# Working with Proficiency Based Learning in the Classroom

**Learning Targets**- <span style="color:red">essential knowledge and skills students should learn in class</span>

- They should know what they are supposed to be learning
- Know what it looks like to master content and skill
- Know where they stand in relation to the learning targets
- Have a clear plan for their path to mastery

**Ways for students to engage with learning targets** - <span style="color:red">Learning targets should not just be posted on the board or website, students should interact with learning targets every day through classroom activities</span>

Students reading the learning target/s aloud in class
Defining key words/concepts in learning targets
Studying examples of strong and weak work associated with mastery of learning target
Using rubrics to determine what specific elements lead to success on the target
Doing a self-rating on how knowledgable kids are on the target
Looking back on previous work students have done on the target
Sharing with others about what they remember from previous work on this target
Writing a personal goal in relation to the target

**Rubrics are not tools for grading - they are tools for teaching**
Rubrics should clearly define what performance looks like on different levels
Students should receive them early on
Provide examples of what quality work looks like and what it doesn't look like - students use to help make sense of rubric
Work should be focused clearly on the learning targets and derived from the rubric

**Teacher Feedback -**
Should be specific to the task, focused, manageable, and meaningful
Should be consistent with language of the learning targets and rubrics
Should point students towards correcting specific errors or misconceptions

**Multiple opportunities to show mastery of the target-** (they will not demonstrate mastery the first time)

Examples:
- Essay
- Test
- Podcast
- Teaching another student
- Performance
- Class discussion
- Models
- Video
- Presentation

## Learning Targets
### for Proficiency-Based Instruction and Assessment: Key Instructional Practices

**Learning Targets**
- I can design Learning Targets that clearly communicate the essential knowledge & skills students will be expected to learn.
- I can integrate Learning Targets into daily instruction so students are constantly aware of what they are expected to learn.

**Rubrics**
- I can design rubrics that define quality and clearly identify levels of performance for each learning target.
- I can integrate rubrics into daily instruction, so students know how to use the rubric as a learning tool (during instruction) rather than as an assessment tool (after learning is done).

**Examples of Strong and Weak Work**
- I can identify examples of strong and weak work that help define quality and clearly illustrate common mistakes or misconceptions.
- I can design lessons that allow students to interact with examples of strong and weak work so they can recognize quality and avoid common mistakes or misconceptions.

**Feedback on Work in Progress** (Formative Assessment)
- I can provide feedback to students while they are learning (before the final draft or performance) that points students toward self-correcting mistakes or misconceptions.
- I can provide feedback that is specific to the task, meaningful and manageable – using language that is consistent with the learning targets and rubrics.

**Multiple Opportunities**
- I can provide multiple opportunities for students to demonstrate proficiency on a learning target (including multiple modes/formats for student work).

**Revision**
- I can design lessons and units that provide structured opportunities for revision.
- I can establish the expectation that all learning is ongoing and that all students will continue to revise their work and improve their learning.

**Opportunities for Enrichment**
- I can design lessons to challenge and support students who demonstrate proficiency ahead of schedule.
- I can integrate high-cognitive tasks into daily instruction for the benefit of all students – not just those who have already demonstrated proficiency.

**Conferencing with Students**
- I can provide feedback, communicate progress, and re-teach essential concepts in individual or small-group conferences.
- I can structure lessons and units so all students are engaged in meaningful learning tasks while I conference with individuals or small groups.

**Communicating Progress**
- I can communicate information about student learning to students and parents throughout the entire learning process (not just after the unit or term is over).
- I can focus the conversation on what the student is learning (knowledge and skills) rather than on behaviors or traditional letter grades.

**Teaching Academic Behaviors**
- I can teach academic behaviors through classroom practices that support instruction (rather than punitive grading policies).
- I can report academic behaviors separately from content knowledge and skills.