The International Big Picture Learning Credential

Agenda

- Intro to Big Picture Learning
- Intro to the IBPLC
- IBPLC Implementation
- IBPLC Components
- Q&A

IBPLC

International Big Picture Learning Credential

Big Picture EDUCATION AUSTRALIA

THE UNIVERSITY OF MELBOURNE
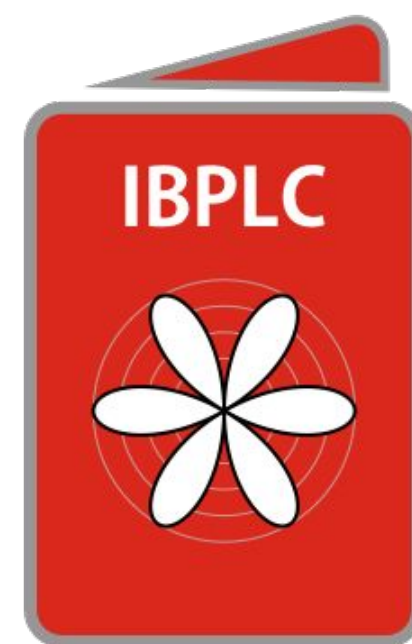
Team Introductions

Casey Lamb

Director, New York State
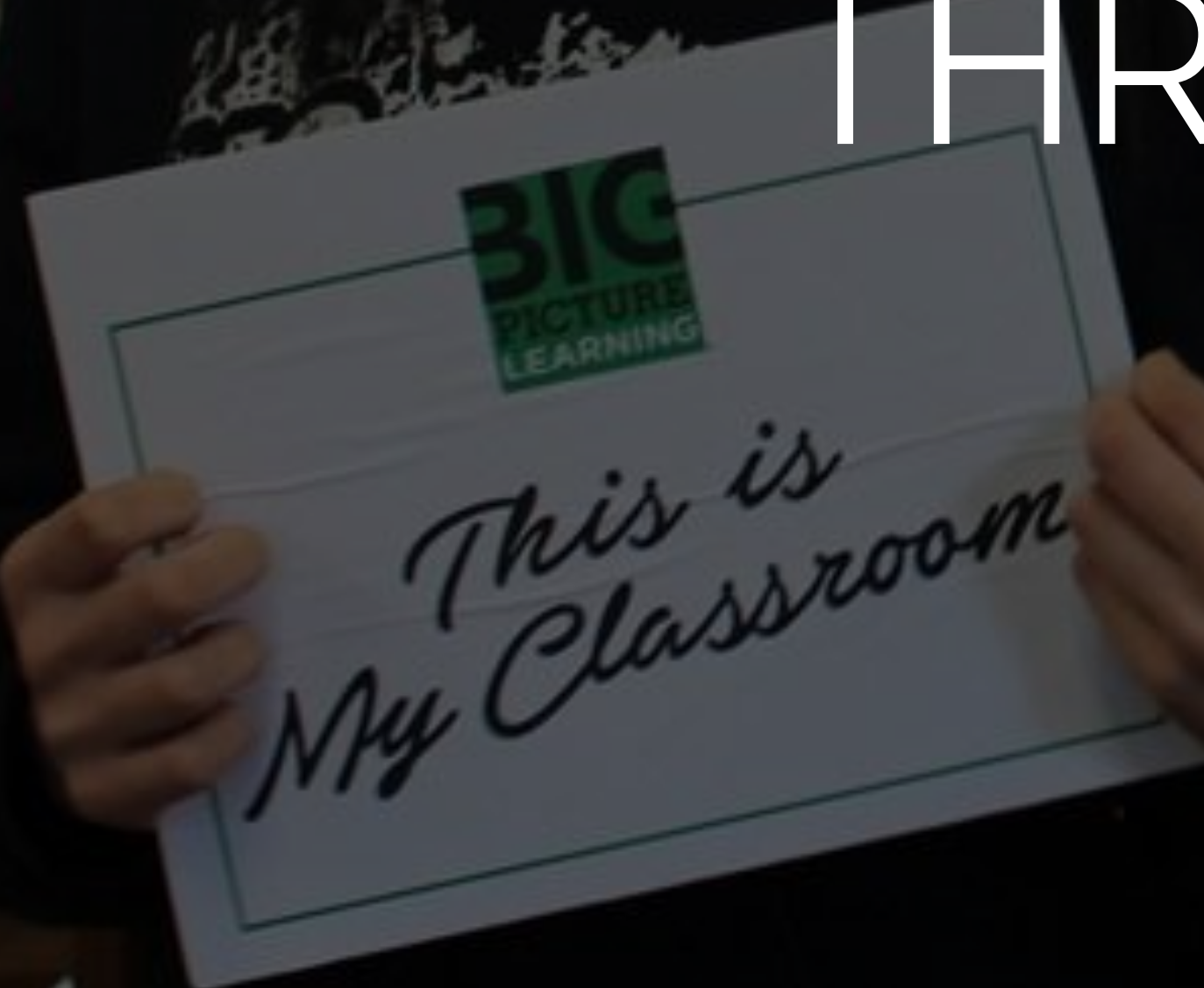
Andrea Purcell

Program Director, Project Insight & LA LTL

Elliot Washor

Co-Founder & Director of New Forms

OUR MISSION IS TO
ACTIVATE THE POTENTIAL OF
SCHOOLS, SYSTEMS & EDUCATION
THROUGH STUDENT-DRIVEN
REAL-WORLD LEARNING

~30 years

80+ schools across US

100+ schools internationally

BPL School Practices:

- One student at a time
- Advisory
- Real-World Learning
- Interest-driven project-based learning
- Authentic assessment

BPL Learning Goals:

- Empirical Reasoning
- Quantitative Reasoning
- Communications
- Social Reasoning
- Personal Qualities
- Knowing How To Learn

Big Picture
EDUCATION AUSTRALIA

BIG
PICTURE
LEARNING

BPL by the Numbers

BPL in New York State

- 7 BPL High Schools (+ 5 in development)

- 22% Black, 44% Latinx, 24% White, 7% Indigenous

- 29% Students with IEPs, 81% Free or Reduced Price Lunch

- 88% Graduation rate
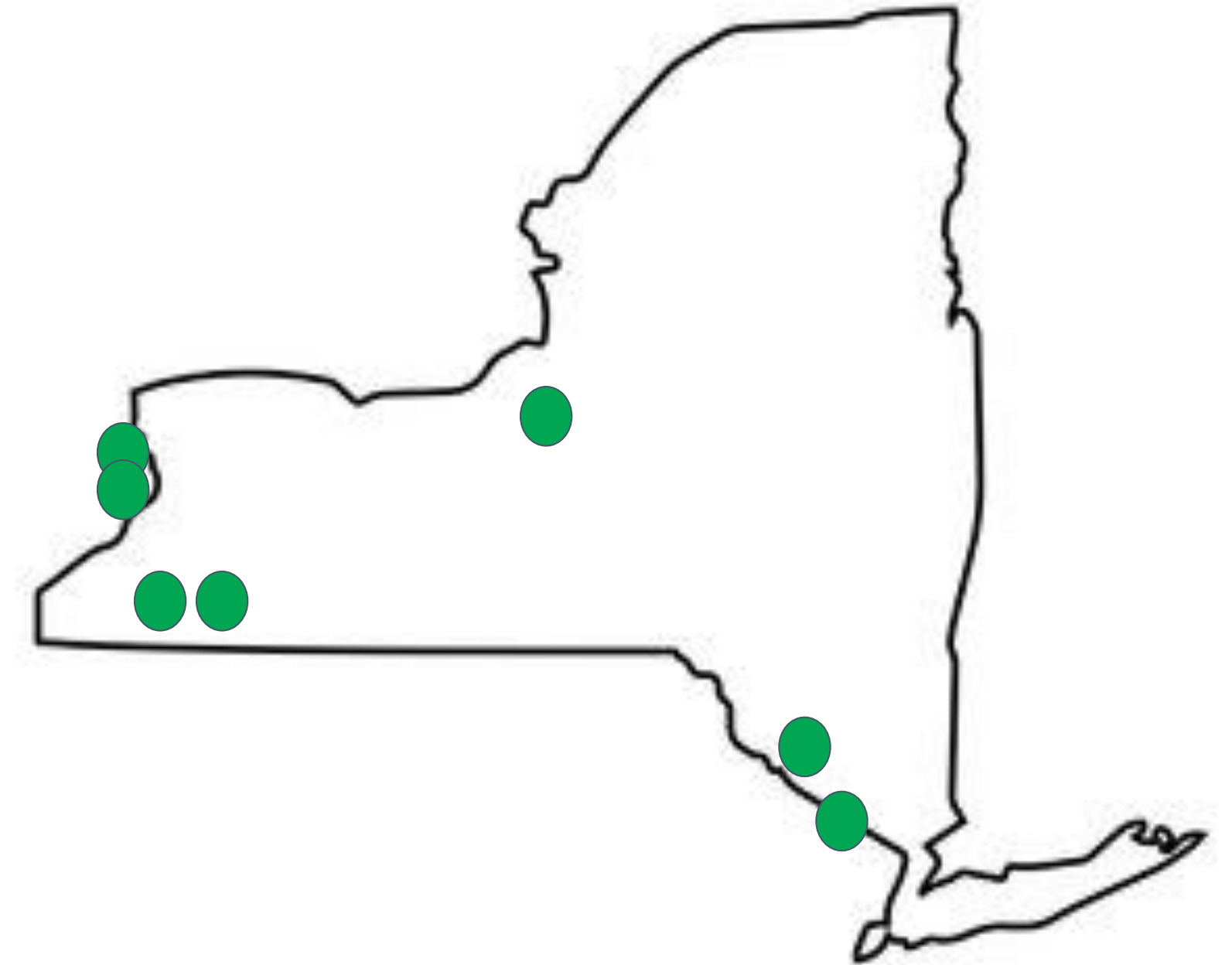
[The BPL Longitudinal Study (2020)](#)

- 97% of BPL students admitted into 2- or 4-year colleges

- 88% of alumni enroll in postsecondary education or training within two years of graduation

- 74% of alumni who entered the workforce secured a job through an internship connection

What we do

- Coaching
- Communities of practice
- Student opportunities
- Leadership programs
- Conferences
- Technology Solutions

ImBlaze

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IBPLC

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NEW MEASURES
for new forms of learning

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BIG PICTURE LEARNING

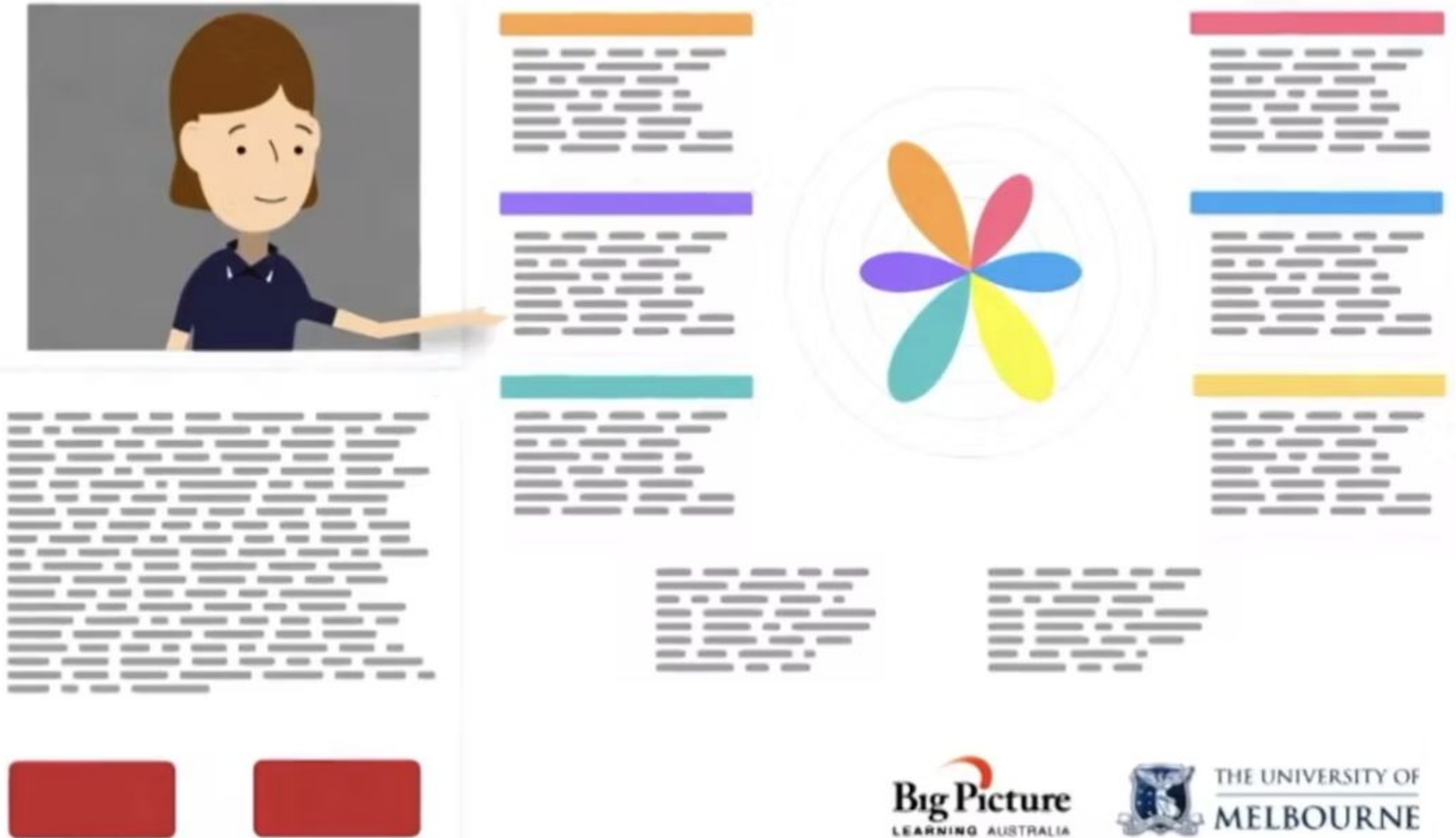# International Big Picture Learning Credential
A passport to the world

Learner Profile

Student-curated portfolio

Student-created intro video

Advisor Statement

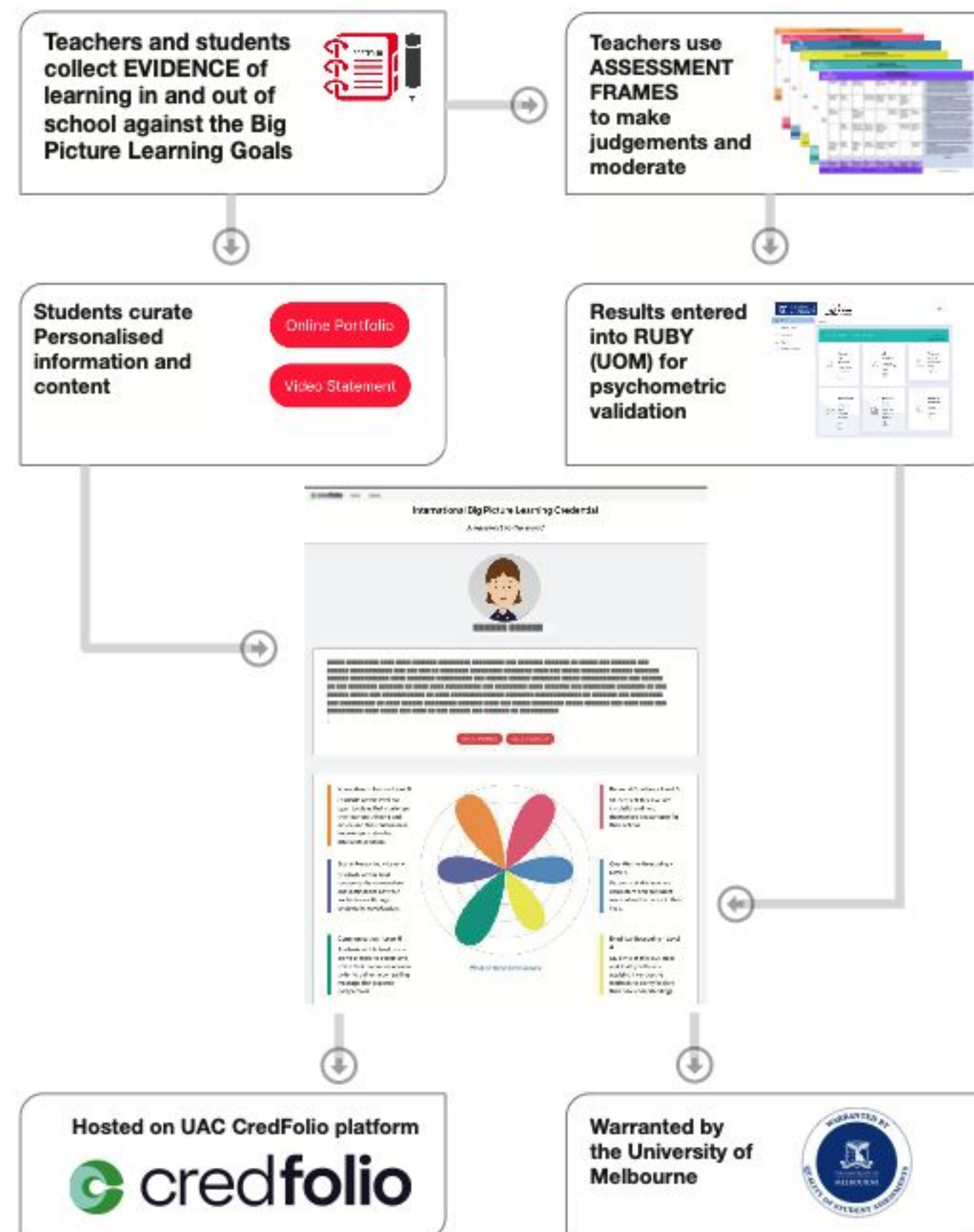**The Flower**

Learning progressions

Grounded in assessment frames

Aligned with BPL Learning Goals

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RUBY = Block-chain supported, psychometrically-validated assessment platform

THE CREDENTIAL PROCESS

Teachers and students collect EVIDENCE of learning in and out of school against the Big Picture Learning Goals

Teachers use ASSESSMENT FRAMES to make judgements and moderate

Students curate Personalised information and content
- Online Portfolio
- Video Statement

Results entered into RUBY (UOM) for psychometric validation

Hosted on UAC CredFolio platform
credfolio

Warranted by the University of Melbourne

IBPLC in Australia

- Piloted in 2018
    - 390 students have earned the IBPLC
    - In 2023, 420 students are expected to earn the IBPLC.
- >40% of universities in Australia accept the IBPLC as an alternative to the ATAR*
- "The use of IBPLC is showing to be an authentic way of assessing student learning for their future and be predictive of success of university candidates in terms of tertiary readiness through to completion of a course of study."

Theme 1: Prioritising LTI (Internship)

Theme 2: Growing confidence

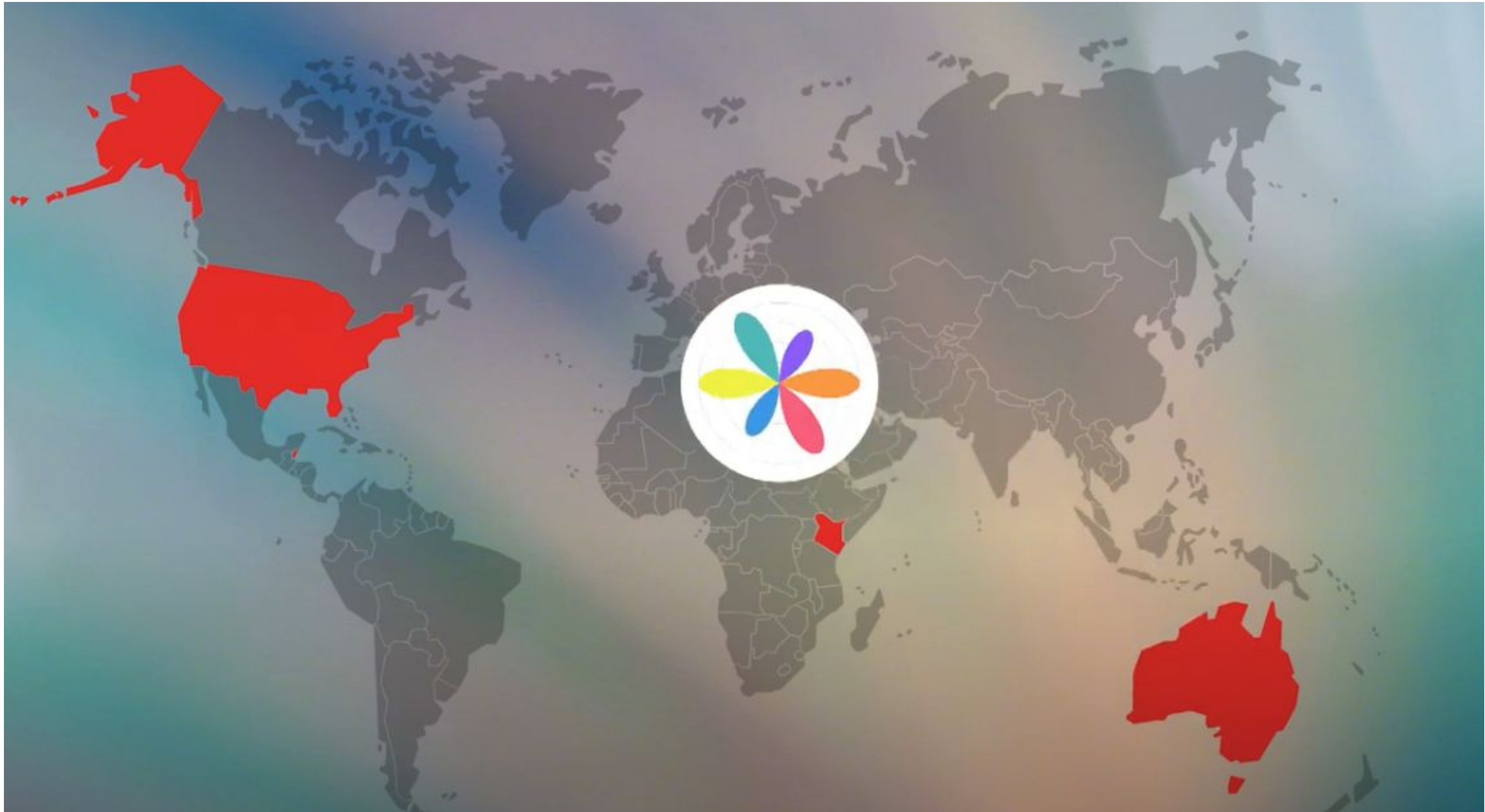Theme 3: Embedding passion-based learning

Theme 4: Building strong relationships/connections/support systems

Theme 5: Overcoming challenges

An International Credential

Implementation in the US: Current Status

- Implementing in 3 BPL schools in NYS
  - 11 seniors on track to earn a credential this month
  - 25 juniors are beginning the credential process
- Across the US
  - Implementing in 9 schools in CA, WA, and MA
    - 14 seniors are on track to earn a credential this month
    - 78 juniors are beginning the credential process
  - This Spring, the Washington State Board of Education unanimously approved a Big Picture Learning school's credit waiver renewal for competency-based graduation, which included the IBPLC assessment frames
  - Crosswalks being developed in alignment with state standards
  - In active conversation with Arizona State University about serving as a US warrantor to support US implementation

IBPLC Implementation: Training Roadmap

1. IBPLC Orientation
2. Assessment Frames
3. Student Portfolios
4. Video Profiles & Advisor Narratives
5. Ruby Training
6. Moderation + Coaching

Elements of a warranted credential

- Flower Graph
- Advisor Statement
- Online Portfolio
- Video Profile
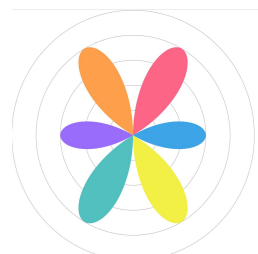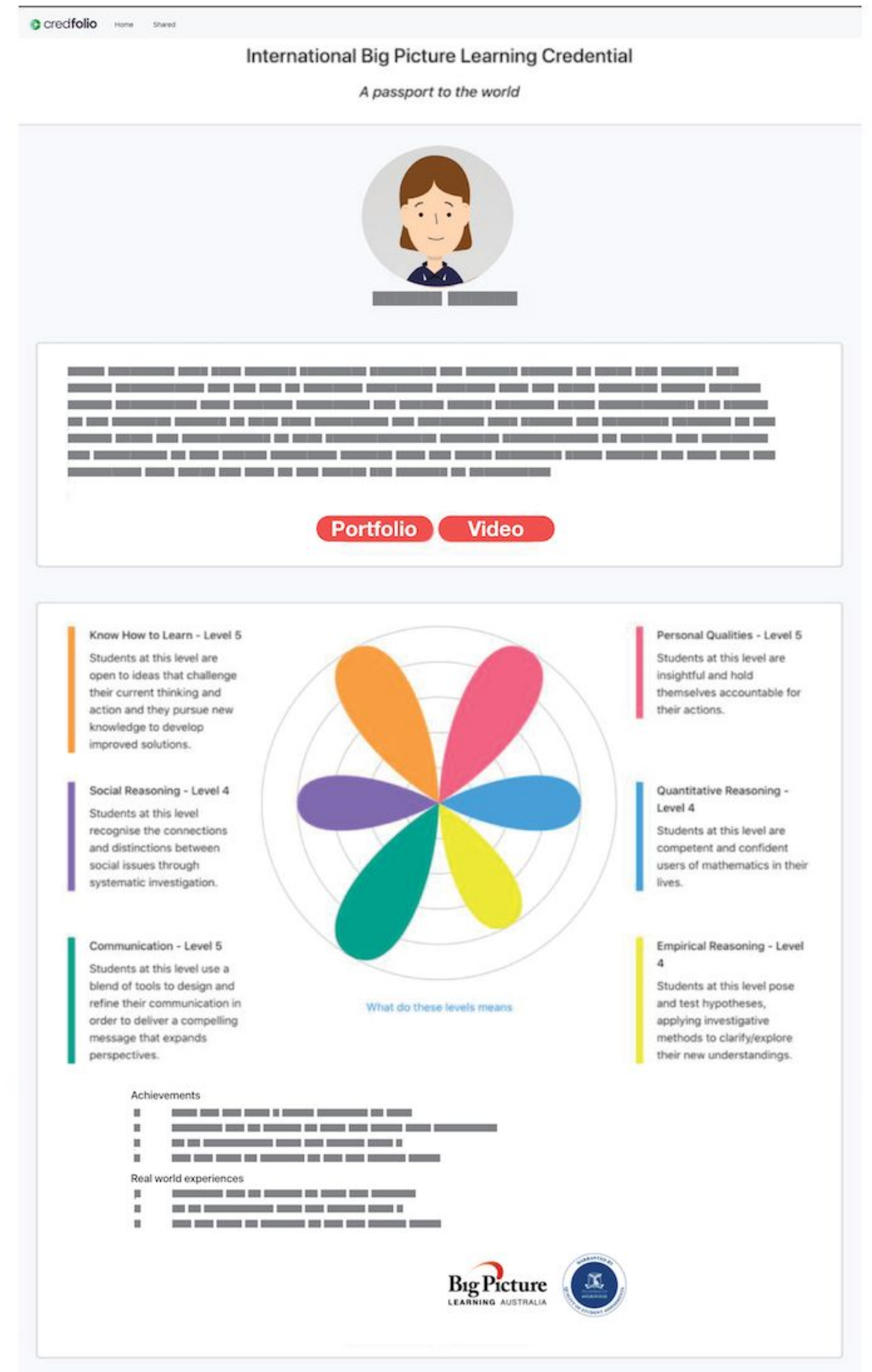
Anatomy of a Frame

1. Construct
The 'distilled essence' or key competency of a Learning Goal that the Assessment Frame seeks to assess. It describes a complex, underlying trait or ability that cannot be observed directly but is inferred from observable behaviours.

4. Quality Criteria
A descriptor of an observable behaviour that demonstrates a particular level of proficiency in the performance of an indicator.

3. Indicators
An observable behaviour through which competency can be assessed.

2. Capabilities
Broad components of the competency or Learning Goal that can be assessed by observation of behavioural indicators.

5. Learning Progressions
A set of level statements describing increasing proficiency in a competency (Learning Goal). They are useful for Advisory Teachers when making overall assessments of student performance and for moderation or calibration purposes. May also be referred to as a 'developmental progression.'
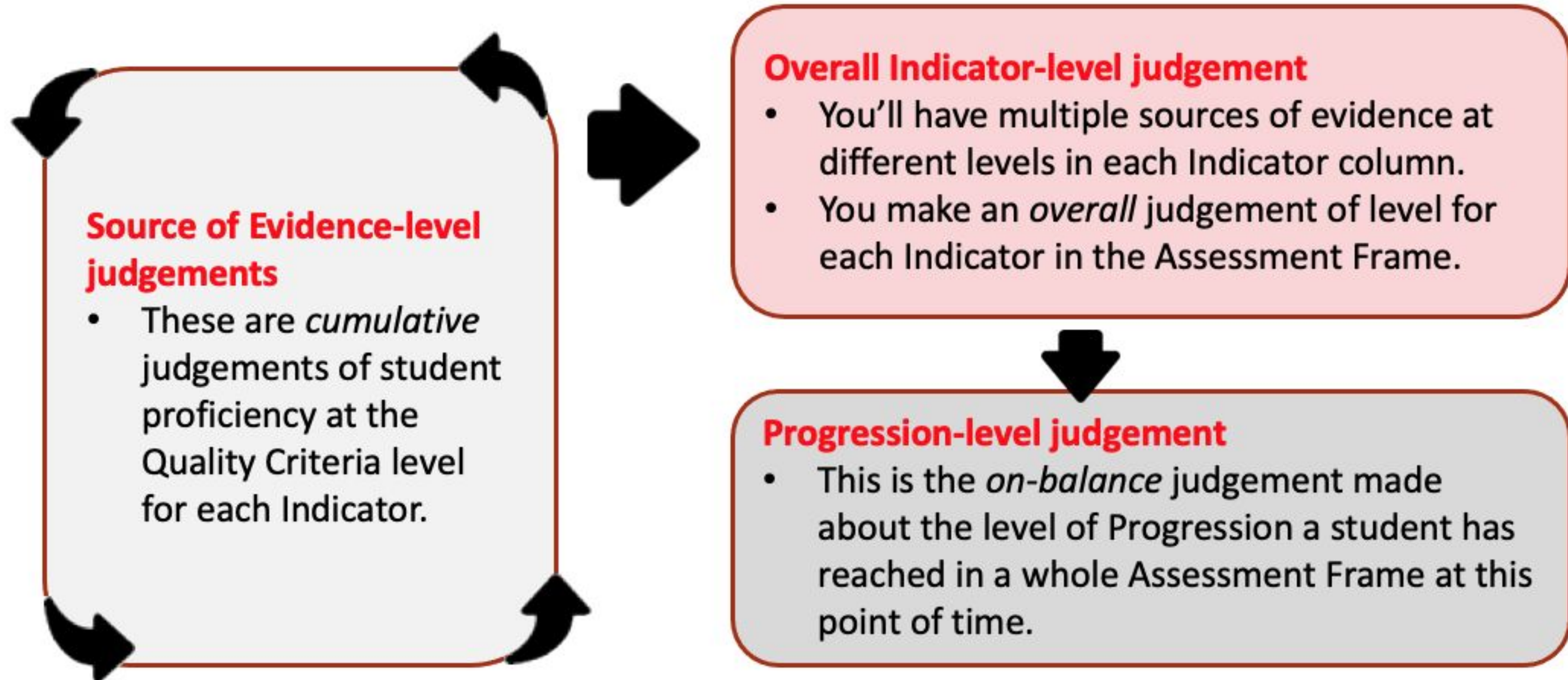
Each of our Frames have 5 levels of proficiency.

Can be helpful to use with students in a formative sense.

Big Picture EDUCATION AUSTRALIA

SOCIAL REASONING
Contributes to society through understanding of social issues

Quality Criteria									Progression
Evaluates social frameworks	Synthesises multiple perspectives	Analyses the interdependence of social systems		Evaluates diverse ethical bases of action	Challenges cultural biases	Advocates for sustainable development	Designs socially responsive solutions	**5**	**Students at this level define and analyse social issues using relevant frameworks and perspectives and take responsible social action.** They apply their understanding of the levers of sustainable development to propose ethical solutions and they commit to working collectively to advance social justice and equity. They demonstrate a commitment to developing on-going respectful relationships with people from different backgrounds and are prepared to challenge bias and discrimination.
Analyses issues using social frameworks	Compares diverse perspectives		Analyses social issues to identify potential causes	Applies ethical principles to to a range of social issues	Demonstrates cultural competence	Formulates strategies to develop others' awareness of sustainability issues		**4**	**Students at this level recognise the connections and distinctions between social issues through systematic investigation.** They apply the tools they have acquired to understand and address issues in their community and beyond. They analyse the ethical dimensions of social issues and take action to address them. They interact and communicate effectively with people from different cultural backgrounds. They apply their understanding of sustainable development issues to raise public awareness.
Applies frameworks to explore issues		Applies understanding of social systems to explain patterns of behaviour			Demonstrates sensitivity to cultural groups	Identifies ways to address sustainability issues in their community	Takes responsible social action	**3**	**Students at this level investigate social issues in depth by applying a range of tools.** They have an understanding of multiple perspectives and apply these when taking social action. They can analyse significant past and present events in order to identify trends and patterns in society. They recognise the strengths of different cultural groups. They can describe the effects of unequal access to resources in their community and look for ways to address this.
	Explains different perspectives	Describes social systems using concepts such as power, hierarchy	Explains the impact social issues have on people's lives	Explains the reasons behind different ethical positions on a social issue		Recognises how resources impact on peoples' lives	Engages with others in planning social action	**2**	**Students at this level recognise that there are different ways to investigate social issues.** They can describe the relationships that make up familiar social systems. They explore how resources are used in their community. They can examine and explain ethical concepts such as truth and justice and explore how to achieve an ethical outcome when addressing social issues. They are aware of the diversity of beliefs and values in society, and they acknowledge differing points of view. They can articulate the social issues that impact the lives of others and they help to plan ways to address these in their community.
Recognises common social frameworks (eg political, historical)	Describes different viewpoints	Recognises familiar social systems (eg family, school)	Recognises social issues in their community	Identifies ethical concepts such as respect and connectedness	Acknowledges cultural differences		Identifies social issues in the community	**1**	**Students at this level can describe the social frameworks and systems they are embedded in.** They can identify ethical concepts such as equality, respect and connectedness and describe some of their attributes. They notice that people have different perspectives. They demonstrate an awareness of different cultural groups. They are engaged with their community and identify social issues they would like to address.
Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident		

Indicators	1.1 Applies social frameworks	1.2 Appreciates diverse perspectives	2.1 Understands social systems	2.2 Explores social issues	2.3 Builds ethical understanding	3.1 Promotes cultural responsiveness	3.2 Acts to support sustainable development	3.3 Responds to community needs	Progression
Capabilities	Applies social lenses		Understands social issues			Formulates responsible social action			© Big Picture Education 2021

The Assessment Process

The 3 Levels of Judgement

These are the 3 different types of judgements about a student that advisors make in **RUBY** for each Assessment Frame.

Overall Indicator-level judgement
- You'll have multiple sources of evidence at different levels in each Indicator column.
- You make an *overall* judgement of level for each Indicator in the Assessment Frame.

Source of Evidence-level judgements
- These are *cumulative* judgements of student proficiency at the Quality Criteria level for each Indicator.

Progression-level judgement
- This is the *on-balance* judgement made about the level of Progression a student has reached in a whole Assessment Frame at this point of time.

The Three Levels: An Example

KNOWING HOW TO LEARN

Develops the disposition and strategies to take responsibility for learning

Quality Criteria	1.1	1.2	1.3	2.1	2.2	2.3	2.4	3.1	3.2	3.3		Progression
	Cultivates conditions for effective group learning		Co-creates new knowledge with experts	Formulates new lines of inquiry		Synthesises knowledge/skills from a range of sources	Develops novel solution or product			Engage in feedback that challenges their thinking	5	Students at this level are open to ideas that challenge their current thinking and they pursue new knowledge to develop improved solutions. They steer their learning, expanding their inquiry into new areas, incorporating multiple sources and building new skills. They continue to cultivate new relationships that enhance their learning. They build positive learning cultures, initiating and engaging in rich collaborative discussions while able to defend their intellectual position.
	Appraises contributions to group learning **Senior Project Narratives**	Justifies their planning for future learning			Adjusts plans as they learn more **Senior Project**	Assesses the validity of information	Appraises solutions or products **Narratives**	Applies reflections to initiate improvement **Senior Project**	Manages self-motivation and direction of learning	Evaluates feedback to achieve goals **Narratives**	4	Students at this level are highly motivated and strategic about their learning. They critically assess the results of their inquiry and the resultant products. They plan with long-range goals in mind and regularly reflect on their work, adapting their practice accordingly. They access external networks to enhance their learning and to support their efforts. They contribute to collaborative learning and make appropriate decisions about how to incorporate feedback
		Articulates elements of their learning that lead to progress **Exhibitions Narrative Senior Project**	Expands their inquiry using expert knowledge **Senior Project Exhibitions Narratives**	Develops high-order questions **Senior Project Exhibitions Narratives**	Reviews their learning plan **Narratives Exhibitions**		Adjusts the product or solution in response to identified problems **Senior Project Exhib**	Analyses their learning progress **Exhib Narratives**			3	Students at this level make informed and deliberate decisions about their learning progress. They develop rigorous inquiry questions and make adjustments when challenges arise. They reflect on their learning and analyse and articulate how it is delivering products or solutions. They communicate their learning experiences and identify successful strategies. They establish and maintain connections with an extended learning community and integrate these relationships with experts into their learning.
	Appreciates contributions of others to group learning **Exhibitions**	Explains learning experiences	Initiates questions for experts	Frames purposeful questions	Develops a learning plan based on their goals	Investigates area of interest **Senior Project Exhib Narrative**			Initiates action towards goals **Senior Project Exhib Narratives**	Actively seeks feedback **Senior Project Exhib**	2	Students at this level take initiative and frame inquiry questions around their area of interest. They plan with targeted intent to achieve their goals and can reflect on and explain their strategies. They understand that observation, noticing and learning from others are valuable and legitimate learning tools and apply these skills.
	Follows protocols of group learning		Identifies experts in area of interest		Makes contributions when planning for learning		Creates familiar products	Describes their learning progress	Identifies goals	Accepts feedback	1	Students at this level begin to take responsibility for planning their inquiries and are developing strategies to explore their interests. They set goals and develop learning plans. They look for connections with others who have skills and expertise in their area of interest, recognising that they can learn from them. They contribute to group learning and respond to feedback.
	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident		
Indicators	1.1 **Works with others**	1.2 **Communicates learning**	1.3 **Engages with experts**	2.1 **Identifies questions of interest**	2.2 **Formulates plan**	2.3 **Seeks knowledge and skills**	2.4 **Creates solutions or product**	3.1 **Reflects on learning**	3.2 **Takes responsibility for learning**	3.3 **Uses feedback**		**Progression**
Capabilities	**Engages with learning community**			**Learns through inquiry**				**Develops a disposition for learning**				© Big Picture Education 2021

KEY: Sources of evidence judgements and sources   Overall indicator and progression level

20

Source of Evidence Judgements

PREPARE:

1 With your student in mind:

2 **Look** at one Assessment Frame at a time...

3 **Think** about which Sources of Evidence will address the Indicators for that student

No.	Sources of Evidence
1	Senior Project/Thesis
2	Interest Projects
3	Learning Through Internship
4	Autobiography
5	Exhibitions
6	Social Action Projects
7	Post-School Project
8	Learning Plans
9	Student Narratives
10	Learning Community Participation
11	Other 1
12	Other 2

4 **Find** at least **3 Sources of Evidence** per Assessment Frame (NOT per Indicator).

Jareef Ahmed

Jareef Ahmed graduated in 2020 from the Big Picture Academy at Liverpool Boys High School. He is a 17-year-old who was born in Bangladesh, migrating to Australia with his parents in 2005. His dedication to hard work and collaboration has been a defining feature of his work ethos. He values skills such as critical analysis, interpersonal communication, initiative and teamwork. Jareef is deeply passionate about military history, strategic studies as well as international security. He is also interested in physics, military technology and Australian politics. These passions and interests have driven his research within Big Picture, such as his thesis on transparency within Sino-Australian relations during COVID-19. To continue the exploration of these passions, he is interested in studying a Bachelor of International Security Studies at the Australian National University. Jareef aims to pursue a pathway towards a career in intelligence or defence.

Online portfolio   **Video profile**

Knowing How to Learn - Level 5

Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Social Reasoning - Level 5

Students at this level define and analyse social issues using relevant frameworks and perspectives and take responsible social action.

Communication - Level 5

Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

Personal Qualities - Level 5

Students at this level are insightful and hold themselves accountable for their actions.

Quantitative Reasoning - Level 5

Students at this level understand the systematic nature of mathematics and the power of it in modelling the physical or social environment.

Empirical Reasoning - Level 5

Students at this level systematically refine hypotheses to develop authoritative knowledge from their investigations.

What do these levels mean?

Achievements:

- Completion of HSC Physics (2019)

Real World Experiences:

- Member - Liverpool Boys High School Student Executive
- Cadet - Australian Army Cadets (22/29 Holsworthy)
- UTS Faculty of Engineering and IT Summer School

Big Picture LEARNING AUSTRALIA

WARRANTED BY · THE UNIVERSITY OF MELBOURNE · QUALITY OF STUDENT ASSESSMENTS

Student Videos & Portfolios

Jareef
Ahmed

BIG PICTURE
GRADUATE 2020

. **Jareef (Australia)**
  ○ Portfolio
  ○ Video

. **Olivia (NYS)**
  ○ Portfolio
  ○ Video

Q & A