

# CBE Tool 1C

## Core Components of Competency-Based Education: CBE Readiness Tool



### Component 3: Performance Assessments

To determine a student's college and career readiness, the continuum of assessments rely on varied formats and multiple opportunities for students to demonstrate learning in authentic (real-world) tasks.

Focus	Phase 1: Initiating	Phase 2: Emerging	Phase 3: Implementing	Where is your school now? What are possible next steps?
Leadership	Assessments of student learning are evidenced within courses and content areas and guided by policies (grading, graduation, etc.) and curriculum.	Policies support multiple and varied assessments, including rigorous assessments that capture student learning and mastery within a standards-based curriculum.	Timely, rigorous, and competency-based assessments capture student learning and mastery within and beyond the school-based environment.	
Instruction and Assessment	Standards are expressed as learning outcomes and are assessed in all content areas. Assessments are given to all students on the same day. Performance assessments are rarely used to capture evidence of deeper learning.	Rigorous competencies with learning outcomes are identified. Performance tasks are introduced as a part of a balanced assessment system used both formatively and summatively in most courses and content areas.	Rigorous competencies and learning outcomes are scaffolded and integrated across content areas. Performance assessments provide meaningful feedback and measure both academic and personal success skills to promote deeper learning.	
Learner Culture	Students are aware of the knowledge and skills that will be assessed. Students do not view most assessments as relevant to their learning because there is only one way to demonstrate what they know.	Performance assessments begin to align with the knowledge, skills, and dispositions that all students should acquire within and across content areas or courses. Learning can be demonstrated in a variety of ways.	Performance assessments align with academic and personal skills (e.g. collaboration, goal setting, social discourse). Learning is student driven and demonstrated in a variety of ways. Assessment evidence and feedback promote deeper learning.	
Organizational Structures	Grading methods are often limited by the student information systems (SIS). Grades are reported by traditional assessment types (e.g., exams, state assessments), methods (averaging), and timelines.	Teachers are given the time and tools to co-plan and co-develop common rigorous assessments, including performance tasks and projects.	District protocols guide consistent design and use of assessments and review of student evidence from competency-based performance assessments. Evidence informs instruction and student learning.	

- **Initiating:** District has begun to examine its existing system and identify where shifts in teaching and learning are needed.
- **Emerging:** District is beginning to develop and deploy competency-based systems and structures and is monitoring shifts in teaching and learning to measure impact.
- **Implementing:** District uses an ongoing feedback cycle to design, evaluate, and revise all core components of CBE for equitable and deeper learning.



Available for download at <http://resources.corwin.com/DeeperCompetencyBasedLearning>.

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