

Resources to Support PBL

Developed by AOE

Assessment

[Local Comprehensive Assessment System Quality Criteria Single Point Rubric](#) (2020)

[Quality Criteria for Performance Assessment](#) (2019/2020)

[VT Science Assessment Achievement Level Descriptors](#) (2018/2019)

[Interdisciplinary Performance Assessment templates](#) ([you can find others here](#)) (2018/2019)

[Local Comprehensive Assessment Criteria](#) (2018/2019)

[Strengthening and Streamlining Local Comprehensive Assessment Systems](#) (guide) (2017)

*Additional research-based articles are posted on AOE Assessment webpage that support the field

Instructional Practice

[VT Arts Learning Target Bank \(how to use find here\)](#) (2018/2019)

[ESSA & the Arts: Title IV, Part A](#)

- The three documents included in this resource focus on arts funding opportunities through Title IV, Part A. It provides arts educators and supporters of the arts with information about funding opportunities that exist within ESSA and serves to provide administrators writing needs assessments, Continuous Improvement Plans, and applications for federal funds.

Self-Paced Learning Modules [Practices in Personalized, Proficiency-Based Learning](#):

Goals were to provide an overview of a set of key practices in personalized, proficiency-based learning; to invite reflection and discussion about considerations for key practices in personalized, proficiency-based learning; and to provide examples and opportunities to engage with key practices in personalized, proficiency-based learning.

PBGR Development and Implementation

Portrait of Graduate (In Graphic Design Phase):

[Flexible Pathways Implementation Kit](#): These resources have been developed for schools, supervisory unions, and school districts to use with students, colleagues,

families, and community to support the development, expansion, and implementation of flexible pathway opportunities that lead to proficiency.

[Vermont Graduation Readiness Tool](#): **Non-Regulatory Resource for IEP Teams** Student engagement in the transition planning process has been identified as a predictor of success after high school. Instructions: IEP team members should award 0 - 2 points for each component. Note some sections may be not applicable (N/A) for a student.

Proficiency-Based Graduation Requirements (PBGR) – [Access Plan and Template](#)
The PBGR Access Plan template has been developed to assist schools, districts and supervisory unions in ensuring that their locally-developed PBGRs can be met by each and every student and replaces the Multi Year Plan template. While most students will meet the PBGRs without accommodations or modifications, a small percentage of students will need this support in order to demonstrate proficiency of the graduation requirements.

Self-Paced Learning Modules: [Developing and Applying Proficiencies](#): Goals were to provide an overview of the “proficiency-based” part of proficiency-based, personalized learning; to raise essential questions around proficiency-based education and invite consideration and discussion; to provide an opportunity to practice some of the necessary components of a proficiency-based system; and to introduce concepts and topics that will be addressed in much greater depth in other self-paced courses.

[Vermont AOE Case Study Learning Project](#)

The goal of these case studies is to provide exemplars of the inter-relationship between a student’s personalized learning plan (PLP), IEP transition plan and the student’s pathway to meeting proficiency-based graduation requirements (PBGRs).

[PBL 101: A Vermont Primer](#) - Developed in 2018, this narrated power point addresses standards and proficiencies in slides 17-25.

Sample PBGRs: [An Introduction to the AOE Sample Graduation Proficiency Documents](#)

- Global Citizenship
- [Social Studies](#)
- [Health Education](#)
- [English Language Arts & Literacy](#)
- [Mathematics](#)
- [Physical Education](#)
- [Science](#)
- Arts
- [Dance](#)
- [Media Arts](#)
- [Music](#)
- [Theatre](#)
- [Visual Art](#)

[Transferable Skills Samples](#)

[Transferable Skills Sample Performance Indicators](#)

Proficiency-Based Grading and Reporting

[Research Brief: Proficiency-Based Grading Practices](#) – This document was revised and improved in 2018. Its focus is on current research and recommendations from experts. The information should be used to inform rather than dictate decisions related to grading practices in a personalized and proficiency-based system.

- Focus areas:
 - What is proficiency-based grading?
 - What is the purpose of grading?
 - What should be included on a report card in a proficiency-based system?
 - What needs to be in place for proficiency-based grading to be implemented?
 - What is the grading scale in a proficiency-based system?
 - How will teachers actually determine grades in a proficiency-based system?
 - What additional information should be included for students with learning differences?
 - Resources

[Proficiency-Based Grading and Transcripts Proficiency-Based Learning: Responding to Parent and Community Concerns](#) – This document was created in February 2019 to address parent and community concerns about proficiency-based grading and reporting. The document provides research-based answers to three frequently asked questions

- Do Proficiency-Based Grading and Transcripts create a disadvantage for my child?
- Who gets to decide (about grade reporting system and transcripts?)
- What do experts and practitioners say (about proficiency-based transcripts)?

[Transferable Skills Scoring Criteria](#): Scoring criteria provide rubrics for assessing VTAS performance tasks, in alignment with the Agency's sample transferable skill proficiency-based graduation requirements' performance indicators.

- [Clear and Effective Communication](#)
- [Creative and Practical Problem-Solving](#)
- [Informed and Integrative Thinking](#)

- [Responsible and Involved Citizenship](#)
- [Self-Direction Scoring Criteria](#)

Task Models: Task models provide general guidelines for what a performance task should include if it is to effectively measure proficiency in a Vermont EQS transferable skill.

- [Clear and Effective Communication](#)
- [Creative and Practical Problem-Solving](#)
- [Informed and Integrative Thinking](#)

Transferable Skills Sample Tasks: Sample performance tasks reflect the structure and components of VTSAS task models. They provide schools with examples of tasks and activities that can be used to assess students' transferable skills proficiency.

- [Change We Can See: Making the Invisible Visible](#)
- [Feed the Chicks](#)
- [Free Throw Adjustments](#)
- [Health in our Town](#)
- [Wildlife and Lyme Disease: Connections and Control](#)

Annotated Student Work on Clear and Effective Communication: Educators reviewed and annotated student work that assesses the transferable skill: Clear and Effective Communication. Copies of the student work without annotations are included so that teachers can provide an opportunity for students to use the scoring criteria to assess this work and become familiar with expectations for Clear and Effective Communication.

- [Student 5A](#)
- [Student 5A with Comments](#)
- [Student 6C](#)
- [Student 6C with Comments](#)
- [Student 8A](#)
- [Student 8A with Comments](#)
- [Student 9A](#)
- [Student 9A with Comments](#)
- [Student 10A](#)
- [Student 10A with Comments](#)
- [Comments for Student #13 Slideshow](#)
- [Student 13 Copy of Basketball Project](#)

WFM submissions regarding Proficiency-based Transcripts

- Volume 11, Issue 14, 05 April 2017 (<https://education.vermont.gov/weekly-field-memo/volume-11-issue-14#proficiency-based-transcripts>)
- Volume 11, Issue 45, 15 November 2017 (<https://education.vermont.gov/weekly-field-memo/volume-11-issue-46>)
- Volume 13, Issue 11, 13 March 2019 (<https://education.vermont.gov/weekly-field-memo/volume-13-issue-11>)
- Volume 13, Issue 43, 23 October 2019 (<https://education.vermont.gov/weekly-field-memo/volume-13-issue-43#proficiency-based-grading>)

[Additional Proficiency-Based Grading Resources](#) are posted on the AOE Proficiency-based Learning webpage. These resources are developed by experts and compliment documents published by the AOE.