KENTUCKY COMPETENCY EDUCATION & ASSESSMENT CONSORTIUM

# NOTICE
OF
PARTICIPATION

DISTRCT NAME

To be a member of the Kentucky Competency Education and Assessment Consortium (KCEAC) a school district shall:

1. Commit to the following beliefs about competency-based education:

   • Competency Education allows students to demonstrate deeper learning on dimensions (skills and dispositions) not captured in current assessments that result in outcomes of success that extend beyond traditional academic performance.

   • Competency Education supports the success of all students, especially those who are less likely to perform well in the current assessment and accountability system.

   • Competency Education shows stronger evidence of student engagement than do more traditional approaches.

   • Competency Education allows (through student choice) the opportunity for students to make interdisciplinary connections across the curriculum through authentic projects and assessments.

   • Competency Education can be implemented in a wide variety of districts and "customized" as needed.

   • Competency Education provides additional measures of success beyond traditional academic performance.

2. Agree to the Consortium's Purposes:

   • To support teachers in moving to a competency based, student-centered learning system

   • To build support to eventually move to an alternative assessment and accountability structure that uses performance assessments and measures the consortium's "Anchor Competencies" (see Below) together with the Kentucky Academic Standards, not as two separate systems, but as one system that measures the Anchor Competencies in the context of the Kentucky Academic Standards.

   • To align planning processes in each participating district to a CEA system

3. KDE agrees to the following:

- work collaboratively with, and support the district in moving to a competency education and assessment system;

- provide technical assistance and resources to ensure the system is implemented with fidelity;

- provide regular face-to-face and virtual professional learning experiences for district staff; and

- identify external sources of technical assistance for the district's transitions to a competency education and assessment system.

4. Implement or plans to implement a graduate profile that incorporates, at a minimum, the following anchor competencies or similarly stated competencies*:
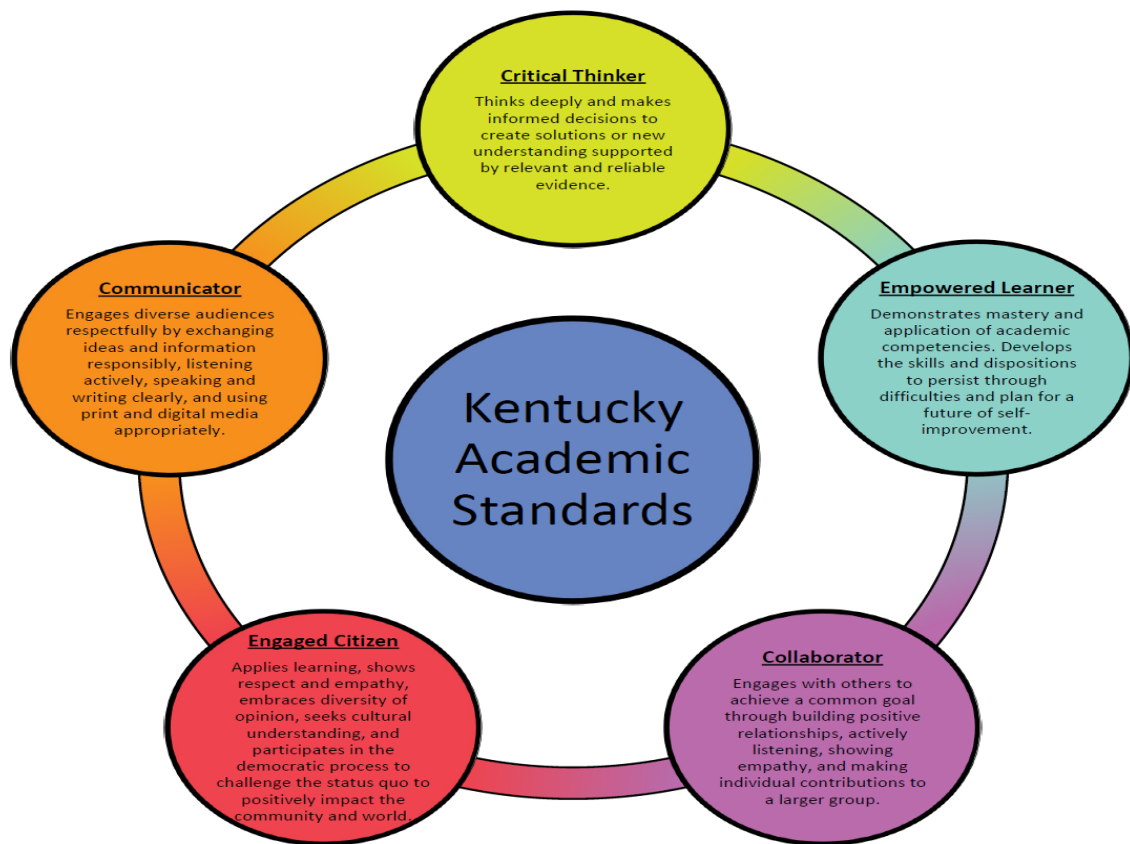
*A district's graduate profile may include additional competencies.

5. A participating district agrees to the following assurances:
    *   Cooperate with other participating districts to develop new approaches to assessment (such as performance-based assessments) with the intent that successful new approaches may be included in future assessment and accountability structures.
    *   Agree to use common definitions of the terms found in Appendix A: competency based education, competencies, learning progression, mastery learning, performance outcomes and performance assessment.
    *   Be an active participant in consortium professional learning and discussions.
    *   Will make itself available for other districts interested in the consortium to visit and observe the district's competency work.
    *   Agrees to identify a KCEAC point of contact (name and email address) for the district

    District KCEAC Contact

    KCEAC Contact E-mail

This agreement shall be effective beginning with the date of the last signature herein until cancelled by either party by written notice.

Signatures:

_____
Superintendent   Date

_____
KDE Official KCEAC Designee   Date

APPENDIX A: COMMON DEFINITIONS

Districts who participate in the KCEAC agree to use the following definitions of terms to create a common language.

Competency-Based Education[1]

A learning framework that reflects student progress based on a mastery of competencies, regardless of time, pace or place of learning. A competencies-based system has several attributes:
- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Competencies[1]

Competencies are the knowledge, skills and/or behaviors student must master in a specific content or performance area. A well-designed competency has the following characteristics:
- A competency describes knowledge and skills that can be applied to novel, complex situations.
- The skills described in a competency will be valuable ten years from now even if the content knowledge has changed.
- Learning objectives are accompanied by clear performance criteria that help students identify their performance level(s) and what they need to do to improve.
- Learning objectives are accompanied by effective rubrics that help students understand themselves better as learners.
- The competency and the learning objectives allow for personalization and opportunities for deeper learning.

Learning Progressions[2]

Learning progressions refer to the scaffolding of learning in a vertical way over an extended period of time. Learning is envisioned as a development of progressive sophistication in understanding and skills within a domain. It does not refer to grade or age level expectations. Instead, learning is conceived as a sequence or continuum of increasing expertise. A vertical conceptualization of learning is intrinsic to the notion of learning progressions, thus supporting a more developmental view of learning.

Mastery Learning[3]

Mastery learning is an instructional strategy whereby teachers organize important concepts and skills into learning units and base future instruction on student performance on formative assessments. Assessments includes explicit, targeted suggestions – termed correctives – that address what the students must do to correct their difficulties and to master the learning outcomes.

Critical elements of mastery learning include:
- Instruction consists of units organized by groups of aligned concepts and skills.
- Formative assessment that informs instruction.
- Targeted instruction for students to improve on gaps identified by the formative assessment.
- Enrichment activities for students who have reached mastery.
- Multiple opportunities for students to demonstrate mastery on a formative assessment.

Performance Assessment[4]

Performance assessment is the application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. These tasks, occasionally marking gateways in learning, are strategically placed in the lesson or unit to enhance learning as the student reaches understanding. Performance tasks are both an integral part of the learning and an opportunity to assess the quality of student performance.

Performance Outcomes[5]

The academic and non-academic knowledge, behaviors, and skills that students are expected to learn and demonstrate in a performance assessment.
- Knowledge of the Domain (academic or non-academic)
- Enduring Understandings
- Essential Skills
- Habits of Mind

Performance outcomes should only describe WHAT students will learn and demonstrate, <u>NOT</u> HOW they will demonstrate it.

Rubric[6]

A rubric means a scoring guide used to evaluate the quality of students' work on a performance assessment. Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy. They are often presented in table format and can be used by teachers when marking, and by students when planning their work. A scoring

rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. Because the criteria are public, a scoring rubric allows teachers and students alike to evaluate criteria, which can be complex and subjective.

Resources

1. Sturgis, C. 2012. The Art and Science of Designing Competencies. A CompetencyWorks Issue Brief, International Association for K-12 Online Learning.
2. Heritage, M. 2008. Learning Progressions: Supporting Instruction and Formative Assessment. Paper prepared for the Formative Assessment for Teachers and Students (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO).
3. Kentucky Department of Education (2013): Competency-Based Education: Helping All Kentucky Students Succeed.
4. Hibbard, K. et al. 1996. Performance-Based Learning and Assessment.
5. Envision Learning Partners/SCALE
6. Wikipedia, "Rubric"(academic).