Proficiency-based Instruction?

Proficiency?

UMATILLA HIGH SCHOOL

Proficiency-based Assessment?

Performance-based

Competency-based?

TODAY'S TOPIC

- Communication with your stakeholders is critical for long-term success.

- Stakeholders have a real desire for adequate information.

- Good communication practices ensure all stakeholders' needs are met (both those actively involved and those who will eventually be affected).

- Supporting Proficiency

JUST THE FACTS!
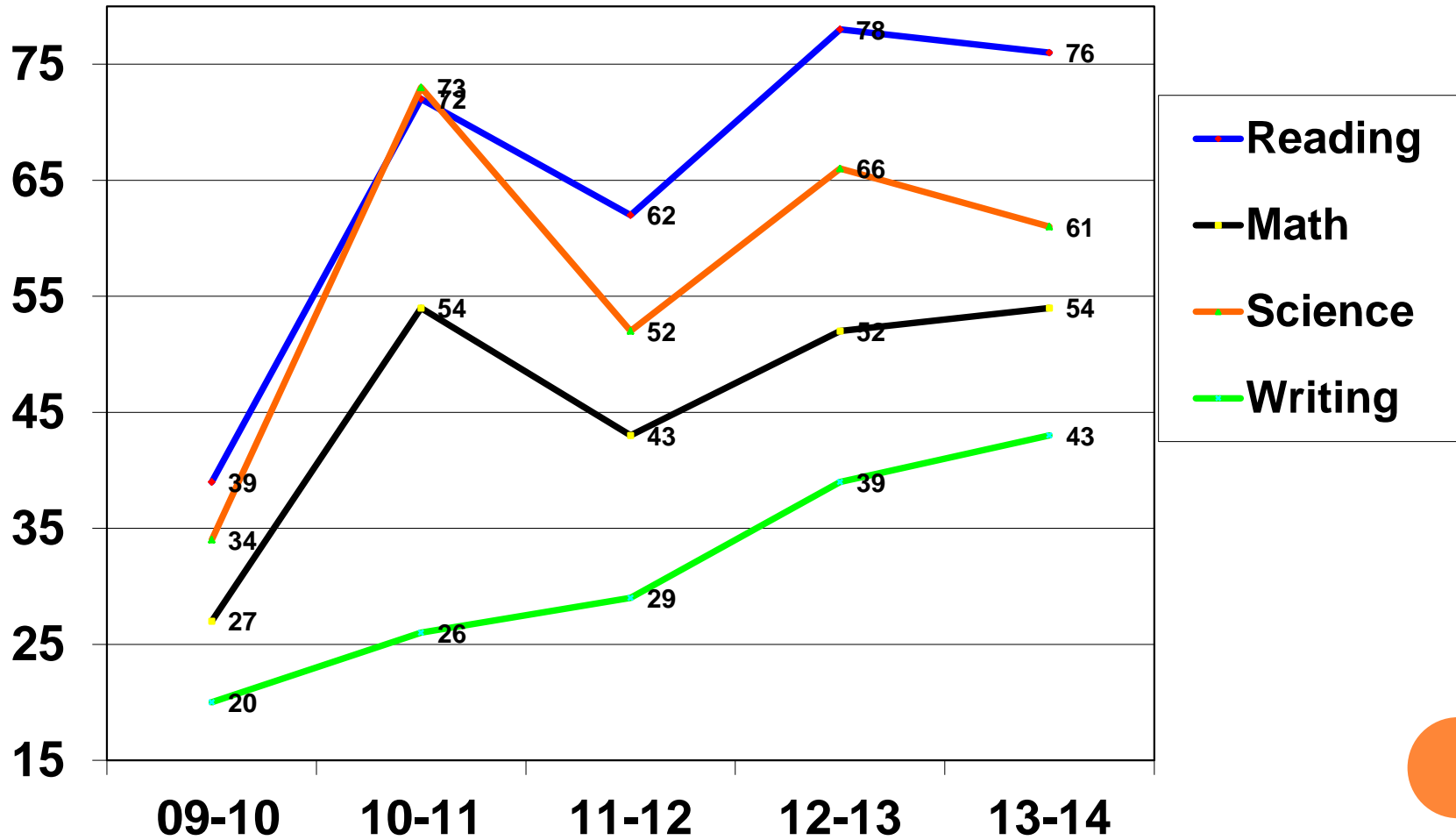
TWO IMPLEMENTATION PATHS

The first path, which is less assertive, would require high schools to offer students a portion of credits or classes that are proficiency based.

The second, more assertive path would be to mandate proficiency-based **_assessment_** *(but not necessarily instruction*)* for all content classes according to proficiencies defined in content standards.

http://depts.washington.edu/uwcel/e3_obc/proficiency_based_education_whitepaper_oregon.pdf

Proficiency supports Common Core

- Language Arts Shifts
  - Close reading
  - Evidence-based conversation
  - Writing from sources
  - Academic vocabulary
- Math Shifts
  - Narrow and deepen the scope
  - Deep understanding of concepts
  - Application
  - Dual intensity

RELATIONSHIPS AND CONVERGENCES FOUND IN THE COMMON CORE
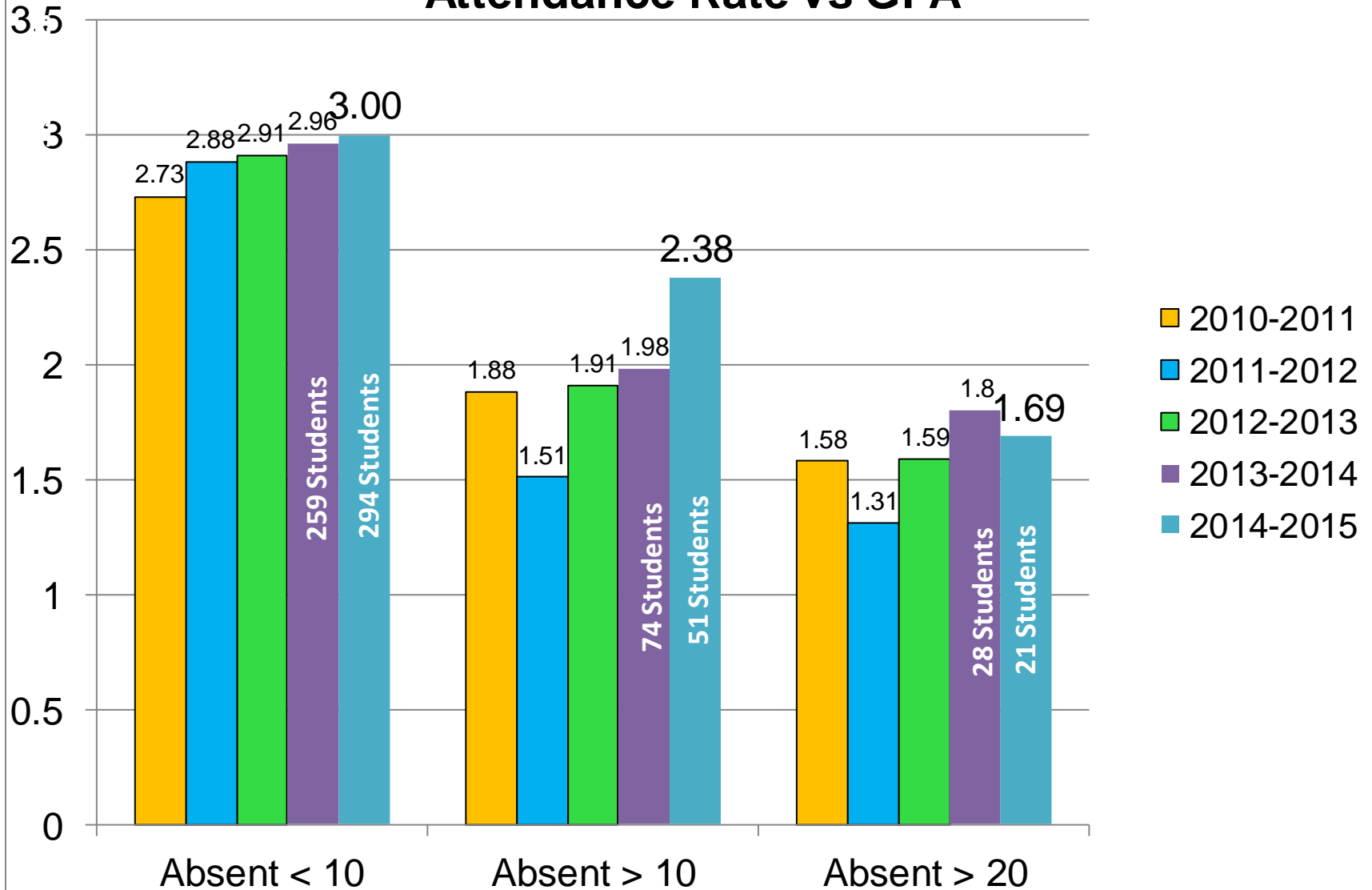
[Common Core](#)

Supporting Proficiency

- Communications
- Resource allocation
- Establishing accountability
- Grading?
- School structure? Staffing?
- Use of Data

Attendance Rate vs GPA

Chart showing Attendance Rate vs GPA across three absence categories (Absent < 10, Absent > 10, Absent > 20) for school years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015.

Absent < 10: 2.73, 2.88, 2.91, 2.96 (259 Students), 3.00 (294 Students)

Absent > 10: 1.88, 1.51, 1.91, 1.98 (74 Students), 2.38 (51 Students)

Absent > 20: 1.58, 1.31, 1.59, 1.8 (28 Students), 1.69 (21 Students)

Legend:
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015

LESSONS LEARNED

- Grading Practices
- Connecting Formative to Summative
- How do you know when students are ready to re-assess?
- Designing authentic assessments
- Organization becomes vastly important

TRICKS

- Reinforcing deadlines
- Reassessment must be more challenging for the student (student choice).
- Emphasis on performance-based tasks
- Utilizing the skills of your strong students

INEFFECTIVE GRADING

Practices vary greatly among teachers in the same school—and even worse, the practices best supported by research are rarely in evidence.

The most effective grading practices provide accurate, specific, timely feedback designed to improve student performance (Marzano 2000, 2007; O'Connor, 2007)

The stakes of grading practices are not limited to student failure. When grading policies improve, discipline and morale almost always follow.

Proficiency-Based Assessment is a standards-based assessment system that communicates a student's abilities so as to maximize their potential by allowing them to focus on specific areas where they may be deficient. Time is then provided to work on deficiencies and then re-assess.

Challenges in Designing a Proficiency-based system:

Protect High Levels of Proficiency

Re-Engineering for Student Learning

Integrating Student Information and Learning Management Systems

Aligning Incentives for Students, Educators, and Communities

Innovation, Remediation, and Intervention

http://www.inacol.org/research/docs/iNACOL_FailureNotOption_ExecSumm_final.pdf