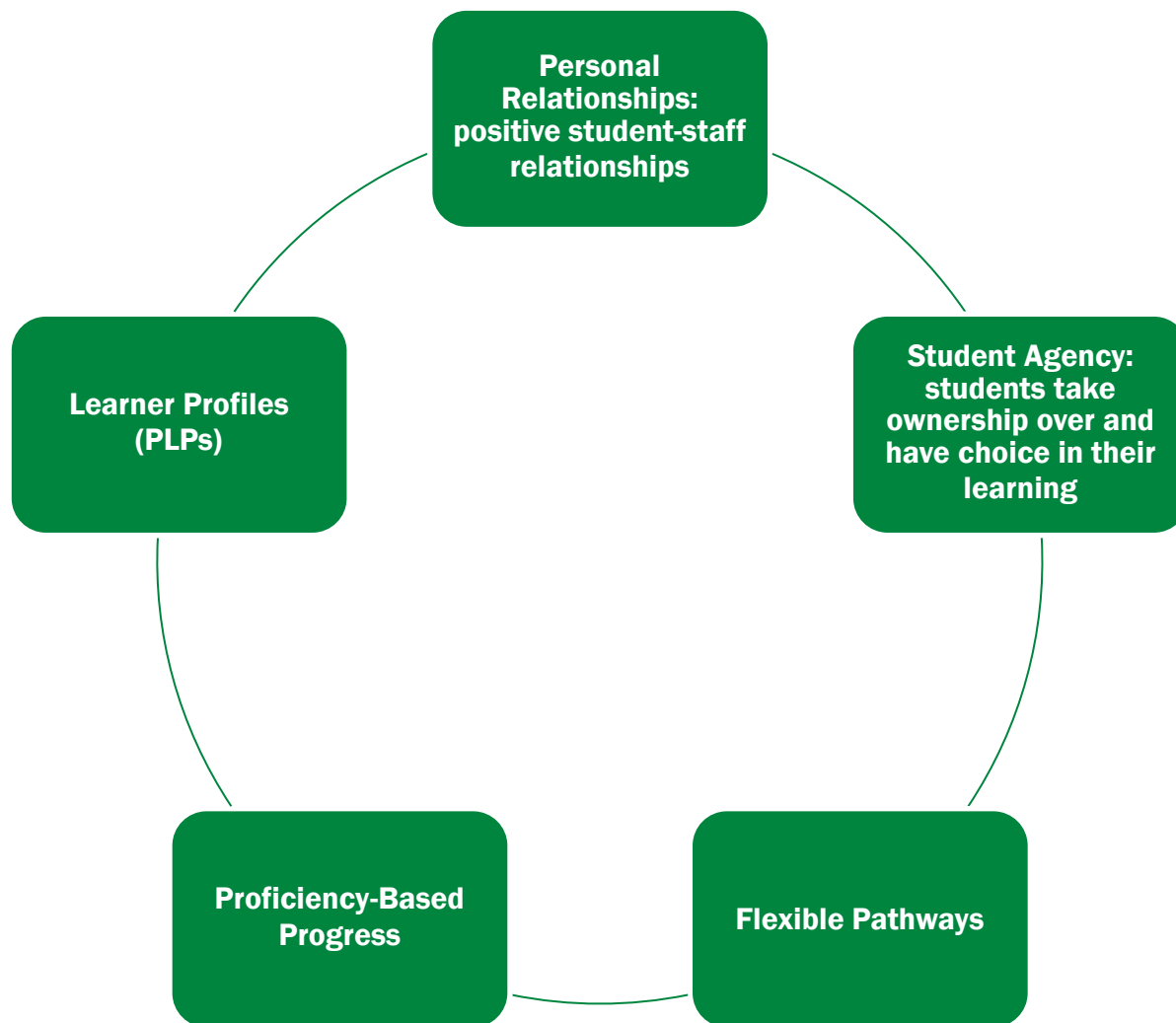


Reflection Questions

- What trends do you see?
- Do certain types of assessments trend toward one end of the continuum?
- What is one step you could take to move an assessment toward the right?
- How might you use this tool in your system?



5 Elements of Personalized Learning



Personal Demonstration of Learning Reflection

- Think about your answer to the question "What is the most interesting way you've ever shown you know something?" and look at colleagues' [answers in the Menti](#).
- How does your experience align with Vermont's 5 Elements of Personalized Learning?
- Drop your thoughts in the chat.

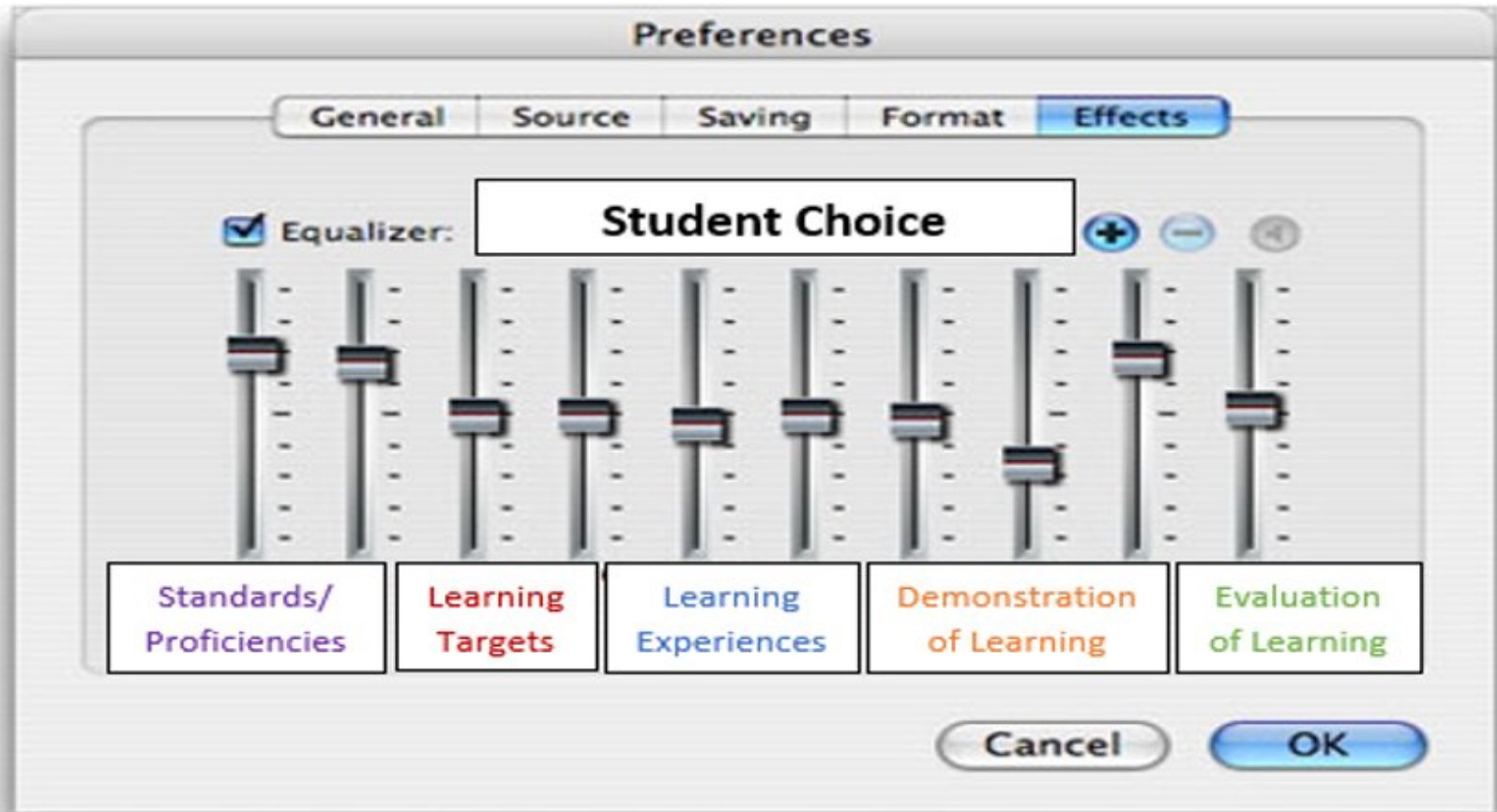




“[T]he ability to make key decisions about their learning is a powerful motivator for students. If they are invited to tailor the learning to their interests, decide how to approach a problem, or determine what they will create, it makes them feel valued as individual learners.”

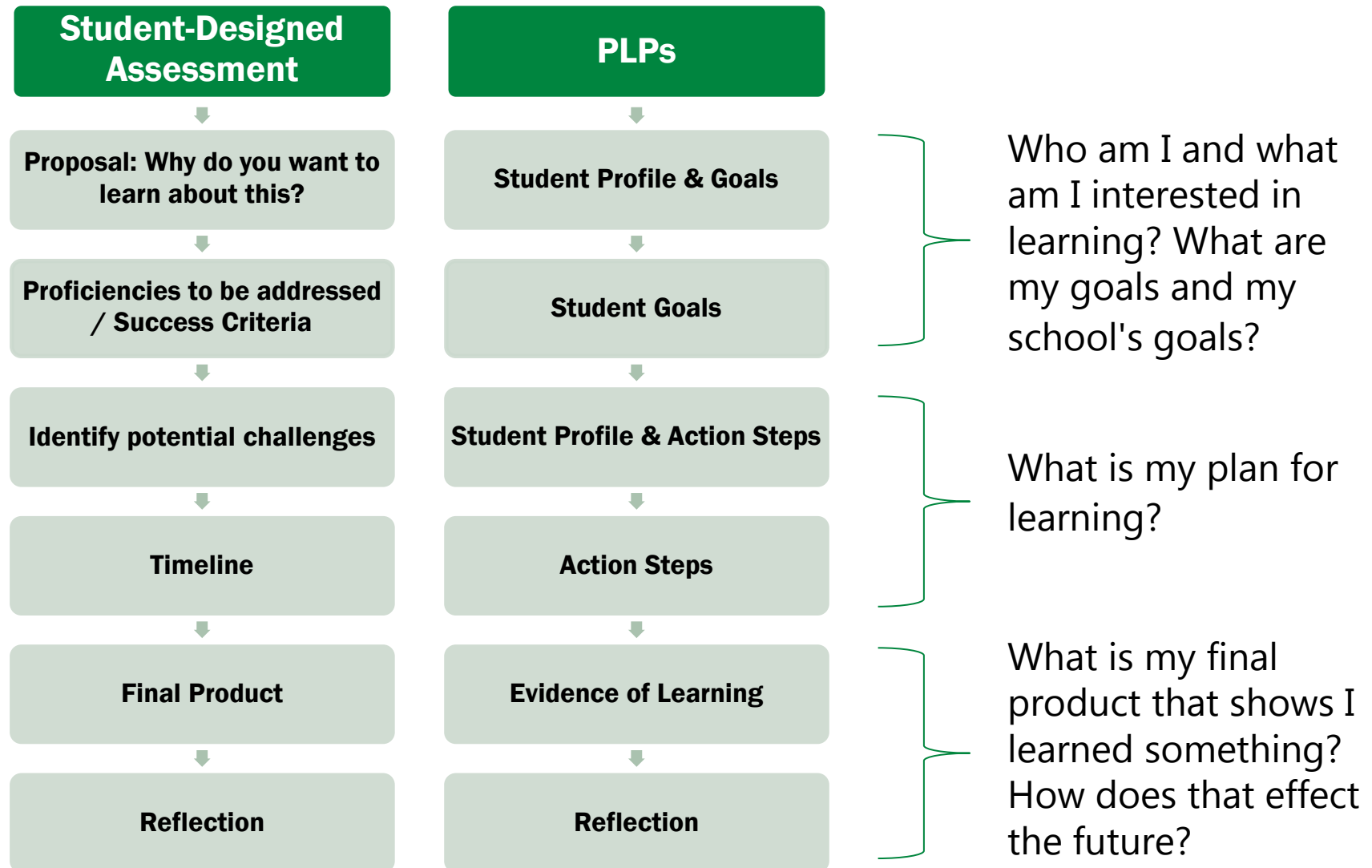
~ Catlin Tucker, [“3 Ways to Build Student Agency into Your Lessons”](#)

Collaboratively Designed Assessments



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Student Designed Assessments & PLPs



Sample PLPs

A rectangular banner with a background of vibrant, swirling marbled paper in shades of red, pink, orange, and yellow. A thin white border is visible around the text.

Sample Arts-Focused PLP

A rectangular banner with a background of an old, sepia-toned historical map. The map shows various geographical features and place names in a cursive script, including "Houses", "Mikroinonoma", and "Hukaban".

Sample History-Focused PLP

A rectangular banner with a background of a yellow building, possibly a school or institutional structure, with a dark roof and windows. The image is slightly blurred.

Sample Stem-Focused PLP



- Vermont State and Local Assessments
- Proficiency-Based Learning
- Personalized Learning



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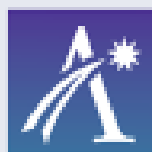
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Thank you
for attending!



Quick Feedback

One-Minute Survey: https://www.surveymonkey.com/r/Aurora_Webinar_1-14-21



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