

Presentation Audio Transcript

Question #4: How do you create performance indicators from the proficiency statement?

Slide 1: The fourth question of this course is: How do you create performance indicators from the proficiency statement?

Slide 2: In the last segment, the focus was on writing the proficiency statement. And while the proficiency statement is important, it's only the beginning. The proficiency statement is a specific, observable, measurable statement about the skill that we're addressing. It is still necessary to describe the subset of skills that a student will DO in enacting the larger skill. These are performance indicators. For example, if the proficiency is, "The student can dress themselves independently for a variety of situations", performance indicators break the skill down into sub-parts, "I can tie my shoes" or "I can choose matching components for a job interview." All are parts of the bigger skill.

Performance indicators are student-friendly descriptions—via words, pictures, actions, or some combination of the three—of what you intend students to learn or demonstrate over and over again to help demonstrate they meet the overall proficiency.

When you are writing performance indicators for your students, it's important to remember that the performance indicators should embody all of the facets of the proficiency that you think are essential.

Slide 3: Perhaps an example will help. Let's take a look again at the transferable skill of Collaboration. Here's the proficiency statement for Collaboration:

Collaboration: Student collaboratively works in a variety of groups and pairings effectively to achieve goals and create products.

We ask ourselves, "What are the smaller skills a student will need to demonstrate multiple times to show proficiency in the overall statement?"

Slide 4: Here are five performance indicators for the end of high school that might appear in a high school's proficiency document:

"I can encourage team unity through sharing my expertise and information I find, working together to solve problems and putting team success first."

"I can acknowledge and praise the accomplishments of teammates to others."

"I can recognize when teammates need assistance in their roles and responsibilities and help them get back on track."

"I can ask teammates for help and accept assistance from others when I am struggling with my roles and responsibilities as the team works to achieve its goals."

"I can assume roles that help my team achieve its goals"

When students demonstrate these performance indicators through various assessments, they meet the overall proficiency.

Slide 5: Before you get to writing, a few words about how many performance indicators you need.

The most frequent question we get about this topic is, "How many performance indicators should there be?" There is not one answer to this, but a few guide rails should help you. Remember that proficiencies should be measurable and manageable. Ask yourself, "What would a student absolutely need in terms of this skill in order to be successful beyond high school? And what is reasonable to expect of all students?" While we would be absolutely thrilled if all students presented like a well-polished TED presenter, is that really what is accessible to all? We all know that talking with hands for emphasis is helpful in communicating ideas, but is it essential? Can a student communicate with her hands at her side? Eye contact is important in communication, but can a student present to a live audience effectively without making good eye contact? Will the audience get the message? Is the verbal communication good enough that the audience adapts to understand the speaker despite his shortcomings? If we put eye contact as one performance indicator ("I can use eye contact"), does that limit our ability to assess the student on the whole? These are meant to be genuine

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questions (not leading) that educators developing proficiencies will have to answer for themselves. There is no one answer, but remember why proficiency development is helpful in personalized learning—it helps make standards meaningful and manageable. Creating long lists of performance indicators for proficiency statements is counterproductive to the intended structure of a proficiency-based assessment system.

Slide 6: The tasks and activities in this section focus on performance indicator development and language. The Text-Based Reflection on ["What exactly do 'fewer, clearer, and higher standards' really look like in the classroom?"](#) will help you think about the language you choose for your performance indicators. A checklist from the Maine Department of Education is a useful tool as you evaluate the performance indicators you write or revise.

Slide 7: Thank you for watching. Remember to record your work in the Evidence of Learning Tool and to check out More Resources below. If you have any questions or want to share additional resources you think might help others, please contact the Center for Collaborative Education at vtclg@ccebos.org.