

DEFINING PROFICIENCY

1. Common Understanding of 4-point proficiency scale:

- Adopt the Marzano language for proficiency scales (4, 3, 2, 1) and have professional development to aid teachers' execution of this:

Marzano's Proficiency Scale:

4	In addition to 3.0 performance, in depth inferences and applications that go beyond what was taught.
3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
3	The student exhibits no major errors or omissions [in the standard as written].
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
2	There are no major errors or omissions regarding the simpler details and processes as the student. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3.0 content
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
.5	With help, a partial understanding of 2.0 content, but not the 3.0 content
0	Even with help, no understanding or skill demonstrated

2. Proficiency at the Expected Outcome level:

- Students shall be deemed proficient in an expected outcome when all of the components defined at level 3 of the accompanying proficiency scale have been applied successfully as determined by appropriate assessments.

3. Proficiency at the Graduation Standard level:

- Students shall be deemed proficient in a graduation standard when they have done one of the following: 1) Earned an average greater than 2.5 on that graduation standard. *HS may need to add a definition for proficiency.*

4. Proficiency at the Content Area level:

- Students must be proficient (greater than 2.5) in all graduation standards within a content area.

5. Common Assessments:

Revised March 5, 2015

- To begin, we'd like to have a common (five town) reading assessment at 2nd, 6th, and 8th grade, a common math assessment at 4th grade, and common writing assessment at 8th grade. *Origination of assessment TBD.

6. When Students Aren't Meeting Standards:

- Each school will have intervention programs in place to help students meet proficiency along the way.

Discussed at summer 2015 meeting. This was our agreement:

Proficient with Distinction

Proficient

Approaching Proficiency

Beginning Proficiency