Summarizing and Table-izing The Difference Between a Standard and a Competency

This is a summarization and table-ization of Schaef's blog: What is the Difference?
https://www.redesignu.org/what-difference-between-competencies-and-standards/

Area	Standard	Competency
History	1990s, No Child Left Behind	Centuries back (apprenticeships)
Goal	To clarify instructional goals and expectations	Create broad pathways for mastery and gainful employment, all students can learn— think global skills acquired over time (portfolios)
Evolution	Industrial thinking and standardizing, for the efficiency and clarity for adults	● Entire system must change ● Timely, differentiated supports ● Failure is no longer an acceptable label— We just learn more
Defined as	Discrete statements of what students will know or be able to do, organized by subject area, course and grade level. Not always grouped and attached to outcomes, some standards have a few learning outcomes, while others have several.	Encompass an interrelated set of skills, knowledge, aptitudes, and/or capabilities groups of skills that are purposefully designed to be explicit, measurable, transferable, and empowering to students (Sturgis, 2016).
Focus	Content with some skill.	Emphasize the application of skills, knowledge, and dispositions rather than content. (I can persuade an audience) This could be in a class, court, hall. Content is the vehicle. We don't teach skills in a vacuum or in isolation.
Progress	One and done, course-based, grade levels	Practiced and developed over time Clarify the developmental journey from new to expert, not attached to grade levels PLDs are guideposts
Assessment (How it is designed impacts how the assessment will be designed and implemented)	"If the learning outcome is content focused, as many standards are, the assessment is likely to be reduced to lower level questions for recall and comprehension" ● Multiple choice ● T/F ● Worksheet	When learning outcomes are defined in terms of application of skills or the synthesis and creation of new knowledge, we're talking about a much more sophisticated assessment type. ● Construct an answer ● Perform an activity ● Produce a product Can assess cognitive thinking and reasoning skills
Mastery	A course is complete when time is up, students start again Fixed student groupings batched by age	Students cannot fail They just receive feedback on their work and can practice or get support to develop Move on when ready— not based on completion of courses Flexible groups