

Change Management: Keeping Students at the Center



One of the major differences between traditional models of education and CBE is assessment.

The problem with traditional grading is not the concept of scales—granularity and explicitness are hallmarks of careful thought and analysis—it’s the disconnect between the skills learned, and the grades earned. More specifically: What do the different levels within grades look like as students progress? And, maybe more importantly: How do we know how individual students are performing?

The simple answer is that we don’t.

And, one of the goals of moving to a competency-based system is to fill in those blanks to build a truly individual assessment system that works for every student.

In that way, students will be prepared for the next level—in school, college, or life—and can move forward with confidence because they (and the people charged with their mentorship) have a clear understanding of their skills, and what progress looks like in the areas they want to excel in.

The outcome of a truly student-centered shift to CBE will result in people who understand that learning is their responsibility, and that it’s a privilege rather than a burden.

“ Personalized learning recognizes that students engage in different ways and in different places. Students benefit from individually paced, targeted learning tasks that start from where the student is, formatively assessing existing skills and knowledge, and addressing the student’s needs. ”

Nellie Mae Education Foundation