

# Mastery-Based Learning Simplified



*Cross-Curricular Graduation Competencies* define a set of significant learning concepts that are not within the domain of a single content area, but are embedded in multiple areas. These are drawn from the Mathematical Practices of the Common Core, the Characteristics of Students Who are College and Career Ready from the ELA Common Core, and associated Connecticut state standards.

*Content-Area Graduation Competencies* define a set of significant learning concepts in each content area. These are drawn from the Math Common Core and English/Language Arts Common Core and associated Connecticut state standards.

Required for Graduation	Reporting Method		Assessment Method
YES	Transcript and Report Cards	<b>Cross-Curricular Graduation Competencies</b> 5-8 school-wide competencies	<b>Demonstration by Body of Evidence</b> Portfolios, exhibitions, and other culminating demonstrations of learning are assessed
YES	Transcript and Report Cards	<b>Content-Area Cluster Competencies</b> 5-8 competencies per content area	<b>Verification and Proficiency</b> Student progress toward the achievement of competencies is determined and reported
NO	Progress Reports	<b>Performance Indicators</b> 5-10 indicators per content-area competency	<b>Common School-Wide Assessments</b> Common summative assessments ensure greater consistency in the evaluation of student learning
NO	Feedback to Student	<b>Unit-Based Learning Objectives</b> Guided by essential questions, teachers use daily learning targets to create progressions that move students toward the demonstration of performance indicators	<b>Formative Teacher Assessments</b> Ongoing formative assessment is used to evaluate student learning progress

