

## Proficiency Scale Quality Criteria

The purpose of this document is to provoke discussions regarding the quality of Proficiency Scales in relation to the Quality Criteria below. A proficiency scale does not need to score a "clearly evident" in all categories in order to be considered high quality. However, that would be a collective, intentional decision made by educators and possibly students. The Quality Criteria can also be used to refine areas of weakness in proficiency scales.

A proficiency scale is a criterion-based assessment tool that is task-neutral and includes explicit expectations for learning at each level. A proficiency scale should be designed to show a continuum of distinct levels of knowledge and skills relative to a specific performance indicator. These distinct levels are qualitative (not quantitative) and describe what the student can do (rather than not do) at each proficiency level. The proficiency scale is used to assess where a student is along the learning progression and determine if a student has mastered the overarching Critical Proficiency. These results will be used in concert with those from other Priority Performance Indicators to report student attainment of the corresponding Critical Proficiency.

Priority Performance Indicator	Not Evident	Somewhat Evident	Clearly Evident	Notes
The proficiency scale is task neutral.				
All levels of the proficiency scale describe what the student can do (rather than cannot do).				
The proficiency scale descriptors are qualitative (not quantitative) and describe student performance at each proficiency level.				



Priority Performance Indicator	Not Evident	Somewhat Evident	Clearly Evident	Notes
The proficiency scale levels are written in student-facing language.				
The descriptors at the “proficient” level include all elements of the performance indicator.				
The verbs used in the “proficient” category match the depth of knowledge in the performance indicator.				
The “beginning” level identifies foundational skills or knowledge a student demonstrates first when working toward proficiency.				
The “developing” level identifies foundational skills or knowledge a student demonstrates as a steppingstone to “proficient”.				
The “proficient” level requires application of skills and knowledge (e.g., synthesis of information, transfer to a novel context, etc.).				
The “expanding” level requires creative and flexible application of skills and knowledge at an advanced level.				
Every student can find themselves somewhere on the proficiency scale.*				

Adapted from Great School Partnership’s [Scoring Criteria](#).

\* After some instruction has occurred and with appropriate accommodations, modifications, and/or services as needed.