DEPARTMENT OF
Accountability, Research & Evaluation

BUILDING A LEARNING PROGRESSION RUBRIC

Guiding Questions

1. What might we typically see from a student as they first begin to learn the content, skills, and/or academic language in the criterion? What do you teach first? And how?
2. What milestones do students' reach on their way towards proficiency and eventually mastery? How do you tailor your instruction during the course to deepen understanding of the content and the gradual building of fluency in skills and academic language?

Purpose

For each SLO, classroom teachers build a correlating learning progression rubric that addresses each Performance Criterion and its series of proficiency levels. These rubrics are used to describe the typical growth process through which students move as they develop mastery of a standards-based Objective, rather than to score a particular assessment item or task. Each column refers to a student's Expectation level or proficiency along the path of developing deeper understanding of the content and the gradual building of fluency in skills and academic language. As such, the learning progression rubric helps teacher teams come to a consensus on a common definition for student mastery, common expectations for student performance, and a common method for tracking student growth during the instructional period. It also helps teachers identify and differentiate instructional strategies, and can be used to provide students and parents clear and concise feedback.

General Guidelines

Please remember that there is no single correct way to write a learning progression rubric. The definition of each Expectation level needs to be appropriate for the particular subject, grade level of the students, and the specific criterion. However, the following guidelines should be used as much as possible by all teachers:

- Phrase descriptors in the positive on the basis of what students *are* able to do, as opposed to what they are *not* able to do. In this manner, an asset-based perspective is embraced. Even when students have not yet reached proficiency, students reach milestones that signify noteworthy progress.
- Provide qualitative descriptions of what students at each level are able to do rather than to distinguish proficiency levels on the basis of quantities (e.g., number of details a student uses in a paragraph) or percentages (e.g., scores on certain assessments).
- Avoid vague evaluative terms (e.g., good, fair, poor, etc.) in which there is no consistent understanding of meaning.
- Let the "Exceeds Expectations" column be open for further interpretation as students may surprise us by demonstrating new ways to apply their knowledge. Please note that this column usually does not define the next grade level standard(s), but rather deeper understanding of the current grade level standard(s).

DEPARTMENT OF Accountability, Research & Evaluation

BUILDING A LEARNING PROGRESSION RUBRIC

Generic Learning Progression Frameworks

Below are some generic options for delineating a typical continuum, or learning progression, from Partially Met Expectations to Exceeds Expectations. These options should be combined and modified as needed, and the Expectation level descriptors need to be written with subject- and grade-specific language and content. The four frameworks described below are:

1. Development of **conceptual understanding**
2. Development of **procedural skills**
3. Type or amount of **support and scaffolding** that a student needs in order to be successful
4. The extent to which the student can monitor his/her own learning: **metacognition**

	Partially Met Expectations	**Approached Expectations**	**Met Expectations (Performance Criteria)**	**Exceeded Expectations**
Conceptual Understanding	Students demonstrate knowledge of a concept through either recognition or recall.	Students demonstrate knowledge of several related concepts through recognition or recall, yet make limited connections among them.	Students apply knowledge of several related concepts to solve problems; students make strong connections among concepts.	Students apply knowledge to other areas (e.g., to other subjects; in new and unfamiliar contexts). Students demonstrate a nuanced understanding of the concepts (e.g., the limits within which they can be applied to other domains).
Support and Scaffolding	Students are dependent upon support from a teacher, coach, or more advanced peer and/or students are dependent upon scaffolded work/assessments* to demonstrate success.	Students intermittently utilize support/coaching and/or scaffolding (less than that for Partially Met) to demonstrate success.	Students demonstrate independence in applying concepts or skills. Support or coaching is utilized for success in solving more complex problems.	Students demonstrate independence and reflectiveness in applying concepts and skills. Coaching is used for extending or achieving greater success, yet the coaching is more collaborative between student and teacher.
Metacognition	Students rely on external feedback to monitor and regulate their learning.	Students monitor their learning with prompting. Students begin to use explicit learning strategies.	Students monitor their learning with minimal or no prompting. Students use learning strategies efficiently and in appropriate contexts. Students initiate the application of concepts or skills.	Students independently monitor and extend their own learning. Students self-regulate their learning, generating and using learning strategies efficiently and in appropriate contexts.
Procedural Skills	Students use skills following a step-by-step, or effortful process with minimal fluidity. Students demonstrate errors when following the steps and a pattern of errors may be evident.	Students demonstrate fluidity with the skills and apply them to solve problems in familiar contexts.	Students demonstrate fluidity with the skills and apply them to solve problems in new contexts. Students' fluidity allows them to demonstrate higher-order thinking while using the skills.	Students apply the skills, often in combination with other skills, in novel ways. Students apply the skills to solve new, complex problems.

*Scaffolded work/assessments may include, but are not limited to: word banks, cloze type paragraphs, use of additional manipulatives/tools, <chunking> activities/assignments into smaller sections, simplified instructions, etc.

Next Steps

The successful application of the learning progression rubric requires the use of informed professional judgment and norming with peers. As this is a learning year, it is highly recommended that teacher teams modify their rubrics during the year to best represent the progression of developmental levels of their students, especially as these levels are observed in specific samples of student work over time.