Planning Instruction and Assessment to Support Proficiency Based Learning*

Beginning	Developing	Proficient	Advanced
Identify instructional outcomes and use learning activities and grouping.	**Align learning activities and assessment with instructional outcomes and use differentiation strategies and understanding of how learning progresses to vary instruction by group.**	**Create learning activities and assessments that clearly and explicitly target instructional outcomes and use differentiation strategies and understanding of how learning progresses to vary instruction by group and individual.**	**Create differentiated learning activities and assessment plans that clearly and explicitly target instructional outcomes along a progression and involve learners in the development of activities and assessment plans to engage all learners in high level cognitive activity.**
I can identify what the instructional outcomes are that I want students to engage in (what standards, performance indicators, and learning targets).	I can recognize when a learning activity and/or assessment is aligned with instructional outcomes (learning targets).	I can create assessments that are clearly and explicitly aligned with instructional outcomes (learning targets) that allow for some differentiation (methodologies adapted for groups and/or individuals).	I can create assessment plans that are differentiated for individual learners and learners contribute to its development.
I can recognize that instructional outcomes follow a progression.	I can align learning activities with instructional outcomes (learning targets) and identify where they belong in an organized progression.	I can create learning activities that are clearly and explicitly aligned with instructional outcomes (learning targets) along a coherent progression.	I can use formative assessment to create learning activities that are differentiated for individual learners engaging them in high level cognitive activity.
I can use learning activities that involve instructional grouping.	I can vary instructional grouping for learning activities to address multiple learning targets.	I can use formative assessment to vary instructional grouping for learning activities to support students.	I can use differentiation strategies to vary instructional design and groupings appropriately, with opportunities for student choice.
	I can use whole group differentiation strategies.		

* Adapted from Danielson 1e and 1f. I have changed the language and labels to be consistent with proficiency-based learning scales. The corresponding (unchanged) Danielson rubrics are on the opposite page

1e: Designing Coherent Instruction

Unsatisfactory	Basic	Proficient	Distinguished
Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

1f: Designing Student Assessment

Unsatisfactory	Basic	Proficient	Distinguished
Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.