# Tool - Using Proficiency Scales to Define Levels of Performance

If guiding coalitions are going to "teach up" – planning first for advanced **teams** and then scaffolding instruction to allow all **teams** to access higher levels of learning – they must first create clear definitions of just what "high levels of learning" look like in action.  It is impossible to extend learning for **teams** without having a shared understanding of the next steps that **teams** can take to move forward, regardless of their current level of performance.  In *Formative Assessment and Standards-Based Grading*, Marzano (2010) argues that the best way to define levels of mastery is to develop proficiency scales for each essential outcome.  Use this template to work through that process with your guiding coalition.

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**Step 1:** Identify the essential learning.  Then, define content that is both simpler and more complex than your essential learning.

| Content that is **SIMPLER** than your essential learning. | Learning that you have identified as **ESSENTIAL**. | Content that is **MORE COMPLEX** than your essential learning. |
|---|---|---|
| Teams should have a basic understanding of the role that proficiency scales should play in the assessment process.  That includes:<br>● Not being used routinely<br>● Not seeing the value<br>● Not knowing where to start / Not willing to start<br>● Not being able to do it independently | Teams should have a deep understanding of the role that proficiency scales play in the assessment process.  That includes:<br>● Tied to ONE essential standard<br>● Shows the progression of learning that provides clarity of expectation<br>● Used for teacher assessment<br>● A continuation/extension of the unpacking of essential standards<br>● Used to inform your instructional decisions<br>● Used consistently<br>● Developed independently upon request | Teams should see proficiency scales as an essential part of their collaborative and classroom practice.  That includes:<br>● Used for student self-assessment<br>● Students showing proof of their learning without guidance<br>● Students take the initiative to increase their own rigor of learning<br>● Spills over to supporting standards / Taking the initiative to develop independently |

**Step 2:** Design a five-point rubric that can be used for scoring that describes the evidence that teachers should see in student responses demonstrating different levels of mastery.

| Points Earned | Evidence of Mastery (Doing Task) | Prove It! (Evidence of Learning) |
|---|---|---|
| **4** | ☐ We create proficiency scales for supporting standards.<br>☐ We guide students to use the tool for self-assessment.<br>☐ We inspire students to take ownership of their learning. | |
| **3** | **Independently and Consistently…**<br><br>☐ We can refer to our unpacking document to develop our proficiency scales.<br>☐ We can show the progression of learning for one essential standard.<br>☐ We can write concrete indicators.<br>☐ We can independently use proficiency scales to assess and make instructional decisions. | |
| **2** | ☐ We can unpack essential standards and create learning targets.<br>☐ We can understand the purpose of proficiency scales.<br>☐ We will create proficiency scales when told to. | |
| **1** | ☐ We can identify essential standards.<br>☐ We have practiced creating a proficiency scale.<br>☐ We will create proficiency scales with the help of a facilitator. | |