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
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 can determine the meanings of unfamiliar words in a text.*	*I can identify key words and phrases in a text that contribute to its meaning and tone.*	*I can analyze the impact of word and phrase choices on the meaning and/or tone in a text.*	*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.*

Performance Indicator	I can…	Need to know

Performance Indicator	I can…	Need to know

Scoring Criteria Sample

Performance Indicator	Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
		.		

Performance Indicator	Does Not Meet the Standard	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
		.		