

Competency-Based Learning School-Design Rubric: Principle 4

Design Principle 4: Students progress based on evidence of mastery, not seat time.			
Big Ideas:	Notes:		
<ul style="list-style-type: none"> • Policy language supports a model whereby students can advance academically upon demonstration of mastery—regardless of grade level. • Teachers monitor the pace and progress of each student as they are challenged at their appropriate level. • Students must produce sufficient evidence in order to be deemed proficient. 			
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 . . .
Policy Language	Policies provide students with multiple and varied opportunities to advance upon demonstrated mastery any time, any place, and 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 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.
Monitoring of Pace and Progress	The student effectively monitors and self-assesses his or her own 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 learning opportunities and monitoring and the start and end times of the school day in each grade level or course.
Evidence of Mastery	The school has an established quality-control system with clearly defined levels of mastery that teachers use 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 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.	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.