

Making Learning Visible using Proficiency Scales & Questions

Benjamin Harrison Elementary
Marion City Schools

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large, solid red speech bubble is centered on the page, pointing downwards. The text "About Us" is written in white, sans-serif font inside the speech bubble.

About Us

Benjamin Harrison Elementary, Marion City

- Urban District, city pop about 35,000
- 6 Elementary schools
- K-5 building with 455 students
- 100% free breakfast & lunch (high poverty)
- Leader in Me School since 2012
- Lighthouse School since 2015
- 85% white students
- low teacher turnover

About You..

Teachers or Admin?

1-10 scale of TBT & 5 Step Implementation

Learning Intention for Today

- Understand the ‘why’ and the ‘how’ of the creating proficiency scales & question maps.
- Learn how this work can drive the 5 step process, lead to increased team collaboration, and guide teachers in their own professional growth.

High Level View of the Work

Step 1

Develop understanding
around standards

Study Marzano's proficiency
scales

Create Proficiency Scales

This step took us
6 months just to
lay strong
foundation!

Step 2

Study Question Maps

Use Proficiency scales to
create Question Maps

Step 3

Use question maps to build
common assessments & to
formatively assess while
teaching

Begin 5 step process

A red speech bubble graphic with a white outline, containing the text 'Your TBT Struggles'.

Your TBT Struggles

What have some barriers to TBT been for your teams?

Our Why

- **TBT failure**
 - **What's the work?**
 - **Who is monitoring the work?**
 - **Who is supporting the work?**

Our Why

- Reviewed Brian McNulty's webinars on Olac as a BLT and Staff
- Needed a clear plan for pacing
- Needed a clear, deep understanding of the standards
- Teachers identified a critical need in the building: common assessments, developed by our teachers, for each grade level!

The background features several sets of curved lines in the top-left and bottom-right corners. Some lines are solid and light gray, while others are dashed. A large red speech bubble is positioned on the left side of the slide.

Step 1: Learn & create assessment maps

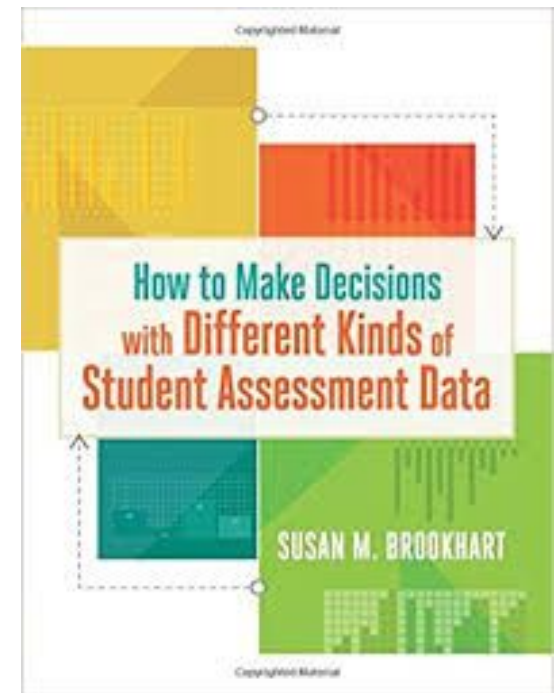
- We studied the standards deeply:
- Added the following:
 - Extended Standards
 - Vocabulary
 - Learning Targets
 - ODE Test Specification Documents
- Example of Assessment Map

Quarter 1

| Standard | Learning Targets | Academic Vocab. | Mentor Texts |
|---|---|--|---|
| <p>(1)RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <hr/> <p>Example Questions:</p> <p>DOK 2</p> <p>1. Select a sentence from the paragraph that supports the idea that (idea about setting).</p> <p>2. Which two sentences from the passage show that (character A) thinks he is more important than (character B)?</p> <p>DOK 3</p> <p>Part A: What inference can be made about (a character) based on (specific paragraph (s))?</p> <p>Part B: Which sentence from the passage supports the answer in Part A?</p> | <p>Readers can</p> <ol style="list-style-type: none"> 1. Define theme, summary, inference. (all) (DOK1) 2. Read closely & find answers explicitly in the text . (5.1)(DOK1) 3. Read closely & find answers that require an inference or event. (5.1)(DOK1) 4. I can analyze an author's words & refer to details & examples needed to support both explicit & inferential questions(5.1 & 5.2) (DOK2) 5. I can define inference & explain how a reader uses details & examples from a text to reach a logical conclusion. (5.1) <ul style="list-style-type: none"> • identify a quotation from a story • recognize direct quotes from a story • identify characters, settings, or events from a story • participate in discussion about a story | <p>Nouns: What will students need to know? inference, explicit, theme, summary, character, setting, events, passage,</p> <p>Verbs: What students will be able to do? Define, analyze, refer, describe, determine, locate, compare, contrast, support</p> | <p>-Each Kindness -An Angel for Solomon Singer -Trumpet of Swans -The Stranger -Thank you, Mr. Falker</p> |

Step 1: Learn

- We studied **Assessment Literacy**.
- We read! We collaborated & refined our understanding!



Step 1: Learn

- **We studied Proficiency Scales!**

Proficiency Scales

Why Use Proficiency Scales?

1. Consistency across content/grade levels
2. Clarifies continuum of learning
3. Open up transparency of learning to students
4. Enables more accurate tracking of progress
5. Evaluate resources for alignment to learning
6. Better alignment of assessments to the learning


Step 2: Creating Proficiency Scales

- We found PD on Proficiency scales:
- [Proficiency Scale Webinar](#)
- We then created proficiency scales!
- [Proficiency Scales](#)

Sample Proficiency Scale

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

| | |
|-------------------|---|
| Advanced 4.0 | <p>I can...</p> <ul style="list-style-type: none"> Recognize that poems, drama and prose use different structural elements Identify common structural elements of poems and dramas Refer to the structural elements of a poem or a drama when explaining their differences |
| 3.5 | I am able to score a 3.0 and also able to do part of 4.0. |
| Proficient 3.0 | <p>I can...</p> <ul style="list-style-type: none"> Explain how stories, drama, and poems are written in different forms (ie- chapter, scene, stanza) Use the terms chapter, scene, stanza correctly when writing or speaking about parts of text Describe how chapters, scenes & stanzas give the reader information and work together to create the story, drama, or poem |
| 2.5 | I am able to score a 2.0 and also able to do part of 3.0. |
| Basic 2.0 | <p>I can..</p> <ul style="list-style-type: none"> Identify the chapters, scenes, and stanzas within a text. Identify chapters with books, scenes with dramas, and stanzas with poems using visual, auditory, or text examples. Identify a text as a story, drama, or poem. Recognize or give meaning to the following vocabulary words: <ul style="list-style-type: none"> story - chapter - scene - stanza |
| 1.5 | I am able to understand some of the items that we have covered independently. |
| Limited 1.0 | With help, partial success at a score of 2.0 content or higher. |
| 0.5 | The student is able to understand some of the items that we have covered, with help. |
| 0.0 | Even with help, no understanding or skill demonstrated. |

The background features several sets of curved lines in the top-left and bottom-right corners. Some lines are solid and light gray, while others are dashed and light gray, creating a sense of motion or flow.

Step 3: Learn about & Create Question Maps

- We learned about Question Maps then created them!
- Question Maps



Step 4: Build common Assessments

- Use question maps to build common assessments & to formatively assess while teaching
- Common Assessment

Name _____

Benjamin Harrison Elementary 3rd grade
Quarter 1 (RL 3.1, 3.5, 3.7)
Pre___ Post___

Read the poem, "**How the Little Kite Learned to Fly**" by Katherine Pyle. Then, use the selection to answer questions 1 - 6.

1. What is a poem? (RL 3.5)
 - a. A type of writing that always rhymes.
 - b. A type of writing that includes three or more sentences.
 - c. A type of writing that is written in many paragraphs.
 - d. A type of writing that includes stanzas, rhythm, verse, meter, and patterns.
2. Part A: Who encouraged Little Kite to fly? (RL 3.1)

Part B: How did he encourage him to fly? (RL 3.1)

3. Which stanza from the poem shows that Little Kite is frightened?

Stanza Number: _____

(RL 3.1)

Circle the Stanza in the text.

4. Part A: Little kite changed from being frightened to being brave in this poem. Which evidence from the poem did you find that supports this thinking? (RL 3.5)

Part B: In which stanza did you find this evidence?

The background features several sets of concentric, curved lines in light gray, some solid and some dashed, creating a sense of motion and depth. A prominent red speech bubble shape is positioned on the left side, containing the main title text.

Begin the 5 Step Process: Step 1

- **Assessed with common assessment;
picked standard to focus on**
- **Data collection form clarified focus &
made outcomes of teaching visible**

Step 2 - 4

- Researched strategy to implement
- Refined Instructional focus using proficiency scales & question maps

3rd Grade: Quarter 1 Step 3 of OIP

Standard of Focus: RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. *(See proficiency scale for common definition)*

Other areas of need (based on common assessment):

- Embedding vocabulary as we teach
- Understanding poetry
- Thinking about the whole text to find deeper meaning

| | Learning Target | Formative Assessment | Common Text | Vocabulary |
|-------|--|---|---|---|
| Day 1 | Readers will be able to identify a poem. (basic introduction) (Poetry vs. story) | -What features does a poem have? - Use a sort** students sort features Poetry vs. Non poetry: Rhythm, stanzas, verse, meter, and patterns Paragraph, chapter, stage directions, drama Sort: https://docs.google.com/document/d/1-e1S3gQjB0k8kKuMnLU7I3YrABwYjplivduaVf1VEVY/edit | Ready Instruction, "What are poems made of" p.242 | Rhythm, stanzas, verse, meter, and patterns |
| Day 2 | Readers will be able to identify a | "Lift a line" - meaning of | Ready Instruction, | Line, stanza |

Step 5

- **Who Needs the Data (OLAC resource)**
- **Reflection & Next steps- from Quarterly to shorter cycle based on one standard- with multiple leveled questions (as opposed to just one)**
- **Intervention plans**

Reflection on Process

- Engagement in TBT, with increased focus
- Teacher empowerment, ownership and efficacy
- High levels of learning
- Applying TBT work to classroom practice
- High levels of collaboration
- Literacy Coach & Principal priority shift
- Visible success for grade levels
- BLT supporting TBT thru feedback & reflection, understanding successes of building



Grab a post-it!

-What is something you would like clarification on?

-What is something you are wondering?

-How has our presentation made you reflect on your current practices?

-What are some ideas you could share with our team?

A large red speech bubble graphic with a white outline, pointing downwards. The word "Feedback" is written in white text inside the bubble.

Feedback

Plus/Delta feedback is appreciated!

Twitter:

@OHEDLeadership

#OLAC



Questions?

Teachers:

Melanie Rogers: mrogers@mcspresidents.org

Stacey Young: syoung@mcspresidents.org

Brittany Cottrill: bcottrill@mcspresidents.org

Stephanie Holsinger: sholsinger@mcspresidents.org

Literacy Coach:

Angie Carpenter: acarpenter@mcspresidents.org

Principal:

Leah Filliater: lfilliater@mcspresidents.org