Traditional Education vs Competency-Based Learning

Learning happens inside a traditional classroom, little to no accommodation of student interests or learning styles.	 **SCHOOL CULTURE**	Students have a range of learning experiences at school, online, and in the community. Diverse partners create individual learning pathways to accommodate student interests and learning styles.
Students are expected to master grade level college and career ready standards.	 **LEARNING CONTINUUM**	Students are expected to master competencies aligned to college and career ready standards with clear, transferable learning objectives.
Students advance at educator's pace regardless of mastery or needing additional time. Additional time is usually only provided for students identified for special education.	 **LEARNING PACE**	Students advance upon mastery of learning targets, not as a result of time-based requirements. Students receive customized supports both in-school and out-of-school to ensure they stay on track.
Every classroom has one teacher who designs and delivers instructional program with very little differentiation. Direct whole-group instruction is usually the norm, with differentiation happening only for students identified for special education.	 **INSTRUCTION**	Educators work collaboratively with community partners and students to develop flexible learning environments, grouping strategies and extended opportunities to support a unique learning plan for every student.
Assessments at set times to evaluate and classify students. One opportunity to take the summative assessment at the end of the year.	 **ASSESSMENT SYSTEM**	A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction. Summative assessments show mastery; taken when ready and multiple chances to demonstrate mastery.
Grades are norm-referenced, reflect course standards, are typically based on weighted quarters and a final exam.	 **GRADING POLICIES**	Scores reflect the level of mastery within a learning target. Course credit is earned when students master identified learning targets.

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