**Shape, circle

Description automatically generatedContent is the Vehicle, Not the Destination**

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**Sample Learning Progressions that can be used to Assess Content**

*Learning Progression #5 – Creating Explanations and Making Predictions:* The goal is to show what physics you know and can apply from the current unit of study. The physics can take the form of overly stated definitions, laws, mathematical models, equations, or relationships.

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|  | **Not Enough Evidence** | **Beginning** | **Developing** | **Proficient** | **Advanced** | **Expert** |
| ***LP.5 – Creating***  ***Explanations and Making Predictions*** | I do not answer the question   and/or  I do not explain my reasoning or make predictions. | I answer the question and I write an explanation or prediction that addresses the reason why I answered the question. | I use relevant terminology and/or state relevant Big Idea(s) in my explanation or prediction, using information from this unit. | While making an explanation or prediction, I can correctly choose and overtly state relevant physics. | I produce an accurate explanation or prediction that fully ties all of the relevant physics concepts to the correct answer, in a familiar situation. | I produce an accurate explanation or prediction for a complex situation. This may require the use of multiple steps and/or multiple Big Ideas, applying previously learned material when necessary. |

*Learning Progression #9 – Engaging with Content:* The goal is to overtly encourage and develop creativity. Creativity requires flexible thinking, originality, fluency with concepts, and elaboration.

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|  | **Not Enough Evidence** | **Beginning** | **Developing** | **Proficient** | **Advanced** | **Expert** |
| ***LP.9 – Engaging with Content*** | I demonstrate insufficient fluency with the unit concepts because I earned less than 75% on all of the content mastery checkpoints for the unit. | I demonstrate foundational fluency with the unit concepts by earning at least a 75% on any one of the content mastery checkpoints for the unit.  I use no more than the allotted attempts. | I demonstrate foundational fluency with the unit concepts by earning at least 85% on  2 of the content mastery checkpoints for the unit.  I overtly use terminology and concepts from this unit when discussing my thinking about this assignment.   I brainstorm to generate ideas. | I demonstrate foundational fluency with the unit concepts by earning at least 95% on the most recent content mastery checkpoint for the unit.  I correctly state physics concepts to explain my decision-making, experimental design, data analysis, and/or performance (good and poor).  During brainstorming, I generate a large quantity and variety of ideas, providing clear rationale for my choices. | I correctly apply physics concepts from this unit to explain my decision-making, experimental design, data analysis, and performance (good and poor).  During brainstorming, I demonstrate fluency by generating a wide variety of ideas.  I demonstrate flexibility by weighing the pros and cons of each idea before choosing which variables to test. | I demonstrate fluency by fully integrating physics appropriately and correctly throughout all sections of the project.   I demonstrate elaboration by providing detailed qualitative and quantitative proof that my project obeys the multiple laws of physics in this and other units.   I demonstrate originality by significantly investigating some less likely, more unusual ideas from my brainstorming to see if they are feasible.  I further demonstrate flexibility by investigating the effects of external variables on my design. |

**Design your own Learning Progression. For more assistance, consider using the asynchronous professional development course called “**[**The Essentials of the Learning Progression Method**](https://reimaginedschools.com/all-courses/)**”.**

Suggested Guidelines:

1. Clear description of the skill development
2. Generalize so it can be used on multiple assignments
3. Omit repetition from one level to the next
4. Use positive language… what can students do
5. Add flexibility: “when appropriate,” “and/or”
6. Try to avoid numerical requirements.

*Learning Progression #\_\_\_ -\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:* Insert a description, identifying the goal, what it looks like, and any other background information.

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|  | **Not Enough Evidence** | **Beginning** | **Developing** | **Proficient** | **Advanced** | **Expert** |
| ***LP.\_\_\_ - \_\_\_\_\_\_\_\_\_\_*** |  |  |  |  |  |  |