Competency-Based Grading

WHAT IS COMPETENCY-BASED GRADING AND HOW DOES IT WORK?

https://youtu.be/E7m4762pjH8

Comparing Traditional and Competency-Based Grading Systems

Traditional Grading System	Competency-Based Grading System
Based on **assessment methods** (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.	Based on **learning goals** and performance standards. One grade/entry is given per learning goal.
Assessments are based on a **percentage system**. Criteria for success may be unclear.	Standards are **criterion** or proficiency-based. Criteria and targets are made available to students ahead of time.
Use an uncertain **mix of assessment, achievement, effort, and behavior** to determine the final grade. May use late penalties and extra credit.	**Separates achievement from effort/behavior**. No penalties or extra credit given.
Include every score, regardless of when it was collected. Assessments record the **average** – not the best – work.	Emphasize the **most recent evidence** of learning when grading.

Adapted from O'Connor K (2002). How to Grade for Learning: Linking grades to standards (2nd ed.). Thousand Oaks, CA: Corwin Press.

Standards and Competencies

TEACH – STANDARDS

ASSESS – LEARNING TARGETS

REPORT OUT – COMPETENCIES

Traditional versus Competency-Based Report Card

TRADITIONAL REPORT CARD

Content Area	Score
Mathematics	B

COMPETENCY-BASED REPORT CARD

Mathematics	Competency Score
Expressions and Equations	3
Geometry	4
Ratios and Proportional Relationships	3
Statistics	4
Number System	3
Mathematical Practices	2

Competencies and Standards

COMPETENCY-BASED REPORT CARD

Mathematics (6)	Competency Score
Expressions and Equations	3
Geometry	4
Ratios and Proportional Relationships	3
Statistics	4
Number System	3
Mathematical Practices	2

STANDARDS THAT MAKE UP A COMPETENCY

Geometry (6)

- CCSS.MATH.CONTENT.6.G.A.1
  Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems
- CCSS.MATH.CONTENT.6.G.A.2
  Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- CCSS.MATH.CONTENT.6.G.A.3
  Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- CCSS.MATH.CONTENT.6.G.A.4
  Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Scoring Scale 4-point scale

4 = Beyond Proficient

3 = Proficient

2 = Basic Proficient

1 = Not Yet Proficient

Criterion referenced scale in is in relation to how students perform on a standard

81 New England institutions of higher education state that proficiency-based diplomas do not disadvantage applicants

NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

Massachusetts

1. Babson College
2. Harvard University
3. Massachusetts Institute of Technology
4. Tufts University
5. Wellesley College

Rhode Island

1. Community College of Rhode Island
2. Rhode Island College
3. University of Rhode Island

New Hampshire

1. Antioch University New England
2. Community College System of New Hampshire
3. Dartmouth College
4. Granite State College
5. Great Bay Community College
6. Keene State College
7. Lakes Region Community College
8. Manchester Community College
9. Nashua Community College
10. NHTI-Concord's Community College
11. Plymouth State University
12. River Valley Community College
13. University of New Hampshire
14. University System of New Hampshire
15. White Mountains Community College

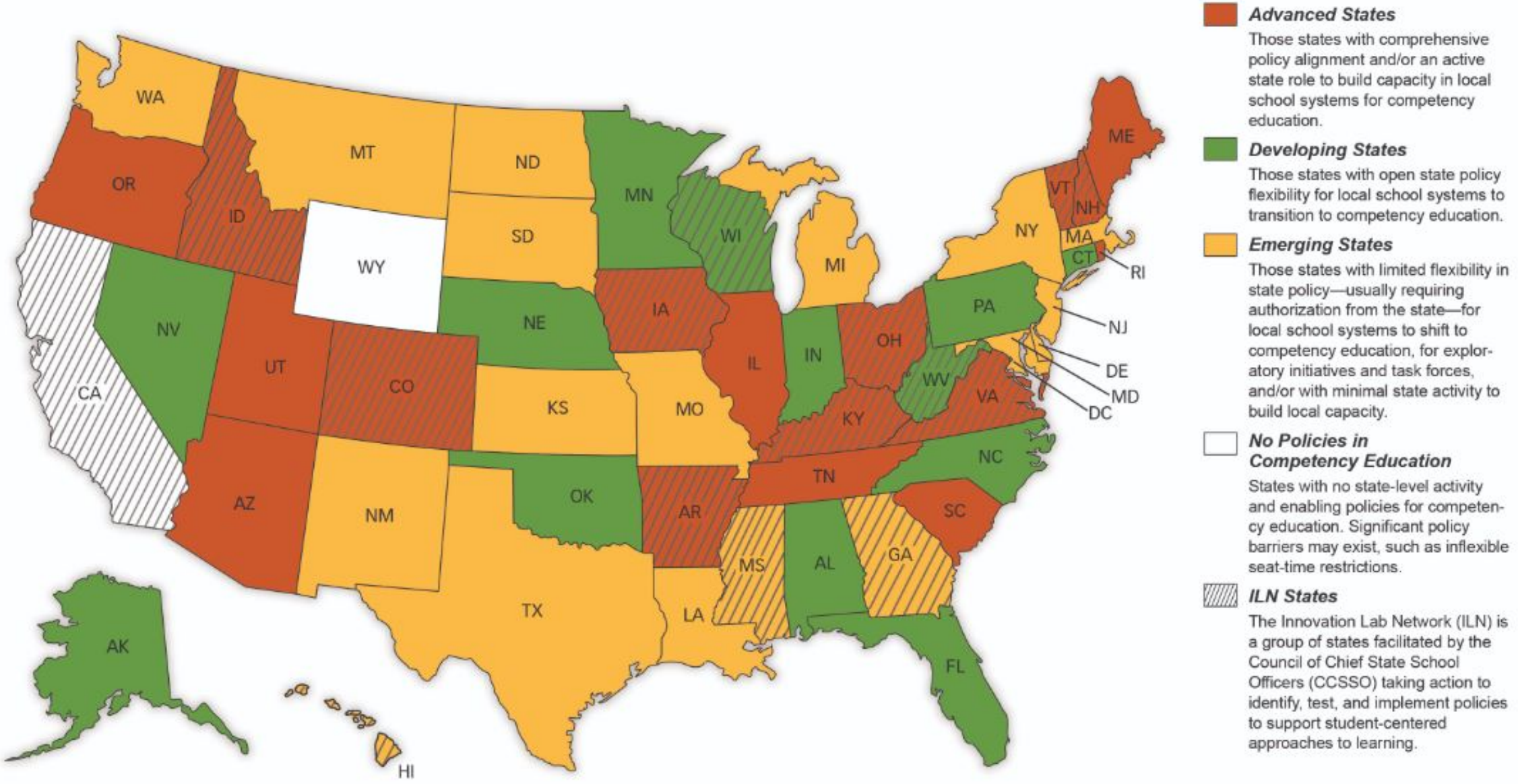
How Selective Colleges and Universities Evaluate Proficiency-Based High School Transcripts: Insights for Students and Schools

Proficiency-Based Transcripts

1. **Admissions offices receive a huge variety of transcripts**, including transcripts from international schools, home-schooled students, and a wide variety of alternative educational institutions and programs that do not have traditional academic programs, grading practices, or transcripts.

2. **Students with non-traditional transcripts**—including "proficiency-based" or "competency-based" transcripts—**will not be disadvantaged** in any way during the admissions process. Colleges and universities simply do not discriminate against students based on the academic program and policies of the sending school, as long as those program and policies are accurately presented and clearly described.

3. As long as the **school profile is comprehensive and understandable**, and it clearly explains the rigor of the academic program, the technicalities of the school's assessment and grading system, and the characteristics of the graduating class, the admissions office will be able to understand the transcript and properly evaluate the strength of a student's academic record and accomplishments.



K-12 Competency Education Policy Across the US

https://www.competencyworks.org/wp-content/uploads/2018/05/2018-Snapshot-of-CBE-State-Policy-updated-5242018-jpg.jpg

East High School
Official Transcript

123 Mountain Road, Dead River, Maine 04000
Phone Website

Student Personal Information	
	Date of Birth
	Parent/Guardian
Date of Enrollment	Address
Date of Graduation	Contact Info

Learning Experience	Proficiency Level	Duration	Type
2009–2010			
English 9	3.5	Year	Honors
History 9	3.0	Year	Course
Geometry	3.0	Year	Course
Spanish I	3.5	Year	Course
Earth Science	3.0	Year	Course
Art 1	3.0	Year	Course
2010–2011			
English 10	3.5	Year	Course
History 10	4.0	Year	Honors
Algebra II	4.0	Year	Course
Spanish II	3.5	Year	Course
Chemistry	4.0	Year	Honors
Drama	4.0	Semester	Course
2011–2012			
English Language and Composition (AP)	3.5	Year	Honors
US History	3.0	Year	Independent
Calculus	3.5	Year	Course
Spanish III	3.5	Year	Course
Physics	3.5	Year	Course
Software Development, Inc.	3.5	Year	Internship
2012–2013			
English 101	4.0	Semester	Dual-Enrollment
Mountain Biotech Industries (STEM)	3.5	Year	Internship
Physical Education	4.0	Semester	Course
Statistics (AP)	3.8	Year	Course
Health	4.0	Semester	Course
Psychology (AP)	4.0	Semester	Honors

Graduation Standards: Cross-Curricular Skills		Proficiency Level
Maine Learning Results Guiding Principles	Clear and effective communicator	3.0
	Self-directed and lifelong learner	3.25
	Creative and practical problem solver	3.50
	Responsible and involved citizen	3.75
	Integrative and informed thinker	4.0

*The achievement of graduation standards is verified over time as students demonstrate proficiency through multiple assessments, projects, portfolios, and exhibitions.

Academic Summary

GPA: 3.75

Magna Cum Laude

SAT/ACT Scores
Academic Awards
Academic Achievements
Title of Capstone Project

Grading System

3.6–4.0: Exceeds Proficiency
3.0–3.5: Proficient
2.0–2.9: Partially Proficient
1.0–1.9: Insufficient Evidence

Graduation Requirements

Demonstrated Proficiency
Maine Guiding Principles
English Language Arts
Mathematics
Science and Technology
Social Studies
Health Education and Physical Education
World Languages
Visual and Performing Arts
Career Education and Development

Additional Graduation Requirements

Capstone Project
Service Learning Requirement

East High School
Official Transcript

https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/Exemplar-HS-Transcript.pdf

Graduation Standards: Performance Summary

English Language Arts	Proficiency Level
Reading Comprehension	3.0
Reading Interpretation	3.0
Writing Range	3.5
Writing Research	4.0
Discussion	3.5
Presentation	3.0

Social Studies	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.5
Standard 6	3.5

Health and Physical Education	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5

Career and Education Development	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5

Mathematics	Proficiency Level
Numbers and Quantity	3.0
Algebra	3.0
Functions	3.5
Geometry	4.0
Statistics and Probablity	3.5

Visual and Performing Arts	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	3.5
Standard 5	4.0

Science and Technology	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.5
Standard 6	3.0
Standard 7	4.0
Standard 8	3.5

World Languages	Proficiency Level
Standard 1	3.0
Standard 2	3.0
Standard 3	3.5
Standard 4	4.0
Standard 5	3.0

KEY: Type of Learning Experience

Course: Learning took place in and was verified by a certified teacher in a regular high school course.

Honors: Learning took place in and was verified by a certified teacher in a regular high school course in which the student opted to engage in more rigorous course work.

Dual-Enrollment: Learning took place in a college course that enabled the student to demonstrate proficiency of one or more graduation standards.

Independent: Learning took place in a student-designed and teacher-supported learning experience. The teacher verified the student's achievement of one of more graduation standards.

Internship: Learning took place in a work-enviornment after which a certified teacher verified achievement of one or more graduation standards.

Why move to competency-based grading?

- Growth mindset
- Quality curriculum and assessment
  - Supports standards-based instruction and alignment between instruction and assessment
- Clear communication
  - meaning behind grades
  - information on strengths and weaknesses
- Equity of experience for students
  - consistency within and across courses - common expectations
- Student motivation and involvement

Questions