

Welcome to BMS!

“Engaging all Learners to succeed in their ever changing world”

Proficiency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Questions

- What processes are being used to determine what constitutes a L4?
- What type of assignments are used to demonstrate that deeper understanding
- How do you identify areas where students need extra help?
- How do colleges view this grading system and how is it translated so a college will accept it?
- Will progress reports reflect the the maximum points earned?

EMPOWER
Pilot Team

Support From Colleges and Universities

- <http://newenglandssc.org/resources/endorsement>
- [http://va.davidson.k12.nc.us/UserFiles/Servers/Server_86711/File/Migration/Hanover summary of SBG.pdf](http://va.davidson.k12.nc.us/UserFiles/Servers/Server_86711/File/Migration/Hanover_summary_of_SBG.pdf)
- <http://www.lindenwood.edu/ela/issueo4/buckmiller.html>

Proficiency Scale
SHAKER REGIONAL SCHOOL DISTRICT

<p>Learning Level (Grade Level): 7</p>	<ul style="list-style-type: none"> • Learning Goal: Students will understand the changes in the Earth's surface and geological events because of plate tectonics 		
LEVEL	CONTENT	Level of Rigor	EVIDENCE
<p>4 Advanced</p>	<p>The student is able to make <u>in-depth inferences and apply the knowledge</u> of the types of tectonic movement and their impact on daily life</p>	<p>Hypothesis, Inference, Analysis Knowledge Utilization</p>	<ul style="list-style-type: none"> • Research past and current seismic activity in Iceland and Chile. Make predictions about future activity, geological and geographical changes and how these changes may affect daily life
<p>3.5</p>	<p><i>In addition to score 3.0 performance, partial success of score 4.0 content</i></p>		<ul style="list-style-type: none"> • Met the level 4 but did not do the other items to show all evidence of level 4 proficiency
<p>3 Proficient</p>	<p>The student has <u>complex knowledge</u> of Earth's plates and boundaries and how the plates interact with each other</p>	<p>Analysis & Comprehension</p>	<ul style="list-style-type: none"> • Digital project demonstrating knowledge of characteristics of divergent and convergent movement • Evidence of knowledge includes consequence of each movement (earthquakes, volcanoes, basins, mountain ranges) and specific locations and landforms
<p>2.5</p>	<p><i>No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content</i></p>		<ul style="list-style-type: none"> • Student completed some of the above required tasks successfully
<p>2 Developing</p>	<p>Student demonstrates <u>foundational knowledge</u> of Earth's plates</p> <ul style="list-style-type: none"> • understand key terms convergent, divergent, transformational • the crust is composed of a series of plates 	<p>Retrieval & Comprehension</p>	<ul style="list-style-type: none"> • Science Interactive Notebook Entries • Mind map • Discovery videos (Plate Tectonics, Dance of the Plates) • Notebook entries • Plates Map
<p>1 Emerging</p>	<p>With help, has the simpler <u>foundational knowledge</u></p>		

Proficiency Scale
SHAKER REGIONAL SCHOOL DISTRICT

Learning Level (Grade Level): 8	<ul style="list-style-type: none"> Learning Goal: Students are skilled at providing claims with relevant evidence to help structure an argument. 		
LEVEL	CONTENT	Level of Rigor	EVIDENCE
4 Advanced	The student is able to make <u>in-depth inferences and apply the knowledge</u> of everything they have learned about the subject of slavery.	Hypothesis, Investigation Knowledge Utilization	<ul style="list-style-type: none"> One page response to question: <i>What would have happened if the cotton gin had never been invented?</i> "Include Works Cited"
3.5	<i>In addition to score 3.0 performance, partial success of score 4.0 content</i>		<ul style="list-style-type: none"> Student completed some of the above required tasks successfully but did not show all evidence of level 4 proficiency
3 Proficient	The student has <u>complex knowledge</u> of the impact of slavery <ul style="list-style-type: none"> Is able to analyze incidents that took place in the North & South during this time period 	Analysis & Comprehension	<ul style="list-style-type: none"> Create a poster with a slogan (Pro or Anti Slavery) One page speech (Persuasive) from the position they are assigned (Optional) Tee shirt Design with slogan
2.5	<i>No major errors or omissions regarding the score 2.0 content, and partial success at score 3.0 content</i>		<ul style="list-style-type: none"> Student completed some of the above required tasks successfully
2 Developing	Student demonstrates <u>foundational knowledge</u> <ul style="list-style-type: none"> understands the history behind slavery 	Retrieval & Comprehension	<ul style="list-style-type: none"> Read "To be a Slave" by Julius Lester in class Journal responses Group Discussions Watch video "Crash Course- Atlantic Slave Trade"
1.0 Emerging	With help, has the simpler foundational knowledge		
Below 1.0	Even with help the student does not have simpler foundational knowledge		

Belmont Middle School

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Report Card 2015 - 2016

Student ID:

Attendance:	P1	P2	P3	P4	P5	P6
Present						
Tardy						
Classified						
Absent						

	Habits of Work Student understands and is skilled at being accountable for their work			
	Homework	Meeting Deadlines	Participation	Meeting Quality Standards
4 Advanced "Life Long-Learning Habit"	Student is able to complete homework and practice all the time without coaching	Student is able to meet deadlines all of the time for providing evidence of learning and practice	Student is able to participate in class activities and discussions, which includes regular and on time attendance.	Student always meets quality standards and seeks feedback and correction to attain the highest quality of learning tasks
3 Proficient	Student is able to complete homework most of the time without coaching. Consistently 80% of the time	Student is able to meet deadlines most of the time for providing evidence of learning and practice. Consistently 80% of the time	Student is able to participate in class activities and discussions, which includes regular and on time attendance. Consistently	Student is able to meet quality standards most of the time and seeks feedback and correction to attain the highest quality of learning tasks. <ul style="list-style-type: none"> • is able to follow directions to accomplish a task • is able to double check work for completion and meeting criteria and expectations.
2 Developing	Student completes homework some of the time without coaching	Student sometimes meets deadlines for providing evidence of learning and practice	Student sometimes is able to participate in class activities and discussions with some regular and on time	Student understands the criteria for meeting quality standards. <ul style="list-style-type: none"> • understands key terms, quality, evidence, expectations, conduct, accuracy, criteria, effort • understands people who meet quality standards take time and check over their products. • understands people who meet quality standards put in most effort into their work instead of waiting for someone to correct their work.
1 Emerging	Student rarely completes homework without coaching	Student rarely meets deadlines for providing evidence of learning and practice	Student rarely participates in class activities and discussions and regular attendance is a concern	Student is beginning to understand the processes and concepts of meeting quality standards.

Student Name: _____ Student ID: YOG: _____ Homeroom: _____

SCIENCE							
MR. WHITE							
Learning Goals							
01-Learning Goal - Variables and Science Questions							3
Habits of Work		P1	P2	P3	P4	P5	P6
01 Homework		4					
02 Meeting Deadlines		4					
03 Participation		3					
04 Meeting Quality Standards		4					
Notes:							

SOCIAL STUDIES							
MRS. HAAS							
Learning Goals							
01 Understand the economic and social differences of the north and south							3
02 Understand and analyze slavery in the US							3
Habits of Work		P1	P2	P3	P4	P5	P6
02 Meeting Deadlines		4					
03 Participation		4					
04 Meeting Quality Standards		3					
Notes:							

LANGUAGE ARTS							
MRS. GEARY							
Learning Goals							
00 Understands characters develop through conflict							3
01 Provides claims with relevant evidence							3
Habits of Work		P1	P2	P3	P4	P5	P6
02 Meeting Deadlines		4					
03 Participation		4					
04 Meeting Quality Standards		4					



Dr. Brian J. Blake
Superintendent

Videos

- <http://mm.nh.gov/media/education/nh-competency-education-voices.mp4>
- <http://mm.nh.gov/media/education/pace-reflections.mp4>