

## Competency-Based Learning School-Design Rubric

Design Principle 1: Students Move When Ready			
Big Ideas:		Notes:	
<ul style="list-style-type: none"> <li>• Policy language supports a model where students advance academically upon demonstration of mastery—regardless of grade level.</li> <li>• Teachers monitor the pace and progress of students as they are challenged at their appropriate level.</li> <li>• Students must produce sufficient evidence in order to be deemed proficient.</li> </ul>			
Indicator	SCALE		
	Performing School meets all characteristics in Developing and improves by . . .	Developing School meets all characteristics in Initiating and improves by . . .	Initiating School characteristics include . . .
<b>Policy Language</b>	Policies provide students with multiple and varied opportunities to advance on demonstrated mastery any time, any place, any way, and at any pace, unbound by a school calendar or clock. They allow students to advance beyond the school that they are in to the next level. At the elementary level, policies support multiage groupings of students and at the secondary level, extensions to higher education when students are ready based on their own learning progression.	Policies allow teachers to meet students where they are by allowing them to access the curriculum that is before or beyond grade level as needed.	Policies support standards-referenced grading and student advancement, which happens at the end of a grade level or course.
<b>Monitoring of Pace and Progress</b>	The student effectively monitors and self-assesses his or her pace and progress. A mechanism exists for the school to track student pace and progress, such as a personalized learning plan.	Teachers have the ability to manage personalized classrooms with clear academic levels. They can group and regroup students so that they can access units that are before or beyond the grade-level curriculum as needed.	The school calendar drives student learning opportunities and monitoring by the school calendar and the start and end times of the school day in each grade level or course.

<p><b>Evidence of Proficiency</b></p>	<p>The school has an established quality-control system with clearly defined levels of proficiency that teachers use to determine when students are ready to move on with teacher input.</p>	<p>Within the existing school calendar, the school has several opportunities for students to advance along their own continuum of learning upon demonstrated mastery through blended and online learning. At the elementary level, this happens through multiage classrooms and at the secondary level, through extended learning opportunities such as apprenticeships, community service, independent study, internships, performing groups, college courses, private instruction, and extended learning opportunities.</p>	<p>Students advance at the end of a grade level or course when they have produced sufficient evidence to be deemed proficient based on grade-level or course standards.</p>
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<b>Design Principle 2: Competencies Include Explicit, Measurable, Transferable Learning Objectives That Empower Students</b>			
Big Ideas: <ul style="list-style-type: none"> <li>• There is a framework of standards, learning progressions, and competencies aligned with national, state, or local frameworks.</li> <li>• Competencies have a high level of cognitive demand and rigor.</li> <li>• There is a system to calibrate the competencies across grade levels and content areas to ensure a common understanding of proficiency.</li> </ul>		Notes:	
Indicator	SCALE		
	<b>Performing</b> School meets all characteristics in Developing and improves by . . .	<b>Developing</b> School meets all characteristics in Initiating and improves by . . .	<b>Initiating</b> School characteristics include . . .
<b>Framework of Standards and Competencies</b>	Competencies are applicable to real-life situations and require an understanding of relationships among theories, principles, and concepts.	The school has expanded the framework of standards to include competencies with performance assessments and include both academic skills that are transferable across content areas as well as habits of learning behaviors. These are mapped K–12 as a continuum of learning progressions based on the standards so that students know exactly where they are and what they need to do next. The school district has established clear transitional and graduation competencies that articulate what it means to be ready for the next level.	The school has developed a framework of standards that are aligned with national, state, and local frameworks in the school and are limited to scope and sequence of the textbook, program, or resource.

<p><b>Cognitive Demand</b></p>	<p>The cognitive demand of the competencies is high—they require students to have a deep understanding of content as well as application of knowledge to a variety of settings by promoting complex connections through creating, analyzing, designing, proving, developing, and formulating.</p>	<p>The cognitive demand of the competencies is medium—they ask students to show what they know in limited ways through identifying, defining, constructing, summarizing, displaying, listing, or recognizing. Teachers occasionally ask students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation through reasoning, planning, interpreting, hypothesizing, investigating, and explaining.</p>	<p>The cognitive demand of the competencies is low—they ask for routine or rote thinking, and require basic recall of information, facts, definitions, and other similar simple tasks and procedures.</p>
<p><b>System of Calibration</b></p>	<p>In collaborative teams, teachers regularly engage in the calibration of the competencies across grade levels and content areas to ensure a common understanding of proficiency by looking at student work.</p>	<p>Standards-referenced grading makes it clear what students know and how they are progressing. Teachers have a shared understanding of proficiency by grade level and course by looking at student work.</p>	<p>The competencies are very specific to the facts in the content. The school has selected a taxonomy to have common language about depth of knowledge and has started a process to identify the competencies for each grade level, content area, and course.</p>

Design Principle 3: Assessment Is Meaningful			
Big Ideas:		Notes:	
<ul style="list-style-type: none"> <li>• Assessment practices make extensive use of quality performance assessment and allow teachers to assess skills or concepts in a variety of ways.</li> <li>• Grades are about what students learn, not what they earn.</li> <li>• Teachers regularly calibrate their instruction, grading, and assessment practices to develop a common understanding of proficiency.</li> </ul>			
Indicator	SCALE		
	Performing School meets all characteristics in Developing and improves by . . .	Developing School meets all characteristics in Initiating and improves by . . .	Initiating School characteristics include . . .
Assessment Practices	The use of quality performance assessments is widespread among all teachers and is the primary type of assessment they use with students to demonstrate mastery. Just-in-time assessments indicate when students are proficient. The school has developed the capacity for project-based learning or other ways for students to demonstrate knowledge at the highest level.	In addition to traditional assessment measures, teachers in the school make extensive use of formative assessment and some use of performance assessments—multistep assignments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and applies complex skills to create or refine an original product. Students have choice about how to demonstrate their learning.	Although linked to specific competencies, assessment practices are still very traditional—predominantly paper-and-pencil tests and quizzes with no schoolwide systemic attempt to control the depth of knowledge level. Few assessments are graded against a well-defined rubric and little to no common understanding exists among teachers on what proficiency means.
Grading Practices	All assessments are graded against well-defined rubrics. The school has established a system to hold all teachers accountable for the effective use of the common grading expectations. Teachers hold each other accountable as members of a collaborative team.	Most assessments are graded against a well-defined rubric. The school has established a common set of competency-friendly grading practices. Practices include separation of formative and summative assessments, use of a rubric scale, elimination of quarter averages, and promotion of reassessment without penalty.	Few assessments are graded against a well-defined rubric. Grading practices differ greatly from teacher to teacher and grade level to grade level.

<p><b>System of Calibration</b></p>	<p>Teachers collaborate regularly in teams to calibrate assessments and to use the data from them to align instruction and make greater revisions of the curriculum as well as monitor the pace and progress of individual students.</p>	<p>Teachers regularly collaborate to develop and calibrate these performance assessments against learning progressions by reviewing student work and monitoring the pace and progress of individual students. Teachers are beginning to align their instructional strategies with performance assessments.</p>	<p>Little to no common understanding exists among teachers of different grade levels and content areas on what proficiency means.</p>
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<b>Design Principle 4: Students Receive Differentiated Support</b>			
Big Ideas:		Notes:	
<ul style="list-style-type: none"> <li>Structures exist to ensure that all students have access to and receive regular, timely, differentiated support.</li> <li>There are systems to monitor the pace and progress of individual students throughout their learning.</li> </ul>			
Indicator	SCALE		
	<b>Performing</b> School meets all characteristics in Developing and improves by . . .	<b>Developing</b> School meets all characteristics in Initiating and improves by . . .	<b>Initiating</b> School characteristics include . . .
<b>Support Structures</b>	The school has a comprehensive support structure to ensure that students who are not making progress receive regular, timely, differentiated support based on their individual learning needs at the time of their learning. Professionals who share the same students, including teachers, special educators, guidance counselors, administrators, and other specialists, collaborate regularly as teams on these personalized, differentiated support structures for students.	The school has some structures in place to ensure that all students receive regular, timely, differentiated support based on their individual learning needs. These structures are offered regardless of whether or not the student is identified in some way and are scheduled in such a way so that all students can access them without conflicts in their schedule (such as a flexible learning period that all students can access).	The school has limited structures in place to ensure that all students receive regular timely, differentiated support based on their individual learning needs. Most of the structures are limited, either to identified students (IEP, EL, 504, and so on) who require them for an education plan or to students who are available only at certain times of the day when these structures are made available in the schedule (such as lunch or after school).
<b>Monitoring Structures</b>	Teams monitor the individual pace and progress of students throughout their learning. School leaders use the information collected on pace and progress to help develop personalized professional development plans for teachers to improve instruction.	Teachers have a shared understanding of what the typical pace and progress of students should be throughout their learning and use it to monitor individual students.	Teachers work individually to monitor the pace and progress of their students and make instructional adjustments as necessary. Specialists are included as necessary.

<b>Design Principle 5: Learning Outcomes Measure Both Academic Skills and Dispositions</b>			
<p>Big Ideas:</p> <ul style="list-style-type: none"> <li>• Both learning outcomes and dispositions are designed so that demonstration of mastery includes application of skills and knowledge. Multiple and varied opportunities exist to assess both learning outcomes and dispositions.</li> <li>• Teachers completely separate learning outcomes and dispositions when they report grades.</li> <li>• Expanded learning opportunities provide a way for students to personalize how they will demonstrate mastery of lifelong learning skills based on their needs and life experiences in order to help them be college and career ready.</li> </ul>		<p>Notes:</p>	
<b>Indicator</b>	<b>SCALE</b>		
	<b>Performing</b> School meets all characteristics in Developing and improves by . . .	<b>Developing</b> School meets all characteristics in Initiating and improves by . . .	<b>Initiating</b> School characteristics include . . .
<b>Learning Outcome and Disposition Design</b>	Instruction and assessment of skills and dispositions are ongoing, with students being guided along their own learning progression within these competencies. Students receive ample opportunities for reflection and growth. Student self-reflection is a regular part of the assessment process and students take active ownership in their growth related to these noncurricular cognitive competencies.	Student expectations for dispositions are clearly defined by rubrics that provide more opportunity for growth. Teachers assess these dispositions on a regular and ongoing basis. The school uses collected data to determine a student's college and career readiness.	Learning outcomes measure application and creation of knowledge as well as the development of important skills and dispositions. The dispositions are not defined by one specific rubric and are only assessed at certain times during the year, making student ownership limited.
<b>Separation of Learning Outcomes and Disposition Grades</b>	Both learning outcomes and dispositions appear as separate grades on both report cards and transcripts.	Progress toward mastery of both learning outcomes that measure application and creation of knowledge and dispositions are completely separated when reported as grades.	Learning outcomes and dispositions are blended together when reported as grades.