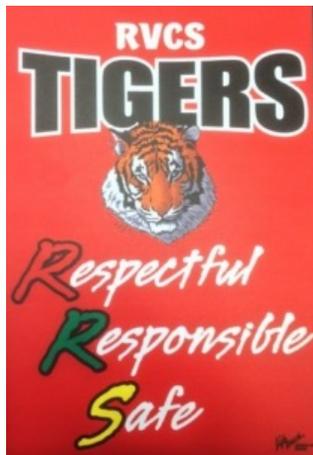


---

## Why Proficiency-Based?

### Learning All Ways; Always Learning

Learning is a process, and *everyone* can learn something new. Each one of our learners is a unique and special learner, and each learner brings their own thoughts, ideas, and experiences into their classroom everyday. Proficiency-Based Learning is an approach that focuses on the expectations and opportunities to meet those expectations, versus traditional school systems that advance students because of their age or an inaccurate representation of their performance (i.e. averaged grades).



## Proficiency-Based Learning Resources & Supports

<http://www.aos94.org/central-office/curriculum/>

<http://maine.gov/doe/proficiency/>

<https://studentsatthecenterhub.org/>

<https://www.competencyworks.org/>

---

## How Proficiency-Based Grading Works

Imagine you have been tasked to bake a cake. The first test cake you bake fails miserably. The second test cake you make is slightly better, but still really bad. The third and fourth test cakes you make are near perfection, and the fifth cake you make wins first prize at the county fair. If we took an average score of cake-making, you'd be at about a "C". So the question is: *Is that grade an accurate representation of your ability to make cakes?*

Proficiency-Based Grading is based on a four-point scale and uses multiple methods to determine the proficiency level of the learner. The numbers **are not averaged**. The numbers are there to communicate **what the learner knows AND can do at that moment**.

## Will Colleges Accept These Grades?

The short answer: **yes**.

Colleges and Universities accept all kinds of transcripts and grade reporting. Some schools use a 100% scale, some use a 4-point scale... some don't use any grades at all! Many homeschooled students never receive a grade, and a transcript from an international school may look completely different from a more local one. The fact is: colleges want to know **how** we grade and determine proficiency, and can make their judgments from there.

For more information: <http://greatschoolspartnership.org/proficiency-based-learning/college-admissions/>

---

# Proficiency-Based Learning

## A Quick Guide for MSAD #46 Parents and Community Members

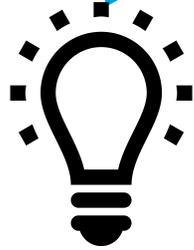
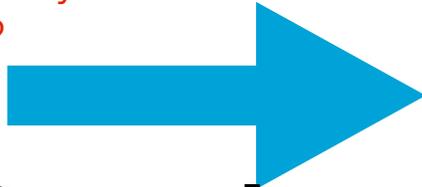


 @AOS94ME

 @AOS94ME

 <https://www.facebook.com/aos94me/>

## What are some key elements of Proficiency-Based Learning?



### Separating Academic and Behavioral Expectations

Traditional grades combined academic performance (tests & projects) and behaviors (late assignments, etc), providing an unclear picture performance. Proficiency-Based Learning fixes that.

### Clear Learning Targets and Goals

Neuroscientists and education researchers all agree that the most impactful element of student learning is having a clear and explicit target of what is to be learned and done. In other words: know what you're looking for before you start looking.

### Multiple Opportunities and Pathways

The goals and targets are consistent for everyone, but all learners learn at different paces, and in different ways. Proficiency-Based Learning helps us focus on creating pathways to meet the needs of the learners while also meeting the expectations.

### Building Lifelong Learning and Independence

We want all learners to leave our education system being able to do three things really well: (1) Ask good questions; (2) Have the ability to research and answer those questions; and (3) Ask new questions based on the answers. This is heart of being an independent, lifelong learner.

## District-Wide Grading Scale

<b>Innovating</b>	<b>4</b>	student has independently and consistently performed above the expected complexity level independently and has included the necessary content
<b>Applying</b>	<b>3.75</b>	student has independently and frequently performed above the expected complexity level and has included the necessary and appropriate content
	<b>3.5</b>	student has independently and occasionally performed above the expected complexity level and has included the necessary and appropriate content
	<b>3</b>	student has independently and consistently performed at the expected complexity level and has included the necessary and appropriate content
<b>Learning</b>	<b>2.75</b>	student has independently and frequently performed above the foundational complexity level and has included the necessary and appropriate content
	<b>2.5</b>	student has independently and occasionally performed above the foundational complexity level and has included the necessary and appropriate content
	<b>2</b>	student has independently and consistently performed at a foundational level independently and has included the necessary and appropriate content
<b>Beginning</b>	<b>1</b>	student has consistently performed at a foundational level with help/support and has included the necessary and appropriate content
<b>Academic Incomplete</b>	<b>AI</b>	Insufficient evidence has been collected to evaluate student performance (is earned if a student's work has not been turned, an assessment is missing, has been medically/excused absent, etc.).