Competency Education School Design Rubric

Design Principle 1: Competencies Are Robust

Big Ideas:	Notes:
- There exists a framework of standards, learning progressions, and competencies aligned with national, state, and/or local frameworks. - Competencies have a high level of cognitive demand and rigor. - There exists a system to calibrate the competencies across grade levels and content areas to ensure a common understanding of proficiency.	

Indicator	Indicator		
	Performing School meets all in "Developing" and improves by:	**Developing** School meets all in "Initiating" and improves by:	**Initiating** School Characteristics:
Framework of Standards and Competencies	Competencies are applicable to real-life situations and require an understanding of relationships between/among theories, principles, and/or 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/or 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/or local frameworks in the school and are limited to scope and sequence of the textbook/program/resource.
Cognitive Demand	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/or formulating.	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; occasionally asking them 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/or explaining.	The cognitive demand of the competencies is low – they ask for routine or rote thinking, and/or require basic recall of information, facts, definitions, and other similar simple tasks and procedures.
System of Calibration	Using a Professional Learning Community model, 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.	Standards-referenced grading makes it clear what kids know and how they are progressing. Teachers have a shared understanding of proficiency by grade level and course by looking at student work.	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/or course.

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Design Principle 2: Assessment is Meaningful

Big Ideas:	Notes:
- Assessment practices make extensive use of quality performance assessment and allow teachers to assess skills or concepts in a variety of ways. - Grades are about what students learn, not what they earn. - Teachers regularly calibrate their instruction, grading, and assessment practices to develop a common understanding of proficiency.	

Indicator	Indicator		
	Performing School meets all in "Developing" and improves by:	**Developing** School meets all in "Initiating" and improves by:	**Initiating** School Characteristics:
Assessment Practices	The use of quality performance assessments* is widespread amongst all teachers and is the primary type of assessment used with students to demonstrate mastery. Just in time assessments indicate when students are proficient. The school has developed the capacity for project-based learning and/or other ways for students to demonstrate knowledge utilization 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 school-wide 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 between 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 Professional Learning Community 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 teacher to teacher and grade level to grade level.
System of Calibration	Teachers collaborate regularly as Professional Learning Communities 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.	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.	Little to no common understanding exists between teachers of different grade levels and content areas on what proficiency means

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Design Principle 3: Students Receive Differentiated Support

Big Ideas:	Notes:
• Structures exist to ensure that all students have access to and receive regular timely differentiated support. • There exists systems to monitor the pace and progress of individual students throughout their learning. •	

Indicator	Indicator		
	Performing School meets all in "Developing" and improves by:	**Developing** School meets all in "Initiating" and improves by:	**Initiating** School Characteristics:
Support Structures	The school has a comprehensive support structure system 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 student(s) including teachers, special educators, guidance counselors, administrators, and other specialists collaborate regularly as Professional Learning Communities 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, ELL, 504, etc.) who require them for an educational 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).
Monitoring Structures	Professional Learning Community 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 a student 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.

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Design Principle 4: Learning Outcomes Measure Both Academic Skills and Dispositions

Big Ideas:	Notes:
- 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. - Learning outcomes and dispositions are completely separated when reported as grades. - Expanded learning opportunities are developed as 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.	

Indicator	Indicator		
	Performing School meets all in "Developing" and improves by:	**Developing** School meets all in "Initiating" and improves by:	**Initiating** School Characteristics:
Learning Outcome and Disposition Design	Instruction and assessment of skills and dispositions is ongoing, with students being guided along their own learning progression within these competencies. Students are provided 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 non-curricular 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. Data collected is used by the school to determine a student's college and career readiness.	Learning outcomes have been established that 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.
Separation of Learning Outcomes and Disposition Grades	Both learning outcomes and dispositions appear as separate grades on both report cards and transcripts.	Progress towards 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.
Expanded Learning Opportunities	At the elementary level, students would be able to pursue areas of interest, demonstrating that they are personalizing competencies and have ownership in how they are going to show their mastery. At the secondary level, students are readily able to participate in robust, real-world projects or other inquiry-based learning opportunities where they have the opportunity to apply learning in a new context. These are offered outside of the classroom experience. At all levels, students can exhibit their learning.	The school has established many opportunities for students to engage in real-world projects and other inquiry-based learning as part of their regular programming.	The extent to which students have the opportunity to engage in real-world projects and other inquiry-based learning varies by grade level and/or teacher.

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Design Principle 5: Students Move When Ready

Big Ideas:	Notes:
• Policy language supports a model whereby students can advance academically upon demonstration of mastery regardless of grade level. • The pace and progress of each student is monitored as they are challenged at their appropriate level. • Students must produce sufficient evidence in order to be deemed proficient.	

Indicator	SCALE		
	Performing School meets all in "Developing" and improves by:	**Developing** School meets all in "Initiating" and improves by:	**Initiating** School Characteristics:
Policy Language	Policies provide students with multiple and varied opportunities to advance upon demonstrated mastery anytime, anyplace, anyhow, at any pace, unbounded 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 multi-age groupings of students and at the secondary level, extensions to higher education when students are ready based on their own learning progression.	Policies have been enacted that 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 have been enacted that support standards-referenced grading and student advancement which happens at the end of a grade level or course.
Monitoring of Pace and Progress	The student effectively monitors and self-assesses their 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.	Student learning opportunities are primarily driven and monitored by the school calendar and the start/end times of the school day in each grade level or course.
Evidence of Proficiency	The school has an established a quality control system with clearly defined levels of proficiency that are used to determine when students are ready to "move on" with teacher input.	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 multi-age 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.	Advancement happens at the end of a grade level or course when students have produced sufficient evidence to be deemed proficient based on grade level or course standards.