

# THIS WEEK AT SKYLINE HIGH SCHOOL



Go  
Eagles

## A MESSAGE FROM MR. MCDANIEL

Last year I was the Proficiency-Based Learning (PBL) Director for the Granite School District. I was asked to serve in this capacity because I had implemented PBL at my prior school when it was first introduced in Granite. With the many permits we have at Skyline, it is a good time for a quick PBL refresher.

The core purpose of PBL is for an academic grade to reflect a student's knowledge on a specific standard at any given time. Historically, grades often reflected work habits and learning loopholes. Extra credit and non academic factors impacted many grades. Granite's PBL has made an impact, ensuring that we teach specific core standards. It has eliminated time spent teaching the same thing the same way for 30 years. For the most part, we now focus better on essential standards, assess better, and more consistently align students grades to their actual proficiency level.

The difficulty of the PBL journey in high schools has been the inability to teach and hold students accountable for "non academic" skills. We know that we are the last step in the journey to college, careers, and other life experiences. While PBL practices are the focus at Skyline, there are some variations you may see in high school classes compared to those in grades K-8. First, to address the importance of work and life based skills, such as attendance, some teachers are participating in a high school *Starters* pilot. In these courses, students must be to class on time to take the starter, which counts for 15% of the grade. Starters do not have retakes. Second, some teachers assess individual standards in multiple ways to make sure a student's proficiency is not based on one assessment. This portfolio approach might include a Canvas assessment, Socratic seminar, and group activity. This approach should not be a collection of traditional homework, but rather a holistic analysis of a student's actual level of proficiency on a given standard. Third, Skyline has a Universal Deadline each term. Since grades are a snapshot in time, there has to be a final day to submit evidence of proficiency. Prior to that time, there are deadlines for specific retakes and evidence submission. This occurs after a window of time to reflect and reassess.

### PBL STUDENT RIGHTS

Students have the right to:

- Know the core standards
- Receive rubrics that help them understand how they are being assessed
- Access meaningful, ungraded learning activities that can help them achieve proficiency
- Demonstrate knowledge in multiple ways
- Receive timely feedback
- Reassess
- Expect scores reflect ability
- Know deadlines

Students have the following responsibilities in PBL:

- Learn and respect learning
- Attend class on time and actively engage in learning
- Participate fully in learning activities (includes homework)
- Monitor own grades in Focus and Canvas
- Communicate with teachers to reassess
- Self-manage work habits and classroom behavior
- Honor deadlines
- Challenge yourself to achieve at high levels