How do you measure up?
Grading Students with Proficiency Scales

* Please write your name on a slip of paper and put it in the blue bucket for our raffle!

* Please take a yellow sticky dot and self-assess your knowledge of proficiency scales on the poster.
Proficiency Scales

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Personalized Learning Coach

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Traditional Grading: Points to Ponder

* Are traditional grades...
  * reliable?
  * precise?
  * subjective?
  * able to ensure consistency?

* Do traditional grades involve the students in the learning process?
What is Traditional Grading?

Turn and Talk
What is Traditional Grading?

- Complex
- Subjective
- Sends a message to students about their abilities and capabilities
- Scores are weighted points and/or percentages
- Often includes non-content based criteria (extra credit, participation, effort, behavior)
What are Proficiency Scales?

- A rubric
- Are matched to the standards/learning goals
- Identifies the progression of learning
- Are generally free from bias
- Identifies the current level of knowledge
- Provides a tool for calibration, reliability, and validity
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I understand well enough to teach it! I can connect this objective to prior learning! I've Got This!</td>
</tr>
<tr>
<td>3</td>
<td>I understand the objective and ready for assessment; Not ready to explain to others though. I know this - almost an expert</td>
</tr>
<tr>
<td>2</td>
<td>I am beginning to understand but I still have questions. I'm not ready for assessment. I'm getting it, need more time</td>
</tr>
<tr>
<td>1</td>
<td>I know a little about this topic. I have trouble linking to prior knowledge though. Need more time. I'm having trouble</td>
</tr>
</tbody>
</table>
Why Proficiency Scales?

- Provide a clear understanding for students of what they need to know and be able to do
- Makes the work about the learning and not about the grade
- Feedback system of formative assessment
- Acts as a discussion tool between student and teacher to help student see what they need to be able to do to reach proficient or advanced levels
- Acts as a discussion tool between parent and teacher (drives the conversations)
- A grading tool for essential learnings
A Word About Scoring

* A score of 3 will always be mastery of the specific standard the proficiency scale is focused on.

* A score of 2 will indicate that the student understands and can do the simpler parts of the standard, but not the more complex aspects.

* A score of 1 will indicate that a student can only do what is asked of them with assistance from a teacher or a peer.
More Words About Scoring

* A score of 4 will not ALWAYS be possible. Scores of 4 demonstrate that students are above and beyond.

* A score of 3 is the level of mastery. When a student reaches a 3, they are ready to move on.
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I know it even better than my teacher taught it.</td>
</tr>
<tr>
<td>3</td>
<td>I know it just the way my teacher taught it</td>
</tr>
<tr>
<td>2</td>
<td>I know the simpler stuff but can’t do the harder parts</td>
</tr>
<tr>
<td>1</td>
<td>With some help, I can do it</td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Proficiency Scale Scoring Example**
Proficiency Scales: Classroom Examples
# Word Problem Proficiency Scale

**Strand:** Operations and Algebraic Thinking  
**Topic:** Word Problems

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Has all of the items in a 3 AND student solved the problem in more than one way.</td>
</tr>
<tr>
<td>3.0</td>
<td>Has a picture that shows how the student solved it</td>
</tr>
<tr>
<td></td>
<td>Shows a correct answer and the answer is clearly visible</td>
</tr>
<tr>
<td></td>
<td>Is easy to read</td>
</tr>
<tr>
<td>2.0</td>
<td>Picture OR answer is incorrect</td>
</tr>
<tr>
<td>1.0</td>
<td>Picture AND answer is incorrect</td>
</tr>
<tr>
<td>0.0</td>
<td>Even with help, no skill or understanding demonstrated.</td>
</tr>
</tbody>
</table>
assess yourself

- I'm a Novice.
  - I'm just starting to learn this, and I don't really understand it yet.

- I'm an Apprentice.
  - I'm starting to get it, but I still need someone to teach me through it.

- I'm a Practitioner.
  - I can mostly do it by myself, but I sometimes make mistakes or get stuck.

- I'm an Expert.
  - I understand it well, and I could teach it to someone else.

Which one describes YOU?

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How much **EFFORT** are you giving?

- **Level 1**
  - I gave little or NO effort!

- **Level 2**
  - I gave some effort, but I gave up when it became a challenge.

- **Level 3**
  - I gave my best effort, even when it was a challenge.
  - I learned from the challenge.

- **Level 4**
  - **At Lake Myra We Give Level 4 Effort!**
  - Even when it was a challenge, I gave my best effort.
Rate Yourself

- I tried really hard.
- I did my very best.
- I paid attention

- I tried some of the time.
- I didn’t do my very best.
- I didn’t always pay attention.

- I didn’t do my best.
- I didn’t pay attention.
- I gave up trying.
PROFICIENCY SCALE

<table>
<thead>
<tr>
<th>4</th>
<th>I can teach others I can think about it in a different way as well</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I can understand and complete independently</td>
</tr>
<tr>
<td>2</td>
<td>I need <strong>some help</strong> to understand and/or complete</td>
</tr>
<tr>
<td>1</td>
<td>I need <strong>lots of help</strong> to understand and/or complete</td>
</tr>
</tbody>
</table>

I can determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Free Scales:

* While you are waiting to have access to the scales that CCSD has created, feel free to go to: www.marzanoresearch.com to access the free proficiency scale bank.
How will I start?

- Sometimes starting with behavioral scales is easier.
- Using a 4 point rating system for other things (behavior, readiness, etc) can help get students ready to use proficiency scales academically.
- Have students help you determine the ratings. (What would a 3 look like for standing in line?)
- Have students assess themselves on a four point scale before assigning them a score. This is a great opportunity for conversation, or a conference conversation starter!
I’m using scales...now what?

- Have students track themselves. Keep data binders for each student where they can graph and record their progress towards mastery of each standard.

- Have conferences with students about their self-assessments, their actual scores, and their progress. Proficiency Scales provide a perfect tool for conferencing with students.

- Have conferences with parents. Use the scales and your student data to guide the conversations. Proficiency Scales will make the conversations easier because there won’t be any confusion about what students are expected to learn and be able to do.
Activity #1:

Scan the QR Code to explore examples of proficiency scales.

www.proficiencyscales.wordpress.com
Activity #2:

* Talk to your elbow partner about an area of your classroom where you could try implementing a proficiency scale. What wording would you use to teach your students about the 4 point scale?

* Create a visual on chart paper to present out. This could be a sketch of your imagined scale, a plan for teaching students about the scales, etc...

* Be prepared to share out!
References

- www.marzanoresearch.com/resources/proficiency-scale-bank
- Classroom Assessment & Grading That Work by Robert J. Marzano (2006)
- Marzano on Pinterest http://www.pinterest.com/cbellot/marzano/
- Wahoo Public Schools “Getting Started with Proficiency Scales” http://esu6mrl.wikispaces.com/Proficiency+Scales
Furniture Expo
Give Us Your Vote!!

Academic Magnet – First Floor

June 10th
12pm – 4pm

June 11th – 12th
9:30am – 4pm
Want to Connect?

Tweet using: #ccsdpl

1:1 Personalized Learning

Blog:

Pinterest:

Website:
Survey

https://www.surveymonkey.com/s/YCXB8XJ
Closure

* Please use a green sticky dot to self assess about your knowledge of proficiency scales a 2nd time on the poster.