

“A TEACHER’S GUIDE TO STANDARDS- BASED LEARNING”

CHAPTER 1: PLANNING INSTRUCTION WITH PROFICIENCY SCALES

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CHAPTER 1 INSIGHTS:

- Chapter 1 focused on planning instruction with proficiency scales. What was one thing that stood out to you in this chapter? Why?

END IN MIND:

- Understand the difference between standards-based & standards referenced grading.
- Understand the difference between priority and supporting standards.
- Understand how to read and create proficiency scales.

OUT WITH THE OLD, IN WITH THE NEW

- Unlike traditional planning, standards-based learning starts with the standard as the centerpiece of the learning, and from there the teachers aligns the content to the learning progression on the standard.
- The focus of instruction will evolve from a content-centered approach to one that develops student knowledge and abilities on the standards.
- With standards based-learning, content & teaching strategies won't change much but how teachers think about WHAT and HOW they teach will change profoundly.
- Standards based learning requires a paradigm shift.
- Many of us (teachers and students) are accustomed to the traditional A-F grading scale. What does an A mean? B? C? D? F?
- With standards-based learning, your students will begin to accept responsibility for their own learning.

OUT WITH THE OLD, IN WITH THE NEW

- While curriculum and instruction will be very similar, assessments will change a great deal.
- Tests will assess certain standards by asking students to use the content they've learned to show their growth on the standards.

STANDARDS REFERENCED VS. STANDARDS BASED

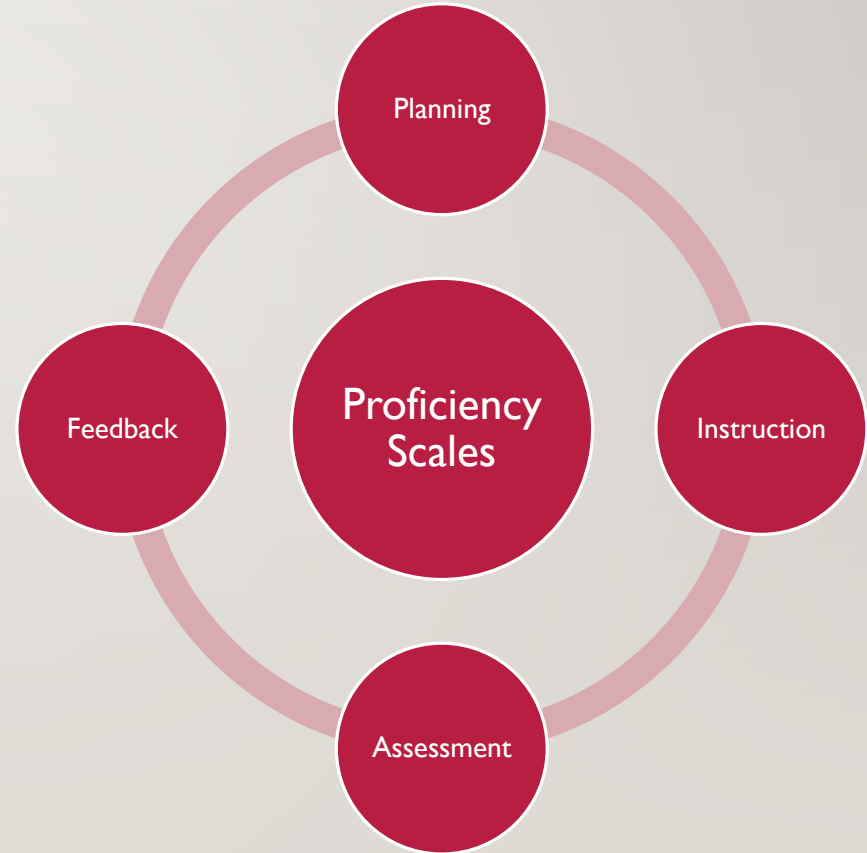
- **Standard referenced** means that teachers report student progress in reference to the priority standards for a **specific grade level or course**.
- **Standards-based grading** means that a student can demonstrate mastery of a set of standards and **move immediately to a more challenging set of standards**.
 - Example: If a third-grade student masters the entire set of third-grade mathematics standards in two months, that student immediately begins to work on fourth-grade mathematics standards.

IDENTIFYING PRIORITY & SUPPORTING STANDARDS

- As teachers, we are tasked with teaching a large array of state standards. We will notice that not all standards are of equal importance.
- Marzano (2003) has shown that “*there is insufficient instructional time in the K-12 years to bring all students to proficiency on every required state standard.*”
- It is our job as educators to determine the priority of standards so that we can focus our instructional time on those standards.
- The remaining standards are identified as supporting standards. We will still teach these standards but students may or may not reach proficiency.

UNDERSTANDING PROFICIENCY SCALES

- Proficiency scales...
 - Serve as a starting point to develop a plan that guides student growth on standards.
 - Are needed to plan and deliver instruction, create assessments, and report progress.



UNDERSTANDING PROFICIENCY SCALES

- A proficiency scale defines a learning progression or set of learning goals for a specific topic, relative to a given standard.
- Proficiency scales show teachers and students what proficiency looks like (3), what knowledge and skills students need to achieve proficiency (2) and how students might go beyond proficiency (4).
- Proficiency scales should be created for your priority standards.
- Proficiency scales may not be needed for supporting standards.

GENERIC FORM OF A PROFICIENCY SCALE

SCORE	DESCRIPTION
4.0	Advanced content
3.0	Target content
2.0	Simpler content necessary for proficiency
1.0	With help, partial success with score 2.0 content and score 3.0 content
0.0	Even with help, no success

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- **Score 3.0** is the *heart of the proficiency scale*. It defines the target content that teachers expect all students to know and be able to do (grade level standard).
- **Score 2.0** describes simpler content – the *foundational knowledge and skills* that students will need to master before progressing to proficiency (usually includes vocabulary and basic facts).
- **Score 4.0** provides students the opportunity to go above and beyond expectations by *applying their knowledge in new situations* or demonstrating understanding beyond what the teacher teaches in class.
- **Score 1.0** indicates that a student can demonstrate some knowledge or skill *with help from the teacher*, but not independently.
- **Score 0.0** means that, *even with help, a student cannot* show any understanding.

LEVEL 1 (OR 0)

The student has all of the materials to bake cupcakes but doesn't know what to do with the materials.



LEVEL 2

The student has the materials to bake cupcakes but needs some help from someone to get started.



LEVEL 3

The student has the materials and understands how to make and bake cupcakes. The student bakes the cupcakes.



LEVEL 4

The student has decided to do something completely different with the cupcake mix and makes a birthday cake instead. The cake has a written saying, and candles have been added. He/she understood the directions but went above and beyond what was asked of them.



STANDARDS-BASED LEARNING PROGRESSION

1

Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



2

Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



3 (Target)

Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.



4

Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.



VIDEO: CREATING PROFICIENCY SCALES

EDUCATIONAL COMPONENTS TO THE GOAL

BASIC TERMINOLOGY AND PROCESSES

1

STUDENTS NEED SUP

0



VideoScribe

VIDEO: 1ST GRADE STUDENT MATH SCALE REFLECTIONS



PROFICIENCY SCALE EXAMPLES



PROFICIENCY SCALE FOR A 3RD GRADE STANDARD

Subject:	
Standard:	
Grade:	
4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. The learner will:
<i>3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
3.0	Target learning goal The learner will:
<i>2.5</i>	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
2.0	Score 2.0 - Simpler goal (Foundational knowledge, simpler procedures, isolated details, vocabulary) The learner will:
<i>1.5</i>	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
1.0	With help, partial success at score 2.0 content and score 3.0 content
<i>.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>

PROFICIENCY SCALE FOR AN 8TH GRADE ELA TOPIC

TOPIC: THEME & CENTRAL IDEA

STANDARD RL.8.2 - *DETERMINE A THEME OR CENTRAL IDEA OF A TEXT AND ANALYZE ITS DEVELOPMENT OVER THE COURSE OF THE TEXT, INCLUDING ITS RELATIONSHIP TO THE CHARACTERS, SETTING, AND PLOT; PROVIDE AN OBJECTIVE SUMMARY OF THE TEXT.*

SCORE	DESCRIPTION
4.0	In addition to score 3.0 performance, the student will make in-depth inferences and applications that go beyond what was taught in class.
3.0	The student will: -Analyze the development of theme or central idea over the course of a grade-level-appropriate text, including its relationship to characters, setting, plot, and supporting details (RL.8.2, RI.8.2) -Provide an objective summary of a grade-level-appropriate text (RL.8.2, RI.8.2)
2.0	The student will recognize or recall specific vocabulary, such as analyze, central idea, character, development, objective, plot, relationship, setting, summarize, summary, supporting detail, text, theme. The student will perform basic processes such as: -Determine a theme or central idea of a grade-level-appropriate text (RL.8.2, RI.8.2) -Summarize a grade-level-appropriate text using a teacher-provided graphic organizer (RL.8.2, RI.8.2)
1.0	With help, the student will achieve partial success at score 2.0 content and score 3.0 content.
0.0	Even with help, the student has no success.

PROFICIENCY SCALES WITH HALF-POINT SCORES

- Proficiency scales with half-point scores helps teachers measure student knowledge more precisely and helps students see their progress and inspires them to keep working.
- Students who receive a half-point score have demonstrated knowledge that is between two levels.
- Score 3.5 means that a student has demonstrated proficiency and had partial success with advanced content.
- Score 2.5 means that a student has mastered the simpler content and demonstrated some understanding of the target content.

PROFICIENCY SCALE FOR A 5TH GRADE SCIENCE TOPIC

SCORE	DESCRIPTION
4.0	The student will solve an engineering problem involving decisions about which material, based on its properties, will best satisfy a set of requirements and constraints.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3.0	The student will classify materials based on their properties (magnetism, conductivity, density, solubility, boiling point, melting point).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	Student will recognize and recall basic vocabulary, such as magnetism, conductivity, density, solubility, boiling point, melting point. Students will perform basic processes, such as: -Making observations to identify the properties of a material. -Taking measurements to identify the properties of a material.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding 3.0 content.
1.0	With help, the student will achieve partial success at score 2.0 content and score 3.0 content.
0.5	With help, partial success at score 2.0 content but not at score 3.0 content.
0.0	Even with help, the student has no success.

Quiz time!

Kahoot!