APPENDIX C

Appendix C. Student CBE Experiences and Teacher CBE Practices Surveys Construct Map

The following tables list the individual items and item sets that can be used to measure each of the six competency-based education (CBE) feature areas. The six CBE feature areas are:

1. Learning Targets

2. Measurement of Learning

3. Instructional Approaches

4. Assessment of Learning

5. Pacing and Progression

6. When/Where Learning Takes Place

Feature Area	Student Survey Items	Teacher Survey Items[1]
Learning Targets		
Learning Targets	**All courses-** [Not applicable for student survey]	**All courses-** [Individual item[2]] 5. To what extent is each of the following statements true for the courses you teach? (Note: If you teach multiple sections of a course, please answer based on the number of individual sections or classes you teach.) (Response options: NOT true for any courses I teach, True for SOME courses I teach (fewer than half), True for MANY courses I teach (half or more), True for ALL the courses I teach) a. Students are given a set of specific learning targets, competencies, or proficiencies for the course.

	Course specific-[3]
	
	[Item set. Use all items.[4]]
	
	(Items: 17/23). How much do you agree with these statements about your math/English course? (Response options: Don't Agree, Agree a Little, Mostly Agree, Agree a Lot)
	
	In my math/English course…
	
	    a. I understand exactly what I need to learn to pass and get credit.
	    b. I know exactly what I am trying to learn when I work on a math assignment.
	    c. I know ahead of time what knowledge and skills I will need to demonstrate on a math test or assignment.
		Course specific-
		
		[Individual item]
		
		19. For this course, do students need to demonstrate proficiency (or mastery) of a specific set of learning targets (i.e., specific skills, knowledge, or abilities) in order to pass and get credit? (Response options: Yes, No)
		
		[Individual items]
		
		20. How do you communicate required learning targets to your students? (Response options: Check ALL that apply.)
		
		    a. Students receive a list of learning targets, competencies, and/or proficiencies they must meet to pass and get credit.
		    b. Students receive a list of learning targets, competencies, and/or proficiencies for each assignment.
		    c. All students have learning targets and/or requirements listed in an individual or personalized learning plan.
		    d. I meet one-on-one with each of my students to discuss learning targets.

[1] The teacher survey items measuring learning targets include two types of questions: **(1) All courses**-questions based on all of the courses teachers teach and **(2) Course specific**-questions based on one selected course that teachers teach.

[2] This is an individual item(s) that can be used on its own.

[3] These items should be repeated for each course/subject (e.g., math, English language arts [ELA]).

[4] We recommend that you use all items in the set.

Feature Area	Student Survey Items	Teacher Survey Items[1]
Measurement of Learning		

Measurement of Learning: Competency-Based Education Approaches	**Course specific-**
	
	[Individual item]
	
	(Items: 18/24). How much do you agree with these statements about your math/English course? (Response options: Don't Agree, Agree a Little, Mostly Agree, Agree a Lot)
	
	    a. I need to show that I have met every learning target, standard, or competency to pass my math/English course.
		Course specific-
		
		[Individual items]
		
		21. As a teacher, when determining a student's grade or whether a student will pass and get credit for this specific course, how much do you count the following? (Response options: Doesn't count at all toward grade or credit, Counts a little toward grade or credit [less than 25%], Counts some toward grade or credit [between 25–50%], Counts substantially toward grade or credit [more than 50%])
		
		    f. Mastery or proficiency in meeting course learning targets
		
		5. Most teachers use a variety of instructional approaches across the multiple courses they teach. To what extent is each of these statements true for the courses you teach? (Response options: NOT true for any courses I teach, True for SOME courses I teach [fewer than half], True for MANY courses I teach [half or more], True for ALL the courses I teach)
		
		    b. Students must demonstrate that they have met ALL required course-specific learning targets to pass and get credit.

Measurement of Learning[5] Traditional Approaches	**Course specific-**
	
	[Item set. Use all items. Reverse score[5].]
	
	(Items: 18/24). How much do you agree with these statements about your math/English course? (Reponses options: Don't Agree, Agree a Little, Mostly Agree, Agree a Lot)
	
	    b. Every math/English assignment or quiz I take counts towards my grade.
	    c. My teacher will lower my grade if I finish a math/English assignment late.
	    d. My teacher will lower my grade if I don't fully participate in class (for example, answer questions or share my ideas).
		Course specific-
		
		[Item set. Use all items. Reverse score[5]]
		
		21. When determining a student's grade or whether a student will pass and get credit for this specific course, how much do you count the following? (Response options: Doesn't count at all towards grade or credit, Counts a little towards grade or credit (less than 25%), Counts some towards grade or credit (between 25-50%), Counts substantially towards grade or credit (more than 50%))
		
		    a. Attendance
		    b. Participation in class
		    c. Tasks and assignments completed outside of class (e.g., homework)
		    d. Completion of tasks or assignments within a specific period of time (e.g., hand in work by the due date)
		    e. Student performance on formative assessments.

[5] Please note that these items should be reverse scored because they indicate traditional rather than CBE-focused approaches to the measurement of learning.

Instructional Approaches and Supports

Varied and Flexible Instructional Approaches	*Please see items (6, a and b) under When and where learning takes place (page___.* These individual items can be compared with teacher responses to opportunities for independent study and applied learning items (15. d. and e.) in right-side column.	Course specific-
		
		[Item set. Use all items.]
		
		15. Please indicate how often students typically engage in the following activities in the specific course you selected. (Response options: Never, Less than once per month, At least once per month, At least once per week, Every day)
		
		    a. Students give presentations in front of the class or a group (i.e., student presentation).
		    b. Students review and discuss another student's work.
		    c. Students work together in groups on a project.
		    d. Students participate in applied learning activities in class.
		    e. Students work on an independent study or project as part of the course.

Opportunities for Collaboration	Course specific-
	
	[Item set. Use all items.]
	
	(Items: 16/22). How do you spend your time during math/English class? (Response options: Never, Less than once per month, At least once per month, At least once per week, Every day or every class)
	When I am in math/English class,
	
	    a. Meet with another student to help each other with school work.
	    b. Review and talk about another student's work.
	    c. Present my work to other students and adults/teachers.
	    d. Work with a group of students on a project or assignment.
		Please see teacher survey collaboration items 15. a., b., and c. included in the "Varied and Flexible Instructional Approaches" section, above. These individual items can be compared with student responses to opportunities for collaboration items in left-side column.

Instructional Approaches and Supports

Feature Area	Student Survey Items	Teacher Survey Items[1]

Technology Use	**Course specific-**
	
	[Item set. Use all items.]
	
	7. How do you use technology when you are at school? (Response options: Never, Less than once per month, At least once per month, At least once per week, Every day)
	
	When I am at school…
	
	    a. I use technology to learn about new topics or skill areas (for example, watch an educational video online).
	    b. I use technology to let me move ahead to the next unit, topic, or skill area in a course, even if it is before other students.
	    c. I use technology to help me catch up on a unit, topic, or skill area that I haven't finished yet.
		Course specific-
		
		[Item set. Use all items.]
		
		16. How often do students use technology to support their learning in this course?¬ (Response options: Never, Less than once per month, At least once per month, At least once per week, Every day)
		
		Students in my course use technology to…
		
		    a. Learn new topics, material, or skills (e.g., watch an educational video online).
		    b. Expand or deepen their understanding on a topic, unit, or competency area.
		    c. Catch up on a topic, unit, or competency area that they haven't finished yet.
		    d. Move ahead to the next topic, unit, or competency area before other students.
		
		[Individual items]
		
		17. Do you use any technology-based systems to help assess, track, or customize instruction and supports for student learning in your course? Some teachers refer to this as a learning management system. (Response options: Yes, Not Sure, No)
		
		18. What do you use a technology-based system for? (Check ALL that apply.) (Response options: Yes, No)
		
		    a. To track student progress or proficiency.
		    b. To track assignment completion.
		    c. To track student grades or credits.
		    d. To post course resources and materials for students to access.

Advisory	**Course specific-** [Individual items] 12. How many times have you met one-on-one with an adult this school year? (Response options: Once, Twice, Three times, Four or more times) 13. When you are at school, who do you meet with to talk about your learning? (Check all that apply.) (Response options: A guidance counselor, An advisor, One of your classroom teachers, Other adult in your school (please explain)) [Item set. Use all items.]	**Course specific-** [Individual item] 6. Do you have formal meetings with students (individually or in small groups) to discuss how they are doing in school overall (i.e., not just how they are doing in your specific course)? Some schools call this an advising period or meeting. (Response options: Yes, I have formal advising meetings with students regardless of how well they are doing in school; Yes, but I only have advising meetings with students who are struggling academically or having other difficulties in school; No, I do not have any formal advising meetings with students)

Instructional Approaches and Supports

Feature Area	Student Survey Items	Teacher Survey Items[1]
Advisory	14. How often do you talk about the following things with an adult at your school? (Response options: Never, Less than once per month, At least once per month, At least once per week, Every day) a. My academic goals (for example, the subjects I'd like to get better at). b. How I am doing in my courses. c. Things I am interested in or good at in school (my strengths). d. My learning preferences (for example, whether I work better in a quiet room).	[Item set. Use all items.] 7. When you have individual or small-group advising meetings with students, what kinds of things do you talk about? (Response options: Never, Some of the time, Most of the time, All of the time) a. The student's academic goals. b. How the student is doing in specific courses (e.g., grades, assessment results). c. Changes the student would like to make to his or her own learning goals, courses, or assessment plans. d. The student's interests and strengths. e. The student's learning preferences (e.g., whether the student works better in a quiet room). f. What the student would like to do after high school.
Personalized Learning Plan	**All Courses-** [Individual item] 15. Have you put any of this information about your learning into a written plan? (Some schools call these plans an Individualized Learning Plan [ILP] or Personalized Learning Plan [PLP]) (Response options: Yes, No)	**Schoolwide-** [Individual item] 9. Do the students in your school have written, individualized learning plans (sometimes called personalized learning plans [PLP] or individualized learning plans [ILP])? (Response options: Yes, all or most students in our school have learning plans; Yes, but only the students who need extra support have learning plans [e.g., struggling students and/or students with disabilities]; No, students in our school do not have learning plans; Other)
Personalized Support/ Individualized Support for Progress	**All courses-** [Not applicable for student survey]	**All courses-** [Individual item] 5. To what extent is each of these statements true for the courses you teach? (Note: If you teach multiple sections of a course, please answer based on the number of individual sections or classes you teach.) (Response options: NOT true for any courses I teach, True for SOME courses I teach [fewer than half], True for MANY courses I teach [half or more], True for ALL the courses I teach) c. I meet individually with each student to discuss his or her work and progress.

Instructional Approaches and Supports

Feature Area	Student Survey Items	Teacher Survey Items[1]

Personalized Support/ Individualized Support for Progress	[See item set 21. *a-c for survey items that capture "Supportive student-teacher relationships", These items may be useful for comparison with teacher survey items in right hand column measuring teacher strategies for providing individualized support]*	**Course Specific**
		
		25. Please tell us which of the following actions you take when students perform poorly or do not meet minimum performance levels on formative assessments in your course. (Response options: Never, Some of the time, Most of the time, All of the time)
		
		When a student takes a formative assessment and performs poorly, how often do you…
		
		    a. Meet one-on-one with the student to discuss the assessment results?
		    b. Have the student work with another student who understands the material well?
		    c. Give the student more help/support?
		    d. Help the student learn the material in a different way?
		    e. Adjust course pacing for that student (i.e., give the student more time to work on the topic/unit or competency area)?

Supportive Student-Teacher Relationships	**Course specific-**
	
	[Item set. Use all items.]
	
	(Items: 21/27). Think about your math/English teacher. How much do you agree with these statements? (Response options: Don't Agree, Agree a Little, Mostly Agree, Agree a Lot)
	
	My math/English teacher…
	
	    a. Understands what is easy for me in this math/English course.
	    b. Understands what is more difficult for me in this math/English course.
	    c. Gives me the kind of math/English help and support I need.
		Course specific-
		
		[Item set. Use all items.]
		
		27. How well do you understand your students' individual learning needs? (Response options: Strongly disagree, Disagree, Agree, Strongly Agree)
		
		    a. For each student, I really understand which things in this course are easy for them to understand and do.
		    b. For each student, I really understand which things in this course are more difficult for them to understand and do.
		    c. I know when to give each student more challenging material.
		    d. Students feel comfortable talking to me about their learning when they have not been doing well in class.

Instructional Approaches and Supports

Feature Area	Student Survey Items	Teacher Survey Items[1]
High Expectations for Learning	**Course specific-** [Item set. Use all items.] (Items: 21/27). Think about your math/English teacher. How much do you agree with these statements? (Response options: Don't Agree, Agree a Little, Mostly Agree, Agree a Lot) My math/English teacher… d. Expects me to do well in this course. e. Expects me to work harder than I thought I could. f. Doesn't let me give up when the work is hard	**Schoolwide-** [Item set. Use all items.] 10. Think about other teachers in your school. To what extent do you agree with the following statements? (Response options: Don't agree, Agree a little, Mostly agree, Agree a lot) Teachers in our school… a. Think it's important that all students do well in their classes. b. Encourage all students to keep trying even when the work is challenging. c. Challenge all students to work harder than they thought they could.
Student Autonomy and Decision Making	**Course specific-** [Item set. Use all items.] Items: 20/26). In your math/English course, who makes the following decisions? (Response options: My teacher decides, My teacher and I decide together, I decide) In your math/English course, who decides… a. Which topics you will learn each day in class? b. Which activities or coursework you do during class? c. What kinds of help/support you need in your math course? d. The due date for your coursework? e. How you will show what you learned (for example, whether you will take a test or do a project)? f. When you will take a final exam or assessment to show what you have learned in the course?	**Course specific-** [Item set. Use all items.] 23. Teachers have many perspectives on student and adult roles in the classroom. We are interested in who makes decisions about student learning and participation in your course. Please read the following statements and tell us how decisions are typically made in this course. (Response options: I [teacher] decide, I [teacher] decide with some student input, The student and I [teacher] decide together, The student decides with some teacher input, The student decides on his/her own) In your course, who decides a. Which topics each student learns in class every day? b. Which activities or coursework each student does during class? c. What activities or coursework each student does outside of class or learning time (e.g., homework)? d. How fast or slow each student moves through the course content? e. The due date for each student's coursework? f. What kinds of help and support each student needs? g. How each student will show what he or she learned (e.g., whether students will take a test, write a paper, make a presentation, etc.)? h. When each student will take a final exam or assessment?

Assessment Strategies

Feature Area	Student Survey Items	Teacher Survey Items[1]
Formative Assessment	**All courses-** **[Not applicable for student survey]**	**All courses-** [Individual item] 5. To what extent is each of these statements true for the courses you teach? (Response options: NOT true for any courses I teach, True for SOME courses I teach [fewer than half], True for MANY courses I teach [half or more], True for ALL the courses I teach) e. I work individually with each student to determine how he or she will demonstrate mastery of learning targets.

Assessment of Learning	**Course specific-** [Item set. Use all items.]
	
	(Items: 19/25). How do you and your teacher track your progress in your math/English course? (Response options: Never, Less than once per month, At least once per month, At least once per week, Every day)
	
	    a. I show what I have learned by completing projects.
	
	    b. I present what I have learned to other students and adult/teachers.
	
	    c. I am expected to review my own coursework and performance on assessments to see where I need to improve.
	
	    d. I work with other students to evaluate each other's work.
	
	    e. I take a practice quiz or test to see if I am ready to take a final exam or assessment.
		Course specific- [Item set. Use all items.]
		
		24. Now we'd like to learn about how you assess student learning. How do you assess student progress? Please rate how often you use the following formative assessment approaches to track student learning in the course you selected. (Response options: Never, Less than once per month, At least once per month, At least once per week , Every day)
		
		    a. Students make a formal or informal presentation.
		
		    b. You ask students to indicate their level of understanding of material or skills covered (e.g., thumbs up/down, exit slips).
		
		    c. Students formally self-assess their own work.
		
		    d. Students assess their peers' work.
		
		    e. You meet individually with students to discuss their progress in your course.
		
		    f. Students take a practice test or quiz to see if they are ready to take a final exam or assessment.

	All courses- **[Not applicable for student survey]**	**All courses-** [Individual item] 5. To what extent is each of these statements true for the courses you teach? (Response options: NOT true for any courses I teach, True for SOME courses I teach [fewer than half], True for MANY courses I teach [half or more], True for ALL the courses I teach) l. Students can choose to retake or redo a final course assessment (without any points off).

Assessment Strategies

Feature Area	Student Survey Items	Teacher Survey Items[1]

Assessment of Learning	**Course specific-** [Individual item]
	
	(Items: 17/23). How much do you agree with these statements about your math/English course? (Response options: Don't Agree, Agree a Little, Mostly Agree, Agree a Lot)
	
	    h. I am allowed to retake final math/English exams and assessments, or redo final projects, to see if I can do better.
		Course specific- [Item set. Use all items.]
		
		26. Please tell us which of the following actions you take when students do not meet minimum performance levels on (i.e., do not pass) the summative assessments in your course. (Response options: Never, Some of the time, Most of the time, All of the time)
		
		When a student does not pass a summative assessment, how often do you…
		
		    a. Allow the student to demonstrate understanding in another way (e.g., a different type of assessment)?
		
		    b. Arrange for the student to receive additional instructional support (e.g., during or after school or during the summer)?
		
		    c. Allow the student to retake or redo the assessment at a later date (without any points off)?

Pacing and Progression

Feature Area	Student Survey Items	Teacher Survey Items[1]

Flexible Pacing and Progression	**All courses-**
	
	[Not applicable for student survey]
		All courses- [Individual item]
		
		5. Most teachers use a variety of instructional approaches across the multiple courses they teach. To what extent is each of these statements true for the courses you teach? (Response options: NOT true for any courses I teach, True for SOME courses I teach [fewer than half], True for MANY courses I teach [half or more], True for ALL the courses I teach)
		
		    d. Students have the option of moving through course material faster or slower than other students.
		
		    g. Students can pass and get credit as soon as they meet all required learning targets, even if the course isn't over yet.

	Course specific- [Item set. Use all items.]
	
	(Items: 17/23). How much do you agree with these statements about your math/English course? (Response options: Don't Agree, Agree a Little, Mostly Agree, Agree a Lot)
	
	In my math/English course…
	
	    d. Students all work on different topics and skills at the same time.
	
	    e. I am allowed to start the next topic or unit when I am ready, even if it is before other students.
		Course specific- [Item set. Use all items.]
		
		22. Teachers use many approaches to managing student learning and course pacing. Please indicate the extent to which these practices occur in your classroom for the course you selected. (Response options: Never, Some of the time, Most of the time, All of the time)
		
		    a. Students move on to the next topic, unit, or competency area along with their classmates, regardless of whether they achieved mastery. (Reverse score this item.)
		
		    b. Students can take extra time to finish a topic, unit, or competency area if they need to, even if other students have already moved on.

Feature Area	Student Survey Items	Teacher Survey Items[1]
Flexible Pacing and Progression	f. I can take extra time to finish a topic or unit if I need to, even if other students have already moved ahead. g. I get to decide how fast or slow I move through the course material.	c. Students who show that they understand a topic, unit, or competency area can move ahead of other students. d. Students are required to complete the same assigned course work. (Reverse score this item.)

When and Where Learning Takes Place

When and Where Learning Takes Place	**All courses-**
	
	[Individual items]
	
	8. Have you taken any of your courses completely online this year (in other words, instead of taking an in-person class)? (Response options: Yes, No)
	
	9. How many online courses have you taken this past year? (Response options: Did not take any classes completely online, One, Two, Three or more)
	
	6. How do you spend your time during the school day? (Response options: Never, Less than once per month, At least once per month, At least once per week, Every day)
	
	During the school day, I…
	
	    a. Work on an independent project.
	
	    b. Work, volunteer, or do an internship outside of the school building during the school day
		Schoolwide-
		
		[Item Set. Use all items.]
		
		8. Please read the following statements and tell us how much they reflect current schoolwide policies and practices in your school. (Response options: Never, Some of the time, Most of the time, All of the time)
		
		At our school…
		
		    a. Students earn full course credit for courses they take outside of school (like summer courses or college classes).
		
		    b. Students earn full course credit for activities they do outside of school (e.g., volunteering, or attending a conference).
		
		    c. Students earn full course credit for doing an independent study (e.g., writing a play or building a website).
		
		    d. Students take an online course for credit in lieu of an in-person course.

	Course specific- **[Not applicable for student survey]**	**Course specific-** [Individual item] 15. Please indicate how often you and your students typically engage in the following activities in the specific course you selected. (Response options: Never, Less than once per month, At least once per month, At least once per week, Every day) f. Students participate in course activities, or an applied learning experience, outside of the school building during the school day.