

How do I use the RI Proficiency Framework?

Through the [RI Learning Champions](#) project, RIDE created a model Proficiency Framework, inclusive of content area and cross-curricular Graduation Proficiencies. An example of a content Graduation Proficiency is shown below:

ELA

**GRADUATION PROFICIENCIES
AND PERFORMANCE INDICATORS**



GRADUATION PROFICIENCY #1:

READING LITERATURE

Students will read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

PERFORMANCE INDICATORS:

Students will...

Proficiency #1: Reading Literature

Proficiency #2: Reading Informational Text

Proficiency #3: Writing

Proficiency #4: Language

Proficiency #5: Speaking & Listening

	K-2	3-5	6-8	9-12
A	Identify key details in a text. (RL.K-2.1)	Cite evidence from the text when explaining what the text says explicitly and when drawing inferences. (RL.3-5.1)	Cite relevant textual evidence to support analysis of the text. (RL.6-8.1)	Cite relevant textual evidence to support analysis of the text. (RL.9-12.1)

The title and description of Graduation Proficiency #1 for ELA, Reading Literature, are to the left center of the example, and all proficiencies for the discipline are listed to the right center. Proficiencies are statements within broad categories that elicit the essential content and skills in each curriculum area that students must know and be able to demonstrate by graduation. Each content area has between 5 and 10 Graduation Proficiencies. In RIDE’s sample model, by showing evidence of proficiency for each Graduation Proficiency, students would meet their school’s requirements for graduation.

The table at the bottom shows a sample of the Performance Indicators associated with Proficiency #1 for ELA. Performance Indicators are used to assess whether or not a student has met the Graduation Proficiency associated with those indicators. In this model, Performance Indicators are grouped by grade span (K-2, 3-5, 6-8, and 9-12). The high school Performance Indicators inform determinations of student proficiency and graduation readiness. The elementary and middle school grade span Performance Indicators provide learning progression milestones, and encourage schools to frame PBGRs as the outcome of a larger, K-12 Proficiency-Based Learning system.

Scoring Criteria describe the levels of proficiency for each Performance Indicator. Scoring criteria are used to create rubrics for summative assessment and support continued instruction for students. In the RI Proficiency Framework, there are four levels of scoring criteria (Beginning, Developing Proficient, and Expanding) for each Performance Indicator. It is important to note that scoring criteria are task neutral, meaning that the criteria can be applied to a variety of tasks and assessments, and are not dependent on just one assessment or

assessment type. Shown below is an example of the Scoring Criteria for ELA Performance Indicator #1A for grades K – 2:

SCORING CRITERIA ELA | READING LITERATURE | K-2



Students will...
read, comprehend, and analyze appropriately complex literary texts independently and proficiently.

A PERFORMANCE INDICATOR Identify key details in a text. (RL.K-2.1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Answer questions about important details in a text.	Ask and answer questions about important details in a text.	Ask and answer who, what, where, when, why and how questions to demonstrate comprehension of the text.	Explicitly refer to details and examples in the text to demonstrate comprehension of the text.

In addition to being assessed against content area proficiencies, students are required to demonstrate mastery of cross-curricular skills. Cross-curricular skills are the cross-content skill-based standards students are expected to learn and acquire over the course of their K-12 education, including communication, problem-solving, critical thinking, research, reflection and evaluation, and collaboration. These skills are not assessed in isolation, but instead are demonstrated over a body of evidence collected across multiple curriculum areas. Performance Indicators for cross-curricular skills are viewed as being relevant to K-12 students although demonstration of proficiency in a given cross-curricular skill (like the ability to work collaboratively) would look different for a kindergartener than it would for a twelfth grader. Therefore, cross-curricular skills are not separated by grade cluster, just as they are not differentiated by content area. An example of the cross-curricular proficiencies is shown below:

CROSS-CURRICULAR PROFICIENCY: COLLABORATION



Students will demonstrate collaboration through working effectively and respectfully with others toward a common goal.

Students will...

1 PERFORMANCE INDICATOR Demonstrate respectful behaviors with individuals of diverse perspectives.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Recognize disrespectful behaviors and identify different points of view.	Provide examples of how words, actions, attitudes and behaviors impact others.	Demonstrate respect for others through words, actions, attitudes and/or behaviors.	Anticipate how words, actions, attitudes and behaviors may be interpreted by others and modify appropriately.