

# The 3Cs of Proficiency



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GROUP CODE: qbvzih**

# The Pain of Proficiency

*Some myths...*

- *Accountability: kids turn in things whenever they want*
- *Content over common sense: knowing isn't doing.*
- *Interdependence: neglects the importance of kids working together.*

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# Maximizing Proficiency Assessment for your class

- *Create clear, “do-able” learning targets that are expressed in detailed criteria for every assignment/assessment.*
- *Clearly define how USING the content is as important as just simply knowing it*
- *Explicitly identify behaviors that demonstrate learning then teach and assess those behaviors at multiply opportunities*

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### C3: Mike's Playwriting Class, Assignments

2/5 /14	2/7 /14	2/9 /14	2/ 12/ 14	2/ 14/ 14	2/ 17/ 14	2/ 20/ 14
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#### CONTENT Targets:

- Can be assessed through the “lower-level” Bloom’s; “Remembering, Understanding, Applying.”
- Might be achievable by not necessarily attending class... DON'T JUDGE THAT! There's a psychology to this...
- **Are worth 60% of the overall class grade/assessment**

#### CREATE Targets:

- Are only assessable through the “higher-level” Bloom’s; “Analyzing, Evaluating, Creating”
- Only achievable by attending class and working with others
- **Are worth 20% of the overall class grade/assessment**

#### COMMUNITY Targets:

- Might be assessable on any level of Bloom's
- Only achievable by attending class and working with others
- **Are worth 20% of the overall class grade/assessment**

### C3: Mike's Playwriting Class, Assignments

	2/5 /14	2/7 /14	2/9 /14	2/ 12/ 14	2/ 14/ 14	2/ 17/ 14	2/ 20/ 14
<b>Content</b>							
<i>I can identify the premise of a play and use it in my own writing (Egri)</i>	•		•				•
<i>I can identify the elements of character in a play and use it in my own writing (Egri)</i>		•	•		•	•	•
<i>I can identify the elements of conflict in a play and use it in my own writing (Egri)</i>			•	•		•	•
<b>Create</b>							
<i>I can create a 5-7 line "moment" with a partner or group using one or more elements of premise, character, and/or conflict</i>	•	•		•	•		
<i>I can create a 8-12 minute play using two or more elements of premise, character, and/or conflict</i>			•			•	•
<b>Community</b>							
<i>I can provide evidence of group communication, sharing work, mutual respect and problem solving</i>		•			•	•	•
<i>I can defend my learning process with evidence of persistence, refinement, and how my work matters to me</i>	•	•	•	•		•	•

**IN ALL CASES, IT'S  
IMPORTANT TO CREATE  
LEARNING TARGETS THAT  
ARE**

**PHYSICALLY CAPABLE OF  
BEING DONE.**

**MUST BE SOMETHING THAT  
YOU CAN ASSESS BY  
ACTUALLY SEEING A KID DO  
IT.**

# A C3 version of your class

## Content

- Bloom's "Remembering, Understanding, Applying"
- Could be achievable by doing independent research/study
- Worth 60% of the overall class assessment

## Create

- Bloom's "Analyzing, Evaluating, Creating"
- Most are only achievable by attending class and WORKING WITH OTHERS
- Worth 20% of the overall class assessment

## Community

*Ex: "I can provide evidence of group communication, sharing work, mutual respect and problem solving"*

*Ex: "I can defend my learning process with evidence of persistence, refinement, and how my work matters to me"*

- Any level of Bloom's
- Only achievable by attending class and WORKING WITH OTHERS
- Worth 20% of the overall class assessment