

**PURPOSE:** To draft descriptions of levels of proficiency for a sample set of performance indicators that:

- are task neutral
- align with the level of cognitive demand of the Performance Indicator
- include all elements of the Performance Indicator
- describe complexity rather than frequency at each level
- focus on what students can do rather than what they can't do

**WHAT YOU NEED:**

- Proficiency-Based Learning Simplified graphic
- A sample of content-area graduation standards and performance indicators
- Bloom's Taxonomy (or Webb's or Marzano's)
- Design Guide for Scoring Criteria

**PROCESS:**

1. **Select one of the performance indicators provided. Then, "Unpack" the performance indicator you have chosen and complete the two columns of the handout.**
  - "I can...." statements that describe the skills students will need to demonstrate for proficiency on this performance indicator.
  - "I need to know" statements that describe the concepts, facts, vocabulary, and other content knowledge to effectively apply the skills.
2. **Define Scoring Criteria (sample on back).**
  - On chart paper, create a table for your scoring criteria with five columns: the Performance Indicator, does not meet the standard, partially meets the standard, meets the standard, and exceeds the standard.
  - Review the *Design Guide for Scoring Criteria*.
  - Referencing the chart completed in step 1, draft a holistic statement describing student work that **meets expectations** for the performance indicator.
  - Then, choose the level either above or below "**meets**". Describe what a student *can* do at that level. Consider these questions:
    - Is the difference from **meets** at the level of cognitive demand? (it usually should be)
    - Is the difference from **meets** because not all elements of the performance indicator are included? (it usually should NOT be)
    - Is the difference from **meets** because of a difference in difficulty of material to which a student can apply this? (often true)
    - Is the difference from **meets** some combination of the above?
    - Draft a holistic statement describing student work at this level of performance.

- Repeat this process to complete all four levels.

### 3. Debrief the process.

What worked well? What was challenging? What are we learning that we can apply as we continue this work?

### Scoring Criteria Sample

Performance Indicator	Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
<i>c. Determine or clarify the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word and phrase choices on meaning and tone (4, Language 4,5).</i>	<i>I can determine the meanings of unfamiliar words in a text.</i>	<i>I can identify key words and phrases in a text that contribute to its meaning and tone.</i>	<i>I can analyze the impact of word and phrase choices on the meaning and/or tone in a text.</i>	<i>I can analyze how the author's word choices affect his or her meaning and/or tone in texts that are above my grade level.</i>

**Sample Social Studies Standard on Civics and Government:** Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Colorado, the United States and the world.

**8<sup>th</sup> Grade Sample Performance Indicators:**

- A. Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, common good, and the rights, duties and responsibilities of citizens.
- B. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments and law making of the United States and Colorado as framed by the United States Constitution, the Colorado Constitution and other primary sources.
- C. Describe the protection of individual and minority rights as described in the United States Constitution and Bill of Rights and analyze examples of the protection of rights in court cases or from current events.
- D. Using examples of historical or current issues, describe the governmental structures and civic responsibilities within diverse cultures, including Colorado Native Americans, various historical and recent immigrant groups in Colorado and the United States, and various cultures in the world.
- E. Compare the structures and processes of the United States government with examples of other forms of government.

Performance Indicator	I can...	Need to know
A. Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, common good, and the rights, duties and responsibilities of citizens.		

Performance Indicator	I can...	Need to know
<p>B. Explain the concepts of federalism and checks and balances and the role these concepts play in the governments and law making of the United States and Colorado as framed by the United States Constitution, the Colorado Constitution and other primary sources.</p>		

Performance Indicator	I can...	Need to know
<p>C. Describe the protection of individual and minority rights as described in the United States Constitution and Bill of Rights and analyze examples of the protection of rights in court cases or from current events.</p>		

Performance Indicator	I can...	Need to know
<p>D. Using examples of historical or current issues, describe the governmental structures and civic responsibilities within diverse cultures, including Colorado Native Americans, various historical and recent immigrant groups in Colorado and the United States, and various cultures in the world.</p>		

Performance Indicator	I can...	Need to know
<p>E. Compare the structures and processes of the United States government with examples of other forms of government.</p>		