

# WES Learning Progression 23-24

*\*Highlight the verbs and underline the content in the Essential Standard.*


Simpler Content	Essential Standard	More Complex
-grade level below content		How to extend -change the verb - stay within your grade level content
Vocabulary		
Checkpoints (CFA's/Unit Tests/etc)		

## Proficiency Scales-

when we give CFA's use this to rank the CFA, then depending on where kids fall on the rubric- that's your group- each groups goal is the level above where they ranked on the CFA

Levels of Mastery	Scale	Evidence of Mastery (provide an example/description)
<b>BEYOND/EXPERT</b> The student demonstrates content and skills beyond mastery.	4	
<b>MASTERY/MASTER</b> The student demonstrates mastery of content and skills at grade level.	3	
<b>SIMPLER/PRACTITIONER</b> The student demonstrates mastery of content and skills that are simpler than grade level expectations.	2	
<b>PARTIAL/APPRENTICE</b> The student depends on teacher support to demonstrate partial mastery of content and skills.	1	

<p align="center"><b>NONE/NOVICE</b> The student does not demonstrate mastery even with teacher support. (New skill)</p>	<p align="center"><b>0</b></p>	
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<p align="center"><b>Standard</b> (Highest level of mastery on top to lowest level on bottom)</p> 	<p align="center"><b>Student Work</b> (Evidence of Learning) <u>Writing options</u> Where are our speaking/ writing/ listening/ etc opportunities?</p>	<p align="center"><b>Higher Level Questions</b></p>	<p align="center"><b>Teaching Structure</b> (ABAB, Thinking Task, Graffiti, I/We/You Do, Jigsaw, etc)</p>
<p><b>Goal of the day:</b> Represent numbers in multiple forms</p>	<p>This should align to proficiency scale 3 above.</p>		
<p>Represent numbers in expanded form.</p>			
<p>Represent numbers in word form.</p>			
<p>Represent numbers in standard form.</p>			
<p>Describe the difference between place, digit, and value.</p>			