

# Competency Validation Rubric

	STRONG COMPETENCY STATEMENTS		WEAK COMPETENCY STATEMENTS	
	4 The competency statement...	3 The competency statement...	2 The competency statement...	1 The competency statement...
<b>Relevance to content area</b> To what extent does this competency statement align with standards, leading students to conceptual understanding of content?	<p>... aligns with national, state, and/or local standards/frameworks; areas may be combined or clustered for learning.</p> <p>... articulates, in a clear and descriptive way, what is important in understanding the content area.</p> <p>... connects the content to higher concepts across content areas.</p>	<p>... aligns with national, state, and/or local standards/frameworks; areas may be combined or clustered for learning.</p> <p>... states what is important in understanding the content area.</p> <p>... addresses conceptual content.</p>	<p>... has beginning alignment with national, state, and/or local standards/frameworks.</p> <p>... is either too abstract or too specific in its content area focus .</p> <p>... is so detailed in language that it obscures the connection to higher concepts.</p>	<p>... has little evidence of alignment with standards or frameworks</p> <p>... focus on content is factual in nature without connection to concepts .</p>
<b>Enduring concepts</b> To what extent does this competency statement reflect enduring concepts?	<p>... includes skills that are transferable across content areas and applicable to real-life situations.</p> <p>... requires an understanding of relationships between/among theories, principles, and/or concepts.</p>	<p>... includes skills that are transferable across content areas with real-life connections.</p> <p>... is based on concepts supported by topics and/or facts.</p>	<p>... is a statement specific to program/resource used.</p> <p>... is based on topics applicable to the course.</p>	<p>... is limited to scope and sequence of textbook/program/resource</p> <p>... is specific to facts in content</p>
<b>Cognitive Demand</b> What depth of knowledge does this competency standard promote?	<p>... requires deep understanding of content as well as application of knowledge to a variety of settings.</p> <p>... asks students to create conceptual connections and exhibit a level of understanding beyond the stated facts or literal interpretation and defend their position or point of view through application of content.</p> <p>... promotes complex connections through creating, analyzing, designing, proving, or developing.</p>	<p>... reflects academic rigor and implies opportunities for students to apply knowledge in a variety of ways.</p> <p>... asks students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation.</p> <p>... promotes deep knowledge using reasoning, planning, interpreting, hypothesizing, investigating, or explaining.</p>	<p>... is limited in academic rigor and/or opportunities to apply knowledge.</p> <p>... asks students to show what they know in ways that limit their ability to build conceptual knowledge.</p> <p>... requires engagement of mental practices such as identifying, defining, constructing, summarizing, displaying, listing, or recognizing.</p>	<p>... asks for routine or rote thinking or basic recall, and lacks opportunities to apply knowledge</p> <p>... asks students to show what they know in simplistic ways.</p> <p>... requires recall of information, facts, definitions, and terms such as reciting, stating, recognizing, listing, reproducing, memorizing or performing simple tasks or procedures.</p>
<b>Universal Construct</b> To what degree are the universal constructs reflected in the competency?	<p>... demands demonstration of universal constructs, appropriate dispositions, and employability skills along with proficiency in the academic content.</p> <p>... requires students to transfer their learning (knowledge, skills, and dispositions) to complex situations in and/or across content areas and/or beyond the classroom.</p>	<p>... includes the universal constructs, appropriate dispositions, or employability skills along with proficiency in the academic content.</p> <p>... promotes the transfer of learning to situations in and/or across content areas and/or beyond the classroom.</p>	<p>... is limited in its requirement for students to display the universal constructs along with proficiency in the academic content.</p> <p>... asks students to demonstrate important dispositions and employability skills but does not challenge students to extend them beyond the content area or classroom.</p>	<p>... has little evidence that the universal constructs are necessary for proficiency or evaluated alongside content knowledge.</p> <p>... limits connections to the universal constructs or related dispositions and employability skills required for success beyond the classroom.</p>
<b>Learner Centric</b> To what degree are student voice and choice inherent in the design to demonstrate the competency?	<p>... communicates expectations for the learner in language that requires learner agency.</p> <p>... ensures the locus of control for design and demonstration of the competency is within the learner.</p>	<p>... communicates expectations for the learner in language that invites learner agency.</p> <p>... invites students to participate in the design of their demonstration of the competency.</p>	<p>... communicates expectations for the learner in language that is clear to the learner.</p> <p>... directs student learning through specificity of language and structure with limited student agency.</p>	<p>... identifies what is expected of the learner.</p> <p>... limits student learning through prescriptive language and structure by preventing student agency.</p>
<b>Relative to Assessment</b> To what extent does the competency statement promote opportunities for students to demonstrate evidence of learning?	<p>... defines what is to be measured in clear and descriptive language.</p> <p>... promotes multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.</p>	<p>... defines what is to be measured.</p> <p>... promotes either multiple or varied opportunities to demonstrate evidence of learning.</p>	<p>... is disconnected from the product of learning.</p> <p>... implies limited opportunities to demonstrate evidence of learning.</p>	<p>... lacks description of what is to be measured.</p> <p>... limits evidence of learning to recall.</p>