

Competency-Based Learning School-Design Rubric: Principle 5

Design Principle 5: Students learn actively using different pathways and varied pacing.			
Big Ideas: <ul style="list-style-type: none">• Instruction and assessment of competencies, skills, and dispositions are designed so that demonstration of mastery includes application of skills and knowledge. Multiple and varied opportunities exist to assess these.• Instructional strategies are learner-centered approaches that promote student agency and deeper engagement with pacing that is varied to meet the unique interests and needs of each student.• Expanded learning opportunities provide 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.		Notes:	
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 . . .
Learning Outcome and Disposition Design	Instruction and assessment of competencies, skills, and dispositions are ongoing, with students actively tracking their own learning progression within these competencies. Students receive ample opportunities for reflection and growth. Student self-reflection, goal setting, and monitoring are a regular part of the assessment process and students take active ownership in their growth related to these.	Student expectations for competencies, skills, and dispositions are clearly defined by rubrics that provide more opportunity for growth. Teachers assess these on a regular and ongoing basis. Data collected is used by the school to determine a student’s college and career readiness.	The school has established learning outcomes that measure application and creation of knowledge as well as the development of important skills and dispositions. One specific rubric does not define the dispositions, which teachers only assess at certain times during the year, limiting active student agency.
Instructional Strategies	Learner-centered instructional strategies that place student interests and needs at the center have wide-spread use at all levels of the system. Such models include project-based learning, workshop instruction, and Universal Design for Learning. The strategies flexibly allow for pacing to be varied to meet the unique interests and needs of each student in an effort to increase student agency and engagement.	Efforts have been made by teachers to shift from teacher-centered to learner-centered instructional strategies on a more frequent basis. Individual student interests and needs have been considered, and in some cases embedded into instruction in several ways.	The majority of instructional strategies prevalent in classrooms are teacher centered, meaning that the teacher is maintaining order and control over the what, when, and how of instruction.

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 . . .
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 opportunities 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 teacher.