

THE LEARNING SCALE

The 4-point scale is used to score work in a proficiency system. Using this scale provides students the ability to refer to numerical values on a learning scales to clarify expectations. The scores give specific information about what a student knows and can do with regard to a learning target. Ultimately, learning target scores are used to determine a proficiency score and a grade for transcripts.

Going Beyond (4)

The student shows an in-depth understanding of the targeted knowledge and skills for the standard.

Proficient (3)

The student has sufficiently demonstrated his/her understanding of the knowledge and skills for the standard.

Making Progress (2)

The student shows partial understanding of the foundational material within the standard.

Getting Started (1)

The student is lacking evidence to support demonstration of his/her understanding of the knowledge and skills for the standard.

Incomplete (I)

The student has not provided enough evidence to accurately measure achievement of a standard.



FREQUENTLY ASKED QUESTIONS

1) What about non-academic factors such as effort, behavior, and participation?

These factors will be graded as transferable skills. It is important for students to demonstrate strong learning behaviors such as clear and effective communication and self-directed learning however, these should not be combined with academic achievement to determine academic proficiency.

2) How is work assessed?

Formative and summative assessments are used to evaluate student learning along a continuum. Emphasis is placed on summative assessments. Homework is practice and is assessed in relation to Transferable Skills. Practice is extremely important and valuable as it prepares students to perform on summative tasks.

3) How will this affect GPA?

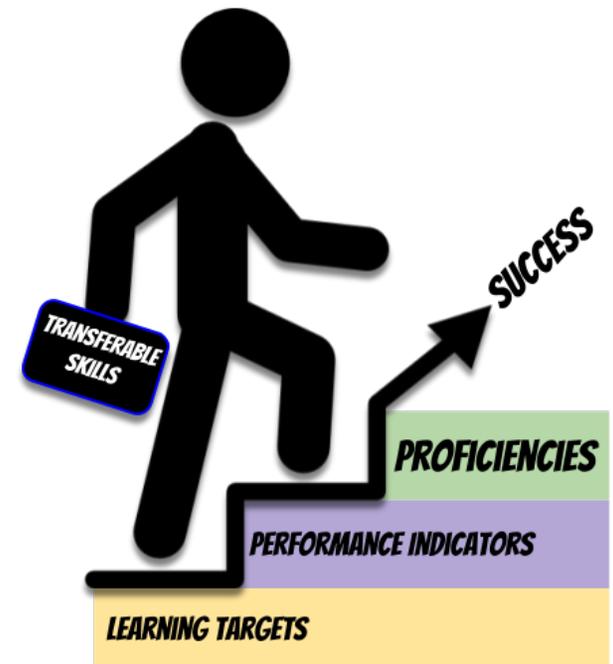
Proficiency-based grading is just a different way to assess student work and report achievement. A noticeable difference is that percentages are no longer used. Typically 1 to 4 grades are used for scoring purposes. Teachers collect evidence of learner understanding through observations, class work, projects, and test data are used to evaluate performance using the following scale: 4-3-2-1.

4) Will proficiency-based learning increase or decrease grades?

This method of assessment will not increase or decrease scores. It is meant to better articulate and communicate what students know and can do without the influence of other factors. Additionally, it is meant to provide a more accurate representation of student achievement by breaking the overall grade into different sections relevant to academic content and non-academic skills.

PROFICIENCY-BASED LEARNING

ARSU
Addison-Rutland
Supervisory Union



OUR MISSION

We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of district, state, and national educational standards and by challenging them to be productive members of society. We are committed to a comprehensive system of support to assure each student has the opportunity to develop the skills and talents necessary for college and career readiness.

WHAT IS PROFICIENCY-BASED LEARNING?

Proficiency-based learning is a system that provides more specific and uniform information about student progress. Proficiency-based learning reflects on standards to accurately identify a student's proficiency on those standards. This allows teachers to measure what a student is able to do in relation to the content standards to determine proficiency. This does not let other factors such as attendance, behavior, or homework completion influence a student's knowledge of a content standard.



GRADING/REPORTING SYSTEM



To accurately report student progress, PowerSchool. Students & parents will have access to an online portal, along with the ability to track progress using a mobile app.

PowerSchool provides a platform to support teacher feedback on student progress towards identified learning targets.

<https://powerschool.arsu.org>

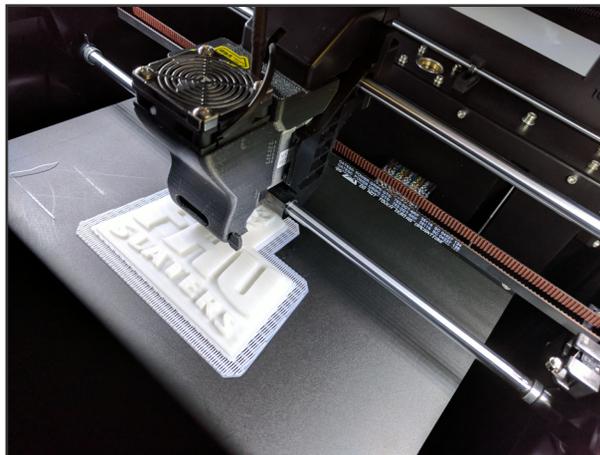
WHY USE PROFICIENCY-BASED LEARNING? LEARNING?

The move to a proficiency-based system necessitates modifying how classrooms and schools are organized. Proficiency-based learning provides students the opportunity to demonstrate proficiency through flexible pathways such as work-based learning, early college, or dual enrollment.

A proficiency-based system also allows students the ability to progress through learning at their own pace.

Another important tenet of proficiency-based learning is that students have multiple opportunities to improve their work as long as new learning occurs. For example, a student who scores below proficient on an assessment may have the opportunity to relearn the material and present an alternate version of the assessment.

We want to improve learner achievement for all learners in every classroom every day; and research supports proficiency-based learning and grading as a basis of communication that will help learners learn more effectively through more accurate feedback.



GLOSSARY OF TERMS

Proficiencies: *Learning objectives to measure a learner's knowledge and skill. Students will not see these as part of a lesson, but need to be accessible if more clarification is needed.*

Performance Indicators: *These are clear and simple standards that show mastery of a proficiency. The expectation is that they will be read by students as part of their lessons.*

Learning Targets/Scales: *Goals for a lesson that are a subcomponent of a performance indicator. They clarify what to learn, how deeply to learn it, and how to demonstrate evidence of new learning.*

Transferable Skills: *A broad set of knowledge, skills, and abilities that are believed to be critically important to success in today's world. They include: clear and effective communication, self-direction, creative and practical problem solving, responsible and informed citizenship and informed and integrative thinking.*

Formative Assessment: *The non-graded monitoring of progress, and providing ongoing feedback. They are used to modify instruction to meet the needs of learners.*

Summative Assessment: *Graded evaluations used to report the degree of learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.*