The "C3" Proficiency-based Teaching and Assessment System

ACADEMY OF ARTS & ACADEMICS

The premise: Proficiency-based teaching and learning, coupled with clear and effective assessment empowers learners and gives relevance to learning. However, there are practical concerns as well: if it's really only about remembering, understanding, and applying the content and a kid can show that he/she can do that through standardized tests and measurements, then do they really need to go to class? State law requires that grades accurately judge what a student "knows" about the subject and cannot be inordinately influenced by outside factors such as behavior or attendance.

However, this simplistic vision doesn't address what makes proficiency learning so meaningful. Proficiency should not be simple regurgitation of facts found in a Google search, but instead proficiency is a holistic approach that measures not just what a student knows, but what a student can do with what he/she knows. We call this system "C3" - short for Content, Create, Community. In this system, Content learning targets get the bulk of the weight in any class and, rightly, if a kid never came to class, but could, indeed, regurgitate back the content learning targets at a proficient level, then he/she likely deserves the full 60% of the grade that he/she would get. That's a D. It's passing, but it's not proficient. Real proficiency happens when students engage BEYOND the Content; when they Create and when they work interdependently with their peers and with experts in a Community.

Cognitive CONTENT Area Learning Targets	Analysis, CREATE, Evaluation Learning Targets	COMMUNITY Learning Targets
60% of the class grade.	**20% of the class grade.**	**20% of the class grade.**

These learning targets are generated from state and common core standards and are assessed through Bloom's low-level cognitive domains. Note that you MIGHT be able to accomplish at least some of these without attending class regularly.
 	
 • Remembering:
  • "I can describe the different types of persuasive logic"
  • "I can locate terms and vocabulary essential to poetry"
 • Understanding
  • "I can infer relationships between focal length and shutter speed"
  • "I can classify different species of animals"
 • Applying
  • "I can implement different types of shading and lines in my work"
  • "I can exhibit the essential elements of my project plan in a prezi"
	These targets focus on Bloom's higher level cognitive skills that are best demonstrated and honed by ATTENDING CLASS REGULARLY.
	
	 • Analyzing
	  • "I can outline and compare the pros and cons of the different group approaches to our project"
	 • Evaluating
	  • "I can extrapolate a set of potential outcomes for our project with my group"
	 • Creating
	  • "I can create a demonstration booth with my group"
		These targets focus on the process work, the "soft" skills of proficiency like leadership, humility, collaboration, adaptability, loving to learn and re-learn, and ownership.
		
		 • "I can provide evidence of group communication, sharing work, mutual respect and problem solving, setting clear goals and meeting deadlines."
		 • "I can defend my learning process with evidence of persistence, refinement, and how my work matters to me."

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