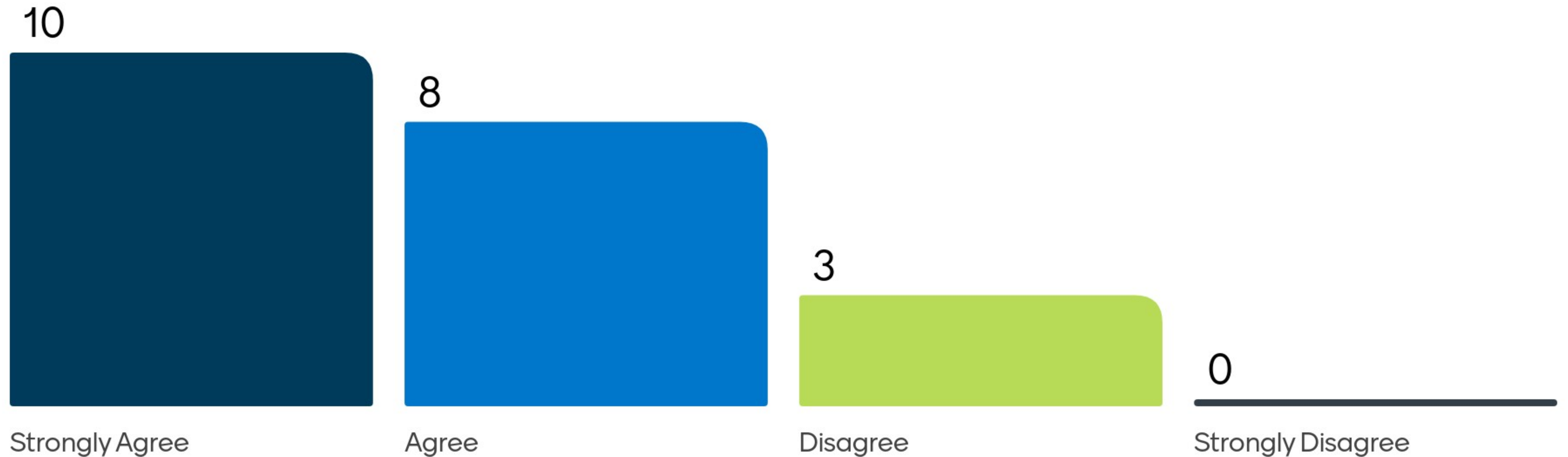


Instructions



IL's definition of proficiency for students signals too high an academic standard



We know students are proficient when they...

Can apply learned skills in real context

Can complete a task with independently

Are able to demonstrate success on the established criteria

can apply their knowledge to real life situations

Demonstrate an understanding of concepts.

Are able to master grade level standards.

Students are proficient when they can convey their knowledge and abilities in meaningful ways.

They are able to showcase a clear understanding of the subject they are questioned upon

We know students are proficient when they...

Are able to critically think and problem solve

can demonstrate metacognition, self-awareness, and reflection toward improvement in a unique task.

Learning and showing growth not just on a test

Are able to apply their learning, making connections with learning, think about their own thinking

Acquire the skills necessary to be contributing members of society.

Show they have the skill, work ethic, & ability to adjust to overcome obstacles and learn how to overcome the challenge in front of them.

demonstrate a deep understanding and mastery of the subject matter, not merely through memorization but by applying knowledge and skills in diverse and complex situations.

Are making educational progress at a predetermined level

We know students are proficient when they...

Have had success outside the classroom.

Can read, write, speak, and comprehend independently at the appropriate level of cognitive complexity.

Can teach their peers what they learned in class.

Can demonstrate what they know and are able to do in a fashion that meshes with an external benchmark.

Can justify a response or explain their thinking in a way that demonstrates mastery of standards

Demonstrate they think and apply beyond the text, start to self manage and self regulated

Demonstrate the expected outcome at a level that is agreed upon in advance.

Our work as a group will be successful when...

We agree upon an acceptable level of performance for students when they demonstrate their learning.

When the goals crafted are attainable and measurable.

our definition of proficiency supports student learning.

We have a detailed definition of "Proficiency" that is clear and accepted by a large portion of shareholders.

the cut scores generated from the PLDs have cache with the standards that describe what we expect students to know and be able to do.

we can agree on measures that are more attainable

We are able to come to a consensus on what is beneficial to students and see if these new PDs change our educational standard later in the next 5-10 years from now.

We come to consensus about the definition of proficiency

Our work as a group will be successful when...

We have explored the many diverse dimensions of proficiency and honed in on which parts align best to assessment, given its limitations

Define proficient as an attainable standard for students that perform at a higher standard in the classroom..

We can articulate proficiency in a way that all stakeholders can comprehend and attain.

We have working, agreed-upon language that is more fair than what is currently in place

The definition for proficiency is more holistic does not reflect testing as the key measure

Consensus is reached on statements that reflect the academic readiness or students to continue their career or wducational journey.

When we start to see test scores increase and be reasonable

For PLDs to be successful, they should inform various stakeholders. The student, parents, and teachers about the learning taking place and the abilities demonstrated.

Our work as a group will be successful when...

When there is agreement made that recognizes the different perspectives of the standards.

We come to a consensus that describes the vast majority of students across the state no matter their post secondary endeavors.

We have a set of standards for proficiency that are aligned with the needs of our communities & students are ready for whatever they elect to pursue beyond HS.

We identify a new set of success criteria for proficiency that meets the needs of all students. (low income, ELL, etc)

We have generated ideas around what is important regarding student learning in Illinois. What can the assessment data tell us? How will the definitions be utilized?

As similar to the IL learning standards as possible, and highlight which IL learning standards (or parts of the standards) are not being tested or measured. All means all.

For PLDs to be useful to an educator they need to be....

When we have examined the current metric and adapted it to be equitable to all groups of students.

Specific

Standards aligned and actionable for the building and classroom level.

Objective, clear, specific

Written in language that includes specific standards

Clear and concise so that they can ensure that there is alignment between their instruction and the assessment.

Clearly connected to how we define proficient

Specific and measurable

For PLDs to be useful to an educator they need to be....

Specific as it relates to what students have to be able do/comprehend.

Brief and targeted.
Examples are helpful.

connected to the learning standards.

Specific about what success looks like. A clear definition.

As specific as possible if the intent is to guide instruction. If not it needs to be said so and enough information given to guide curricular changes. If not the purpose, then being general is ok

Specific and include examples of student performance of how they demonstrate skills and knowledge.

Framed within the limitations of standardized assessment

Clear on what the intended use is. Written for all to understand even students and parent

For PLDs to be useful to an educator they need to be....

Specific and measurable

Based on the standards.

Described specifically and able to be easily correlated to scores and performance of students.

Clear about which standards are included here and which ones are not.

Not so much that pld writers are not overwhelmed, resulting in too much info for folks

If everything is a priority, it's hard to know how to focus instruction

Not too broad in scope such that they are unrealistically covered in an academic year

Define the grade and content skills and differentiate level of mastery

For PLDs to be useful to an educator they need to be....