

# CBE Tool 1E

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



### Component 5: Evidence-Based Grading

Scoring, grading, and reporting reflect students' progress toward unit, course, and graduation competencies.

Focus	Phase 1: Initiating	Phase 2: Emerging	Phase 3: Implementing	Where is your school now? What are possible next steps?
Leadership	Grading and reporting policies and practices are different at the elementary, middle, and high school levels.	Grading and reporting policies support practices in standards-based grading. Competency-based assessments are graded but are not part of a larger body of evidence (BOE) for meeting graduation requirements.	Policies define the body of evidence (BOE) needed to demonstrate proficiency in relation to academic and personal skills competencies. CB reporting indicates student progress toward mastery of competencies.	
Instruction and Assessment	Grading and reporting are done within the context of a course or content area. Mathematical calculations and averaging generally determine grades.	Formative assessments provide a level of transparency to inform where a student is in relation to a particular learning outcome for a course or content area. Learning outcomes are tracked and measured relative to standards.	Formative assessment data provide the body of evidence used for instructional and learner feedback. Evidence informs where a student is in relation to a competency and whether the student is ready for a summative assessment.	
Learner Culture	Grading practices affect both positive and negative student attitudes toward learning and self-image.	Grading practices are more transparent to the learner, relative to progress in demonstrating skills described in standards.	The body of evidence informs pacing of learning, is responsive to addressing student needs, and promotes student reflection and ownership of learning experience and learning outcomes.	
Organizational Structures	Systems of scoring and reporting are aligned to course expectations, reporting policies, and school year timelines.	Systems of scoring and reporting are aligned to course and graduation requirements, standards-based reporting, and school year timelines.	Competency-based systems of building a student's BOE, scoring work samples, and reporting results informs graduation readiness relative to the POG.	

- **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>.

© Karin Hess (2009, updated 2017). A local assessment toolkit to support deeper learning. Guiding school leaders in linking research with classroom practice. Permission to reproduce is given only when authorship is fully cited [karinhessvt@gmail.com].