

The Purpose of the Tools used in Proficiency-based Teaching and Learning

Learning Targets, Rubrics, and Capacity Matrices

Learning Targets

The creation of learning targets has made learning much more intentional. All assessments (formative and summative) should only be given if they tie directly to one or more learning targets. Because learning is so intentional, assessments will no longer be considered “busy work”, but a direct pathway towards the success of meeting or mastering a learning target.

Rubrics

To clearly identify what a student actually needs to do in order to demonstrate knowledge of a learning target, a rubric is needed. The rubric is leveled from mastery to beginning detailing what it “looks” like to have successfully completed each level. Student feedback and scoring of assessments are based on this rubric. To ensure that students can reach meets or even mastery, rubrics should be handed out and discussed prior to the teaching of the learning target.

Capacity Matrices

A capacity matrix is a working document for students to track where they currently are on the proficiency continuum. This document may or may not include the rubric, but does allow students to record feedback on all formative and summative assessments. This document may be used to determine if a student is ready for reassessment. If the student has demonstrated on formative assessments that he/she is now at a meets level or better, reassessment may occur.

Formative Assessments

Purpose

Formative assessments are any avenue used to give feedback to students about where they currently are on the proficiency continuum for any learning target. The key to effective formative assessments is feedback. Students often underestimate or have an inflated sense of what they know, and they may not see the value of assessments unless they are given timely feedback and specific direction on how they may improve.

Here are some examples:

- Quick in-class checks (thumbs up – down, discuss with your elbow partner and then be ready to answer aloud, Popsicle sticks, etc.)
- Classwork
- Assessment given to complete at home
- Assessment given to complete in class (exit task, quiz, etc.)
- Group work
- Pre-assessments

Summative Assessments

Purpose

Summative assessments are given to allow students to demonstrate their knowledge of the learning targets. Summative assessments should only be given once students have received ample feedback on formative assessments. Based on this feedback, both the student and the teacher should have a good idea of how a student will perform on a summative assessment. This feedback process will alleviate the students' use of the first attempt at a summative assessment as a "trial run" to see what is being covered.

Here are some examples:

- Written Assessment
- Oral Assessment
- In-Class Project
- Performance

Reassessment Policy

Purpose

The purpose of retaking an assessment is to demonstrate improved knowledge and skills related to course learning targets. Therefore, students must first demonstrate that they have invested additional time and practice to prepare for the reassessment. Examples of additional practice—homework, classwork, study group, office hours, etc.—provide evidence that a student has increased learning and is prepared for reassessment. Reassessment is encouraged not only for students who have not met the learning target(s), but also for students who want to achieve higher proficiency levels.

Guidelines for Reassessment

- Students must complete additional targeted practice/preparation before submitting a request for reassessment.
- Reassessments will typically occur within the same quarter or by the end of the incomplete period.
- Reassessments from previous quarters may occur per agreement (contract) with teacher.
- All reassessments occur prior to the conclusion of the course and within the same school year.

Career Related Learning Standards

Purpose

In proficiency based teaching and learning, behavior and academics are reported separately to students and parents. Career related learning standards (CRLS) clearly define the behavioral skills that students need to be successful self-directed learner. These standards directly affect the success or failure of a student in each course. Since behavior and academics are so deeply entwined, teachers must regularly review the criteria for meeting the CRLS with students. Achievement of the CRLS will be reported alongside academic achievement scores at progress report time and the end of each quarter. Ongoing feedback will be available on PAL.