

CVSU's Guide To Personalized and Proficiency Based Learning



Paine Mountain School District

Echo Valley Community School District

**A big “thank you” to Montpelier High School for developing the blueprint for this document and for allowing Central Vermont Supervisory Union to adopt and adapt it for our communities! Also special thanks to Eric Howard for his leadership as we move forward in proficiency based education.*

Table of Contents

Why Proficiency?	2
Emphasizing Transferable Skills	3
Personalized Learning Pathways	4
What about Assessment?	5
Formative Assessment	6
Summative Assessment	7
Proficiency-Based Learning	8
Proficiency Scoring Key	9
For More Information Contact:	10

Why Proficiency?

The Central Vermont Supervisory Union faculty and administration have been planning and preparing to make a fairly substantial shift in our approach to teaching and learning. The fall of 2018 marked the start of that change to proficiency-based instruction and assessment.



Why are we making these changes?

Proficiency-Based Learning is best practice for student learning.

Not only does proficiency-based learning raise the bar for all students, it also improves clarity and equity. Have you ever been in a class and wondered, “What am I supposed to be learning?” Or have you ever been in a class and wondered, “What does the teacher want me to do?” Proficiency-based instruction makes the learning goals and the methods of assessment more explicit than ever. By increasing clarity the learning goals become more accessible to all students. In so doing, we can also create more flexibility for personalized approaches to skills and content, as well as increased flexibility in the pace of learning. We are confident all of these aspects will contribute to increased equity for access to learning and excellence.

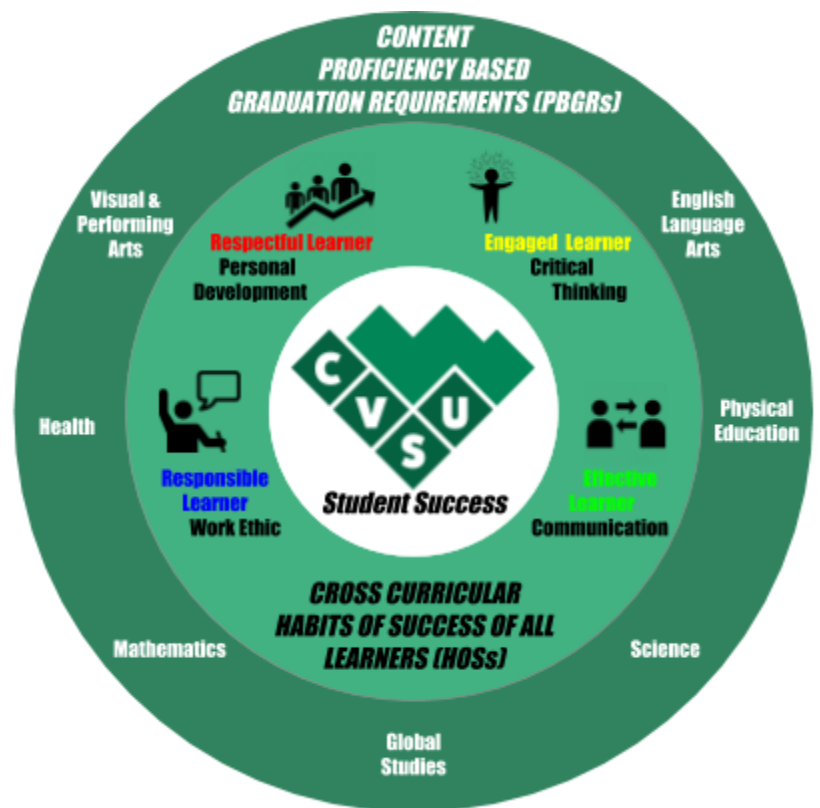
“Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.” -*Great Schools Partnership of Portland Maine*

It is required by the state of Vermont

“Proficiency-Based Learning is a key component of flexible and personalized pathways set forth in Act 77 and the State Board of Education's Education Quality Standards [EQS]. Vermont public schools must provide students with flexible and personalized pathways for progressing through grade levels and to graduation.” -*Vermont Agency of Education*

Emphasizing Transferable Skills

Over the past few years, Central Vermont Supervisory Union faculty and administration have focused on how to teach and assess the most crucial skills for the 21st century colleges and careers. The cross curricular Habits of Success of All Learners (HOSs) are now at the center of all unit design. Each unit of study within a course has identified at least one central HOS that will serve as the enduring understandings for the given course, thus they will appear on student report cards for the first time this year.



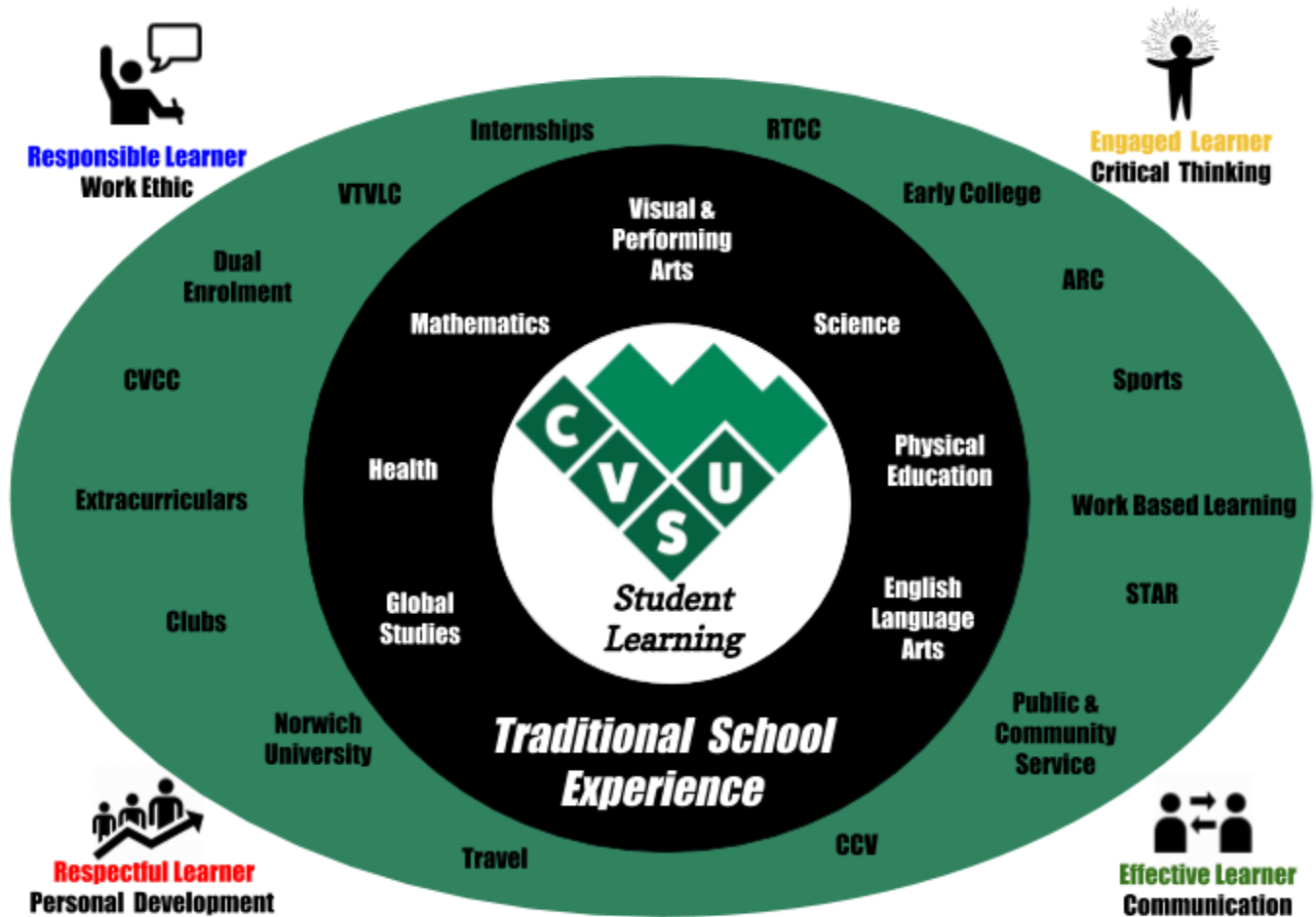
The importance of knowing your Target

Note: Beginning with the class of 2021 will begin collecting a body of evidence in the HOSs to demonstrate proficiency for graduation.

“To thrive in today’s innovation-driven economy, workers need a different mix of skills than in the past. In addition to foundational skills like literacy and numeracy, they need competencies like collaboration, creativity and problem-solving, and character qualities like persistence, curiosity and initiative.”

-*World Economic Forum 2015*

Personalized Learning Pathways



Personalized Learning Pathways continue to take shape at CVSU as we work to develop student ownership of learning and greater student choice and voice. We look forward to using Protean, a software that provides a way for students to track and map their education pathway. It allows students to connect their learning from the past, present, and future, both in and outside of school, and to document and showcase proficiency and excellence.

Central Vermont Supervisory Union has a tradition of having students pursue learning outside of the walls of our schools. The shift to proficiency-based learning and assessment enhances our students' opportunities to capitalize upon and create any number of learning pathways.

What about **Assessment?**

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback.’”

—John Hattie quoted in: Marzano, R. J. (2007). *Classroom assessment and grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.

Purpose of Assessment

There are 3 primary purposes of Central Vermont Supervisory Union’s Assessment Practices within the CVSU:

1. To provide information on progress of learning to the student for self-evaluation and to spur future growth.
2. To communicate information about a given student’s achievement to their parents and others.
3. To provide information for career path or educational path programs that may use report cards, transcripts, and/or GPA as a method of selecting students for their respective programs.

Formative Assessment

The most important aspect of formative assessment is that it measures learning in progress. These assessments help both the student and the teacher know what learning a student can demonstrate, and what still needs more practice. Formative assessments may include tests, quizzes, exit tickets, homework, classwork, observations, or discussions, just to name a few. Frequent formative assessment allows for teachers to adjust teaching practices and identify needed academic support for students. Re-takes, re-dos and multiple chances to practice a given skill or test of skill are encouraged.

Formative Assessment

Principle

We believe formative assessment should provide frequent feedback and serve as an opportunity to practice key proficiencies.

Practices

- **Reporting Formative Assessments:** Formative assessment scores will be recorded and reported in the Tyler portal for students and parents to access. Any formative assessment scores are only to communicate progress and *should not* be viewed as the current course grade.
- **How Formative Assessment Contributes to the Overall Grade:** Because we want students to develop stronger learning habits, the scores earned on a particular formative assessment (practice) do not count toward the marking period or course score directly. Instead, those scores only provide feedback for the student and family to review in order to gauge progress on that particular proficiency indicator.

Summative Assessment

“Summative assessments record a student’s proficiency level at specific points in time. Examples of summative assessments include but are not limited to unit projects, tests, essays, and presentations. “Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.”

(Great Schools Partnership)

Summative Assessment

Principle

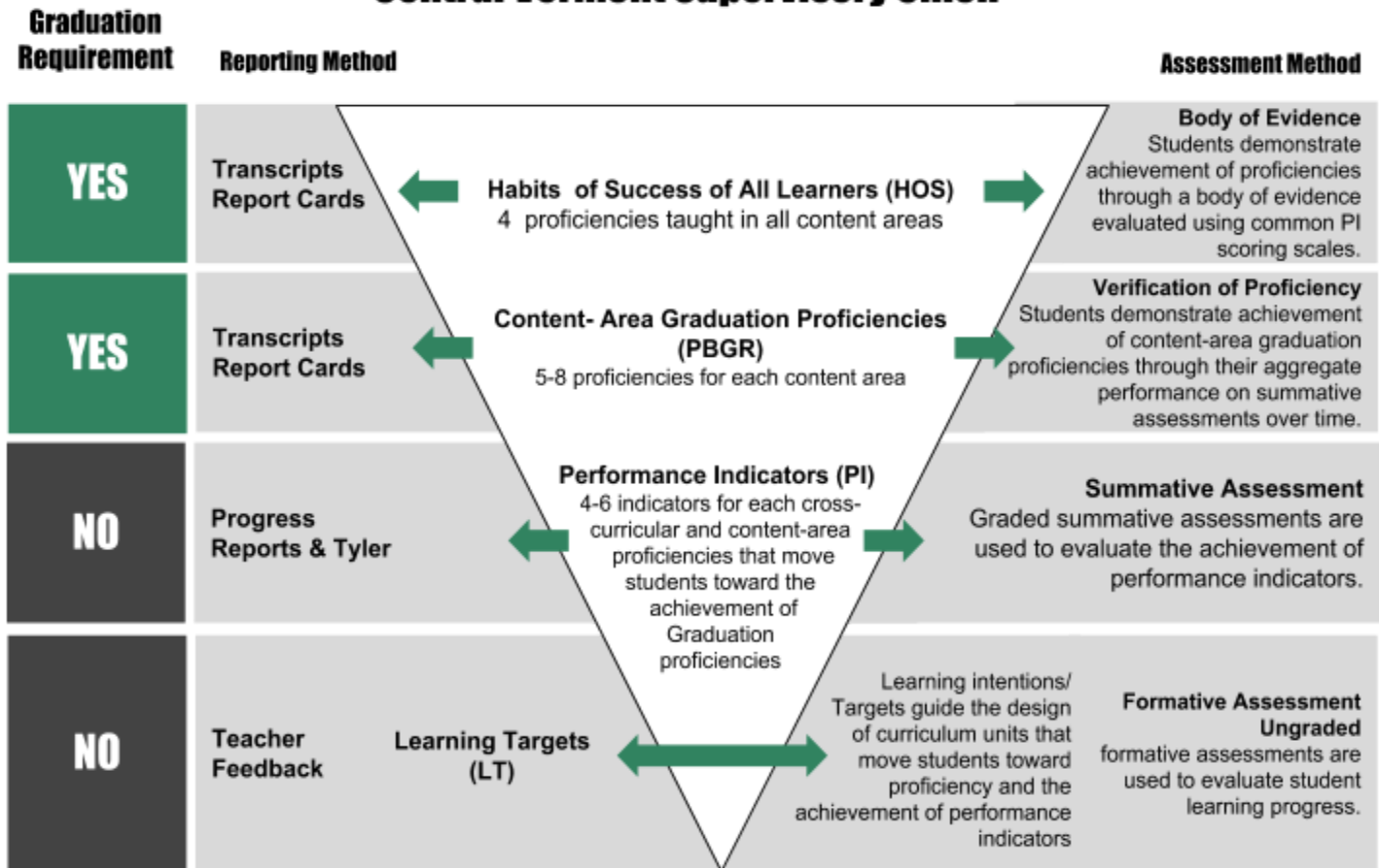
We believe students should have at least three opportunities to practice skills without being penalized. Consequently, summative assessments are the primary measure of student achievement, while formative assessments provide feedback but do not contribute to a student’s final grade. Summative assessments are well designed and criterion based, with scoring scales provided in advance that connect to a given unit’s Performance Indicators (PIs). A summative assessment is directly linked to the formative assessments (practice) that the students have been improving upon throughout the marking period.

Practices

- **Performance Indicators (PIs):** Summative assessments are assessed at the Performance Indicator level. Each course has multiple Proficiency Based Graduation Requirements (PBGRs), and each PBGR is made up of multiple Performance Indicators (PIs). In order to be considered proficient, students at CVSU have to meet the majority (all but 1) PIs under a PBGR, at least two times.
- **Marking Periods:** A summative score will be recorded for each course’s listed performance indicators addressed in the marking period. Typically, each marking period will have one or more summative evaluations. This allows for high quality unit design based on content areas in each given course/unit.
- **Unit Design:** Each unit within a course will be designed first and foremost around a Habit of Success (HoS) of All Learners. This cross-curricular objective will be the anchor for the more content-specific Proficiency Based Graduation Requirements (PBGR)
- **End of Semester Retakes:** The End of Semester Retakes will function as a second attempt at a summative. For example, if the test score from marking period 1 did not go well, the student will have a second chance at the end of Term 1.
- **Reporting Summative Assessments:** Summative assessment scores will be recorded alphabetically on the bases of Proficiency (P), Approaching (A), Beginning (B), and Exemplary (E).

Proficiency-Based Learning

Proficiency-Based Learning Central Vermont Supervisory Union



A Great Schools Partnership Learning Model adapted for CVSU Version 4.25.2018

Unlike the traditional system, proficiencies do not exist to rank students or punish with low marks for incomplete or sloppy work; they instead exist to clearly identify what students should and do know and where they are on the spectrum of that learning.

Proficiency Scoring Key

CVSU	Proficiency Scoring Key	
<p>Score earning “Proficiency” toward a HOS or PBGR in a course or equivalent.</p>	<p>E EXEMPLARY</p>	<p>Exceeds proficiency: The student’s work demonstrates excellent achievement of the PI, shows in-depth understanding of the concepts and skills, grasps, applies, and extends the key concepts. The work may not be perfect, but critically shows independent attempts to transfer or apply the learning more deeply or in other settings.</p>
	<p>P Proficient</p>	<p>Meets proficiency: The student demonstrates solid proficient achievement on the PI. Shows good understanding of the concepts and skills.</p>
<p>Score NOT earning “Proficiency” toward a HOS or PBGR in a course or equivalent.</p>	<p>DP Developmentally Proficient</p>	<p>On Track to Meeting Proficiency: The student is making expected and appropriate progress toward meeting proficiency on grade level targets in a multi-year grade band.</p>
	<p>A Approaching</p>	<p>Does Not Meet proficiency: The student has made substantive attempts and is progressing towards meeting proficiency, but does not meet proficiency independently and/or at this time.</p>
	<p>B Beginning</p>	<p>Does Not Meet proficiency, OR, Inadequate Evidence: The student may demonstrate a basic foundational understanding of the PI and may be beginning to make gains toward the standard, OR, may not have attempted the assessment.</p>

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