Resources!

Assessment 3.0

Introducing the Learning Progression Model

REIMAGINED SCHOOLS

fostering growth, creativity and individuality

For a copy of this presentation and to participate, go to JOINPD.COM and type in the code: *rdpakj*

Presented by Elise Naramore

While I introduce myself, please answer the question: *What is the subject and grade level that you want to focus on today?*

A copy of this Presentation, plus many more resources!

The
Learning Progression
Model

A flexible framework designed to recenter learning and meet students at their developmentally-appropriate level.

Let's set a goal for this session:

What's one takeaway you'd like to apply in your classroom?

(If you are a non-teaching role, then substitute your setting for "classroom".)

Let's move to sit with people teaching at similar levels!

HS School

College

Admin

Middle School

Elementary

Once in your group, please introduce yourselves.

Let's move to sit with people teaching similar subjects!

Biology/Life Science

Other

Earth Science

Chemistry

Physics

Once in your group, please introduce yourselves.

In your group, discuss <u>any or all</u> of the following:

- What do you think does <u>not</u> work regarding traditional grading?
- What attracted you to a presentation called *Assessment 3.0*?
- What is one issue you're grappling with regarding assessment/grading?

What I would like to do today:

- Begin a conversation about grading.
- Provide an overview of the Learning Progression Model (LPM)
- Model development of a learning progression.

(Resources are available for a deeper dive.)

What are the purposes of grades?

KEY PRINCIPLES of LPM

1. Transferable skills
2. Content as the medium
3. Scalable, content-agnostic
4. Gradual growth
5. Differentiable pathways
6. Academic risk-taking
7. Authentic feedback
8. Natural consequences
9. Student-centered
10. Strengths-based growth

What are _you_ looking for in a grading system?

AND, less grading stress, efficient feedback
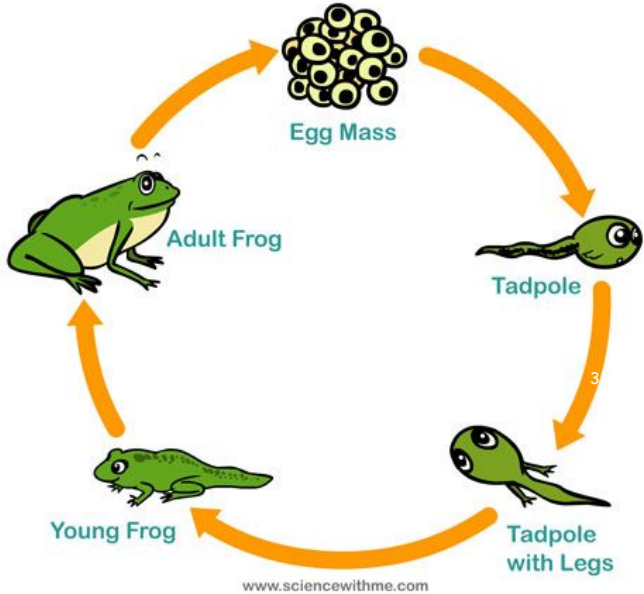
If I have to translate whatever students are doing into grades, then
I want grades to have <u>meaning</u>.

Our Grade Translation

Grade	Requirements
A+	Beyond the targeted level of development in 3 or more skills. All other skills on target
A	On target for all skills.
A-	1 level off target for no more than 1 skill. All other skills on target
B+	1 level off target for no more than 3 skills. All other skills on target
B	1 level off target for no more that 5 skills. All other skills on target
B-	> 5 skills 1 level off target
C+	2 levels off target for no more that 2 skills
C	2 levels off target for no more than 5 skills
C-	2 levels off target for no more than 8 skills
D	Met the minimum requirements of the course. No skills at "Not Enough Evidence"
No Credit	Did not meet the minimum requirements of the course

How do I know how I am doing in Physics?

Grade Translations

Metamorphosis

Egg Mass

Tadpole

Adult Frog

Young Frog

Tadpole with Legs

www.sciencewithme.com

https://www.sciencewithme.com/learn-about-the-life-cyle-of-the-frog/

- Range of development times

- Stages are <u>required.</u>

- No judgment.

- Different support is required depending on the stage

Achievement Levels

Not Enough Evidence	
Beginning	**_Trying_** to respond with some defined minimum
Developing	Responding with some **_relevant_** information
Proficient	The student **_explicitly_** uses physics in their response
Advanced	The response is **_accurate_**
Expert	The response is **_complex_** (or sophisticated), usually tying in multiple concepts

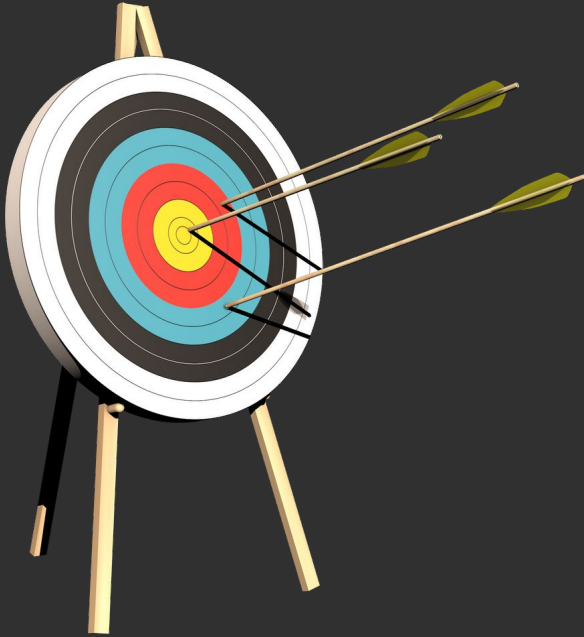Low Floor → High Ceiling

EXPERT

ADVANCED

PROFICIENT

DEVELOPING

NOT ENOUGH EVIDENCE

BEGINNING

The target levels

- **Benchmark that students are expected to reach by the end of the unit**
- **Based upon most recent student or class achievement.**
- **cognitive load and executive function.**
- **Next level "opened" when ready.**
- **Individual or whole class**

Planning for Progress

Standard	Target Levels for Unit 1	Target Levels for Unit 2	Target Levels for Unit 3	Target Levels for Unit 4	Target Levels for Unit 5	Target Levels for Unit 6	Target Levels for Unit 7
Experimental Design	Beginning						
Data Analysis	Beginning						
Arguing a Scientific Claim	Developing						
Using Feedback	Beginning						
Creating a Scientific Explanation	Developing						
Problem Solving	Developing						
Graphical Interpretation	Beginning						
Graph Creation	Beginning						
Engaging with Content	Beginning						
Engineering Design Cycle	Beginning						

Differentiation

Pacing of Target Levels for Analyzing Data (LP2) (2023-2024)							
Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Conceptual Physics	Beginning						
Physics	Beginning						
Honors Physics	Beginning						
AP Physics 1	Developing						

Benefits of Using the Grade Translation in combination with Target Levels

1

Customize Target Levels, not Grades

2

Focus on Growth over Time

3

The Same All Year, for All Classes

Practices

- actions demonstrated by students as they engage with the skills and knowledge specific to your discipline.
- a set of cognitive and procedural actions individuals engage in to achieve a specific goal or outcome.
- involve a combination of skills, strategies, knowledge, and behaviors applied coherently and purposefully.

My Learning Progressions

LP1
Designing an Experiment

The parts are: the lab question, the methods and materials, the data, and observations. The goal is to communicate what and how you did the data collection, with enough detail so that someone else can follow your work easily.

LP2
Analyzing Lab Data

The goal is to communicate what and how you did the data analysis, with enough detail so that someone else can follow your work easily. A discussion about sources of experimental error is essential.

LP3
Arguing a Scientific Claim

The parts are: the claim, the evidence, and the reasoning. The goal is to communicate the answer to the lab question, the best evidence you have for that answer, and how those results relate to the known physics theory.

LP4
Using Feedback

The goal is to annotate your lab, highlighting the changes you made from the previous lab. The goal is to communicate what changes you made, why you made them, and how you have improved over time.

LP5
Creating Explanations

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.

LP6
Solving Problems

The goal when solving scientific problems is to show the problem-solving process including a labeled sketch, diagrams, equations used, numbers plugged in, and an answer to the question asked. Units are necessary for all values.

LP7
Interpreting a Graph

The goal is to overtly use features of the graph accompanied by an explanation to demonstrate your understanding of the physics. "Features" include coordinate pair(s), slope, graph shape, area, and/or y-intercept.

LP8
Creating a Graph

The goal is to overtly create a graph, including all relevant features. This includes axes labeled with variables and units, a trendline, a descriptive title, plotted points, and any given or reference values on the axes. Overtly state the physics relationship.

LP9
Engaging with Content

The goal is to overtly encourage and develop creativity. Creativity requires flexible thinking, originality, fluency with concepts, and elaboration.

LP10
Using the Engineering Design Process

The goal is to solve a real-world problem, generally by building something. Iterate the engineering design process to improve the product. You document both the Product and your Process, sharing the results with an audience.

The Learning Progression (LP)

- Provides a clear developmental pathway.

- Uses content as the medium, not the focus.

- Uses specific descriptors, not generic language.

- Uses a strengths-perspective.

- Applies to a wide variety of assignments.

- Breaks learning down into small steps.

- Achievement levels mirror natural skill attainment.

Let's create a learning progression based upon one of the NGSS practices: *Constructing Explanations*.

STEP 1: Sort through the statements, grouping them in categories of your own design.

STEP 2: Arrange each category into developmental order.

STEP 3: Repeat for other categories.

NOTE: You do NOT need to use all statements.

ANCHOR WORDS	"MINIMUM EVIDENCE MISSING"	"TRY"	"RELEVANT"	"PROCESS IS CORRECT"	"ACCURATE"	"SOPHISTICATED OR COMPLEX"
Achievement levels	Not Enough Evidence	Beginning	Developing	Proficient	Advanced	Expert
Practice: _____ _____ _____ _____ _____						

Reflection about the process:

What's one thing you noticed?
What questions came up?
What confused you?
What was inspiring?

"Creating Scientific Explanations"

This LP breaks down the process of creating scientific explanations into specific levels to provide a clear roadmap for improving their performance over time.

Not Enough Evidence	Beginning	Developing	Proficient	Advanced	Expert

Using the Grade Translation

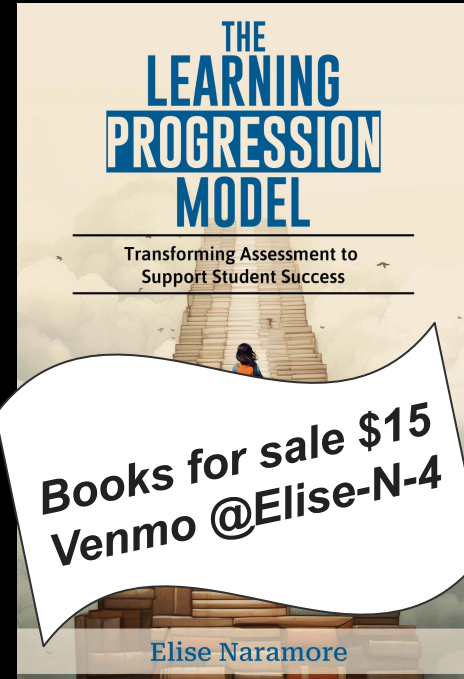| Grade	Requirements
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How do I know how I am doing in Physics?

Grade Translations

Did not meet requirements of the course, 1+ Not Enough Evidence"

6-8 skills @ 2 levels off Target

3-5 skills @ 2 levels off Target

1-2 skills @ 2 levels off Target

6-10 skills @ 1 levels off Target

4-5 skills @ 1 levels off Target

2-3 skills @ 1 levels off Target

1 skill @ 1 level off Target

All Skills On Target

3+ Beyond Target

Met the minimum requirements of the course. No skills at "Not Enough Evidence"

A+
A
A-
B+
B
B-
C+
C
C-
D
No Credit

Want to learn more?

Want to work on your existing rubrics or see how this can be applied in AP courses?

Sat, Mar 29, 2025 11:40 AM in the Terrace Ballroom for <u>Revitalize Your Rubrics: Streamline Grading and Elevate Feedback</u> and/or

Fri, Mar 28, 2025 4:00 PM in 107 A for <u>Transforming Assessment to Maximize Learning in AP courses</u>

THE
LEARNING
PROGRESSION
MODEL

Transforming Assessment to
Support Student Success

Books for sale $15
Venmo @Elise-N-4

Elise Naramore

Presented by Elise Naramore

@elisenaramore

@elisenaramore

@elisenaramore

/ReimaginedSchools

reimaginedschools.com

edutransformationgrp@gmail.com

Please complete
NSTA evaluation

REIMAGINED SCHOOLS

fostering growth, creativity and individuality