Purpose:
Look at Inputs
Look at Systems
Look at Likely Evolutions
THE NEED TO CAPTURE MORE

LITTLE STEPS
HIGHLY SEQUENCED
COMMON STARTING POINTS
COMMON LEARNING EXPERIENCES

MANY OPTIONS
STUDENT DRIVEN
INDIVIDUAL STARTING POINTS
INDIVIDUAL LEARNING EXPERIENCES

STANDARDS + COMPETENCIES
GRADING CAPTURING MORE

COMPETENCY BASED LEARNING PROVIDES THE UMBRELLA

PATHWAYS & AN ASSESSMENT BACKBONE

PBL  CTE  STANDARDS  SEL  COLLEGE PREP  COMMUNITY & INTERNSHIPS  EXTRA & CO CURRICULAS
MAJOR DIFFERENCES

Ownership of all Student Learning Experiences by the School

Evidence is the Sequence or Standards

Growth not Just Cohort Proficiency

Transactional Transcripts

Not just Academic Achievement

Dovetailing Assessment Regimens
Emerging
PORTFOLIOS
PATHWAY ENGINES
BADGING SYSTEMS
COMPETENCY GRADEBOOKS

Legacy
SIS
LMS

Student Pathways Flow

- Core Curriculum (LMS)
- SIS
- Comprehensive Learner Record (Transcript)
- Pathways
- Credentialing Engine
- Badging
- Co-Curriculum
- External Experiences
- Student Portfolio

- Debate
- Model UN
- Student Govt.
- Athletics
- Service Learning
PORTFOLIOS ARE TRANSCRIPTS

- CO-CURRICULAR EVIDENCE
- PROJECTS
- COLLABORATIONS
- BADGES
- SYNCED COURSE ASSIGNMENTS
- CAN BE UPLOADED TO APPLICATION SYSTEMS
PORTFOLIOS ARE GROWTH TRANSCRIPTS

Portfolio Resources

Description

TEAM student growth portfolios were designed in response to requests by teachers in non-tested grades and subjects for a measure of student growth, comparable to that of TVAAS, for use in their evaluations.

Portfolios, which are a collection of authentic student work from two points in time, allow teachers to demonstrate their effectiveness in fostering student growth.
PATHWAYS ARE THE NEW COURSES

• CROSS-CURRICULAR
• INTEGRATED WITH COURSES
• LINKED TO OUTSIDE DUAL CREDIT OPPORTUNITIES
What is a Pathway?

Pathways 2 & 4 – Competencies with student autonomy.

Pathway 1 – Traditional curriculum/ Disciplinary Competencies

Pathway 3 – New AP format.
CTE

A BLEND OF FOUR CRUCIAL ELEMENTS

Schools and academies adopt Linked Learning in ways that fit their local contexts. What they share in common is the integration of four key components:

- **Rigorous academics**, aligned to admissions requirements for state colleges and universities.
- **Career technical education**, delivering concrete knowledge and skills through a carefully structured sequence of courses.
- **Work-based learning**, providing students with exposure to real-world workplaces through job shadowing, apprenticeships, internships, and more.
- **Comprehensive support services**, including counseling and supplemental instruction in reading, writing, and math to address the individual needs.
NASSP PARTNERS WITH CREDLY TO OFFER DIGITAL BADGING TO MEMBERS OF NATIONAL HONOR SOCIETIES

Digital credentialing recognizes membership and affiliation of National Honor Societies to connect members and promote lifelong success.

November 19, 2019
CANDIDATE PATHWAYS
Foundational program elements are present to provide students with a rich, integrated college and career prep experience.
Register

SILVER CERTIFICATION
All core components of Linked Learning are in place, and basic data about the pathway are used to inform program design.
View standards

GOLD CERTIFICATION
Pathways are high-quality, with rigorous integrated college and career learning experiences and positive outcomes for students.
View standards

OUR GOAL: ONE MILLION YOUNG PEOPLE IN GOLD CERTIFIED LINKED LEARNING PATHWAYS BY 2030.
PATHWAYS MUST ALLOW MULTIPLE ASSESSMENT PARADIGMS UNTIL RUBRICS PREVAIL

MIDDLE SCHOOL 8TH GRADE COMMUNICATION COMPETENCY

M=MILESTONES OF META-SKILLS
R= Performance Requirements

M1. INFORMATION ORGANIZATION
- (R1) Repeating & Organizing
- (R2) Sequencing

M2. USING EVIDENCE
- (R1) Identifying
- (R2) Selecting
- (R3) Citing – (R4) Incorporating

M3. LISTENING
- (R1) Active listening – (R2) Absorbing
- (R3) Analyzing – (R4) Evaluating

M4. PRESENTING
- (R1) Identifying Context
- (R2) Relating to Audience

M5. TONE
- (R1) Selecting Style – (R2) Using Convention

M6. USING TECHNOLOGY
- (R1) Using Basic Tools
- (R2) Using Interactive Tools – (R3) Using Classifications
PATHWAYS WILL BE STUDENT DRIVEN FROM THE WHOLE STUDENT EXPERIENCE

MIDDLE SCHOOL 8TH GRADE COMMUNICATION COMPETENCY

**M=MILESTONES OF META-SKILLS**
R= Performance Requirements

![Diagram showing various paths and milestones related to communication skills like Information Organization, Using Evidence, Listening, Presenting, Using Technology, and Tone.](image-url)
PATHWAYS WILL SHOW WHERE SKILLS ARE MOST IN USE: DATA DASHBOARD

MIDDLE SCHOOL 8TH GRADE COMMUNICATION COMPETENCY

M = MILESTONES OF META-SKILLS
R = Performance Requirements

M1. INFORMATION ORGANIZATION
(R1) Repeating & Organizing
(R2) Sequencing

M2. USING EVIDENCE
(R1) Identifying – (R2) Selecting
   - (R3) Citing – (R4) Incorporating

M3. LISTENING
   - (R3) Analyzing - (R4) Evaluating
   (R1) Active listening – (R2) Absorbing

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   (R1) Identifying Context –
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PATHWAYS MUST ALLOW MULTIPLE ASSESSMENT PARADIGMS UNTIL RUBRICS PREVAIL

MIDDLE SCHOOL 8TH GRADE COMMUNICATION COMPETENCY

M=MILESTONES OF META-SKILLS
R= Performance Requirements

Scoring

Scoring Type
- Rubric
- Numeric
- Star Rating
- Letter Grade
- Pass / Fail

Rubric

VALUE Rubric: Oral Communication

Rubric Visibility
- Rubric criteria is only visible to faculty members
- Students can view rubric criteria

Acceptance Threshold

%
GRADEBOOKS

<table>
<thead>
<tr>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcripts and Report Cards</td>
<td>K-12 Cross-Curricular Graduation Standards</td>
</tr>
<tr>
<td></td>
<td>5 Guiding Principles taught in all content areas</td>
</tr>
<tr>
<td>Transcripts and Report Cards</td>
<td>K-12 Content-Area Graduation Standards</td>
</tr>
<tr>
<td></td>
<td>3-8 standards for each content area</td>
</tr>
<tr>
<td>Report Cards</td>
<td>Performance Indicators</td>
</tr>
<tr>
<td></td>
<td>Approximately 4-6 indicators by grade/grade span or course/learning experience for each content area standard that move students toward the achievement of graduation standards</td>
</tr>
<tr>
<td>Teacher Feedback</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td></td>
<td>Learning objectives guide the design of curriculum units that move students toward the achievement of performance indicators</td>
</tr>
</tbody>
</table>

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<tr>
<td>Body of Evidence</td>
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<td>Verification of Proficiency</td>
</tr>
<tr>
<td>Summative Assessment</td>
</tr>
<tr>
<td>Formative Assessment</td>
</tr>
</tbody>
</table>

- **Body of Evidence**: Students demonstrate achievement of cross-curricular graduation standards through their demonstration of proficiency to aligned content-area graduation standards.
- **Verification of Proficiency**: Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time.
- **Summative Assessment**: Graded summative assessments are used to evaluate the achievement of performance indicators.
- **Formative Assessment**: Ungraded formative assessments are used to evaluate student learning progress.
Multiple Dovetailing Gradebooks
EVOLUTIONS

GRADIENTS, PROFICIENCIES & COMPETENCIES

TRANSCRIPTS WITH BADGES

TRANSCRIPTS WITH EMBEDDED LINKS

CO-CURRICULAR TRANSCRIPTS

CLR NO WALLET/ CLR WITH WALLET
EVOLUTIONS

TRADITIONAL GRADEBOOK

COMPETENCY GRADEBOOK

PATHWAY GRADEBOOK
Co-curricular transcripts
HOW THEN DO WE:

SORT

CHOOSE/ASSESS

PACK

STORE

and

CARRY/EXCHANGE

LEARNING EXPERIENCES

FOR EQUITY