

Maine ASCD NEWS

Proficiency-Based Learning

High school teacher Brad Kuntz remarks that often his students ask whether there is some way they can earn more points to raise their grade, but it is rare they ask how they can improve their knowledge and understanding of a unit's content or skills (Kuntz, 2012). Many students are more focused on grades than on learning and, as Kuntz explains, grades are often influenced by factors such as grade inflation, subjectivity, and extra credit that might not reflect learning goals.

Kuntz provides advice for teachers who would like to implement proficiency-based learning:

- Choose the most important learning targets and phrase them in a way students can understand.
- Provide students with a checklist of these proficiencies.
- Engage students in a conversation about what it means to demonstrate proficiency.
- Review the targets often, reminding students which ones were covered previously and which ones they will be working with today.
- Refer to targeted proficiencies each time you cover new material.
- Label homework and classroom activities with one or more learning targets so students understand the focus.
- Give students opportunities to show proficiency with each emphasized proficiency, as they work within a unit.

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Maine ASCD Spring Conference

PATHWAYS TO PROFICIENCY

Register here



[Pathways to Proficiency Registration Information](#)

Breakout sessions feature educators from various grade levels and roles presenting ways proficiency learning is adapted to a variety of learning experiences in classrooms, schools, and districts.

Keynote Speaker -

Mark Kostin, Assoc. Director, Great Schools Partnership will present:

"The Case for Proficiency-Based Learning"

Where: Jeff's Catering and Event Center
15 Littlefield Way
Brewer, Maine

When: Mon. April 14, 2014

Time: 9:00-3:00

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- If a student does not demonstrate a satisfactory level of performance on a targeted proficiency provide another opportunity. Kuntz suggests the student must come in for additional support, prove more practice has occurred, or complete a related enrichment activity before being allowed a second assessment.

Reference

Kuntz, B. (2012, May) Focus on learning, not grades. How to be a visible principal. *ASCD Education Update*, 54(5). Retrieved from <http://www.ascd.org/publications/newsletters/education-update/may12/vol54/num05/Focus-on-Learning.-Not-Grades.aspx>

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Maine ASCD News

E-mail articles to Lee Anna Stirling at leemandu@earthlink.net with **Maine ASCD News** in the subject line.

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