

Memorandum

To: All Faculty, and Staff
From: Dr. Matthew W. Ross, Superintendent
Date: August 1, 2018
Subject: Policy and Procedure Bulletin_Proficiency Scales

The intent of this memorandum is to provide guidance with regard to the use of proficiency scales for instruction.

Proficiency scales are a continuum that articulates distinct levels of knowledge and skills relative to a specific stand or related standards. Proficiency scales also function as a daily organizer that keeps everyone focuses in a transparent way on how each lesson is progressing. Using performance scales allows teachers and students to identify what they need to know and where they will end up according to a clear progression of learning targets. Proficiency scales also allow students to track their own progress, which encourages them to “buy into,” and be responsible for, their own learning.

To this end, every lesson will incorporate the use of a proficiency scales (see attached).

If you have any questions or a need any assistance regarding this memorandum, please do not hesitate to contact us.

VINELAND SCHOOL DISTRICT

Proficiency Scales

Grade Level	
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Subject Area	
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Measurement Topic	
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Lesson Title	
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Score 4.0	Students will be able to . . .	Taxonomy	Mental Process
	•	•	•
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
Score 3.0	Students will be able to . . .	Taxonomy	Mental Process
	•	•	•
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content		
Score 2.0	Students will recognize or recall specific vocabulary, such as:	Taxonomy	Mental Process
		• Retrieval	• Recalling
		• Retrieval	• Recognizing
	Students will perform basic processes, such as:	Taxonomy	Mental Process
	•	•	•
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content		
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		