

## Standard: General Provisions – Proficiency-Based Learning Model

	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<b>N. Assessment Plan</b> <u>Guiding Question:</u> Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods? <a href="#">(ARM 10.55.603(5))</a>	<input type="checkbox"/> District has <b>no</b> evidence that it is developing an assessment plan that will be in place within two years	<b>The district provided evidence of an assessment plan that:</b> <input type="checkbox"/> Is developed and will be implemented within two years	<b>The district provided evidence of an assessment plan that:</b> <input type="checkbox"/> Is developed and will be implemented within two years <b>AND</b> <input type="checkbox"/> Details progression, growth, and proficiency	<b>The district provided evidence of an assessment plan that:</b> <input type="checkbox"/> Is developed and will be implemented within two years <b>AND</b> <input type="checkbox"/> Details progression, growth, and proficiency <b>AND</b> <input type="checkbox"/> Uses <b>more than 1</b> measure and method to assess student growth and proficiency in content standards and content-specific grade-level or grade-band learning progressions in all program areas

### DEFINITIONS

**"Assessment"** means the gathering, organizing, and evaluation of information about student learning progression, growth, and proficiency in order to monitor and measure the effectiveness of the instructional program.

**"Proficiency-based learning"** means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.

**"Student growth"** means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

**"Learning progression"** means the specific performance expectations in each content area and grade level or grade band from kindergarten through grade 12.

**"Proficient"** means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

**"Measure"** means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

### SAMPLE EVIDENCE MAY INCLUDE

*A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.*

**Developed Assessment Plan Sample Evidence May Include** - plan district has developed

**Progression, Growth, and Proficiency Sample Evidence May Include** - NOT STUDENT PERFORMANCE DATA - tools **AND/OR** reports **AND/OR** systems that track if progression, growth and proficiency is taking place (*Elementary and Middle Schools - Review evidence of tools submitted for Student Performance Rubrics A & B from Part 1*)

**More than 1 Measure of Student Progress Sample Evidence May Include** - common assessments **AND/OR** ongoing assessments **AND/OR** teacher-made assessments **AND/OR** district assessments **AND/OR** state assessments **AND/OR** teaching strategies (formative assessments)