Intro to CBE

Unlocking the **power** and **possibilities** of competency-based education

What is CBE?

Competency-based education is a system in which:

- 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.

- **Assessment is a meaningful, positive, and empowering learning experience** for students that yields timely, relevant, and actionable evidence.

- Students **receive timely, differentiated support** based on their individual learning needs.

- Students progress based on **evidence of mastery**, not seat time.

- Students learn actively using **different pathways and varied pacing**.

- Strategies to **ensure equity** for all students are embedded in the culture, structure, and pedagogy of schools and education systems.

- **Rigorous, common expectations** for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

Strong implementation also requires policies, pedagogy, structures, and culture that support every student.

What is a competency?

- **Competency** is the ability to do something successfully or efficiently. In any competency area, you can improve through effort and practice!

- A good example of a competency is riding a bike. At first, you need help and support to balance and steer. But at the highest level of bike riding, you can do flips and tricks!

The Problem with Rubrics

- Uses deficit language

- School wide Rubrics: Who decides what is proficient in 7th grade and in 9th grade and in 12th grade if the language is the same?

- Rubrics are often specific to a project

- Teachers usually design their own rubrics so there can be inconsistent expectations from class to class and year to year

- Single point rubrics only give one level of expectation so no visibility into how I can improve or accelerate

- There is no way to track learning of skills over time to measure progress and growth

Goal: 15/20	Exemplary (4)	Goal: Proficient (3)	Developing (2)	Emerging (1)	Student Score	Teacher Score
Focus	Engages and fully develops a clear thesis as appropriate to the assignment.	Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic.	Simplistic idea; thesis is weak, unclear and/or too broad.	Misunderstanding of the prompt, off-topic; thesis is essentially missing or not discernible.		
Organization	Organizes information logically so that a structure and development are obvious. Organization enhances topic development and presentation.	Organizes information so that a structure and development are obvious. Organization helps topic development and presentation.	Organizes information that reflects some structure and development. Organization is minimal and limits topic development and presentation.	Information is not presented in a logical, organized structure. Topic development is missing.		
Development	Supports consistent point of view with evidence that is original and reveals depth of ideas. Ideas work together as a unified whole (thesis and topic sentences) are thoroughly supported with specific evidence.	Supports point of view with evidence. Ideas work together as a unified whole. Main points (thesis and topic sentences) are adequately supported with evidence.	Inconsistent point of view supported with limited evidence. Ideas do not work together as a unified whole. Main points (thesis and topic sentences) are insufficiently supported.	Point of view is vague. Illogical generalizations without support. Ideas are not supported.		
Analysis	Provides an insightful synthesis of text and argument through an effective interpretation. The argument expresses quality and depth of understanding.	Provides an adequate synthesis of text and argument through an effective interpretation. The argument expresses and adequate understanding.	Provides a limited synthesis of text and argument. The argument expresses limited understanding.	Provides an insufficient understanding of the text. Missing or ineffective argument.		
Grammar & Mechanics	Reflects clear awareness of audience in the tone of the writing. Uses language appropriately and skillfully to express ideas. Evident control of grammar, mechanics, spelling, usage, and sentence formation.	Reflects adequate awareness of audience in the tone of the writing. Uses language appropriately to express ideas. Sufficient control of grammar, mechanics, spelling, usage and sentence formation.	Reflects adequate awareness of audience in the tone of the writing. Uses language adequately to express ideas. Limited control of grammar, mechanics, spelling, usage, and sentence formation.	Inadequate awareness of audience as reflected in the tone of the writing. Attempts to use technical tools/or language conventions. Minimal control of grammar, mechanics, spelling, usage, and sentence formation.		
				Total Score (out of 20):		

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How do I know if or when I have reached the highest level?

We use a **continuum** of skills to define what each level of a competency looks like. At the lowest level, you are just beginning to learn a skill. At the highest level, you become an expert or achieve mastery (think Yoda!).

Novice   Initiate   Apprentice   Journeyman   Expert   Master

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Competency Continuum

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Competency

Performance Levels

College & Career readiness!!

College level work

HOS.2 Build Networks

I can build relationships with diverse individuals and expand my network of people who can help and support me.

	Level 2	Level 4	Level 6	Level 8	Level 10	Level 12
HOS.3.2 **Seek support and resources**	I can ask for help when I need it and I know who I can go to for help (e.g. parent, sibling, friend, teacher, counselor, etc.). I can thank the people who help and support me.	**I can ask for help, support, and advice from people that I trust.** **I can show my appreciation** when someone helps me.	I can ask for help, support, and advice from people that I trust. **I can follow up with the individuals who help and support me to express my gratitude** (e.g. phone call, thank you card or email).	I can **actively seek** out help, support, and advice from people in my network. I can follow up with the individuals who help and support me to express my gratitude. **I can clearly and respectfully express my needs and make specific requests** (e.g. asking for assistance writing a resume).	**When I complete a final product, project or performance, I can reflect on the people who supported me and how they helped me to achieve my goals.** I can follow up with the individuals who help and support me to express my gratitude. **I can think in advance about the types of support I need, and figure out who the best person within my network is to go to for help.** **I can clearly articulate what I need help with and why.**	When I complete a final product, project or performance, I can reflect on the people who supported me and how they helped me to achieve my goals. I can follow up with the individuals who help and support me to express my gratitude. I can think in advance about the types of support I need, and figure out who the best person within my network is to go to for help. I can clearly articulate what I need help with and why. **I can actively seek out opportunities to connect with key individuals who could serve as a resource to me.**

Skill

Indicators

Power of the Continua

- Every competency has a continuum for each skill that tells students what learning looks like at each level.

- The indicators on the continua are a guide for:
  - teachers to know what they need to teach students
  - students to know what they need to do to get to the next level

- The continua is also used:
  - to give students timely and actionable feedback
  - for students to self-assess and give feedback to others
  - to rate students on their performance tasks

Introducing the Unite Academy Competency Framework

Please explore the Unite Academy competency framework

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Core components of CBE Instructional Design

Performance -based Assessment

Varying Authenticity

CBE Instructional Design
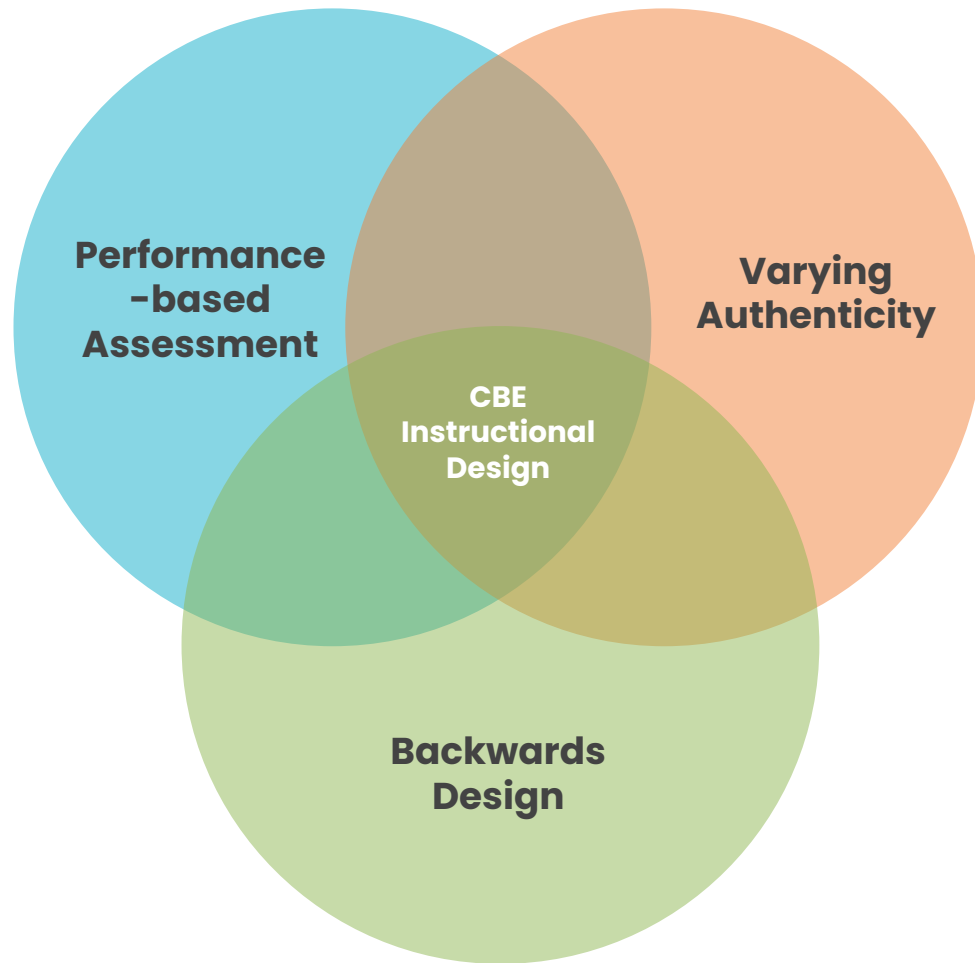
Backwards Design

Backwards Design

Identify desired results

What should students know, understand, and be able to do by the end of my studio?
- Identify target competencies and skills
- Identify content topics
- Identify larger context/problem frame

Determine acceptable evidence

How will the students demonstrate mastery of the target competencies and skills?
- Culminating performance-based assessment
- High rigor and complexity
- Addresses the problem frame
- Student choice
- Leads to Impact

Plan learning experiences and instruction

What skills and content knowledge do students need to learn and practice to complete the culminating performance-based assessment?
- Mini-lessons and learning activities designed around indicators and content
- Formative assessments to evaluate teaching/learning and to inform instruction
- Scaffolded instruction and experiences to provide access for all levels of students
- Activities and tasks build towards the culminating performance assessment
- Opportunities for revision and feedback

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CBE Best Practice: Performance-Based Assessments

"For many people, performance assessment is most easily defined by what it is not: specifically, it is not multiple-choice testing. **In a performance assessment, rather than choosing among predetermined options, students must construct an answer, produce a product, or perform an activity.**

From this perspective, **performance assessment encompasses a very wide range of activities**, from completing a sentence with a few words (short-answer), to writing a thorough analysis (essay), to conducting and analyzing a laboratory investigation (hands-on).

Because they allow students to construct or perform an original response rather than just recognizing a potentially right answer out of a list provided, **performance assessments can measure students' cognitive thinking and reasoning skills and their ability to apply knowledge to solve realistic, meaningful problems.**"

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Formative vs. Performance (Summative) Assessments in a CBE Model

Formative Assessments	Performance Assessments
Monitor *student learning* to provide **ongoing feedback** that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments help: ● students identify their strengths and weaknesses and target areas that need work ● faculty recognize where students are succeeding and struggling and address any issues quickly	*Evaluate* *student learning* at the **end of an instructional cycle** (e.g., end of a milestone, end of a studio) by comparing it against some standard or benchmark (levels on our continua). Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
Formative assessments **do not count** as evidence.	Performance-based assessments **do count** as evidence. ✅

Examples of Performance-Based Assessments

Performance-based assessments require the learner to *apply skills and knowledge to construct an answer, produce a product, or perform an activity. All performance-based assessments should be both meaningful and challenging.*

- When we say "**meaningful,**" we mean that the work product must be authentic and have value in the real world - not just at school. When we say "**challenging**," we mean that it is rigorous (e.g. "application" or higher on Bloom's) and that the task represents the appropriate level of difficulty and complexity for the student

- Note that **not all performance-based assessments are large projects**! Performance-based assessments can vary in scope -- from a few hours (see * below) to multiple weeks (e.g. projects).

Examples:

Annotated Writing*	Informational Essay	Reflective Summary*
Annotated Timeline	Lab Report	Reading Analysis Prompt*
Argumentative Essay	Math Project	Research
Art Project	Modeling Task	Review / Written Critique*
Build/Design Project	Multimedia Presentation	Science Investigation
Data Analysis Task	Narrative	Socratic Seminar*
Infographic	Problem Set*	Written Proposal

Complexity (vertical axis)

DOK 4: Extended thinking and application

DOK 3: Strategic thinking and reasoning

DOK 2: Basic skills and concepts

DOK 1: Recall and reproduction

Performance Tasks:
- Open-ended Writing Prompts
- Analytical and Inquiry Papers
- Labs and Research Reports
- Presentations (Oral/Written)
- Projects
- Visual and Performance Arts

Traditional Testing:
- Multiple Choice
- True/False
- Fill in the blank

Rigor (horizontal axis): Remembering | Understanding | Applying | Analyzing | Evaluating | Creating

Webb's Depth of Knowledge
Bloom's Taxonomy

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Leveling Up Performance-Based Assessments: Authenticity

- Projects can have an authentic context, such as when students solve **problems like those faced by people in the world outside of school** (e.g., entrepreneurs developing a business plan, engineers designing a bridge, or advisors to the President recommending policy). We should note that, to students, school is very "real," so projects can focus on authentic problems and issues within school too.

- Projects can have personal authenticity when it speaks to **students' own concerns, interests, cultures, identities, and issues** in their lives.

- Projects can involve the use of **real-world processes, tasks and tools, and quality standards**, such as when students plan an experimental investigation or use digital editing software to produce videos approaching professional quality.

- Authentic projects can have a **real impact on others**, such as when students address a need in their school or community (e.g., designing and building a school garden, improving a community park, helping local immigrants) or create something that will be used or experienced by others.
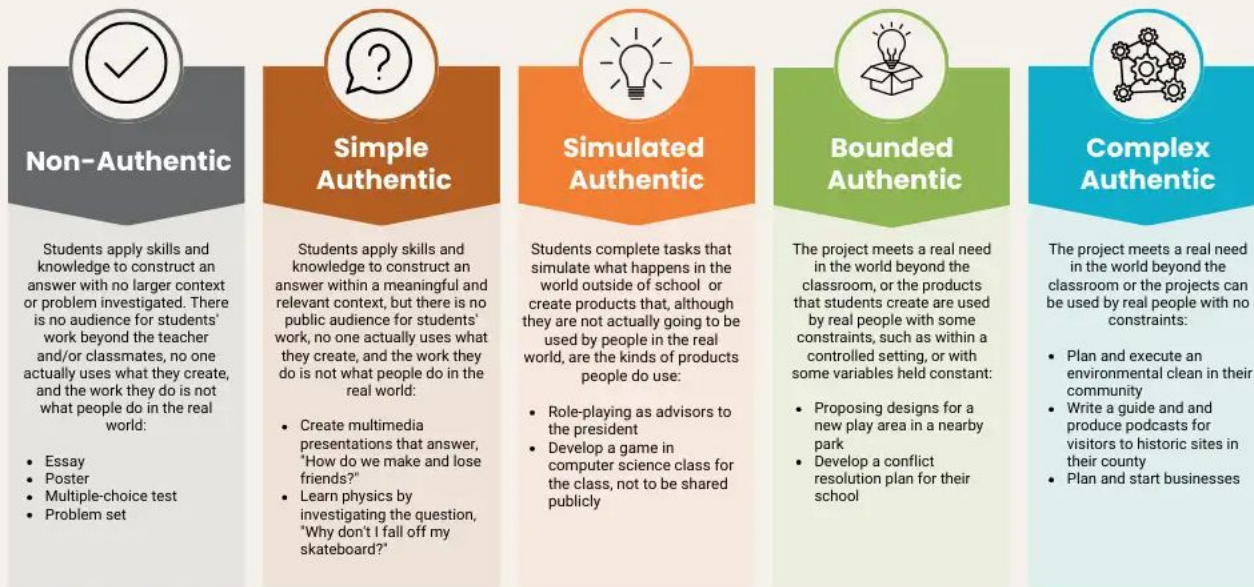
Impacts of Authentic Performance Tasks

Open-mindedness – authentic assessments help students learn to be receptive to the diversity of ideas and multiple perspectives

Leadership – authentic assessments help students foster decision-making skills, teamwork, and self-direction in their learning and performance

Citizenship and empathy – authentic assessments often ask students to reflect on an audience, end-user, or global community when solving a problem or designing a product

Internally motivated – authentic assessments often provide opportunities for student choice based on their interests and future careers

Source: Messier, N. (2022). "Authentic Assessments." Center for the Advancement of Teaching Excellence at the University of Illinois Chicago.https://teaching.uic.edu/resources/teaching-guides/assessment-grading-practices/authentic-assessments/

What's Next?

◎ Focus on minilessons and flexibility in planning
◎ Increased use of Beacon with staff and students
◎ Using common themes
◎ Quarterly data analysis