Student Proficiency Scales

On the path to defining rigor in the classroom

Presented by
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The Essential Questions

1. Why **create** student proficiency scales?

2. Why **infuse** proficiency scales in instruction?

3. How will they **improve** my students' performance?

Link to Marzano Protocols

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

Design Question 1: <u>Communicating Learning Goals and Feedback</u>

1. Providing **Rigorous** Learning Goals and **Performance Scales**
2. **Tracking** Student Progress
3. Celebrating **Success**

The Research Behind the Method
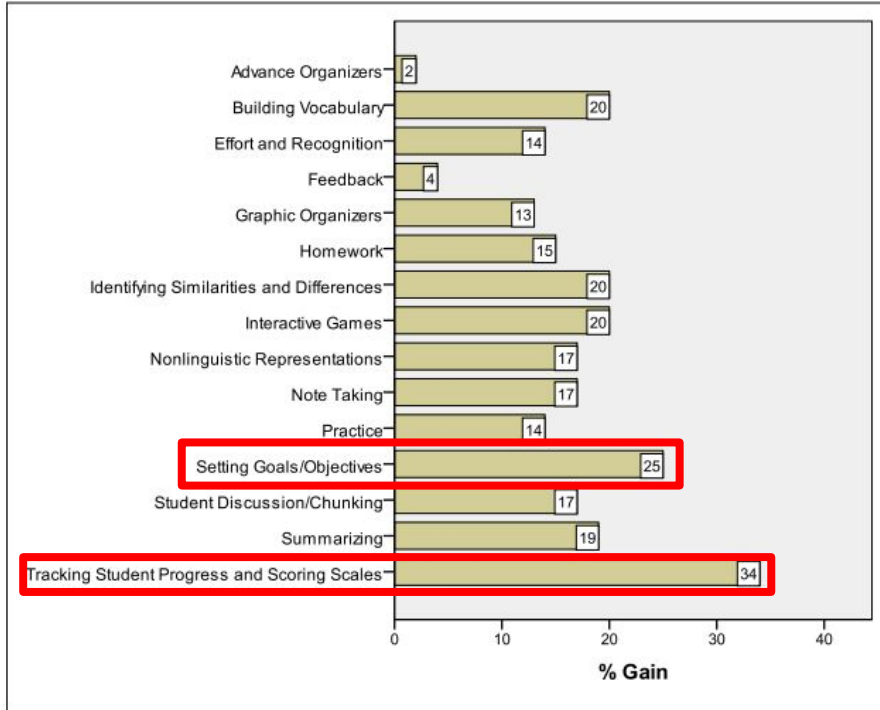
Setting Goals and Objectives: *25 %-ile gain*
Tracking Student Progress and Scoring Scales: *34 %-ile gain*

Marzano, R.J. & Haystead, M.W. (2009). *Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies*. Marzano Research Laboratory, Englewood, CO.

Rubrics Versus Proficiency Scales

Rubrics are for <u>assignments</u>

Proficiency scale are for <u>learning targets</u>.

What Is RIGOR?

"Rigor is not a synonym for 'harder' and it does not mean moving first grade curriculum to kindergarten or algebra to seventh grade… rigor means teaching and learning things more thoroughly and deeply".

Nancy Flanagan, Retired K-12 Music Teacher, Hartland, MI (Hechinger Institute, 2009, p. 31)

Rigor, Cont'd

- Vertically aligned content, pedagogy and assessment (Jacobs & Colvin, 2009).
- The "sweet spot" of rigor is curricular challenge with accessibility (Schunn, 2009 and Crowley, 2009 both found in the Hechinger Institute Report)
- Processes, application to non-routine setting
- Meta-strategy/or skill
- Synthesis of knowledge (disciplinary and interdisciplinary)
- Student generation of new knowledge or areas of inquiry
- Not how much work, but the quality of work.
- Forces students to be able to answer *why?* several times
- Shifts the heavy lifting to students.

Where do we start? The standards!

Math and ELA: Performance Level Descriptors - NJDOE/PARCC

NJSLS-S: NGSS Evidence Statements

How Do We Get to Rigorous Instruction?

- Vertically align content, pedagogy and assessment
- Seek and teach disciplinary and interdisciplinary connections
- Read and parse the standards
  - Seek out and highlight *procedural* (verbs) and *declarative* knowledge (nouns)
- Research-based pedagogy
  - Student-centered approaches
- Marzano/Learning Sciences International
  - 47% of instructional practices were teacher-centered (Toth & Marzano, 2014)
  - 3.2% instructional practices were student-centered (Ibid)
  - 30% of 4-year college students and 60% of community college students require remediation in math or English (Hechinger Report, 2009)
    - *CCM: 60%*
  - Finding: We need to shift to a more student-centered approach

Proficiency Scale Sample Template

			Sample Activities	
	Strand:			
	Topic:			
	Grade/Dept:			
	Teacher			
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		**Sample Activities**	
3.0	The student: • • • The student exhibits no major errors or omissions.		• • •	

2.0	There are no major errors or omissions regarding the simpler details and processes as the student:
	• recognizes or recalls specific terminology, such as:
	  ○
	• performs basic processes, such as:
	  ○
	
	However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
			•
			•
			•	

1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
0.0	Even with help, no understanding or skill demonstrated.			

Practical Use in the Classroom

KEY: Student self-monitor - Find ways to infuse these conversations and applications into what you already do

- Checklists / Graphs / Data entries
- Post-it note tracker
- Station during rotational activities
- Small group / 1-on-1 conferencing

How do I decide the scope of a scale?

1. Do I want a single skill-based scale (1-2 weeks)?
2. Do I want a unit-based scale (3-5 weeks)?
3. Do I want a long-term scale (10-20 weeks)?
4. Do I want a yearly scale (40 weeks)?
   a. Standards for Math Practice - precision, reasoning, modeling
   b. Science & Engineering Practices
   c. World Language - fluency
   d. ELA - reading, writing, speaking, listening

Research suggests 15-20 per year-long course, limit of 25.

Next Steps and Setting Goals

1. **Recap of 2016-2017**

    a. Discovery, understanding, linking and practice

    b. Further development of skill

2. **Today's Goals**

    a. With support, practice the steps for creating a learning goals from standards, then at least one if not more proficiency scales

    b. Identify new strategies for practical implementation

    c. Plan for classroom integration

3. **Goals for 2017-2018**

    a. Lessons for Announced Observations must be aligned to a Proficiency Scale

    b. Create and implement 10-12 scales during the year

    c. Creating a library and sharing documents

For More Information

[Curriculum Department Proficiency Scale Resources](#)

[District-created curriculum documents](#)

[Standards or related content statements](#)

[Marzano Proficiency Scale Bank](#)

[Proficiency Scales for Learning Handbook](#)

[@MarzanoResearch](#) Twitter

[Learning Sciences International (@Learn_Sci)](#) Twitter

[Michael Toth (CEO of LSI, @MTothLSI)](#) Twitter

[Dr. Robert Marzano (@RobertJMarzano)](#) Twitter

References

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