

Competency-Based Learning School-Design Rubric: Principle 1

Design Principle 1: Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.			
Big Ideas:		Notes:	
<ul style="list-style-type: none"> • Students actively engage in metacognition throughout the learning process, with ample opportunities for self-reflection and goal setting. • A growth mindset culture, which honors and expects innovative thinking and growth throughout all learning experiences, is prevalent at all times. • Teachers and students co-create learning experiences that promote student agency. 			
Indicator	SCALE		
	Performing	Developing	Initiating
	School meets all characteristics in Developing and improves by . . .	School meets all characteristics in Initiating and improves by . . .	School characteristics include . . .
Metacognition	Students are authentically engaged in metacognitive practices within learning experiences. There are ongoing opportunities for reflection to increase a student’s self-awareness, and fluid, ongoing monitoring and adapting of goals that have been set. Teachers provide feedback and support, as necessary, but students are the drivers for this.	Students’ metacognitive skills are scaffolded by teachers, but reflection is beginning to become more ingrained throughout learning experiences. Goal-setting and monitoring and adapting are occurring, but it is still a product of teacher-led processes rather than students taking the initiative and ownership within learning experiences.	Students are provided opportunities to reflect on learning, but this typically happens at the end of a learning experience. Students may set goals, but do not have consistent opportunities to monitor and adapt these goals.
Growth Mindset	The environments within the school and classroom represent one in which risk, innovative thinking, and growth are honored and expected throughout all learning experiences, in and out of school. Structures for collaboration are deeply embedded within all aspects of learning, for both students and adults.	The environment within the school is beginning to shift toward one that is more student-centered. Decisions are beginning to be made based on what is best for the learners, rather than what is most comfortable for adults. Risk-taking and innovation are encouraged, and time is allocated for collaborative practices involving problem-solving and critical thinking within the school day for both adults and learners.	There is a recognition that the environment is one that has been adult-centered, and clear steps are being taken to shift that to a more student-centered approach to learning. School structures and classroom structures are beginning to include opportunities for collaborative problem-solving for students and adults.
Cocreated Elements of Learning	Learning experiences are cocreated by teachers and students. This is reflected within curriculum (what it is students are demonstrating their learning in), instruction (how they are engaged in learning), and assessment (how they are demonstrating their learning).	Students have choice in learning opportunities, but much is still very much teacher driven. Choice is often limited to learning experiences themselves (how learning happens) rather than what they learn and how teachers assess it.	Teachers are beginning to embed opportunities for students to make choices in their learning, but curriculum, instruction, and assessment are still very much teacher driven.