

# Can You Show What You Know?

One School's Approach to Proficiency-Based Learning



# Agenda

- I. Introductions
- II. What is Proficiency-Based Learning (PBL)?
- III. “Chalk talk”
- IV. PBL at Big Picture South Burlington
- V. Applying for Proficiencies
- VI. Proficiency-Based Learning Transcript
- VII. Exit Card

# Introductions

## Presenters

Anna Finklestein - Advisor

Jim Shields - Advisor

Amelia Payne - Student

Ella Downey - Student

Shelby Reposa - Student

# **What is Proficiency-Based Learning?**

**Our Definition:**  
**Demonstrating mastery of skills in a way  
that works for the learner**

# Chalk Talk



# **About Big Picture South Burlington**

# **APPRENTICING**

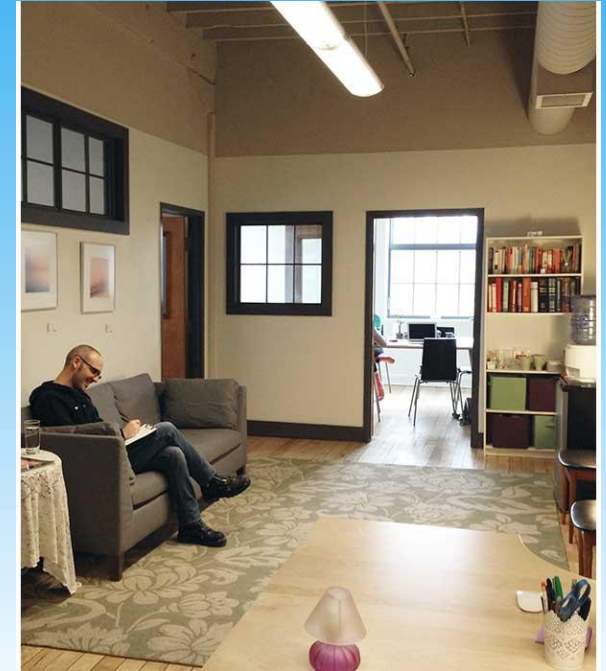
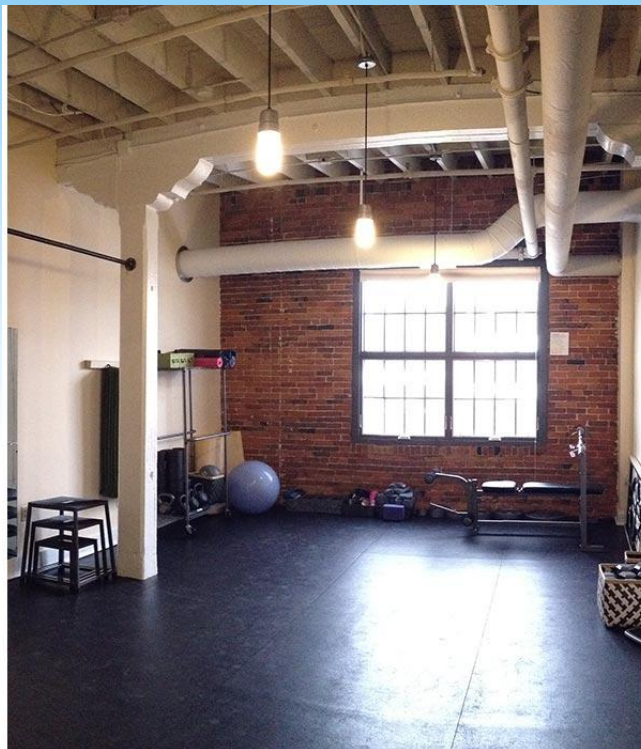


# Power Assessment: Apprenticing Portfolio

## Distribution Requirements:

- ❖ Designing Solutions/Major Projects
- ❖ Multi-faceted learning through sustained engagement with experts in a field

# Ella's Internship at the Wellness Collective



# COMMUNICATION

# Power Assessment: Major Research Paper

## Distribution Requirements:

- ❖ Speak so Others Can Understand
- ❖ Read with Understanding
- ❖ Convey Ideas in Writing
- ❖ Listen Actively
- ❖ Thoughtfully Produce and Consume Media (art, music, ads...)
- ❖ Communicate Information using Mathematical and Scientific Tools
- ❖ Express Oneself Creatively
- ❖ Evaluate and Articulate perspectives, ideas, and values

# Shelby's Communication Project

<http://prezi.com/rd1crdcg1xlg/communicating-with-preschoolers/>

# **PERSONAL DEVELOPMENT**

# Power Assessment: Gateway Exhibition

## Distribution Requirements:

- ❖ Practice Healthy Personal Habits
- ❖ Take Responsibility for Learning
- ❖ Reflect and Evaluate
- ❖ Set and Meet Goals
- ❖ Make Responsible Decisions
- ❖ Financial Literacy
- ❖ Realistically assess strengths and weaknesses with a disciplined path towards improvement

# What is the Gateway Exhibition?

A forty-minute presentation of learning with required elements.

A high-stakes assessment evaluated by a panel of teachers and peers using [a rubric](#).

Students to respond to three major questions...



**Question:** How are you managing your learning?

**Gateway Component:** Review of Learning Plans

**Question:** How are you engaging with and learning in the world?

**Gateway Component:** Teach a Skill you learned at your internship

**Question:** How are you preparing for your own personal idea of success?

**Gateway Component:** Reflection on the 8 Non-Cognitive Variables

# The Non-cognitive Variables

1. Positive Self Concept
2. Realistic Self-Appraisal
3. Skilled at Navigating Systems
4. Preference for Long-Range Goals over Short-Term Needs
5. Availability of a Strong Support Person
6. Successful Leadership Experience
7. Demonstrated Community Service and Involvement
8. Knowledge Acquired in or about a Field

Adapted from the work of [William Sedlacek](#)

# **CIVIC & SOCIAL RESPONSIBILITY**

# Power Assessment: Service Thesis Project

## Distribution Requirements:

- ❖ Collaborate with others to resolve issues and negotiate
- ❖ Participate in and contribute to a diverse community using cross-cultural skill
- ❖ Demonstrate Historical Understanding
- ❖ Projects showing capability of and responsible for addressing complex real-world problems that matter to them and their community.

# Service Thesis Project

Leah S. & Olivia P., Class of 2013



"Don't ask what the world needs. Instead, ask what makes you come alive. Because what the world needs is people who have come alive."

<http://artwithapurpose.tumblr.com/>

# **REASONING & PROBLEM SOLVING**



# Power Assessment:

## Science Experiment & Journal Article

### Distribution Requirements:

- ❖ Reason using Algebra, Geometry, and Statistics
- ❖ Learn Through Research
- ❖ Solve Complex Problems
- ❖ Apply scientific method to research and experiment
- ❖ Other Projects that show ability to challenge assumptions, gather evidence, and consider multiple perspectives.



## THE WEBSITE

<http://www.gluten-dairy-free-treats.com/homeapp.html>

# PROFICIENCIES I'M TRYING TO MEET

- **Learn Through Research**
- **Solve Complex Problems**
- Read with Understanding
- Thoughtfully Produce and Consume Media (art, music, ads etc)
- Express Oneself Creatively
- Evaluate and Articulate perspectives, ideas, and values
- Take Responsibility for Learning
- Set and Meet Goals
- Projects showing capability of and responsible for addressing complex real-world problems that matter to them and their community.
- Convey Ideas in Writing

# **Applying for Proficiencies**

# How do students apply for proficiency?

Because projects vary in length and complexity, there are no standardized “due dates.”

Big Picture students tell their advisor when they are ready for assessment by “applying for proficiency.”

I created this [form](#) in Google forms to streamline the application

# The PBL Transcript

**Q & A**



# Exit Card

**“I used to think...and now I  
think...”**