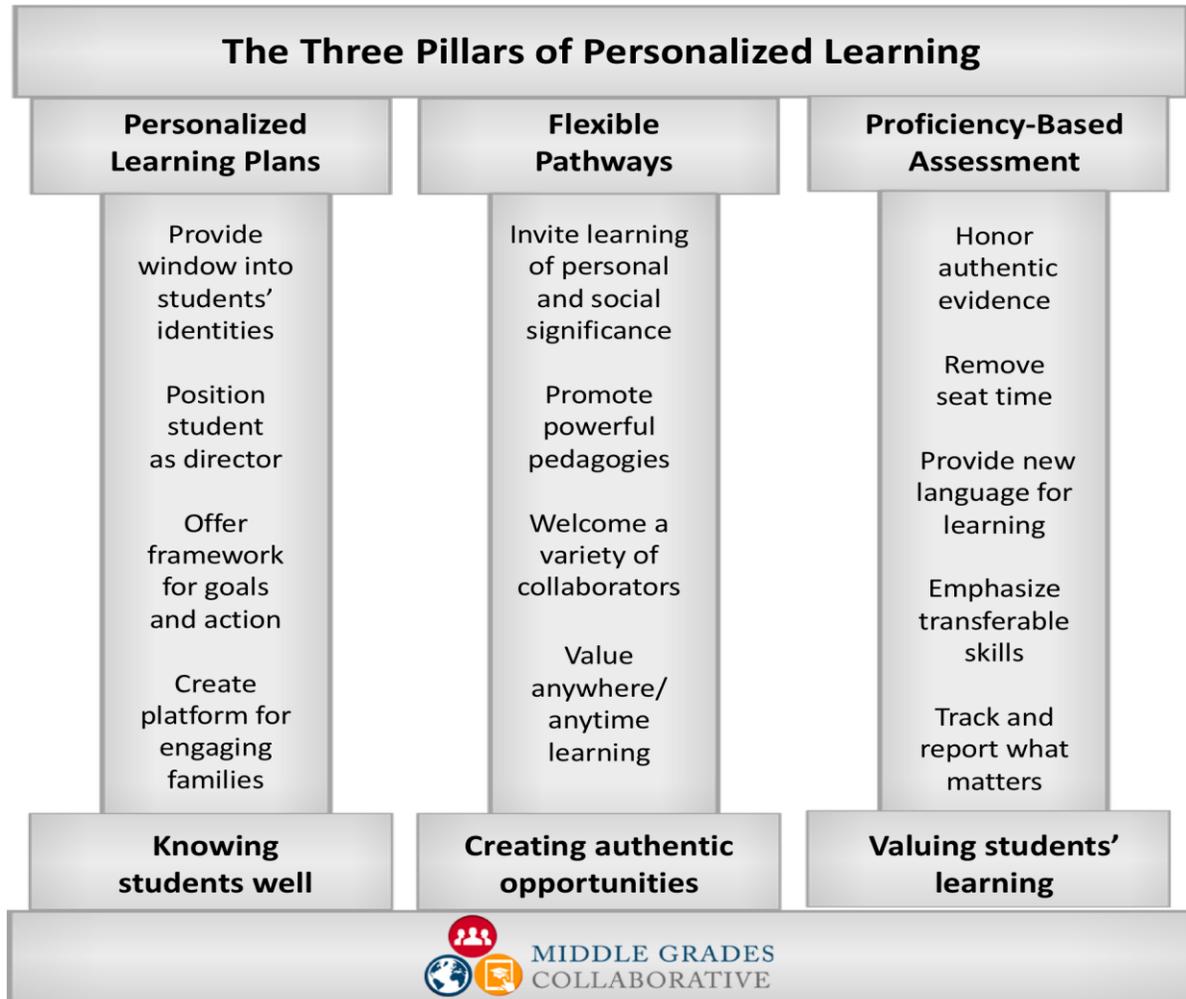




**To:** House Committee on Education  
**From:** Penny Bishop, Professor and Associate Dean  
 College of Education and Social Services, University of Vermont  
**Date:** February 14, 2019  
**Subject:** Proficiency-Based Standards and Grading

Figure 1: The Three Pillars of Personalized Learning





**Figure 2: The Interdependence of the Three Pillars of Personalized Learning**

Integrating the Pillars of Personalized Learning					Results	
Personalized Learning Plans	+	Flexible Pathways	+	Proficiency-Based Assessment	=	Engaging, authentic and personalized learning
Personalized Learning Plans	+	Flexible Pathways		<del>Proficiency-Based Assessment</del>	=	Loss of accountability, equity and community support
<del>Personalized Learning Plans</del>		Flexible Pathways	+	Proficiency-Based Assessment	=	Loss of engagement, authenticity and student voice
Personalized Learning Plans		<del>Flexible Pathways</del>	+	Proficiency-Based Assessment	=	Loss of differentiated and ubiquitous opportunities

Source of Figures: Bishop, P.A., Downes, J.M., & Farber, K. (2019). *Personalized learning in the middle grades*. Cambridge, MA: Harvard Education Press.