Personalized, Competency Based Learning

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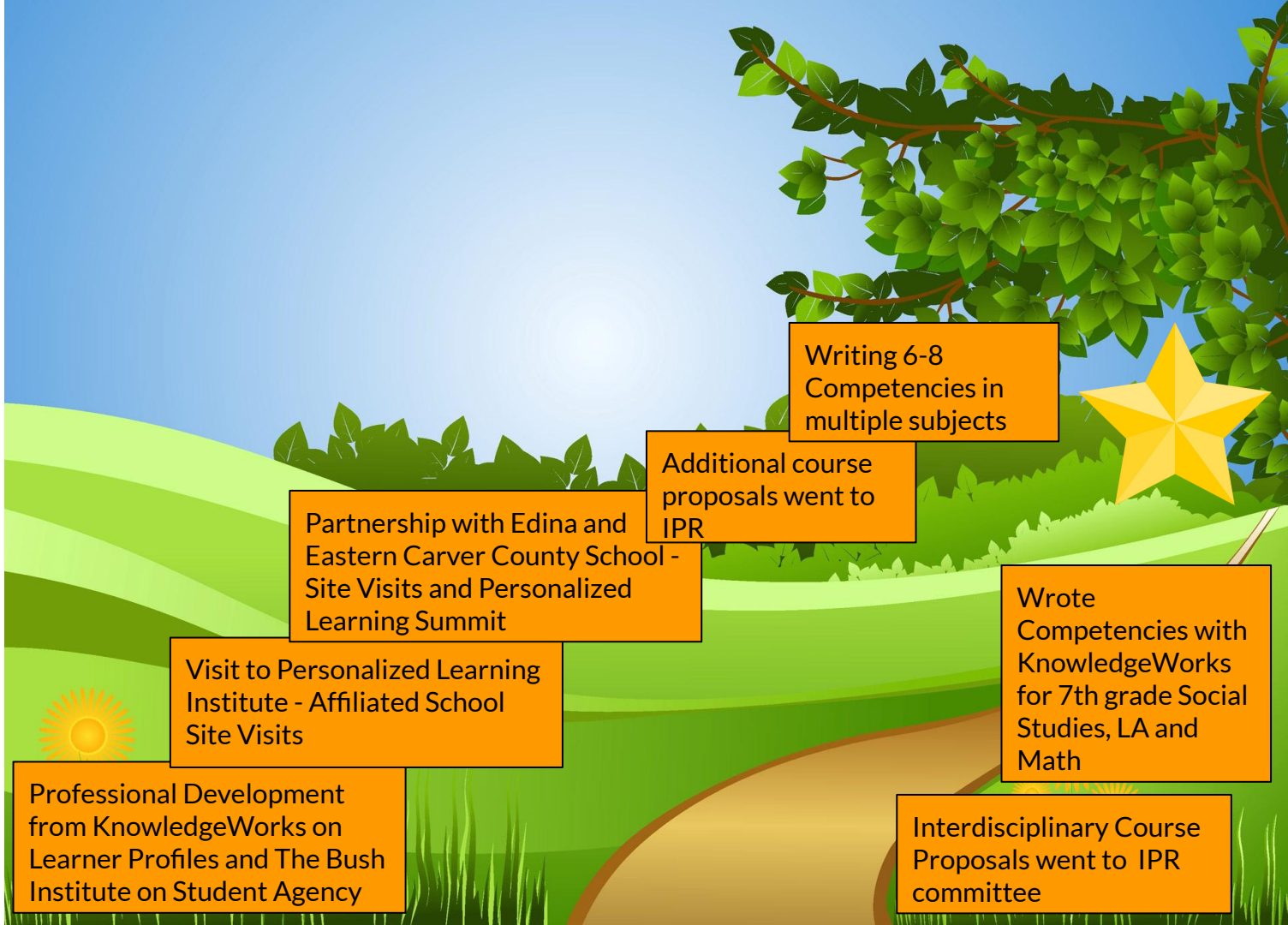
The mission of BMS, a welcoming, learner-centered community committed to personalization that nurtures curiosity and innovation, **is to ensure that each learner exercises agency for continuous personal growth in order to find joy and well-being for their future while positively impacting their communities**

Our Journey Towards Personalized, Competency Based Learning



DO WE FOCUS ON THE STUDENT OR LEARNER?

Adapted from David Warlick, 2010

	STUDENTS	LEARNERS
Relationship with Educators	Employees who are expected to be obedient and following instructions	Citizens who have an interest in the learning community
Relationship with Peers	Competitors	Collaborators
Equipped	...with packed knowledge that is prescribed and paced by the teacher	...with tools for exploring, experimenting, discovering, concluding, and constructing meaning and learning
Assessment	Measuring what has been learned	Measuring what learner can do with what has been learned

Understanding

PERSONALIZED, COMPETENCY BASED LEARNING

Personalized learning does not mean letting go.
It means holding on until a child has learned how to learn and is ready to fly solo...but even then, there is constant contact with the tower.

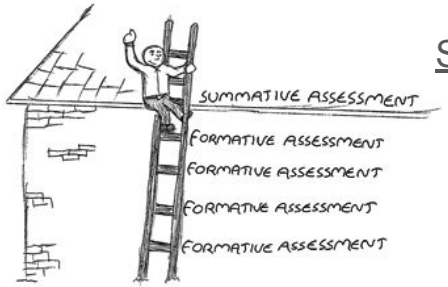
- **Mary Perrine (ECCS)**

Tactic #4
We will develop and design reporting methods that honor learner agency while developing a growth mindset.

Two types of assessment

Formative Assessment

- Pre-test
- Quiz
- Conferencing
- Daily Work
- Scaffolded Questions to determine understanding
- PRACTICE



Summative Assessment

- Student Selected Evidence of Learning
- Conference
- Reflection of Learning
- Project
- Test
- Performance
- Teaching others skills
- The GAME

Competencies

Traditional vs. Standards-based Grading?

Traditional Report Card	
Class	**Q1**
Mathematics	95% = A

Traditional

Lacks detail, nuance, or any real information about the abilities/deficits of the learner

Standards-based

Improved detail/information

"Standards" are limiting and/or written at lower levels of understanding

Number reporting also lacks nuance and information about abilities/deficits of the learner

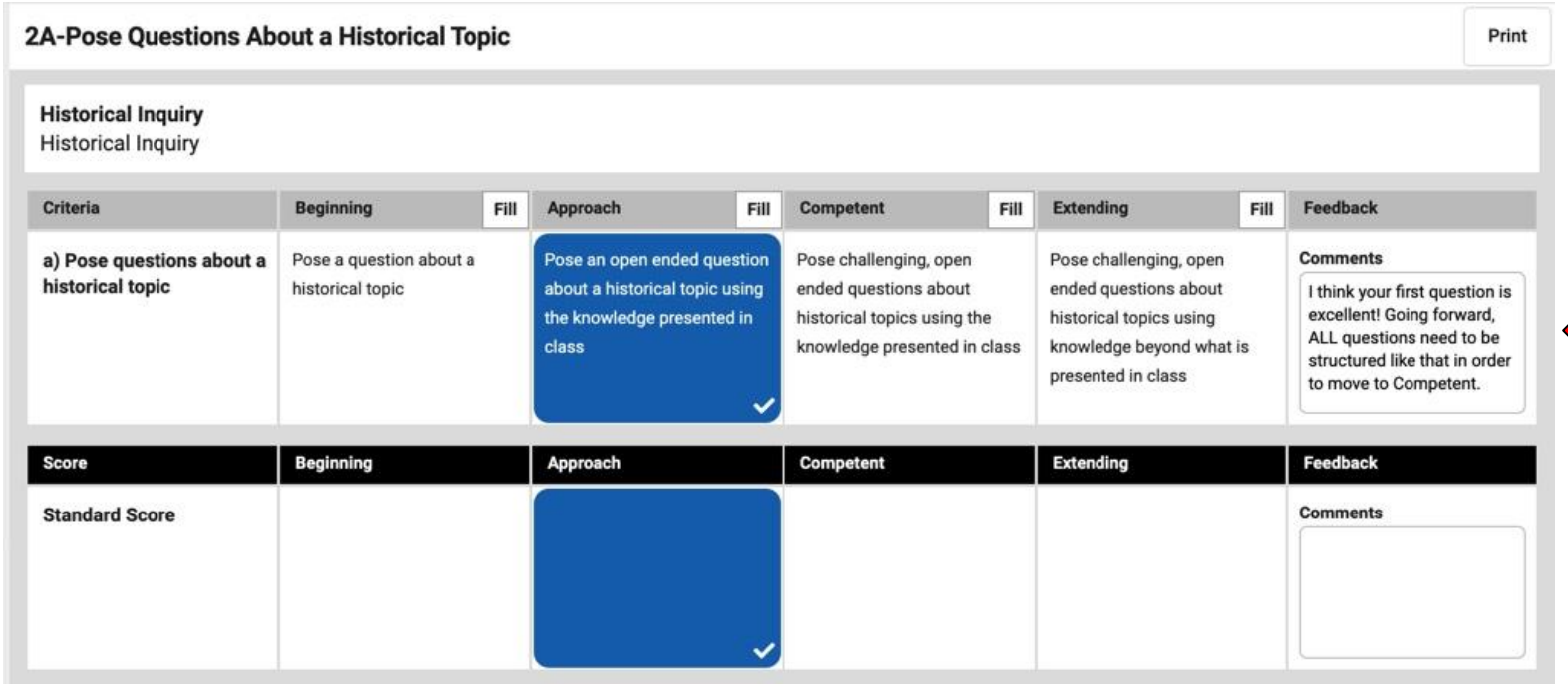
Standards-based Report Card	
Class/Standards	**Q1**
Mathematics	3
I can define a number sentence	2
I can solve number sentences that have brackets	2
I can solve number sentences that have braces	3
I can create number patterns using two rules	3
I can estimate the answers of number sentences	2
I can find the sum of two 2-digit numbers	3
I can find the difference of two 2-digit numbers	2
I can find the product of two 2-digit numbers	2
I can find the quotient of two 2-digit numbers	3

Competencies-based Assessing/Reporting?

Learners are assessed on individual skills/criteria, rather than on individual assignments or activities (Authentic Assessment)

Level of Learning is clearly indicated for each skill/criteria

Feedback is specific to the student AND the specific skill/criteria being addressed.



2A-Pose Questions About a Historical Topic — Print

Historical Inquiry
Historical Inquiry

Criteria	Beginning Fill	Approach Fill	Competent Fill	Extending Fill	Feedback
a) Pose questions about a historical topic	Pose a question about a historical topic	Pose an open ended question about a historical topic using the knowledge presented in class ✓	Pose challenging, open ended questions about historical topics using the knowledge presented in class	Pose challenging, open ended questions about historical topics using knowledge beyond what is presented in class	**Comments** I think your first question is excellent! Going forward, ALL questions need to be structured like that in order to move to Competent.

Score	Beginning	Approach	Competent	Extending	Feedback
Standard Score		✓			**Comments**

Why Competencies?

- ***ACCURATE***:
  - reporting solely on academic factors
  - creates a clear picture of what the learner has and has not learned without the influence of other factors

- ***CONSISTENT***:
  - rubrics
  - clear and consistent expectations for learner competency up front

- ***MEANINGFUL***:
  - clearly communicating what level of learning has taken place
  - This makes it easier to identify areas of strength and to address areas of concern for each learner.

- ***SUPPORTIVE OF LEARNING***:
  - focusing on the content that has or has not been learned, rather than letter grades
  - **NO POINTS!**

Competencies & Learning Levels

What does the yellow box represent?

Accountability

Where learners should be by the END of the year

Beginning	Approaching	Competent	Extending
I can… -Arrive to class respectfully -Identify ways to manage time more effectively -Identify impulses -Use technology -Take ownership of words & actions with support	I can… -Arrive prepared & organized with support -Effectively manage time with support -Manage impulses with support -Use technology appropriately with support -Take ownership of words & actions	I can… -Arrive prepared & organized -Effectively manage time -Manage impulses -Use technology appropriately -Take ownership of words & actions while reflecting on the impact	I can… -Support others to be prepared & organized -Effectively prioritize tasks -Coach & model appropriate impulse control -Use technology to enhance learning -Reflect on words & actions in order to adjust behavior accordingly

Learning Levels:

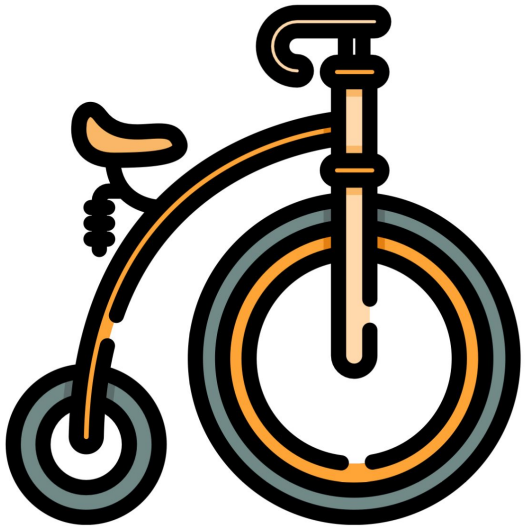
Beginning

Approaching

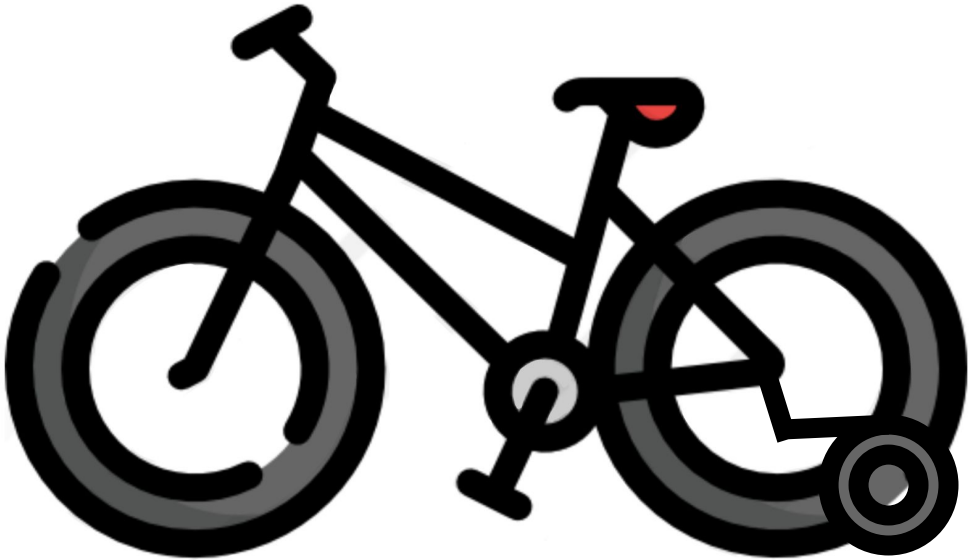
Competent

Extending

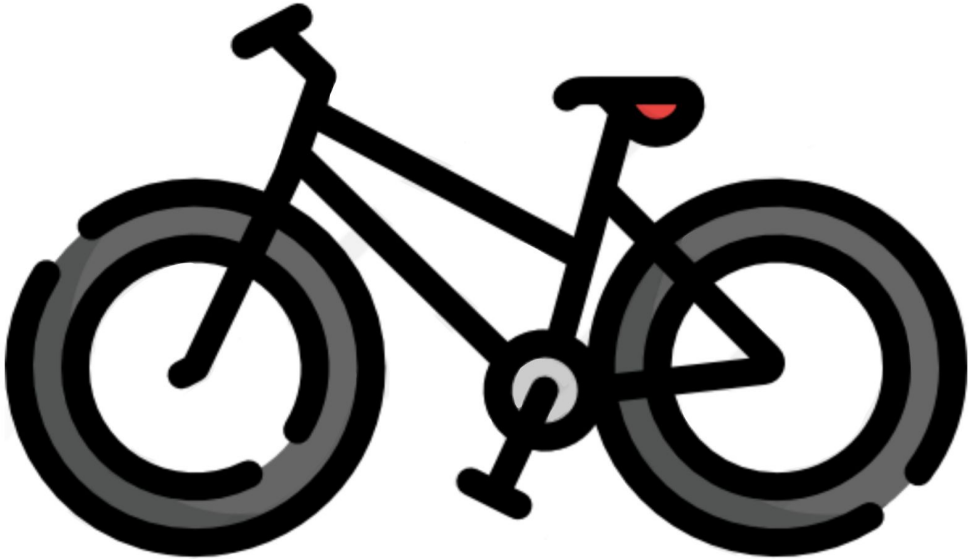
Beginning



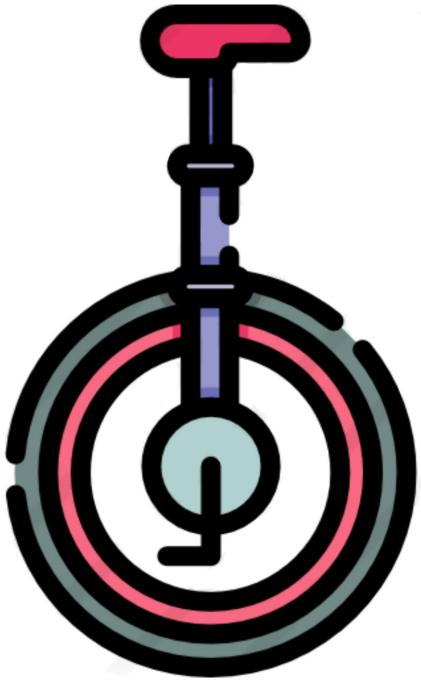
Approaching



Competent



Extending



Personal Skills for Success

Executive Functioning Competency:
Learners will develop perseverance, utilize collaboration, communicate effectively, and take accountability in order to be successful.

Perseverance - “Stick to it”

Collaboration - “Better together”

Communication - “Speak up”

Accountability - “Own it”

Journey to Personal Skills for Success

- **Winter 2018**
  - Staff expressed a need to measure important life skills as we transitioned to competency based grading
- **Spring of 2018-19**
  - Groups of Teachers used a variety of resources to identify important skills
    - Habits of Mind, 7 mindsets of success, 21st Century Skills, College and Career Readiness Skills, Work Study Practices, Habits of Success
- **Summer of 2019**
  - Five teachers worked with Knowledge Works to identify the skills and develop a rubric
- **Fall of 2019-20**
  - Presented to the staff and learners
  - Approximately 80% of courses reporting out in 2019-20
  - Intentional lessons in Tiger Connections, 6th grade Transitions, and 7th/8th Academic Support

Perseverance

Stick to it!

Do not give up when faced with a challenge.

Beginning	Approaching	Competent	Extending
I can... -Start a task or goal -Use a familiar strategy or resource to problem solve -Identify distractions -Embrace a simple task	I can... -Follow through with a task or goal with support -Use different strategies & resources to problem solve with support -Maintain focus with support -Embrace a challenge with support	I can... -Follow through with a task or goal -Use different strategies & resources to problem solve -Maintain focus -Embrace a challenge	I can... -Follow through with a task or goal & seek additional opportunities -Use reflection to adapt strategies & choose resources to problem solve -Maintain & shift focus -Actively seek a challenge

Collaboration

Better together!

Work as a team to accomplish a common goal.

Beginning	Approaching	Competent	Extending
I can... -Develop ideas & consider others -Listen to others -Participate in an individual task or goal -Identify diverse perspectives & talents	I can... -Share ideas & respond to others -Actively listen to others -Contribute to a group task or goal with support -Understand diverse perspectives & talents	I can... -Respectfully share ideas & thoughtfully respond to others -Actively listen to others with an open mind -Contribute to a group task or goal -Value diverse perspectives & talents	I can... -Encourage discussion & thoughtfully provide feedback to others -Actively listen to others & transform thinking through reflection -Facilitate a task or goal within a group -Celebrate & include diverse perspectives & talents

Communication

Speak up!

Be clear and effective when sharing thoughts and advocating for learning needs.

Beginning	Approaching	Competent	Extending
I can... -Communicate an idea -Use a familiar tool to communicate -Identify a learning need -Identify appropriate body language	I can... -Communicate with purpose -Use a variety of tools to communicate with support -Advocate for individual learning needs with support -Use & read appropriate body language with support	I can... -Clearly communicate with purpose -Use a variety of tools to communicate -Advocate for individual learning needs -Use & read appropriate body language	I can... -Passionately communicate to engage an audience -Use a variety of tools to communicate professionally -Advocate for individual learning needs & the needs of others -Coach & model appropriate body language for others

Accountability

Own it!

Take responsibility for words and actions.

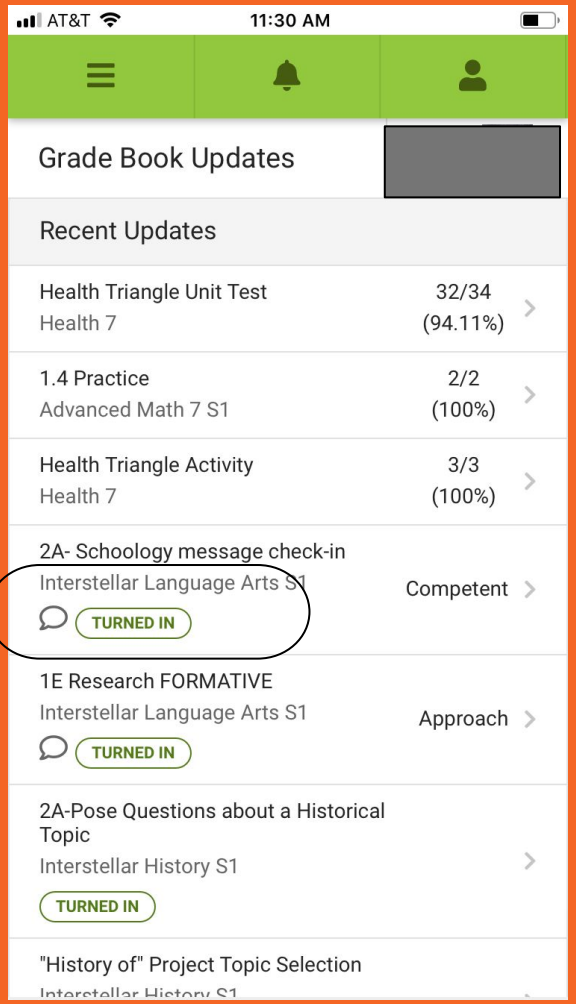
Beginning	Approaching	Competent	Extending
I can... -Arrive to class respectfully -Identify ways to manage time more effectively -Identify impulses -Use technology -Take ownership of words & actions with support	I can... -Arrive prepared & organized with support -Effectively manage time with support -Manage impulses with support -Use technology appropriately with support -Take ownership of words & actions	I can... -Arrive prepared & organized -Effectively manage time -Manage impulses -Use technology appropriately -Take ownership of words & actions while reflecting on the impact	I can... -Support others to be prepared & organized -Effectively prioritize tasks -Coach & model appropriate impulse control -Use technology to enhance learning -Reflect on words & actions in order to adjust behavior accordingly

How can I support my child?

- Check Campus for missing assignments (M)
  - Teachers will flag assignments
  - Schedule weekly times to check Campus with your learner
- Teacher feedback in rubric
  - You and your learner have access to the feedback for each assignment submitted to Campus

What does competency reporting look like on the Campus Parent App?

At this time log into your Campus Parent App and select your child here at BMS with a course reporting out on competencies



AT&T 11:31 AM

Assignments

[redacted]

Missing | Current Term

Today

Life Science 7 S1

Thursday 10/03 TODAY

1.5 Practice
Advanced Math 7 S1

Tuesday 10/08

Lesson 2
Band 7

Monday 11/04

1A- Participating in Civic Discussion
Interstellar History S1

1B-Demonstrating Respect for Different Perspective
Interstellar History S1

1C-Understanding the Responsibilities of Citizens
Interstellar History S1

1D-Being Informed and Engaged in

AT&T 11:31 AM

Back

[redacted]

2A- Schoology message check-in

Interstellar Language Arts S1

Assigned 09/12/2019

Due 09/20/2019

Score Info

This assignment is not included in the grade calculation.

TURNED IN

Teacher Comments

Thank you for completing the Schoology message this is an example of writing for a specific task!

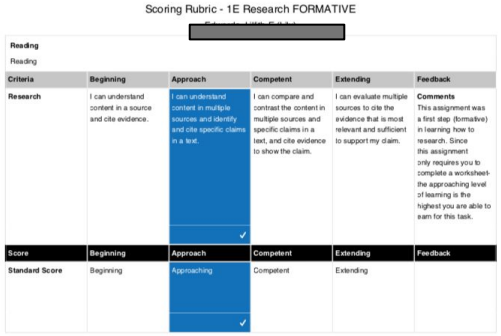
Score Competent

Total Points 0

View Scoring Rubric

AT&T 11:33 AM

Done Scoring Rubric - 1E Research...

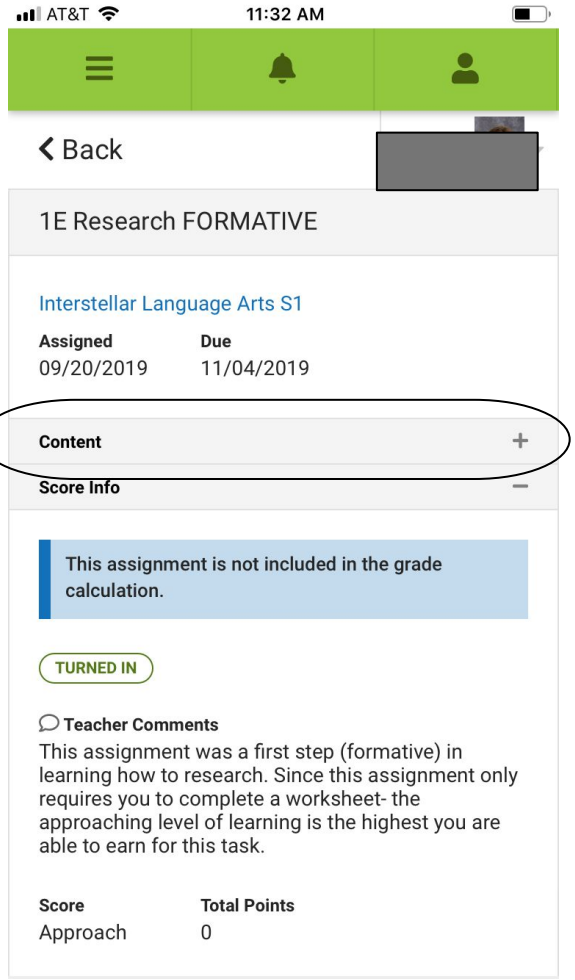


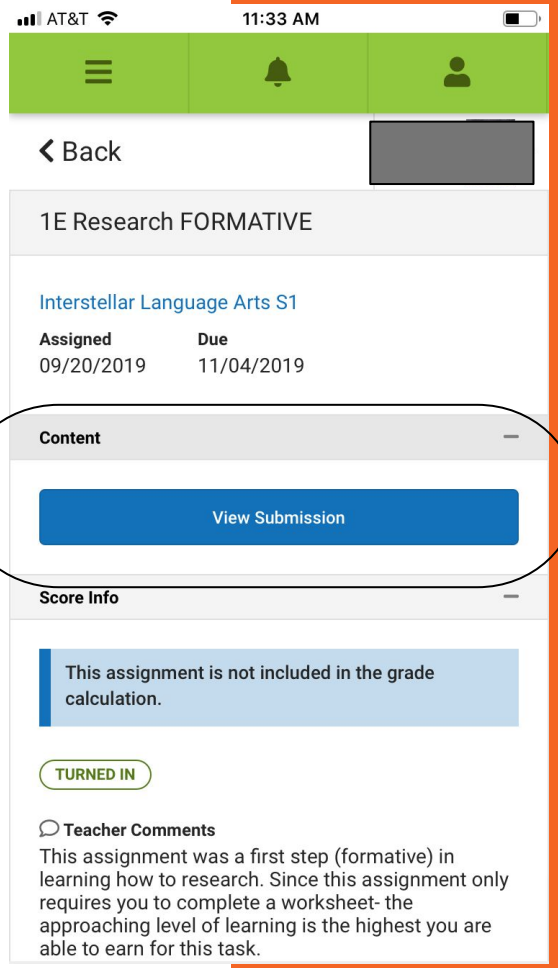
Scoring Rubric - 1E Research FORMATIVE

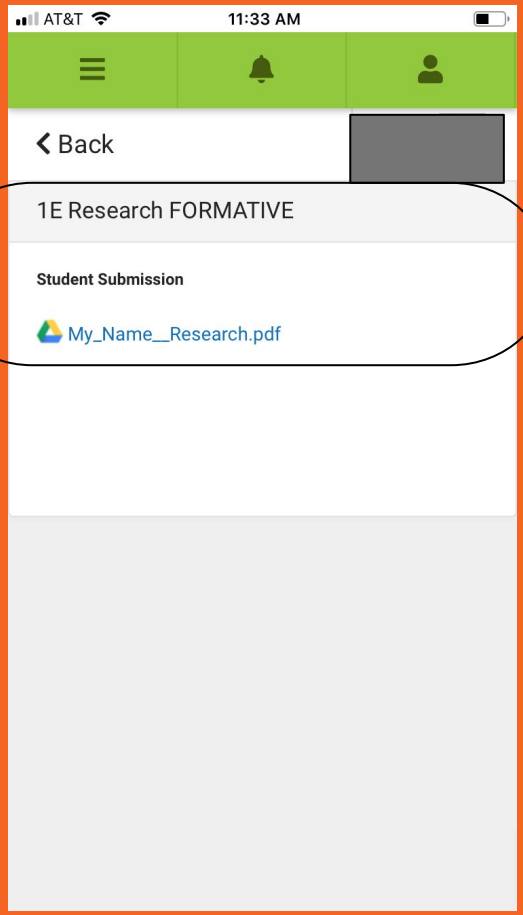
[redacted]

Reading
Reading

Criteria	Beginning	Approach	Competent	Extending	Feedback
Research	I can understand content in a source and cite evidence.	I can understand content in multiple sources and identify and cite specific claims in a text. ✓	I can compare and contrast the content in multiple sources and specific claims in a text, and cite evidence to show the claim.	I can evaluate multiple sources to cite the evidence that is most relevant and sufficient to support my claim.	Comments This assignment was a first step (formative) in learning how to research. Since this assignment only requires you to complete a worksheet- the approaching level of learning is the highest you are able to earn for this task.
Score	Beginning	Approach	Competent	Extending	Feedback
Standard Score	Beginning	Approaching ✓	Competent	Extending	


AT&T
11:32 AM
Back
1E Research FORMATIVE
Interstellar Language Arts S1
Assigned
09/20/2019
Due
11/04/2019
Content
Score Info
This assignment is not included in the grade calculation.
TURNED IN
Teacher Comments
This assignment was a first step (formative) in learning how to research. Since this assignment only requires you to complete a worksheet- the approaching level of learning is the highest you are able to earn for this task.
Score
Approach
Total Points
0


AT&T
11:33 AM
Back
1E Research FORMATIVE
Interstellar Language Arts S1
Assigned
09/20/2019
Due
11/04/2019
Content
View Submission
Score Info
This assignment is not included in the grade calculation.
TURNED IN
Teacher Comments
This assignment was a first step (formative) in learning how to research. Since this assignment only requires you to complete a worksheet- the approaching level of learning is the highest you are able to earn for this task.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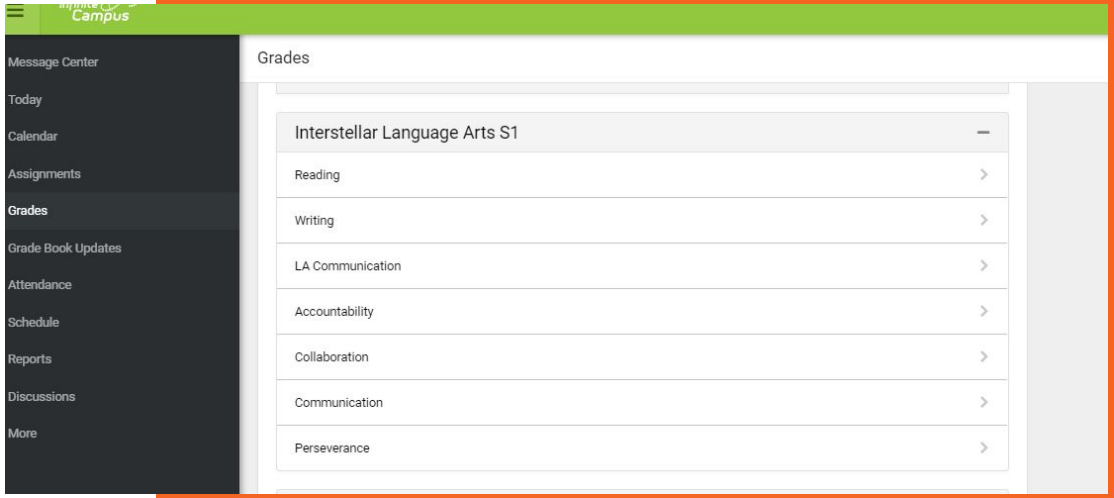
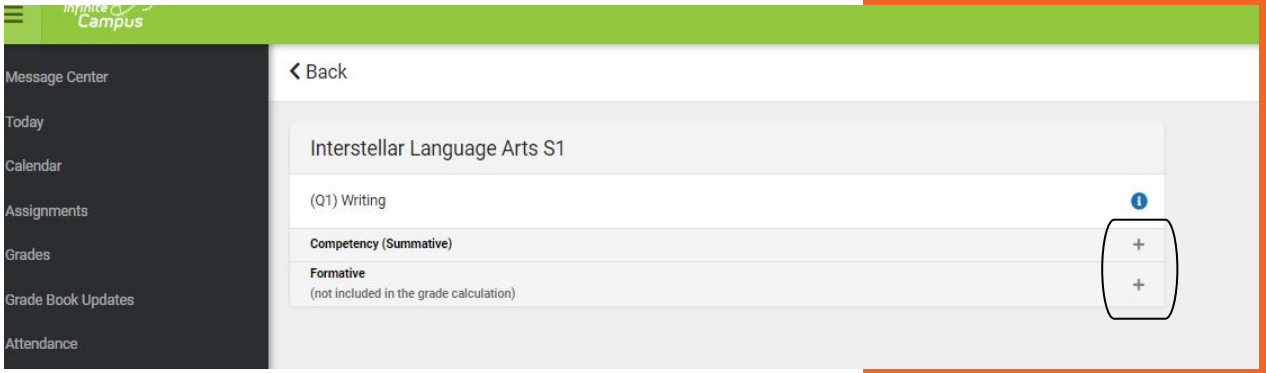
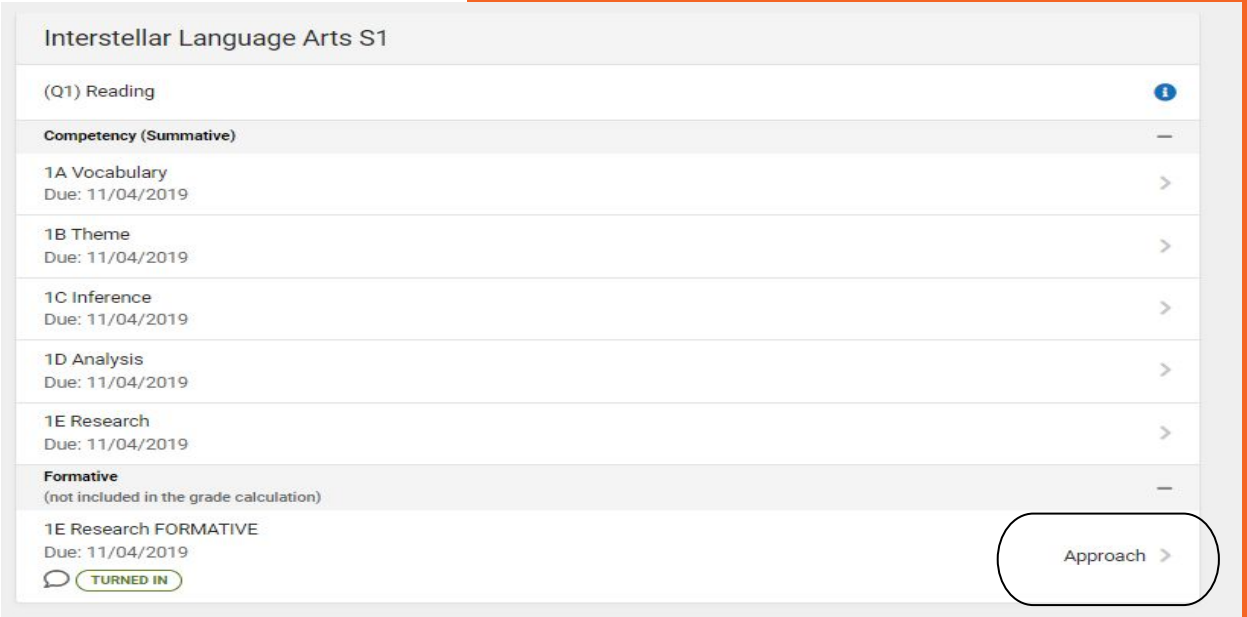
Back
1E Research FORMATIVE
Student Submission
My_Name__Research.pdf

What competency reporting looks like on Campus Portal (web based)



Your child's in progress level of learning will be reported out at each quarter on each of the competencies


Infinite Campus
Message Center
Today
Calendar
Assignments
Grades
Grade Book Updates
Attendance
Back
Interstellar Language Arts S1
(Q1) Writing
Competency (Summative)
Formative
(not included in the grade calculation)


Interstellar Language Arts S1
(Q1) Reading
Competency (Summative)
1A Vocabulary
Due: 11/04/2019
1B Theme
Due: 11/04/2019
1C Inference
Due: 11/04/2019
1D Analysis
Due: 11/04/2019
1E Research
Due: 11/04/2019
Formative
(not included in the grade calculation)
1E Research FORMATIVE
Due: 11/04/2019
TURNED IN
Approach

1E Research FORMATIVE

Interstellar Language Arts S1

Assigned 09/20/2019

Due 11/04/2019

Content +

Score Info −

This assignment is not included in the grade calculation.

TURNED IN

Teacher Comments

This assignment was a first step (formative) in learning how to research. Since this assig
worksheet- the approaching level of learning is the highest you are able to earn for this tas

Score	Total Points
Approach	0

View Scoring Rubric SCORED

Scoring Rubric - 1E Research FORMATIVE

[redacted]

Reading

Reading

Criteria	Beginning	Approach	Competent	Extending	Feedback
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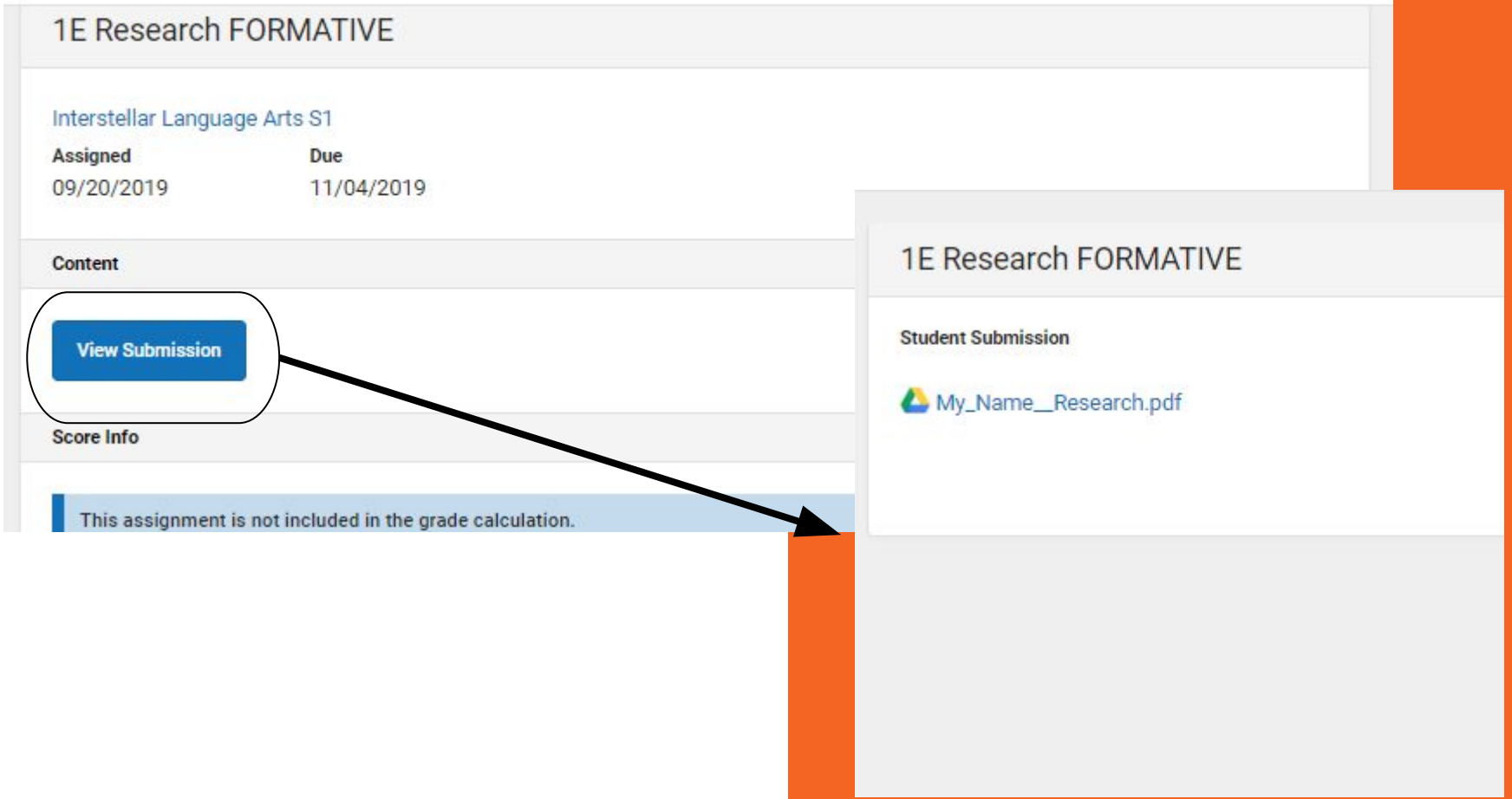
Score	**Beginning**	**Approach**	**Competent**	**Extending**	**Feedback**
Standard Score	Beginning	Approaching ✓	Competent	Extending	


1E Research FORMATIVE
Interstellar Language Arts S1
Assigned
09/20/2019
Due
11/04/2019
Content
View Submission
Score Info
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1E Research FORMATIVE
Student Submission
My_Name__Research.pdf