

Proficiency-Based Learning Simplified

Maine Cohort for Customized Learning

Students demonstrate proficiency across content-area graduation standards and the Guiding Principles of the Maine Learning Results

Students demonstrate proficiency across the content-area learning goals, reasoning processes, and habits of mind

Cross-Curricular Structure

A. Cross-Curricular Graduation Standards

- The standards are aligned with the Guiding Principles of the Maine Learning Results and content-area skills expectations
- Throughout their educational experience, students demonstrate progress toward meeting the proficiency expectations described in the Guiding Principles
- Students produce a body of evidence to demonstrate proficiency over time
- Multiple measures are used to assess proficiency
- Achievement is documented on transcripts

A. Cross-Curricular Expectations

- Alignment with the Guiding Principles of the Maine Learning Results is evident
- Throughout their educational experience, students demonstrate progress toward meeting the proficiency expectations described in the habits of mind and reasoning processes
- Students produce a body of evidence to demonstrate proficiency over time
- Multiple measures are used to assess proficiency
- Achievement is documented on transcripts

Content-Area Structure

B. Content-Area Graduation Standards

- 5–8 measurable standards are developed for each content area
- Content areas are aligned with the Maine Learning Results
- Language is based on the Maine Learning Results and relevant national standards
- Achievement is documented on report cards and transcripts

C. Performance Indicators

- 5–10 measurable statements are developed for each content-area graduation standard
- Language is based on the Maine Learning Results and relevant national standards
- Students work to meet performance indicators at a proficient level
- Achievement is measured using common assessments and/or common scoring guides
- Progress and achievement are documented on progress reports

D. Unit Based Learning Objectives

- Learning objectives help students move toward the achievement of performance indicators
- Daily learning targets are determined by and described in the curriculum
- Students are given multiple opportunities to demonstrate learning progress and achievement
- Formative assessments are used to modify instruction, inform support strategies, and provide students with constructive feedback

B. Content-Area Strands

- Content areas are aligned with the Maine Learning Results and relevant national standards
- Strands, in the MCCL model, are sets of measurable topics that include learning progressions for each topic
- Content areas are the starting point for each series of strands and measurement topics
- Achievement is documented on transcripts

C. Measurement Topics

- Measurement topics are developed for each content area
- Language is based on the Maine Learning Results and relevant national standards
- Within topics, students work to meet essential learning targets/goals at a proficient level
- Achievement is measured in multiple ways
- Progress and achievement are documented using an online reporting system

D. Learning Targets/Goals

- Students move toward the achievement of the progressive learning targets comprised within each measurement topic
- Each learning target/goal identifies declarative or procedural knowledge
- Students are given multiple opportunities to demonstrate learning progress and achievement
- Scoring scales and rubrics are used to measure achievement; they include the learning goal, the taxonomy level, and a sample description of the evidence required