

STEPS TOWARDS PROFICIENCY CHECKLIST

In order to be prepared for implementing proficiency-based practices and reporting for the 2013-2014 school year, these steps must be processed in cooperation with your PLC's. Each step will have documents to record the PLC decisions.

Additional help documents are available if you need assistance with any step.

Should already have these done

- We have identified the reporting standard(s) for each course we teach.
- We have prioritized our standards for each course.
- We have identified our priority 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 semester or year-long course.

Should have 1st term completed by the end of 2012-2013 school year

- We have mapped our curriculum- unwrapped standards to identify content and skills for each priority standards.
- We have created units of study- includes unwrapped priority standards- content and skills.
- We have created learning targets for each priority standard- categorized by the 5 types of targets: knowledge, reasoning, skill, product, or disposition.
- We have determined what proficiency is for each learning target.
- 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 kid friendly I Can statements for each learning target.
- We have developed a capacity matrix for student self-assessment.
- 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.

Begin Teaching/Learning Cycle

- We have pre-assessed the learning target before beginning new learning.
- We have developed lesson plans using data from pre-assessment. Critical parts of our lesson plans are: **(GANAG)** **G**oal/Learning Targets, **A**ccess Prior Knowledge about learning targets (prior learning), **N**ew information (either declarative knowledge or procedure knowledge), **A**pply thinking/practice, **G**oal/Learning Targets Review + Homework and assessment. (This format is updated ITIP based on current neurological research)
- We have taught the lesson plan and used formative assessment to adjust instruction.
- We have collected summative assessment data at the end of a unit of study.
- We have analyzed summative data and arrive at a decision point- Is intervention needed: How do we organize the building/department to re-teach and or enrich students?
- Repeat teaching/learning cycle.