GREAT SCHOOLS PARTNERSHIP

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

How Do You Know?

Ensuring Scoring Criteria are Clear and Aligned

March 26-27, 2015
High School Redesign in Action Conference

TODAY'S PRESENTERS

From the Great Schools Partnership

Katie Thompson, Senior Associate

Angela Hardy, Senior Associate

GREAT SCHOOLS PARTNERSHIP

Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.

GREAT SCHOOLS PARTNERSHIP

GSP has served as the coordinator of the **New England Secondary School Consortium** since its inception in 2009

We Believe

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

We Believe

That schools must simultaneously attend to **policy**, **practice**, and **community engagement**

We Believe

School improvement is **context-based**,
not one-size fits all

Outcomes

Explain the role of scoring criteria in a proficiency-based learning system

Outcomes

Articulate a process for developing scoring criteria aligned to standards

Outcomes

Provide feedback to colleagues on initially drafted scoring criteria using a design guide

Agenda

Review Proficiency-Based Simplified Model

Assessment Design

Scoring Criteria

Resources and Practice

Questions?

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

Graduation Requirement	Reporting Method		Assessment Method
YES	**Transcripts** and **Report Cards**	**Cross-Curricular** Graduation Standards 5–8 standards taught in all content areas	**Body of Evidence** Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
YES	**Transcripts** and **Report Cards**	**Content-Area** Graduation Standards 5–8 standards for each content area	**Verification of Proficiency** Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
NO	**Progress Reports**	**Performance Indicators** 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards	**Summative Assessment** Graded summative assessments are used to evaluate the achievement of performance indicators
NO	**Teacher Feedback**	**Learning Objectives** Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators	**Formative Assessment** Ungraded formative assessments are used to evaluate student learning progress

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

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YES	**Transcripts** and **Report Cards**	**Verification of Proficiency** Students demonstrate achievement of content-area standards through their aggregate performance on summative assessments over time
NO	**Progress Reports**	**Formative Assessment** Formative assessments are used to evaluate performance indicators
NO	**Teacher Feedback**	**Assessment** Assessments are used to monitor progress

Cross-Curricular
Graduation Standards
5–8 standards taught in all content areas

Content-Area
Graduation Standards
5–8 standards for each content area

Performance Indicators
5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

English Language Arts
Sample Graduation Standards and Performance Indicators

English Language Arts: Reading Foundations

READING FOUNDATIONS
Understand concepts of print and basic conventions of English (CCRF). *Proficiency in this area should be demonstrated by the end of grade 5, at which point students should apply these skills into their daily reading routine.*

Fifth-Grade Performance Indicators

A. Demonstrate an understanding of the organization and basic features of print. (RF.1)

B. Demonstrate an understanding of spoken words, syllables and sounds (phonemes). (RF.2)

C. Know and apply grade level phonics and word-analysis skills in decoding words. (RF.3)

D. Read with sufficient accuracy and fluency to support comprehension. (RF.4)

Eighth-Grade Performance Indicators

Applied in reading comprehension and interpretation performance indicators.

High School Performance Indicators

Applied in reading comprehension and interpretation performance indicators.

English Language Arts Graduation Standard 1

READING COMPREHENSION
Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA 10)

Fifth-Grade Performance Indicators

A. Determine the theme of a story, drama or poem from details in the text; summarize the text. (RL.2)

B. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.2)

Eighth-Grade Performance Indicators

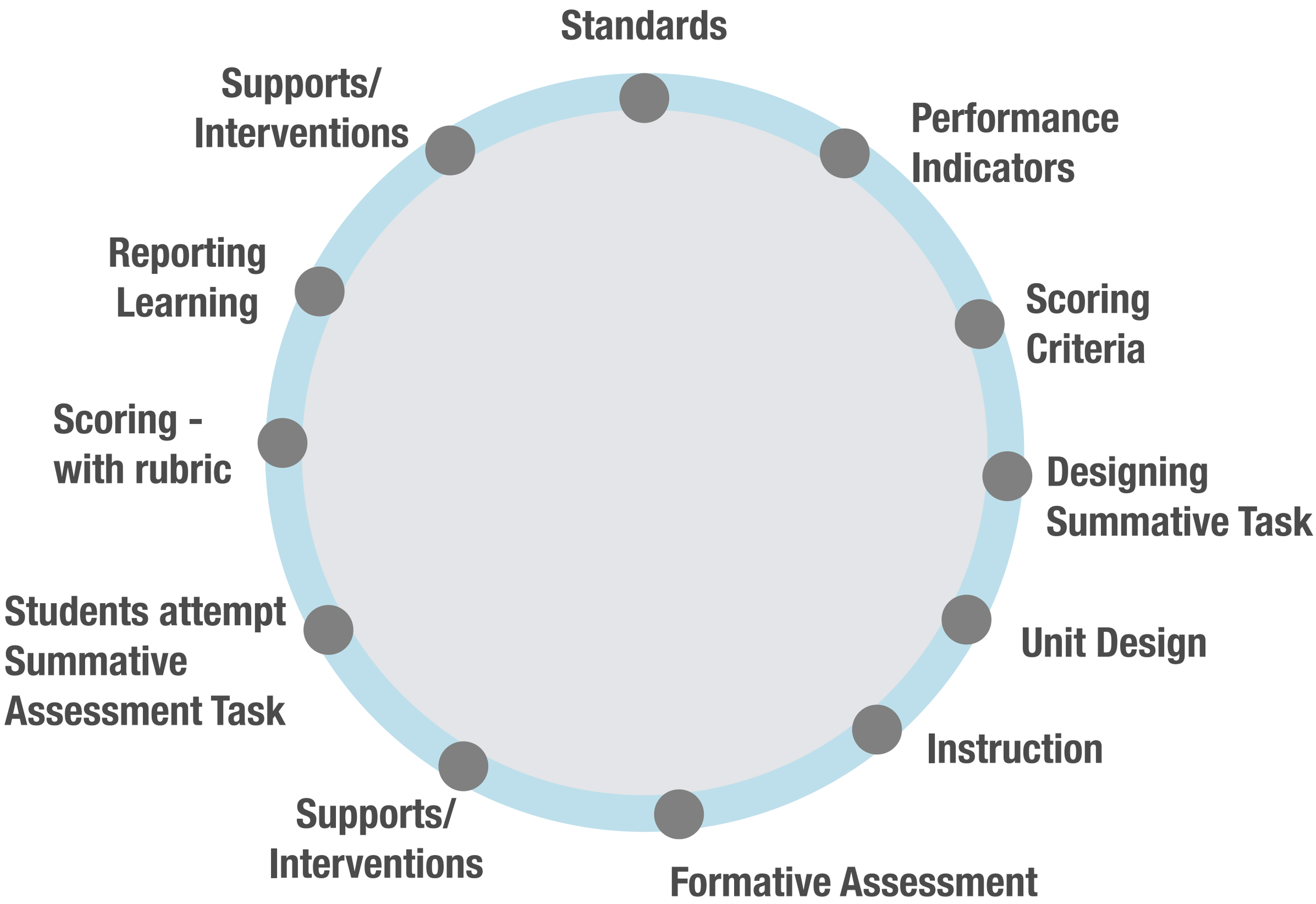
A. Determine the theme or central ideas of the text, analyze its development including its relationship to character, setting, and plot, and provide an objective summary. (RL.2)

B. Determine a central idea of the text, analyze its development including its relationship to

High School Performance Indicators

A. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2)

From Standards to Units



STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

3 DEVELOPING

School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.

5 PERFORMING

The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

☐	1	2	3	4	5
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

TEACHING + LEARNING

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

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1 2

NOT ADDRESSED INITIATING DE

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

LESS
Student Choice
in Learning

OPTION **1**	**COMMON** Learning Experiences	**COMMON** Demonstration Tasks	**COMMON** Scoring Guides
OPTION **2**	**COMMON** Learning Experiences	**UNIQUE** Demonstration Tasks	**COMMON** Scoring Guides
OPTION **3**	**UNIQUE** Learning Experiences	**COMMON** Demonstration Tasks	**COMMON** Scoring Guides
OPTION **4**	**UNIQUE** Learning Experiences	**UNIQUE** Demonstration Tasks	**COMMON** Scoring Guides
OPTION **5**	**UNIQUE** Learning Experiences	**UNIQUE** Demonstration Tasks	**UNIQUE** Scoring Guides

MORE
Student Choice
in Learning

VALID and RELIABLE results that are **COMPARABLE** across STUDENTS, COURSES, SCHOOLS, DISTRICTS, or STATES

VALID and RELIABLE results

Assessment Pathways Simplified

A Great Schools Partnership Learning Model

LESS
Student Choice
in Learning

OPTION **1**
COMMON Learning Experiences → **COMMON** Demonstration Tasks → **COMMON** Scoring Guides

OPTION **2**
COMMON Learning Experiences → **UNIQUE** Demonstration Tasks → **COMMON** Scoring Guides

OPTION **3**
UNIQUE Learning Experiences → **COMMON** Demonstration Tasks → **COMMON** Scoring Guides

VALID and RELIABLE results that are **COMPARABLE** across STUDENTS, COURSES, SCHOOLS,

OPTION **4**
UNIQUE Learning Experiences → **UNIQUE** Demonstration Tasks → **COMMON** Scoring Guides

MORE
Student Choice
in Learning

OPTION **5**
UNIQUE Learning Experiences → **UNIQUE** Demonstration Tasks → **UNIQUE** Scoring Guides

VALID and RELIABLE results

Designing Scoring Criteria

Before You Start

Consistency in Structure	Levels of proficiency are named and consistently applied throughout the school within the common scoring scale *(i.e. Does not meet, Partially meets, Meets, Exceeds or 1, 2, 3, 4)*
Common Phrasing	• Phrases defining each level of proficiency are structured in a similar manner • For example, phrases all begin with an active verb, “I can,” “Students are able to”

Alignment

"…if I don't look carefully at the types of thinking required by the standard, I most likely will miss teaching and assessing at the **appropriate level of rigor**."

—Jan Chappuis (2014)

Designing Scoring Criteria

Scoring criteria describe levels of proficiency for each performance indicator.

Performance Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Students will be able to develop appropriate research questions. (CCSS.ELA-Literacy.WHST. 11-12-7)	I can **list** some specifics about a topic that would help develop my understanding	I can **identify** broad questions that are relevant to my studies and focus my research	I can **construct** open-ended questions that build on one another and require evidence and support	I can **analyze** my own research questions to refine them based on my earlier questions and learning

Creating a Rubric

For a Summative Assessment

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)	Student is able to locate an element on the periodic table	Student is able to locate an element on the periodic table, identify its basic properties, and determine the number of electrons in the outermost energy level.	Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the patter of electrons and other characteristics of that element.	Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron state of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS-1-2)	Student is able to determine the outcome of a simple chemical reaction.	Student is able to determine the outcome of a simple chemical reaction and explain it in relation to the element's location on the periodic table	Student is able to use their knowledge of the periodic table to predict the outcome of simple chemical reactions. Student is able to explain the outcomes by explicitly referencing the periodic table and its inherent patterns.	Student is able to compare the results of different chemical reactions and explain the differences in outcomes by explicitly referencing the periodic table and its inherent patterns such as outermost electrons, trends, and properties of reactants.
B. Use evidence and logic appropriately in communication	Recognize ideas, concepts, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.	Student includes information from several sources and analyzes or compares the information from these sources.	Analyze and integrate carefully selected evidence from diverse sources and incorporate the relevant pieces into the finished work, analyzing or comparing the information from these sources	Apply evidence in a novel or unfamiliar situation to design a model or solution.

Creating a Rubric

For a Summative Assessment

Performance Indicator	Emerging	Developing	Accomplished	Exemplary
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (HS-PS1-1)	Student is able to locate an element on the periodic table.	Student is able to locate an element on the periodic table, identify its basic properties, and recognize the number of electrons in the outermost energy level.	Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the patter of electrons and other characteristics of that element.	Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.
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B. Use evidence and logic appropriately in communication	Recognizes claims, problems, or varied perspectives related to a topic or concept but does not use reasoning to generate a clear claim.	Identifies claims and finds information from several sources and analyzes or compares the information from these sources.	Analyze and integrate carefully selected evidence from sources and incorporate the relevant pieces into the finished work, analyzing or comparing the information from these sources	Apply evidence in a novel or unfamiliar situation to design a model or solution.

Science Performance Indicator

Science Performance Indicator

Cross-Curricular Performance Indicator

Crafting Scoring Criteria

Design Guide: 5 Components

Scoring criteria:

- Are **task neutral**
- Are aligned with **cognitive demand** in the performance indicator
- Include **all elements** of the performance indicator
- Describe **complexity** rather than frequency
- Focus on what students **can do**

Crafting Scoring Criteria

Design Guide- 5 Components

1

Are your scoring criteria task neutral?

Can the scoring criteria be applied to a variety of tasks?

Crafting Scoring Criteria

Design Guide- 5 Components

2

Do the criteria use a clear taxonomy of thinking skills?

Does the level of thinking expressed in the “meets” match that of the performance indicator?

Are the criteria grounded in levels of thinking from a chosen taxonomy (Revised Bloom’s, Webb’s Depth of Knowledge, or Marzano’s?)

Crafting Scoring Criteria

Design Guide- 5 Components

3

Are all elements of the performance indicator included?

Are the “I can” and “I know” statements reflected in the criteria?

Crafting Scoring Criteria

Design Guide- 5 Components

4

Do the criteria describe complexity and quality rather than frequency?

Do the criteria describe what a student knows and can do at each level of proficiency, rather than how often they can do it?

Crafting Scoring Criteria

Design Guide- 5 Components

5

Do the criteria describe the complexity and quality positively?

Are the criteria stated positively rather than describing deficiencies?

Applying the Design Guide

In your packets, find the **sample scoring criteria** and the Design Guide for Scoring Criteria.

Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Is the criteria **task neutral**?	lists tasks or elements specific to this assessment ex: Analyzes the Articles of Confederation and Constitution for similarities and differences	can be applied to a variety of assessments and tasks ex: Analyzes primary source documents independently and in relation to other primary source documents
Do the criteria use a **clear taxonomy of thinking skills**? Does the **level of thinking expressed in the "meets" match that of the Performance Indicator**?	uses verbs not included on taxonomies of thinking (such as understands) uses verbs from different level of thinking than that of the Performance Indicator to describe "meets" work	applies the levels of thinking in a chosen taxonomy (Bloom's, Webb's, etc.) consistently
Are **all elements of the Performance Indicator** included?	leaves out elements of the Performance Indicator	includes all elements of the Performance Indicator
Do the criteria describe **complexity and quality** rather than frequency?	emphasizes only frequency rather than cognitive demand ex: criteria include use of rarely, never, frequently, 1,2,3, etc.	describes what a student knows and is able to do at each level of proficiency
Do the criteria **describe the complexity and quality positively**?	at "partially meets" or "does not meet" levels, describes only deficiencies in student work rather than what a student can do.	describes what a student includes and does at each level of proficiency

Applying the Design Guide

Working with your colleagues, **apply the design guide** to the first set of scoring criteria

- Would you classify these as strong or weak?
- If they are weak, how can they be strengthened?

Designing Scoring Criteria

Process

Step One:

Unpack the Performance Indicator

What skills and knowledge does this Performance Indicator describe?

Designing Scoring Criteria

Skills + Knowledge Review

9/10 Fiction/Non Fiction

Performance Indicator	I Can..	Need to Know
c. Determine or clarify the meaning of word and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word and phrase choices on meaning and tone (4,Language 4,5)	• I can figure out precisely what an author means by each word in a text. • I can tell the difference between when an author intends a word to be understood literally and when an author is using a words as part of a figure of speech. • I can analyze how the author's word choices affect his or her meaning or tone.	• parts of speech • sentence structure • context clues, parallel text, footnotes • the tools of figurative language (similes, metaphors, personification) • vocabulary; connotation/ denotation, figurative • tone

Designing Scoring Criteria

Process

Step Two:

Describe Proficiency

Describe the **level of cognitive demand** that will be met at each level of proficiency within this indicator.

Craft a statement describing student work that “meets” expectations for that particular performance indicator.

Avoid Terms
Focused on Frequency

- **Frequently**
- **Reliably**
- **Rarely**
- **Never**

Use Terms
Focused on Cognitive Demand

- **Create**
- **Evaluate**
- **Explain**
- **Describe**

Classroom Observation Bloom's Taxonomy Level
Reference Chart

HIGHER-ORDER COGNITION

LOWER-ORDER COGNITION

LEVELS + DEFINITIONS	SAMPLE QUESTIONS	SAMPLE ACTIONS	SAMPLE PRODUCTS
CREATING Putting new elements together to form a coherent or functional whole; reorganizing elements into new patterns and structures	How would you design... What would happen if... How could you think differently about...	Hypothesizing Designing Constructing	Story Poem Film Multimedia Project Song Painting Sculpture
EVALUATING Making judgments based on criteria or standards	How would you justify your posiiton? What data support your conclusions? How would you prioritize the evidence?	Testing Critiquing	Debate Report Investigation Conclusion Verdict
ANALYZING Breaking down material into its constituent parts and determining how the parts relate to one another and to an overall structure and purpose	What are the pros and cons? How do the parts fit together?	Differentiating Parsing Deconstructing	Survey Database Graph/Chart Spreadsheet Outline
APPLYING Carrying out and using a procedure in a given situation	What actions will lead to the result? What could happen next? Which events could not have happened?	Executing Implementing	Experiment Illustration Demonstration Interview Journal
UNDERSTANDING Constructing meaning from instructional messages, including oral, written, and graphic communication	Can you outline? Can you clarify? What is the main idea?	Clarifying Categorizing Summarizing Matching Explaining	Explanation Definition Recitation Collection
REMEMBERING Retrieving relevant knowledge from long-term memory	How many? Who was it that? How would you recognize? When did this happen? Can you describe?	Recognizing Recalling	Worksheet List Reproduction

Churches, Andrew. Bloom's Taxonomy, Blooms Digitally. Tech & Learning. (2008)

Adapted from Anderson, L.W. and Krathwohl, D. (Ed.), (2001). A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of educational objectivies, complete edition. New York: Longman.

Curriculum Institute. Bloom's Critical Thinking Cue Question. (2012). CurriculumInstitute.org.

NOTE: Sample products are illustrative purposes only—they are not intended to be an observation checklist. Obervers should not make recording decisions based on the presence or absence of these sample products, but rather on the level of cognition students are utilizing.

Designing Scoring Criteria

Process

General	Disaggregate
One descriptive statement for each performance indicator	More detailed description based on unpacking of PI.
I can analyze the impact of word and phrase choices on the meaning and/or tone in a text.	I can figure out precisely what an author means by the word choices in a text. I can tell the difference between when an author intends a word to be understood literally and when an author is using a word as part of a figure of speech

Designing Scoring Criteria

Process

Step Three:

Describe Levels of Proficiency

Craft statements that describe what a student CAN do above and below “meets”

Designing Scoring Criteria

Example

Health Education Graduation Standard 5- ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS: Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.

Performance Indicator	1	2	3	4
Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies	I can **list** goals I have for my own health.	I can **explain** ways I can reach a goal I set for my own health.	I can **create** a plan to meet immediate and long-term health goals.	I can **adapt** my plan and **evaluate** my progress so I can continue to positively impact my personal health.

Designing Scoring Criteria

Example

Science Graduation Standard: PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS: Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)

Performance Indicator	1	2	3	4
Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (HS-PS1-1)	Student is able to **locate** an element on the periodic table.	Student is able to **locate** an element on the periodic table, **identify** its basic properties, and **determine** the number of electrons in the outermost energy level.	Student is able to use the periodic table to accurately **predict** relative physical and chemical properties of elements. Student is able to **describe** the relationship between the pattern of electrons and other characteristics of that element	Student is able to **analyze** observed relative physical and chemical properties of elements and **classify** them appropriately in the periodic table.

Designing Scoring Criteria

Example

Math Graduation Standard 2- **ALGEBRA**: Interpret, represent, create and solve algebraic expressions.

Performance Indicator	1	2	3	4
Students will be able to **interpret** the structure of expressions.	I can **define** an expression.	I can **identify** the individual parts of an expression.	I can **examine** an expression and **justify** conclusions about the meanings of the different parts according to the context of the problem.	I can **create** an expression and **justify** conclusions about the meaning of all the different parts according to the context of the problem.

Designing Scoring Criteria

Example

Graduation Standard 6- HISTORY: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

Performance Indicator	1	2	3	4
Use evidence to **analyze** interpretations of historical events based on different perspectives	I can **state** different points of view of an historical event.	I can **contrast** different points of view of an historical event, citing general evidence to support my point.	I can **compare** and **contrast** interpretations of historical events from different points of view, using specific evidence to support my point.	I can **critique** different points of view regarding an historical event, using specific, convincing evidence to support my point.

Tune Your Work

With the Design Guide

GREAT SCHOOLS PARTNERSHIP

Design Guide for Scoring Criteria

Traits of Scoring Criteria	Weaker Statements	Stronger Statements
Are your criteria **task neutral?**	lists tasks or elements specific to this assessment ex: Analyzes the Articles of Confederation and Constitution for similarities and differences	can be applied to a variety of assessments and tasks ex: Analyzes primary sources documents independently and in relation to other primary source documents
Does the criteria use **a clear taxonomy of thinking skills**? Does **the level of thinking expressed in the "meets" match that of the Performance Indicator?**	uses verbs not included on taxonomies of thinking (such as understands) uses verbs from different level of thinking than that of the Performance Indicator to describe "meets" work	applies the levels of thinking in a chosen taxonomy (Bloom's, Webb's, etc.) consistently
Have you included **all elements of the Performance Indicator?**	leaves out elements of the Performance Indicator	includes all elements of the Performance Indicator
Does the criteria describe **complexity and quality** rather than frequency?	emphasizes only frequency rather than cognitive demand ex: criteria include use of rarely, never, frequently, 1,2,3, etc.	describes what a student knows and is able to do at each level of proficiency
Does the criteria **describe the complexity and quality positively?**	at "partially meets" or "does not meet" levels, describes only deficiencies in student work rather than what a student can do.	describes what a student includes and does at each level of proficiency

Protocol: Tuning Scoring Criteria

Process to Use in Your School	
1	**Assign Roles** - Facilitator, Presenter, Note taker, Time keeper
2	**Presenter** - Share a limited set of draft scoring criteria + pose a focusing question (5 min)
3	Participants ask **clarifying questions** (2-3 min)
4	**Examine** scoring criteria using Design Guide (10-15 min)
5	Provide warm and cool **feedback** (10-12 min evenly split)
6	**Presenter reflects** on the take-away (2-3 min)

USE STUDENT WORK TO GROUND THE DISCUSSION AND REVIEW

Resources

- Proficiency-Based Learning Simplified
- Assessment Pathways Simplified
- Global Best Practices
- Bloom’s Taxonomy
- Scoring Criteria Design Guide
- Scoring Criteria Design Protocol
- Sample Scoring Criteria

www.greatschoolspartnership.org/proficiency/

GREAT SCHOOLS PARTNERSHIP

Strengthening Today's Schools for the World of Tomorrow

ABOUT WORK RESOURCES PROFICIENCY PRESENTATIONS NEWS DONATE CONTACT

State + Local Policies State + Local Standards Assessment + Verification Grading + Reporting

Proficiency-Based Learning Simplified

A Great Schools Partnership Learning Model

The Great Schools Partnership created Proficiency-Based Learning Simplified to help schools develop efficient standards-based systems that will prepare all students for success in the colleges, careers, and communities of the 21st century. For this reason, our model is focused on prioritizing and assessing the most vitally important knowledge and skills, while also balancing these high academic expectations with the need for flexibility, responsiveness, and creativity in the classroom.

We know that learning standards are powerful instructional assets that can bring focus and coherence to an academic program. But we also recognize that standards are sometimes translated into burdensome instructional checklists that can stifle instructional flexibility and limit learning options. In our model, standards are not checklists but prioritized learning goals that help schools and teachers design more effective academic programs and learning experiences that will meet the distinct needs of each student.

Throughout this website, school leaders and teachers will find detailed guidance on developing a proficiency-based system. We have strived to keep our guidance concise and practical, focusing only on the most essential policies, processes, and practices. In addition, we see our model as an iterative process, and we intend to revise, improve, and expand our resources over time.

For general questions related to Proficiency-Based Learning Simplified, contact Stephen Abbott: sabbott@greatschoolspartnership.org

Questions?

GREAT SCHOOLS PARTNERSHIP

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