

FROM

THE KEY SHIFTS OF COMPETENCY-BASED EDUCATION

TO

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- Time is structured by courses with fixed time allocations
- Students are placed in fixed groups based on age or ability

SCHEDULING

- Schedules are modular and flexible
- Time is structured around competency-based learning outcomes tied to a) specific work products and b) student needs (e.g., intensives, workshops)
- Schedules allow for personalized, asynchronous learning

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- Same age, same page
- Whole-class lesson plans and delivery, possible “differentiation” of lesson
- Single classroom configuration, typically print materials and lecture style

INSTRUCTIONAL DESIGN AND DELIVERY

- Students working at different places on competency-based learning progressions
- On-demand instructional decisions based on student needs
- Learning assets available just-in-time, multiple formats
- All unit materials are designed to be student-facing
- Multiple learning configurations across learning spaces

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- Assessments *of* learning
- Scheduled at same time for all students
- Traditional testing formats low on Bloom’s Taxonomy (recall, comprehension)
- One opportunity, often punitive

ASSESSMENT

- Assessment *as* learning, *for* learning, and *of* learning
- Assessments available just-in-time
- Summative are performance-based tasks, requiring application of skills and knowledge
- Tasks derived from college and career level work
- Multiple opportunities; revision cycles are central

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- Use of grade calculations to sort students
- Grades typically include behavioral elements (attendance, homework, participation), conflating performance measures and hiding skill/knowledge gaps
- Expectations for earning a particular grade vary substantially between teachers and schools

GRADES & REPORTING

- Transparent and continuous reporting on performance and growth, measured by competency
- Grades (if necessary) are numerical representations of student performance and/or growth strictly (not conflated by behavioral elements like attendance, participation)
- Behavioral elements are reported on separately

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- Quarterly and/or annual grade reports
- Crediting and advancement is based on seat-time and “passing” grade
- Undefined expectations for what skills/knowledge are required for earning credit

PROMOTION & CREDITING

- Crediting of competencies or competency bundles upon achieving a specific performance level (can be mapped to traditional courses)
- Student advancement based on demonstrations of mastery, not seat-time
- Portfolios help quantify the body of evidence required for showing mastery