Unpacking Priority Performance Indicators and Proficiency Scales Template

# Purpose

This document provides templates for unpacking Priority Performance Indicators and corresponding grade-level standards as well as developing proficiency scales.

# Unpacking Priority Performance Indicator and Corresponding Grade Level Standard(s)

The first step in developing proficiency scales at any grade level is determining what a student has to know and do in order to demonstrate proficiency in a given PPI. This begins with unpacking the grade level standard(s) that correspond to the selected PPI.

## Critical Proficiency:

|  |  |  |
| --- | --- | --- |
| **Priority Performance Indicator** | **Grade Level Standard(s)**(Analysis: **Bold** the nouns; *italicize* the verbs indicating what students are doing)  | **Unpack into Learning Targets** (Write 2 or more learning targets.) |
| (leave blank) | (leave blank) | (leave blank) |

# Proficiency Scale

The combined learning targets identified through the unpacking process become the “proficient” level of the proficiency scale, which requires application of skills and knowledge (e.g., synthesis of information, transfer to a novel context, etc.). The “beginning” level is comprised of qualitative descriptors of the foundational skills or knowledge a student demonstrates first when working toward proficiency while the “developing” level identifies foundational skills or knowledge a student demonstrates as a steppingstone to “proficient.” Finally, the “expanding” level requires creative and flexible application of skills and knowledge at an advanced level. For more information about what to include in a proficiency scale, see the [Proficiency Scale Quality Criteria](https://education.vermont.gov/document/proficiency-scale-quality-criteria).

## Critical Proficiency:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority Performance Indicator** | **Beginning** | **Developing** | **Proficient** | **Expanding** |
| (leave blank) | I can: | I can: | I can: | I can:- or -  I can create alternative evidence that expands upon proficient.   |