Proficiency-Based
Teaching and Learning Manual (6– 12)

2014-2015

District Mission Statement

Develop and operate an aligned K-12 system designed to ensure that all students graduate from high school prepared to continue their education or enter the work force.

Proficiency Purpose Statement

To support the success of all students, Bethel is committed to implementing a Proficiency-Based model of teaching and learning so that students meet all skills and knowledge requirements of their grade level or course standards.

Characteristics of a Proficiency-Based Model of Teaching and Learning

- "Time" element: Recognizes time as the variable and learning as the constant; adjusts classroom environment to meet students' rate and level of learning.
- Learning Targets are clearly defined, linked to Standards and well-posted.
- Teacher takes into account students' formative assessment data to inform instruction, administer summative assessment, re-teach and provide extensions and interventions for individual students.
- Teacher paces instruction, adjusting to meet the needs of those not yet meeting the standards and those exceeding the standards.
- Grades indicate only what the student has learned (knows and is able to do relative to the standard) by demonstration of proficiency; quality work is based on agreements about evidence of proficiency.
- Student performance data is frequently collected and analyzed by teachers, professional learning communities, and curriculum and instruction administrators for program improvement.
- Students take full responsibility for their learning.

Common Language: Power Standards and Learning Targets

Power Standards

Agreed upon standards that define what students should understand and be able to do by the end of each grade. Power Standards derive from the CCSS, the latter being broader in scope and the former providing additional specificity—together they define the skills and understandings that all students must demonstrate.

Learning Targets

Guided learning statements that describe, in language that students understand, the lesson-sized chunk of information, skills and reasoning process that students will come to know deeply.

A **Learning Target** identifies what the student knows and is able to do relative to the standard, usually stated in an "**I can**" statement. It is written in language that is specifically designed for students and includes measurable objectives that anchor instructional activities and formative assessments.

Benefits for Students

- Enables students to know where they are going in the learning. "This is what I learned yesterday. This is what I am learning today. When I master this, I know what I will be learning tomorrow."
- Maintains shared communication between students and teachers to promote learning.
- Provides students the clarity needed to reflect on their own learning and set new learning goals for themselves.
- Motivates students.
- Increases student learning.

Benefits for Teachers

- Clarifies the State Standards and Power Standards.
- Encourages teacher collaboration.
- Answers the question, "Assess what?"
- Allows teachers to select and create assessments that are more accurately aligned to Standards.
- Allows teachers to create clear and concise learning goals for students.

Grading Practices: Assessment categories and percentages

Categories and percentages are utilized to ensure that students' grades reflect their understanding of essential course Power Standards and Learning Targets. A substantial body of research points to the disaggregation of academic and behavioral assessment as a key educational practice in preparing students for the rigor of post-secondary education and the workplace.

Assessment Categories and Percentages

Category 1: Assessment (see **Proofs*** below) of Power Standards will make up at least 90% of the total grade.

Category 2: Prep work (including graded homework, quizzes, and formative assessments) will not exceed 10% of the total grade.

Guidelines for the selection of proof assessments:

- Individual
- Relevant
- Tied to one or more Power Standards and/or Learning Targets
- May be completed in class or at home, but must be student's own work
- In order to be included in the student's academic grade, this work must be graded
- May require assignments such as **"Proof Passes"** (see definition below)

The following practices are not included in the assessment of student learning:

- Extra credit
- Learning Behaviors (tardies, completion of homework, etc.)
- Group scores (all assessments must be of the individual student's work)
- Curved scores

* Proofs: Formal, summative assessments conducted in a supervised environment that evaluate the students' knowledge and skills. Proofs may be in form of authentic student work but only when and if the student work is tied to the assessment of the Standard.

**Proof Pass: Prep work that must be adequately completed prior to being granted the opportunity to take the proof. Examples may include study guides or essay rough drafts. Proof passes provide evidence that the student has prepared for the proof.

Grading Criteria and Grading Scale

An effective and meaningful way to provide specific feedback for student learning is in the form of specific criterion-referenced rubrics and indicators that range from "Not Proficient" to "Mastery." Criterion-referenced rubrics clearly illustrate the learning that needs to take place in order for students to demonstrate higher level knowledge and skill sets. **When assessing and reporting student's progress, the following marking scale will be used:**

A Five-category Common Rubric and 5-point Grading Scale	
A	**Mastery:** *Student **exceeds** proficient level expectations and consistently demonstrates understanding at a higher level of rigor based on Blooms Taxonomy.*
B	**Proficient**: Student **meets** *the requirements and demonstrates the knowledge and skills of the grade level or course standards.*
C	**Approaching Proficient:** Student **meets the most basic elements** *of a given standard, but not all knowledge and skills embedded in the standard are demonstrated.*
D	**Progressing***: Student's acquisition of the courses' standards and/or Learning Targets is still **in progress,** because he/she has not yet provided sufficient evidence of proficiency.*
F	*Not Yet Met:* Student **has not met** *the requirements or demonstrated all of the knowledge and skills of the grade level or course standards.*

The following comments may be included when reporting student's progress

- *An "I"* for Incomplete may be used for*progress reports and semester finals if students are not passing, but still have the opportunity to pass***.** *If assigned or additional work is not completed by an agreed-upon deadline, the **Incomplete** will be changed to an **"F."***
- **"P"** for **"Pass"** may be issued when a student chooses a "Pass/No Pass" option and successfully completes the course requirements. Credit is issued.
- **"NP"** for **"No Pass"** may be issued when a student chooses a "Pass/No Pass" option and does not successfully complete the course requirements. No credit is issued.
- **"NG"** for **"No Grade"** may be issued for non-credit classes.
- **"M"** for Missing work; one or more assignments or Proofs have not been submitted.
- **"NYG"** for Not Yet Graded; work has been submitted but is not yet graded.

* Reassessment System

The purpose of these guidelines is to provide additional opportunities for students to demonstrate their learning, and to convey the message that every student is given an opportunity to reach a proficient level on all Power Standards and Learning Targets:

- Teachers must provide students up to **three** attempts to demonstrate proficiency on a proof/test.
- Reassessments will earn full credit and/or highest level of proficiency attained, including **Mastery**.
- Reassessments will not be automatic. Students must demonstrate additional learning to *earn* the opportunity for improved academic scores. See guidelines below:

  ### Guidelines:

  - Instructors may expect a "proof pass" before students take a "proof."
  - Reassessments may look like a new test/quiz of a specific learning target, or may be included on a future assessment.
  - Students will retake summative assessments under supervision of their instructor unless the instructor agrees to an alternate environment.
  - Improved scores will replace old scores with evidence of new learning. Revisions or retests should be completed within a two-week window.
  - Students who are absent on an assessment day are required to take all missed assessments within the two-week reassessment window.
  - Teacher's syllabi should explain the assessment process and student expectations.

*Exclusions to reassessment	Examples of Preparation for Reassessment
- Specific assessments, which are evaluated by an outside entity and prohibit the use of retesting, are exempt from reassessment. For example, International Baccalaureate (**IB**) and Advanced Placement (**AP**) courses with summative assessments have unique policies, which must be followed. However, coursework in advanced courses are still Proficiency-Based. - In laboratory activities, where additional resources are not available, students will be warned in advance if an activity cannot, or will not, be repeated.	- Completion of missing preparation work. - Additional study guide completion - Proof of additional studying (after school study session with teacher, tutor, parent). - Oral quiz to assess preparedness - Written plan of improvement. - Student writes letter explaining errors in thinking and how the student will be more prepared in the future. - Revised assignments with highlighted changes.

Glossary

BLOOM'S TAXONOMY is considered to be a foundational and essential element within the education community. It is named for Benjamin Bloom, who chaired the committee of educators that devised the taxonomy.

Bloom's taxonomy refers to a classification of the different objectives that educators set for students. Educators strive to support student learning at the higher levels. Learning at the *higher levels,* according to Bloom is both, dependent on students understanding and remembering content, and also demonstrating the ability to evaluate, synthesize, create and apply learning.

CCSS These are a set of shared K-12 learning expectations for students in English Language Arts and Mathematics. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn in K-12 Math and English Language Arts. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers and support the college and career ready expectations of Oregon's new graduation requirements.

PREP WORK Graded educational tasks (such as homework, quizzes, reading guides, notes, exit tickets, etc.) to provide students with the opportunity to acquire knowledge and skills that will be evaluated on the proof. Preparation work will represent no more than 10% of the student's grade.

PROFICIENCY Student *meets the requirements and demonstrates the knowledge and skills of the grade level or course standards.*

STATE STANDARDS are the large-scale, year-long expectations established by the state. They drive decisions about curriculum design and textbook adoption, and they form the basis for statewide-standardized tests such as Smarter Balanced.

SUFFICIENCY The amount and types of evidence considered when making a decision about whether a student is proficient in a learning target. Does the teacher have enough of the right information to make a decision about what a student knows and can do? Teachers may expect the students to perform at a proficient level or higher at least two times in order to confirm proficiency.

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