

## Proficiency-Based Learning Scales for Teachers



Articulate Desired Results	My learning targets are mostly discrete tasks, test questions, or activities.	My learning targets are scalable (complexity can be raised or lowered).	<b>My learning targets are scalable and transferable within and/or across units.</b>	I calibrate my learning targets within common courses or across disciplines.
	I provide descriptions of my expectations for assignments.	I develop/use rubrics that list or describe expectations for assignments.	<b>I develop/use instructional scales for each of my learning targets that define the increasing complexity of the skill progression.</b>	I develop/use benchmark sheets or have exemplars to show each level of progression.
	I allow special educators to modify or accommodate my curriculum for students.	I work with special educators to encourage work completion and access to accommodations in my class.	<b>I work with special educators to understand how students' learning profiles may impact their achievement in my class, and accommodate, modify, and plan to support their success on my learning targets.</b>	I collaborate with special educators in order to intentionally maximize the student's strengths and improve upon both the student's individual goals and my class learning targets.
Determine Acceptable Evidence	I design summative assessments that mostly rely on recall and knowledge.	I design summative assessments that allow students to apply their knowledge using the skills in my learning targets.	<b>I design summative assessments that allow students to use their knowledge, understanding, and skills to demonstrate any level of my learning targets; if multiple targets are assessed, achievement is not interdependent.</b>	In addition to the previous level, I design summative assessments that are authentic to my discipline or have real world applications or audiences.
	I design formative assessments related to my content.	I design formative assessments that are related to my content and learning targets.	<b>I design formative assessments to provide reliable, individual evidence of achievement towards learning targets.</b>	I design formative assessments to provide reliable, individual evidence of achievement towards learning targets in a way that matches or directly supports what and how students will be summatively assessed.
Design Relevant Instruction	I design practice activities related to my content.	I design practice activities that are related to my content and learning targets.	<b>I design non-scored practice activities or tasks that provide opportunities for students to work with my content and learning targets.</b>	I design a variety of individual and group non-scored practice activities or tasks that encourage students to take risks, make mistakes, and apply content knowledge to the learning targets.
	I encourage students who are struggling with my learning targets to get help outside of class.	I use class time to differentiate instruction and/or activities for students who struggle with my learning targets.	<b>I differentiate instruction and/or activities based on data from formative assessments in order to move all students forward on my scales.</b>	I use a variety of strategies, structures, and models to differentiate instruction and/or activities for all students.
	I provide feedback to students.	I provide timely feedback to students so they know where they are in relation to the learning targets.	<b>I provide timely feedback to students so they know where they are in relation to the targets and how to improve at any level.</b>	I involve students in my feedback through self-assessment, goal-setting, and reflection of their progress towards or beyond the targets.
Track and Report Learning	I grade tasks and assessments using percentages or points, and convert them to a 1-4 scale in my grade book in order to report at the end of a period of learning.	I maintain a grade book that tracks and reports summative achievement of learning targets using a 1 through 4 scale with no increments smaller than 0.5.	<b>I maintain a grade book that tracks and reports formative and summative achievement of learning targets on a 1 through 4 scale with no increments smaller than 0.5.</b>	I maintain a grade book that tracks and reports formative and summative achievement of learning targets on a 1 through 4 scale with no increments smaller than 0.5, and allows for demonstrations of new learning over time.