



Professional Learning Series

Webinar Facilitation Guide

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3. I can describe
proficiency C
4. I can identify

Webinar Organization

1. Welcome, introduction, and overview
2. Proficiency as an organizing principle
3. Proficiency, performance, and fluency
4. Proficiency targets
5. Proficiency in the classroom

Before You View the Webinar

Before you view this webinar, you might discuss the following questions as a means of reflecting on prior knowledge and introducing the webinar's subject matter. These questions may be discussed in small or large groups.

1. What do you already know about proficiency and proficiency development?
2. What are some of the ways in which you help your students understand proficiency?
3. What are some of the ways in which you promote your students' proficiency development?
4. What are you wondering about proficiency and proficiency development?

As You View the Webinar

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Tasks

- ‘ Create a concept map that reflects your understanding of proficiency, performance, and fluency.
- ‘ Describe a performance-based task and a proficiency-based task. How are they similar? How are they different?

Goal 3: I can describe characteristics of major proficiency levels and sublevels that compose proficiency Checkpoint ranges.

Minutes 13:25-28:40; 31:50-38:40 (Checkpoint expectations by language category)

Discussion Questions

- ‘ Which of the four elements of proficiency were you already aware of? Which are new to you?
- ‘ How has learning about the four elements of proficiency influenced your thinking about planning for proficiency-oriented teaching, learning, and assessment?

Tasks

- ‘ Briefly define the characteristics of Novice, Intermediate, and Advanced levels of proficiency. Then, identify which of the characteristics best describe your students' proficiency.
- ‘ Predict how you might prepare your students to reach the next proficiency level.

