

Proficiency in Education is Not New

Elementary Education and Proficiency-Based Learning

Proficiency-based learning (PBL) is not a new concept. In fact, student-centered learning focused on enabling every child to meet high expectations has been practiced in elementary classrooms for many years. Some elementary teachers may not be familiar with the phrase, proficiency-based learning, however, many are all familiar with doing whatever it takes to help students be successful. Some of the PBL strategies used by elementary educators include:

1. Creating clear expectations in the form of learning targets that are related to standards;
2. Supporting multiple pathways for achieving expectations;
3. Measuring student progress in relation to intended outcomes;
4. Providing supports for students who struggle (e.g., VTmtss);
5. Collecting evidence of student learning over time; and
6. Challenging students who excel.

State Level Assessments and Proficiency Scales: Continuity Across Time

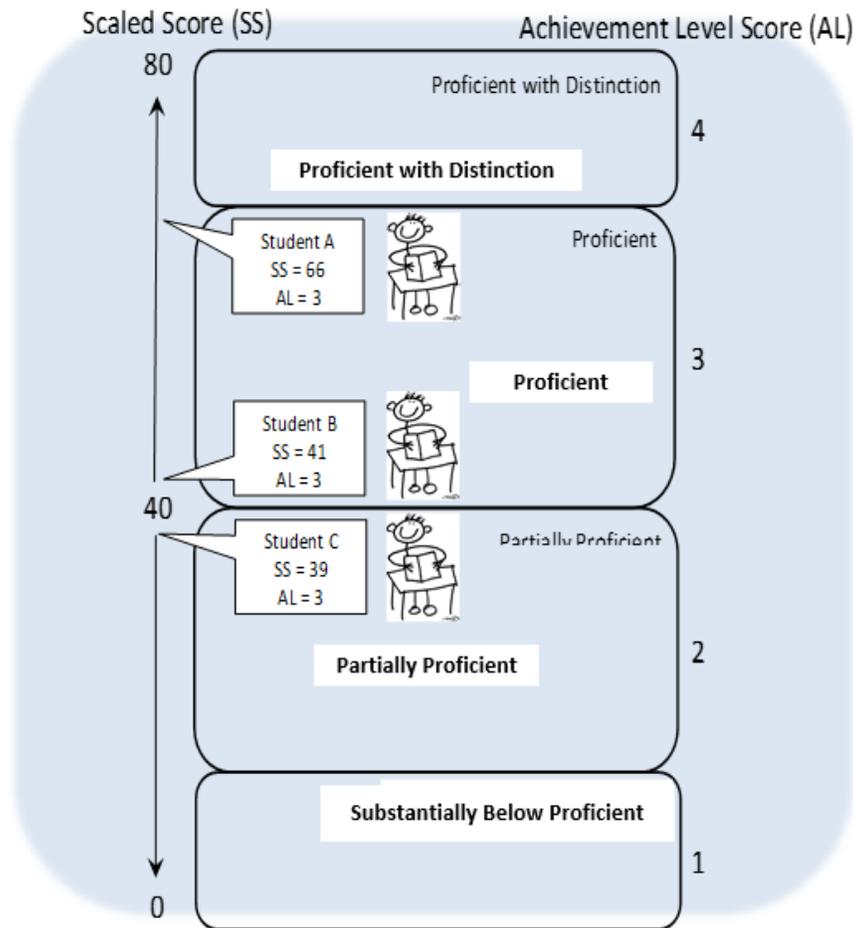
PASS Performance Level Descriptors:

*Vermont-PASS Science Assessment 2003
 School Summary Report
 Proficiency Levels*

TOTAL SCIENCE PERFORMANCE LEVELS			
	School %	District %	State %
Achieved the Standard With Honors	6	7	7
Achieved the Standard	23	28	25
Nearly Achieved the Standard	65	62	64
Below the Standard	6	3	4
Little Evidence of Achievement	0	0	0

Used to report out scores on a proficiency scale.

NECAP Performance Level Descriptors (2005):



Used to report out scores for students for ELA, Math and Science.

NGSS Achievement Level Descriptors (2013): Used to define the proficiency of and determine the cut scores for students on the Vermont Science Assessment.

[Elementary ALDs](#)

[Middle ALDs](#)

[High ALDs](#)

SBAC Performance Level Descriptors (2013): Used to define the proficiency of and determine the cut scores for students in CCSS Math and ELA.

<https://portal.smarterbalanced.org/library/en/mathematics-alds-and-college-content-readiness-policy.pdf> (For Math)

<https://portal.smarterbalanced.org/library/en/elaliteracy-alds-and-college-content-readiness-policy.pdf> (For ELA)

State Adopted Standards

The State Board of Education has adopted national standards for each of the content areas listed in EQS 2120.5, Curriculum Content. Pursuant to EQS 2111 the State Board of Education will periodically review and update these standards for student learning. Supervisory unions shall use these standards as the basis for the development of curriculum and the content and skills taught in school.

See below for the content area and the associated national standards:

- [English Language Arts & Literacy - Common Core State Standards](#) (CCSS) English Language Arts (adopted 2013)
- [Mathematics - Common Core State Standards](#) (CCSS) Mathematics (adopted 2013)
- [Science - Next Generation Science Standards](#) (NGSS) (adopted 2013)
- [Health Education - National Health Education Standards](#) (NHES) (adopted 2015)
- [Physical Education - Society of Health and Physical Educators](#) (SHAPE) (adopted 2015)
- Arts – [National Core Art Standards](#) (NCAS) (adopted 2016)
- Global Citizenship
 - [Social Studies – College, Career and Civic Life \(C3\) Framework for Social Studies State Standard](#) (adopted 2017)
 - World Languages – [American Council on the Teaching of Foreign Language](#) (ACTFL) World-Readiness Standards for Learning Languages (adopted 2019)