

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

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## **CHAPTER 2: INSTRUCTING WITH PROFICIENCY SCALES**

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## CHAPTER 2 INSIGHTS:

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- Chapter 2 focused on using proficiency scales in instruction.  
What was one thing that stood out to you in this chapter?  
Why?

## END IN MIND:

- Discuss pros and cons of pre-assessments
- Understand ways to introduce proficiency scales to students
- Understand how to use proficiency scales to guide instruction

# PRE-ASSESSMENTS

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- What kinds of pre-assessments do you currently use in your instruction?

# PROS AND CONS OF PRE-ASSESSMENTS

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## PROS:

- Gaining a clear understanding of the prior knowledge of individual students
- Understanding the background knowledge of your class as a whole
- Being able to plan options for differentiation

## CONS:

- Losing valuable instructional time
- Low initial scores causing low self-esteem in students

# PROS AND CONS OF PRE-ASSESSMENTS

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If we focus on growth and foster a growth mindset in our students, they can be encouraged that their initial pre-assessment score can quickly change!

VIDEO: GROWTH MINDSET FOR STUDENTS

<https://youtu.be/2zrtHt3bBmQ>



# INTRODUCING THE PROFICIENCY SCALE TO STUDENTS

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- What are your experiences with using proficiency scales with your students? Have you showed them one yet?

# INTRODUCING THE PROFICIENCY SCALE TO STUDENTS

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- Students should understand how proficiency scales:
  - Set their learning target (3.0 score)
  - Help them show what they know and what they still need to learn
  - Identify their next steps toward proficiency
  - Help them set and achieve personal goals
- Make sure that we communicate that “... it is perfectly fine for students to be at a score 1.0 or 2.0 on the proficiency scale, as long as they are working on getting to 3.0” (p. 37).
- Students are not going to understand the proficiency scales unless they are communicated in student-friendly language, like “I can” statements



# SHARING THE PROFICIENCY SCALE

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- Begin with the end in mind by sharing the proficiency scale at the beginning of the unit
- Provide sample work for each level of the scale
- Keep the student-friendly proficiency scale prominently displayed in the classroom
- It's the teacher's responsibility to continually refer to the proficiency scale
- If it's easier, use a generic scale!

	<b>Scales for any Learning Goal</b>
4	I understand this concept so well that I can apply it to other problems, and explain it to you in my own words!
3	* I understand what is going on here and I can show it! *
2	I am not sure if I understand this completely, but I have enough confidence to try and figure it out.
1	This looks familiar but I need help to do this.
0	This is new to me and I cannot do these problems right now.

# BEGINNING CONTENT INSTRUCTION

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- Reflect on your lessons so far this school year. Where have you usually started your instruction (2.0 level or 3.0 level)?

# BEGINNING CONTENT INSTRUCTION

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- Start at the 2.0 level on the proficiency scale by reviewing baseline knowledge and introducing new vocabulary
- Conduct formal or informal formative assessment on the 2.0 level. This will allow the teacher to make informed decisions on what to re-teach before proceeding to the 3.0 level.
- You might need more direct instruction prior to moving forward on the scale.

# DEVELOPING PROFICIENCY

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- Once you've established your 2.0 content, proceed to lessons that provide students the opportunity to deepen their understanding of the content.
- Make sure you have assessments that are aligned with the proficiency scale. *“Assessments aligned with the proficiency scales clearly and easily pinpoint any areas of deficiency and identify specific students in need of remediation, students who are at or beyond grade level on the standard, and students who are ready to begin grade-level instruction to the standard.”* (p.43)
- If your assessment shows that your class is performing closer to a 2.0 than a 3.0, reteach!
- There may be some students who, despite their best efforts, remain at a 1.0. Help these students develop some less-challenging goals that relate to the proficiency scale so they can still see progress.

# MOVING PAST PROFICIENCY

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- Once students reach proficiency, the rest of the unit should be used to offer them the opportunity to work at or above the 3.0 score.
- “Waiting until everyone is at the same point means that many students already proficient will *wait* for other students to catch up” (p. 45).
- Use your best judgement! Does your data show that some students would benefit from more independent work?
- Even if they don’t reach a 4.0, proficient students will still benefit from participating in those high-level activities.