

High Quality Competency Statements

High quality competency statements inform the teacher as well as the learner. They require action; encompass enduring understandings; cluster related knowledge, skills, and dispositions; are academically rigorous; and are, above all, learner-centric.

	Emerging	Progressing	Proficient	Exemplary
Performance Outcome	Requires the demonstration of knowledge and skills.	Requires the creation of a product or performance based on knowledge and skills.	Requires process of application of knowledge, skills, and dispositions to the development of a unique product.	Requires process of application of knowledge, skills, and dispositions to the development of a unique product for a context identified beyond the scope of the classroom.
Enduring Understandings	Is based on knowledge and skills specific to a particular content area, requiring awareness of related concepts.	Is based on knowledge and skills specific to a particular content area, requiring awareness of related concepts that are transferable across content areas.	Is based on knowledge, skills, and dispositions that are transferable across content areas with real-life connections, requiring an understanding of related concepts and demonstration of at least one universal construct.	Is based on knowledge, skills, and dispositions that are transferable across content areas and applicable to real-life situations, requiring an understanding of relationships between/among theories, principles, and/or concepts and demonstration of a combination of universal constructs.
Cluster of related knowledge, skills & dispositions	States discrete knowledge and skills, with limited reference to standards or frameworks.	Focuses on discrete knowledge and skills, referencing national, state, and/or local standards/frameworks.	Organizes knowledge, skills, and dispositions conceptually, aligns with national, state, and/or local standards/frameworks.	Connects knowledge, skills, and dispositions to higher concepts across content areas, aligns with national, state, and/or local standards/frameworks.
Academic Rigor	Requires knowledge of content and skills for completing routine tasks.	Requires knowledge and application of content and skills to defined tasks.	Requires conceptual understanding and the selective application of content, skills, and dispositions to a range of bounded problems.	Requires conceptual understanding and the selective application of content, skills, and dispositions to complex, ill-defined problems in novel settings.
Learner-Centric	Identifies what is expected of the learner.	Communicates expectations for the learner in language that is clear to the learner.	Communicates expectations for the learner in language that invites learner agency.	Communicates expectations for the learner in language that requires learner agency.



EXAMPLES				
<p>Science – Grade 12 http://asiasociety.org/files/gps/science-12-rubric.pdf SCI11-12.INV1.QUESTN</p>	<p><i>Formulates questions about a significant science issue.</i></p>	<p><i>Formulates questions about a significant global science issue and develops a hypothesis or research thesis.</i></p>	<p><i>Formulates and refines questions about a significant global science issue and develops a specific, focused hypothesis or research thesis.</i></p> <p>I can identify a global science issue. This means that I can locate and record a science issue that affects the world</p> <p>I can formulate a question about a global science issue. This means that I can create a question about a global issue for which I do not know the answer, but which I think can be tested or researched.</p> <p>I can refine my question about a global science issue. This means that I can make changes to my question based on further research or experiments.</p> <p>I can develop a specific, clear, and focused hypothesis or research thesis. This means that I can think of a possible answer to my question that can be researched or tested scientifically to determine if my hypothesis is supported by data.</p>	<p><i>Formulates and refines questions about a significant global science issue and develops a challenging, provocative hypothesis or research thesis that takes a defensible stand, justifies discussion, and introduces new ideas.</i></p>

