Module 3
Proficiency Scales

OVERVIEW

As noted in Module 2, standards are at the center of teaching and learning. One of the first steps in a standards-based system is to prioritize the standards that are considered essential to a particular class or grade level, which is typically completed when the standards are developed. Next, the standards are unpacked, by focusing on the verbs and the associated knowledge and skills, to create specific learning targets.

Then, the learning targets are sequenced to create standards-based proficiency scales. Proficiency scales or P-scales serve as a starting point for unit planning, creating assessments, delivering instruction, feedback, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a P-scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency. 10-15 P-scales are generally developed for each content area across the grade levels.

A P-scale is composed of a series of levels as follows:

- Score 3.0--Heart of the p-scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.
- Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.
- Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.
- Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.
- Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning.* Bloomington, IN: Marzano Research.

Chp. 1, pp. 8-11

A Teacher's Guide to Standards-based Learning

DO

- PPT to support this module

Facilitation Guides:

- Facilitation Guide for this module

Templates:

- Generic P-scale Template

Handouts:

- Module 3 Terminology
- Student-friendly P-scale Template
- DOK Model
- Webb's Depth of Knowledge Guide

REFER

Examples/Additional Reference Items:

- Criteria for Prioritized Standards
- Unpacked Standard with DOK Levels Example
- Proficiency Scale—Elementary Example
- Proficiency Scale—Secondary Example
- Communication with Parents #2

Videos:

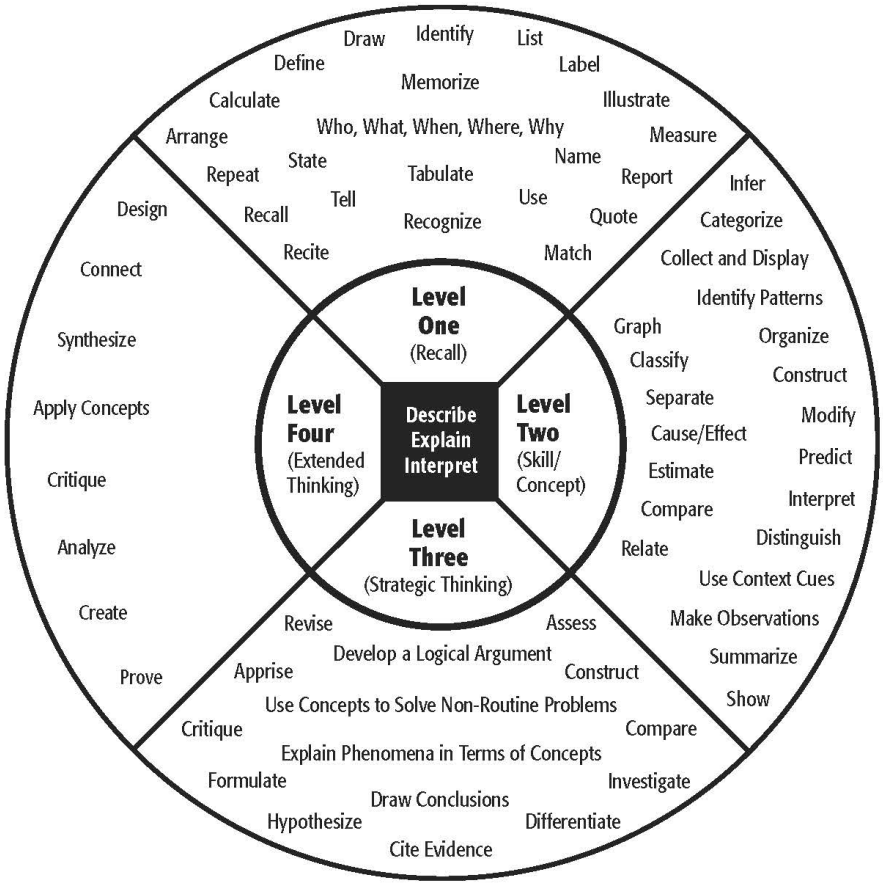
- Prioritization of Standards
- Unpacking Standards Definition
- Unpacking Standards into Content and Skills
- Proficiency Scales
- Proficiency Scale ELA
- Proficiency Scale Math
- DOK

REFLECTION QUESTIONS

1. Why is it necessary to unpack the standards?
2. What are the most important aspects of proficiency scales, and how should these scales be constructed? Briefly describe each level of the proficiency scale in your explanation.
3. What benefits do you see coming from the effective utilization of proficiency scales? What role should they play in the classroom?

On the P-scale template, generic statements are provided for levels 4.0, 3.5, 2.5, 1.5, 1.0, and 0.0 (see the generic P-scale). **The scale becomes the centerpiece** of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student. **It is recommended that the cognitive rigor or complexity of 3.0 learning targets be determined** after the P-scales are developed. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are: • Level 1—Recall • Level 2—Skill/Concept • Level 3—Strategic Thinking • Level 4—Extended Thinking It is important to note that each level describes the kind of thinking required by the learning target, not whether or not the task is difficult. To determine the level, begin with the verb and plot it on the DOK model, but take into consideration that the verb alone is not sufficient to assign a DOK level. Also consider the complexity of the information and the mental processes necessary to achieve proficiency in the standard. **The depth of knowledge level associated with each learning target** will impact the selection of instructional activities as well as assessment tasks. **SWUC Proficiency Scales** have been developed for Math, Language Arts, Science, and Social Studies. Please access the scales on the SWUC website.	

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Subject: **Math**	Domain: **Geometry** Strand: **Sides/Angles**	Grade: **5**

Standard: 5.GEO.2 Classify two-dimensional figures into categories based on their properties of sides and angles (5.G.3,4)

	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: • Classify two-dimensional figures in a hierarchy based on properties *(e.g., when given a two-dimensional figure, identify the categories to which the figure belongs and explain which properties place it within those categories)* **DOK 3** **I can classify two-dimensional figures into categories based on their properties.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: • *Angle, attribute, category, classify, figure, hierarchy, property, side, subcategory, two dimensional* The student will perform basic processes, such as: • Describe the properties of two-dimensional figures *(e.g., when given a two-dimensional figure, describe it based on the properties of sides and angles)* • Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category *(e.g., all rectangles have four right angles and squares are rectangles, so all squares have four right angles)*	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and 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	