

10 STEPS TOWARDS PROFICIENCY CHECKLIST

In order to be prepared for implementing Proficiency-Based practices and reporting for the 2015-2016 school year, these steps must be processed in cooperation with your PLC/department.

- We have identified the reporting standard(s) for each course we teach.
- We have prioritized our standards for each course.
- We have identified our power standards and attached each to one of our reporting standards- by grading period- so we know what and when they will be taught throughout the (trimester) semester or year-long course.
- We have mapped our curriculum- unwrapped standards to identify ***content and skills*** for each power standard.
- We have created units of study- includes unwrapped power standards- content and skills.
- We have created **learning targets** for each power standard- categorized by the various types of targets such as: *knowledge, reasoning, skill, and product*. We have developed kid friendly I Can statements for each learning target.
- We have determined what proficiency is for each learning target** (as well as the other levels in the Proficiency Rubric such as Mastery, Approaching and Progressing).
- We have developed ***proficiency rubrics*** for each target, so we and our students understand what it is they need to know and be able to do.
- We have developed an assessment plan for our units of study: where do we want a formative assessment, what practice will students need and what are the summative assessments.
- We have developed formative and summative assessments tied to our learning targets and identified those that are common for team analysis.