

# Designing Proficiency-Based, Personalized Learning Opportunities

Targeting Our Practice  
of Fundamental Skills  
that Underpin  
Proficiency-Based,  
Personalized Learning



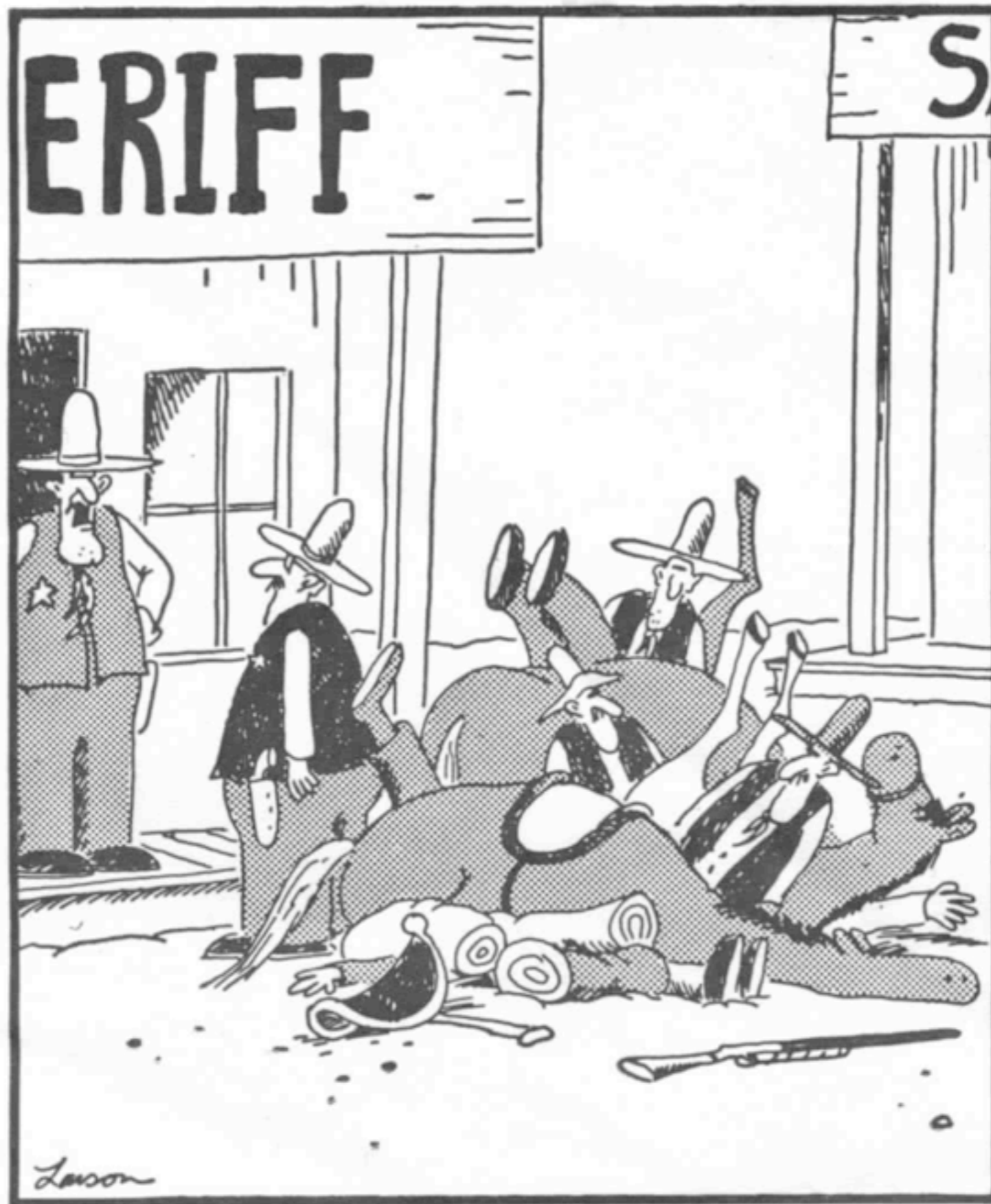
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Lewson



"And so you just threw everything together? ... Mathews, a posse is something you have to organize."

# Prompt

Imagine your students 5 years or so after they have graduated.

What are three-five skills, ideas, and/or dispositions you hope they carry with them as a result of having had you as their teacher?

Who among us assesses / reports these skills/ ideas/dispositions?

Why not?

# Vermont's Proficiency-Based Graduation Requirements (VPBGR)

- Five Transferable Skills Proficiencies

- Indicators for each of the Five Transferable Skills

- Content Area Proficiencies

- Indicators for each of the Content Area Proficiencies

# PBA Defined

# Analyzing Examples of PBA

1. Which word best / phrase describes the “compelling-ness” of this PBA.

Snooze Fest. Kind of Interesting. Compelling. Wildly Engaging.

2. Which word best describes the assessment’s Degree of Transfer?

Low Medium High

3. Circle the number that best describes the assessment’s Depth of Knowledge.

1 2 3 4

# PBA Example #1

Students will prepare and deliver written and oral arguments persuading a jury of a convicted killer's guilt or innocence. First, they must carefully listen to each installment of the podcast (*Serial*), which tells the complex and convoluted story an investigative journalist's obsession with this case.



# Analyzing Examples of PBA

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# PBA Alignment with VPBGR

## **VPBGR Transferable Skills Proficiencies Targeted:**

1. Clear and Effective Communication
5. Informed and Integrative Thinker

## **VPGBR Transferable Skills Indicators Targeted:**

1.c, 1.e, 5.b, 5.c, 5.d

## **VPBGR Content Area Proficiencies Targeted:**

Writing, Speaking and Listening

## **VPBGR Content Area Indicators Targeted:**

Writing (2.a), Writing (3.a, 3.b, 3.c), Speaking and Listening (5.a, 5.b, 5.c, 5.d)

# PBA Example

Students are asked to become bio-ethicists who will work in small think tank teams to publish position papers about a bio-ethical issue / question of their think tank team's choice.

First, students will study a range of ways that the advancement of technology is raising complicated ethical questions. Then students will choose the questions / topic that most interests them, and join a think tank team that will conduct research, draft a position paper, and publish this paper to policy makers wrestling with the question / issue.

Bio-Ethics Think Tanks:  
PBA Alignment with VPBGR?

**VPBGR Transferable Skills Proficiencies Targeted:**

**VPGBR Transferable Skills Indicators Targeted:**

**VPBGR Content Area Proficiencies Targeted:**

**VPBGR Content Area Indicators Targeted:**

# PBA Example

What's the Story:  
Vermont Young People Social Action Team

[whatsthestoryvt.com](http://whatsthestoryvt.com)

# Application Time

1. Drafting a Performance-Based Assessment (PBA):  
*Playing / Imagining / Suspending Disbelief*

2. Aligning Your Performance-Based Assessment with  
Vermont's PBGR



