

Your Question:

You asked for information on competency-based assessments.

Our Response:

States that have pursued CBE typically develop flexibilities in policy to allow credit to be awarded for the demonstration of mastery, rather than seat-time. The following state examples highlight the various ways states have approached and defined mastery. Based on a review of policy, states typically defer to local education agencies and schools to develop competency-based assessments or determine student mastery, however, **New Hampshire**, **Oregon** and **Rhode Island** provide examples of statewide efforts with local flexibilities.

Colorado allows school districts to develop a menu of college and career readiness demonstrations to align with state graduation requirements. Among the permitted demonstration options are a portfolio or capstone project. The state convened a [working group](#) to develop [guidance](#) to support the development of a capstone or portfolio demonstration option. The state department of education also maintains a [webpage](#) with promising district examples.

New Hampshire developed [minimum standards](#) for public school approval that are rooted in CBE and its [state model competencies](#). Each local school board is required to develop graduation competencies that align with state content requirements. Each school must develop a plan for tracking student progress on graduation competencies in addition to developing promotion policies based on demonstrated competency.

New Hampshire [expanded](#) its competency-based system by applying for assessment approval under the federal Innovative Assessment Demonstration Authority and by developing the Performance Assessment of Competency Education. To evaluate proficiency, [PACE](#) uses a [combination](#) of state and locally developed and administered assessments that are aligned with identified competencies. A [review](#) of PACE schools after three years of implementation found that, "PACE schools tend to exhibit small positive effects on the Grades 8 and 11 state achievement tests" in comparison to non-PACE schools.

Oregon [requires](#) students to demonstrate proficiency in [essential skills](#) and meet [personalized learning requirements](#) in order to graduate. Personalized learning requirements include the development of an education plan for each student beginning in the 7th grade, career-related experiences, and extended application of knowledge and skills aligned with the education plan. Students may demonstrate mastery of the [nine essential skills](#) through various [local assessment options](#).

Rhode Island [state regulation](#) requires schools to develop proficiency-based graduation requirements that are aligned to state standards. State policy permits students to demonstrate mastery in multiple ways, including formative assessment, summative assessments, locally designed assessments, performance assessments, and state and national standardized assessment. Through the collaboration with the Great Schools Partnership, educators across Rhode Island developed [performance assessments](#) for each grade band aligned with the proficiency framework.

Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of student proficiency, as opposed to time spent in classrooms. In order to support districts in

implementing proficiency-based graduation requirements, the agency of education developed [model proficiency-based graduation requirements](#). These are connected to the state’s [profile of a graduate](#) that identifies six key domains for college and career readiness. While proficiency demonstrations are left to districts, the state agency of education provides model performance indicators for both [proficiencies in core subjects](#) and [transferrable skills](#).

Virginia developed a [profile of a graduate](#) with four key components — content knowledge, workplace skills, community and civic engagement, and career exploration. [Graduation requirements](#) were updated to align with the profile, while also providing local flexibility to satisfy the components. [Locally-developed performance assessments](#) may be used to determine student mastery. This [report](#) outlines the process the department of education underwent to develop and implement the profile of a graduate as well as key policy changes to support the shift.

[Additional Resources](#)

[State Information Request: State Plans for Elementary and Secondary School Emergency Relief](#), Education Commission States

- This response includes information on the use of federal funds to address interrupted instruction, including credit recovery and learning acceleration efforts.

[State Information Request: Credit Recovery](#), Education Commission of the States

- This response includes information about states’ policies establishing definitions and regulation of credit recovery programs, as well as a final section that identifies additional state policy components of interest.

[Competency-Based Education Across America](#), Aurora Institute

- This includes a CBE policy map and local implementation examples from across the country.

[How Systems of Assessments Aligned with Competency-Based Education Can Support Equity](#), Aurora Institute

- This brief provides key considerations for states in developing assessment systems aligned with CBE.

[Mastery Transcript Consortium](#)

- The mastery transcript consortium supports schools and districts in the development of digital high school transcripts that provide a more wholistic, mastery-based representation of student performance.