Roadmap for Competency-based Systems:

Leveraging Next Generation Technologies



Transforming

- Implementing with fidelity competency-based learning across the district.
- Elimination of traditional grading system.
- Students demonstrate evidence and move through the system based on mastery versus seat time.
- Identify/distinguish what is graded versus reported (i.e., there may be attributes on which you report but do not grade – behavioral or dispositional).



- The College and Career Readiness
 Standards serves as the foundation for what students should know and be able to do.
- Formative assessments are utilized to understand student learning; however, instruction does not necessarily shift based on results and most of student learning is decided and documented through summative assessments.

Entry

- The College and Career Readiness
 Standards are referred to, but not yet used to design and evaluate student learning.
- Grading and instruction follows a traditional structure based on the Carnegie Unit in which students receive credit for learning based on time, not mastery.
- Assessment is often summative and high stakes and grades are based on average points over time.
- Students move on to the next level of learning based on time spent in the classroom, as opposed to mastery of learning.

Adapting

- Competencies developed from the College and Career Readiness Standards are the markers of what students should know and be able to do.
- Rather than highlighting student progress through letter or number grades, the grading system is based on mastery of competencies demonstrated through performance tasks, and provides students multiple opportunities to relearn and demonstrate learning.
- Begin replacing grades with descriptive feedback and status of student progress.



