

Component	Traditional System	Proficiency System	Special Education Program (ideal)
1. Outcomes	Teacher-centered (often individually chosen) or overwhelming #s (state standards)	Common exit standards, performance indicators and scoring criteria—less is more	Common exit standards, performance indicators and scoring criteria PLUS IEP goals
2. Student Ownership / Choice + Voice	At teacher discretion and design; variable/optional by assignment	Personal Learning Plan (PLP): includes student reflection on strengths, challenges, interests, goals/vision statement, and strategies to achieve these; <i>is a living document</i>	Individual Education Plan (IEP): Parent/student concerns; Student strengths; Vision; Goals sections ; <i>is a living document</i>
3. Access to Curriculum	After school help Individual tutoring Study hall By course selection—AP, CTE, Alt. Ed, etc.	Opportunities for revision built in and prioritized; supports and interventions included in school/class time; flexible pathways to common outcomes Provide practice and feedback to improve Habits of Work	IEP Specialized Services (such as OT/PT, Resource Room); other educational needs (such as frequent breaks, large print text, etc.); accommodations (notes, graphic organizers, etc.) IEPs have always separated the assessment of behavior and skill in determining student supports and monitoring progress.
4. Communication of Progress	Through grades and report cards; averaged scores; course-based reporting	Through formative feedback, report cards, rubrics; standards-based reporting; Habits of work separated from Academic Grades	Through Formative Feedback, report cards, rubrics; Amendment Mtg and documents; Report progress on behavior separately from academic
5. Reflection on Learning	Parent/Teacher conference; in a crisis/when there is a problem	PLP conference or Student Led Conference; embedded in classes	Annual Meeting which includes a student report