



Proficiency Scales

Sovereign Avenue Leadership Team

March 18, 2021

8:30 AM - 10:30 AM

Welcome!!!!

- **Sign In**
- **Agenda**

Session Outcomes

1

What is a proficiency scale?

2

How are scales developed?

STANDARDS-BASED LEARNING

Prioritized standards

Proficiency scales

High-quality classroom
assessment practices

Aligned feedback and
reporting system

What is a proficiency scale?



What is a proficiency scale?

A tool that displays a collection of related learning targets and scores for determining the current level of performance.

Clarify: A Proficiency Scale is NOT the same thing as a rubric.

Differences Between a Rubric and a Proficiency Scale	
Rubric	Proficiency Scale
Developed for a specific product, project, or task	Developed for a broader conceptual understanding of a priority standard or topic
Used for evaluating performance on a specific product, project, or task	Used for evaluating progress on a priority standard or topic
Used to communicate critical components of a specific product, project, or task	Used as a framework for instruction related to a priority standard or topic
Often includes qualitative or quantitative language (<i>sometimes, always, frequent, consistent</i>)	Includes language that articulates what a student must know and be able to do
May be used as an assessment tool	Used as a framework for classroom assessment practices

Similarities Between a Rubric and a Proficiency Scale

- Both are tools that are used for offering feedback to learners.
- Both have scores associated with multiple levels of performance.
- Both provide clear understanding of expectations for performance.
- Both may be provided to learners at the beginning of a learning opportunity.

Samples of Proficiency Scales

- **St. Charles School District**

Take some time to read through samples at your grade level. What do you notice?

Break Out Rooms



What is a proficiency scale?

A tool that displays a collection of related learning targets and scores for determining the current level of performance.

Generic Proficiency Scale

Score 4.0	More complex learning goal	
	Score 3.5	In addition to a score 3.0 performance, partial success at score 4.0 content.
Score 3.0	Target learning goal	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
Score 2.0	Simpler learning goal	
	Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
Score 1.0	With help, partial success at score 2.0 content, but not at score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
Score 0.0	Even with help, no success.	

Analyzing Ideas and Themes – Customized (8 ELA)

4.0	The student will: <ul style="list-style-type: none"> Take a position on which main idea or theme is the strongest in a text by finding evidence to support several different main ideas or themes (for example, list specific details to explain that the importance of family, the importance of owning land, and the importance of hope are all themes in Mildred D. Taylor's <i>Roll of Thunder, Hear My Cry</i>, but that the importance of family is supported by the most and strongest details).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: <p>AIT1—Describe how a main idea or theme develops over the course of a text (for example, describe the relationships among specific details from Frederick Douglass' <i>Narrative of the Life of Frederick Douglass, An American Slave</i> that communicate the main idea of knowledge leading to freedom).</p> <p>AIT2—Describe a main idea's or theme's relationship to other elements of a text (for example, explain how the characters' words, actions, and feelings; the setting; and the plot in Mildred D. Taylor's <i>Roll of Thunder, Hear My Cry</i> support the theme of the importance of family).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p>AIT1—The student will recognize or recall specific vocabulary (for example, <i>develop</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> List important details from major sections of a text. Identify categories of similar details. Describe ideas or events presented in a text. Write a one-sentence or one-phrase statement that reflects the relationship of a text. <p>AIT2—The student will recognize or recall specific vocabulary (for example, <i>connection</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> Identify important details related to characters in a text. Identify important details related to the setting of a text. Identify important details related to the plot of a text. Describe connections between important details and the main idea or theme of a text.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, 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, no success

APPLICATION



Vocabulary

Score 4.0	<ul style="list-style-type: none">○ The student will analyze how citizen participation within Latin American governments have changed over time including modern day events.
Score 3.0	<ul style="list-style-type: none">○ The student will compare and contrast various forms of government.○ The student will explain how different governments determine citizen participation.
Score 2.0	<ul style="list-style-type: none">○ The student will understand key vocabulary, such as, autocratic, oligarchic, democratic, parliamentary democracy, presidential democracy.○ The student will identify different ways citizens can participate in governments.

Claims, Evidence, and Reasoning

Score 4.0 – more complex

Demonstrations of learning that go beyond what was explicitly taught

The student will:

- Identify two competing claims about a text, support each with textual evidence, and explain which of the claims is better supported.

Score 3.0 – the learning goal(s) or expectation(s) for ALL

The student will:

- **Make claims about what a specific text says explicitly.**
- **Use relevant textual evidence to support those claims.**

Score 2.0 – the simpler stuff

Foundational knowledge, simpler procedures, isolated details, vocabulary

The student will:

- Recognize or recall specific vocabulary, such as: *claim, explicitly, inference, relevant, textual evidence.*
- Identify or recognize claims that are supported by textual evidence provided by the teacher.
- Locate or recognize textual evidence to support claims provided by the teacher.

Score 1.0

With help, the student can perform Score 2.0 and 3.0 expectations

Score 0.0

Even with help, the student cannot perform expectations

Break Time!





What is a proficiency scale?

A tool that displays a collection of related learning targets and **scores for determining the current level of performance.**

Levels on a Scale

Score 4.0: The *complex content* on a proficiency scale represents knowledge or skill that goes beyond the score 3.0 expectations. It is a performance that requires a student to *apply* their understanding of the content at score 3.0— that is, to do something with the knowledge or skill .

Score 3.0: The *target content* on a proficiency scale is what all students must know and be able to do by the end of the year or course. This level most closely aligns to the original standard.

Score 2.0: The *simple content* is foundational knowledge that a student must acquire in order to master the target content. This level includes both academic vocabulary and prerequisite knowledge and skills.

Score 1.0: Score 1.0 does not include academic content. Instead, it is a description of performance where the student requires instructional support or help in order to demonstrate any knowledge or skill from score 2.0 or score 3.0.

Score 0.0: This level represents a learner who is unable to demonstrate any knowledge or skill represented on the proficiency scale, even when instructional supports are implemented.

How are scales developed?

Clarity

**Priority
Standards**

**Unpacking
Standards**

**Proficiency
Scales**

Prioritized standard: 2.MD.H.8

Solve word problems up to \$10 involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately.

2.MD.H.8 Solve word problems up to \$10 involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately.

Student-Friendly Version

I can solve word problems with money.

Critical Vocabulary

all together, coin, decimal, remaining, value

Learning Targets

I can identify coin values (quarter, dime, nickel, penny).

I can use \$ and ¢ symbols appropriately.

I can add or subtract different coins to determine a total amount of money or money remaining.


Strand: Measurement		
Topic: Word Problems with Money		
Grade: Second		
		Sample Activities
Score 4.0	In addition to score 3.0, in-depth inferences and applications that go beyond the requirements of the standard, <i>such as</i> :	<ul style="list-style-type: none"> The student will count back change for values up to \$10.00.
	The student will: <ul style="list-style-type: none"> Solve a multi-step word problem involving dollar bills, quarters, dimes, nickels, and pennies. 	
Score 3.0	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> Shopping activity: Materials for each pair: word problems involving buying things, coins, and dollar bills, white boards, markers, erasers Procedures: Students work with a partner. One partner is the buyer and the other partner is the seller. The buyer draws a card, reads the problem and solves it on the white board, using the money if needed to solve the problem. The seller checks the answer to be sure it is correct. The partners switch roles and play again. They continue playing, taking turns as the buyer and the seller.
	The student will: <ul style="list-style-type: none"> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. 	
Score 2.0	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> Students match pictures of coins with cards displaying values (picture of quarter = \$.25 or 25¢).
	The student will: <ul style="list-style-type: none"> Recognize or recall specific terminology, <i>such as</i>: <ul style="list-style-type: none"> altogether, coin, decimal, remaining, value Perform basic processes, such as: <ul style="list-style-type: none"> Identify coin values (quarter, dime, nickel, penny). Use \$ and ¢ symbols appropriately. Add or subtract different coins to determine a total amount of money or money remaining. 	
Score 1.0	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

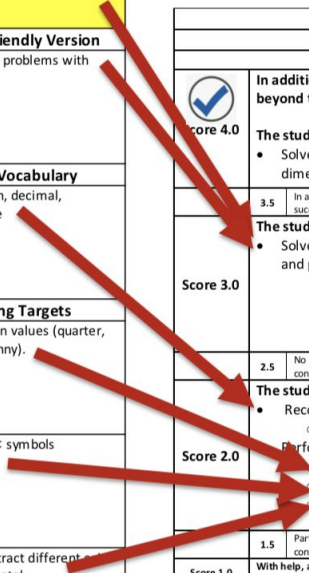
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Learning Targets
I can identify coin values (quarter, dime, nickel, penny).
I can use \$ and ¢ symbols appropriately.
I can add or subtract different amounts of money to determine a total amount of money or money remaining.

Strand: Measurement		
Topic: Word Problems with Money		
Grade: Second		
 Score 4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond the requirements of the standard, such as:</p> <p>The student will:</p> <ul style="list-style-type: none"> Solve a multi-step word problem involving dollar bills, quarters, dimes, nickels, and pennies. 	Sample Activities
		<ul style="list-style-type: none"> The student will count back change for values up to \$10.00.
Score 3.0	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p> <p>The student will:</p> <ul style="list-style-type: none"> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies. 	<ul style="list-style-type: none"> Shopping activity: <i>Materials for each pair:</i> word problems involving buying things, coins, and dollar bills, white boards, markers, erasers. <i>Procedure:</i> Students work with a partner. One partner is the buyer and the other partner is the seller. The buyer draws a card, reads the problem and solves it on the white board, using the money if needed to solve the problem. The seller checks the answer to be sure it is correct. The partners switch roles and play again. They continue playing, taking turns as the buyer and the seller.
Score 2.0	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p> <p>The student will:</p> <ul style="list-style-type: none"> Recognize or recall specific terminology, such as: <ul style="list-style-type: none"> altogether, coin, decimal, remaining, value Perform basic processes, such as: <ul style="list-style-type: none"> Identify coin values (quarter, dime, nickel, penny). Use \$ and ¢ symbols appropriately. Add or subtract different coins to determine a total amount of money or money remaining. 	<ul style="list-style-type: none"> Students match pictures of coins with cards displaying values (picture of quarter = \$.25 or 25¢).
Score 1.0	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p> <p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	



Content Area: ELA First Grade

Essential Standard: RI.1.1 and 1.2

Scale Title: Key Details and Main Idea

		Sample Tasks
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that indicate and extension of understanding.	
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">● ask and answer questions about key details in a text● identify the main topic and retell key details of a text <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <p>recognizes or recalls specific terminology, such as:</p> <ul style="list-style-type: none">● main topic, key details, fiction, non-fiction, retell <p>performs basic processes, such as:</p> <ul style="list-style-type: none">● identifies the main topic● retells key details● asks and answers questions about key details <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Using a graphic Organizer (Story Map) - using pictures or words to support, student can map main topic and details that support it.</p> <p>Student can select the Main Idea of a text from multiple options.</p>
1.5	With help, a partial understanding of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

Score
1.0

With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

Name: _____ Date: _____

ELA 1st Grade RI.1.1 & RI.1.2 Key Details

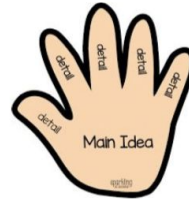
I can ask and answer questions about the key details in a text.

- I can:**
- ask and answer questions about key details in a text
 - identify the main topic and retell key details of a text

I understand the vocabulary:

- main topic
- key details
- fiction
- nonfiction
- retell

I can retell key details about a text.

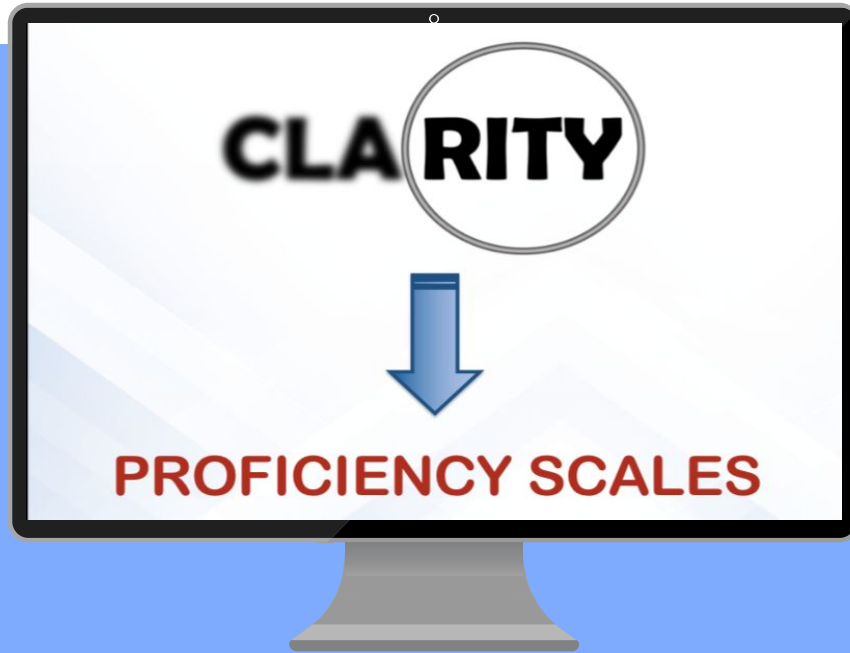


I can explain what the main topic of the text is.

04/2020

Resources

- [Proficiency Scales Article](#)
- [Jan Hoegh Proficiency Scale Folder](#)



Thank you!

Please fill out the
Exit Ticket!!!!