The 3Cs of Proficiency

Join the conversation on Edmodo.com GROUP CODE: qbvzih 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.

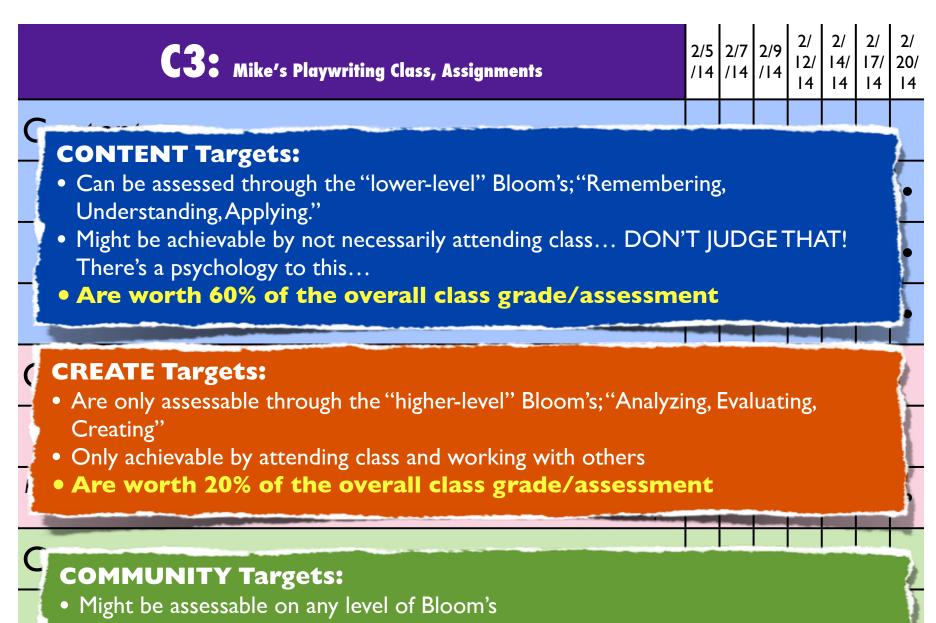
Join the conversation on Edmodo.com GROUP CODE: qbvzih

The Pain of Proficiency

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

Join the conversation on Edmodo.com GROUP CODE: qbvzih



- Only achievable by attending class and working with others
- Are worth 20% of the overall class grade/assessment

ork matters to me

C3: Mike's Playwriting Class, Assignments	2/5 /14	2/7 /14	2/9 /14	2/ 2/ 4	2/ 4/ 4	2/ 7/ 4	2/ 20/ 14
Content							
I can identify the premise of a play and use it in my own writing (Egri)	•		•				•
I can identify the elements of character in a play and use it in my own writing (Egri)		•	•		•	•	•
I can identify the elements of conflict in a play and use it in my own writing (Egri)			•	•		•	•
Create							
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 can create a 8-12 minute play using two or more elements of premise, character, and/ or conflict			•			•	•
Community							
I can provide evidence of group communication, sharing work, mutual respect and problem solving		•			•	•	•
I can defend my learning process with evidence of persistence, refinement, and how my work matters to me		•	•	•		•	•

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	Any level of Bloom'sOnly achievable by attending class
Ex: "I can provide evidence of group communication, sharing work, mutual respect and problem solving"	and WORKING WITH OTHERS • Worth 20% of the overall class assessment
Ex: "I can defend my learning process with evidence of persistence, refinement, and how my work matters to me	,