

Vertical Alignment Process, Phase I

Phase I: Individual examination of a district-determined priority standard

Time allotment: Fifteen minutes

Please examine your grade-level proficiency scale in relation to the set of criteria provided. Be sure to record anything that will help to determine necessary enhancements to your scale.

Criteria	Yes	No	Comments
Specificity The language of each level on the scales is clear and specific. Each learning target is a single-idea statement of intended knowledge gain.			
Progression Verbs are present, and these verbs and corresponding context represent a progression of complexity from score 2.0 to 4.0.			
Comprehensiveness The proficiency scale is achievable. It has enough depth, yet not so much to warrant an additional scale. Each level on the scale includes one to three related learning targets.			
Measurability Each learning target is observable and quantifiable.			
Format Each learning target is written with the verb first to provide focus on what the student should know or be able to do.			
Vocabulary Key vocabulary has been identified at the score 2.0 level.			
Prerequisites Prerequisite knowledge and skills have been identified at the score 2.0 level.			
Rigor Score 3.0 aligns closely to the standards represented on the scale. The cognitive demand at score 3.0 aligns to the expectations of the standards. The passage of text is grade-level appropriate and is similar to what students will engage in on the state test.			

Source: Hoegh, J. K. (2020). A Handbook for Developing and Using Proficiency Scales in the Classroom. Bloomington, IN: Marzano Resources.