

# Central School District 13J - Talmadge Middle School

## Proficiency Best Practices

### Planning

Expected Practice	Responsibility	Expected Evidence/Artifacts
<ol style="list-style-type: none"> <li>1. Identify <i>priority standards</i> for each course from CCSS, State, or National standards.</li> <li>2. Organize the priority standards into <i>reporting standards</i>, broad areas that connect priority standards.</li> <li>3. Break down each priority standard and identify essential <i>Learning Targets</i> necessary for students to meet the standards. Learning Targets will be written in student friendly language.</li> <li>4. Sequence learning targets, creating a course <i>curriculum map/pacing guide</i>.</li> <li>5. Align priority standards and learning targets, creating a clear <i>learning progression</i> for students.</li> <li>6. Define proficiency <i>performance indicators</i> for each learning target.</li> <li>7. Develop <i>scoring guides or rubrics</i>, in student friendly language, for evaluation of proficiency level attained for each learning target based on a four point scale:               <ul style="list-style-type: none"> <li>• 4 = Advanced – masters more complex content</li> <li>• 3 = Proficient – meets targeted learning goal</li> <li>• 2 = Partially Proficient – masters simpler content or partial content</li> <li>• 1 = Beginning</li> </ul> </li> <li>8. Identify or create exemplars of proficient-level work related to learning targets as models of performance expectations for students.</li> <li>9. Design <i>Common Summative Assessments</i> to measure each learning target, and aligned with the rigor of the learning target.</li> <li>10. Design <i>Common Formative Assessments</i> for each learning target.</li> <li>11. Collaboratively develop units, lessons, and instructional strategies <u>around course learning targets</u>. (Not by curriculum material or activities)</li> </ol>	<p>Content PLC Team</p> <p>Content PLC Team</p> <p>Grade level Content PLC Team</p> <p>Grade level Content PLC Team</p> <p>Vertical Content PLC Team</p> <p>Grade level Content PLC Team</p> <p>Grade level Content PLC Team</p> <p>Grade level Content PLC Team</p> <p>Grade level Content PLC Team</p> <p>Grade level Content PLC Team</p>	<p><b>Each Course:</b></p> <ul style="list-style-type: none"> <li>• Priority Standards</li> <li>• Learning Targets in “I can” student friendly format</li> <li>• Curriculum Map/Pacing guide</li> <li>• Scoring Guides/Rubrics for each learning target with clear performance indicators</li> <li>• Common Formative Assessments</li> <li>• Common Summative Assessments</li> <li>• Instructional Units and lessons</li> </ul> <p><b>Each Content Area:</b></p> <ul style="list-style-type: none"> <li>• Reporting Standards</li> <li>• Learning progression representing vertically aligned standards and learning targets.</li> </ul>

## Learning/Teaching Cycle

Expected Practice	Responsibility	Expected Evidence/Artifacts
1. Pre-assess learning targets for the unit.	Content PLC team	
2. Communicate with and engage students with learning targets.	Classroom Teacher	<ul style="list-style-type: none"> <li>• Posted learning targets</li> </ul>
3. Provide and explain proficiency indicators and rubrics.	"	<ul style="list-style-type: none"> <li>• Student access to rubrics and exemplars</li> </ul>
4. Provide exemplars of proficient work.	"	<ul style="list-style-type: none"> <li>• Self-progress monitoring structures</li> </ul>
5. Implement differentiated instructional strategies to move students toward proficiency of learning targets and standards.	"	<ul style="list-style-type: none"> <li>• Formative assessments</li> </ul>
6. Ensure that all instructional strategies, performance tasks, and assessments are aligned with the performance requirements (rigor) of each learning target and standard.	Content PLC Team	<ul style="list-style-type: none"> <li>• Checks-for-understanding</li> <li>• Student engagement</li> <li>• Common assessment data analysis</li> </ul>
7. Utilize formative assessment strategies, checks-for-understanding, to gauge student learning and adjust instructional strategies.	Classroom Teacher	<ul style="list-style-type: none"> <li>• Observational Evidence</li> </ul>
8. Provide specific descriptive and actionable feedback to students related to specific proficiency criteria. To help students understand their performance, monitor their own progress, identify personal learning goals, and ultimately improve their achievement.	"	
9. Provide structured opportunities for revision.	"	
10. Administer common formative assessments to measure student learning and analyze results, adjust strategies, as a grade level content PLC team.	Content PLC Team	
11. Regularly communicate learning progress	Classroom Teacher	
12. Create structures for students to self-monitor learning progress.	"	
13. Provide multiple opportunities for students to learn through differentiated strategies.	"	
14. Administer common summative assessments, analyze student learning as a PLC team and determine next steps: re-teaching, enrichment, intervention, next target or unit.	Grade level content PLC Team	
15. Provide multiple opportunities for students to demonstrate proficiency of each learning target.	Classroom Teacher	
16. Teach Academic behaviors – behaviors that support student learning.	"	

## Grading & Reporting

Standards-based grading measures the mastery of the learning objectives. It is based on a specific set of standards that students need to meet for each grade/content level. Marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level/course level standards. A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program. This approach:

- Indicates what students know and are able to do.
- Scores indicate a student’s progress toward the attainment of a standard.
- Clearly communicates expectations ahead of time.
- Emphasizes the more recent evidence of learning.

## Grading

Expected Practice	Expected Evidence/Artifacts
<ul style="list-style-type: none"> <li>• Separate academic and behavior (non-academic) factors for grading.</li> </ul> <p><u>Academic Factors</u>: summative measures of academic learning targets and standards.</p> <p><u>Non-Academic factors</u>: homework completion, participation, timeliness, attendance, attitude, preparedness, academic dishonesty.</p> <ul style="list-style-type: none"> <li>• Only use summative assessments, not formative, that are tightly aligned with learning targets as evidence of proficiency level.</li> <li>• Score assessments using scoring guide/rubric based on 4-point scale.</li> <li>• Use multiple and sufficient measures to determine student achievement level of learning targets and standards.</li> <li>• No extra-credit or bonus points.</li> <li>• Apply consequences other than reduced scores for academic dishonesty.</li> <li>• Eliminate zeroes in grade determination when evidence is missing or as a punishment.</li> <li>• <u>Organize gradebooks and report grades by learning target/standard not by date, assessment methods and tasks.</u></li> <li>• Emphasize recent achievement as learning is developmental.</li> <li>• Use appropriate calculation methods: mode, power law, most recent score.</li> <li>• Overall course grade will be determined by averaging proficiency levels of learning targets.</li> <li>• Overall course letter grade will not be generated until the course is completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Teacher gradebook</li> <li>• Summative Assessments</li> <li>• PLC Data</li> <li>• Grade Reports</li> </ul>

### Grade Conversion Scale

3.50 – 4.0	A
2.75 – 3.49	B
2.00 – 2.74	C
0.00 – 1.99	NP (Not Proficient)
Insufficient Evidence	I

This conversion scale sets a clear standard for each letter grade. In order to receive credit for a class, a student must demonstrate an understanding of all the foundational knowledge and skills taught in a class. Under this scale, the C range shows that the student understands all the foundational skills without help, and the B range requires a student to master all of the complex, targeted knowledge and skills in the class. To receive an A, the student must show an in-depth understanding and application of the material that goes beyond what was explicitly taught in the class.

### Terms

- **PLC Teams**
  - *Content* – all teachers within a building teaching in the content area.
  - *Grade Level Content* – all teachers within a specific grade level and content.
  - *Vertical* – content area teachers from all buildings
- **Standards** – statements that describe what and/or how well students are expected to understand and perform.
- **Priority Standard** – critical standards necessary for students to be successful at the next level of learning.
- **Learning Target** – the essential knowledge and skills that students must demonstrate to show proficiency of priority standards.
- **Proficiency** – demonstration of student performance against a standard criteria at a pre-established level.
- **Curriculum map** – outline of the sequence and timing that learning targets will be presented in a course.
- **Learning Progression** – sequencing of the content area learning targets across grade levels.
- **Performance indicator** - observable and measurable statements of student knowledge and skills that serve as a basis for identifying the level of student learning performance associated with a specific standard or learning target. Part of a rubric.
- **Rubric** – define the quality and levels of performance for a learning target – describe what it looks like to be proficient for a learning target. Rubrics are tools for learning and teaching, not grading.
- **Formative Assessment** – “assessments for learning” use to guide instruction, monitor learning, and provide students specific feedback related to their proficiency level. Not used for calculating grades. Can be both formal and informal: checks-for-understanding.
- **Summative Assessment** – “assessments of learning” used to determine student proficiency level of specific learning targets and standards.