

COMPETENCY VALIDATION RUBRIC

	4	3	2	1
	←STRONG COMPETENCY STATEMENTS		WEAKER COMPETENCY STATEMENTS→	
	The competency statement...			
<p>Relevance to Content Area</p> <p><i>To what extent does this competency statement align with standards, leading students to conceptual understanding of content?</i></p>	<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>
<p>Enduring Concepts</p> <p><i>To what extent does this competency statement reflect enduring concepts?</i></p>	<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 very specific to facts in content.</p>
<p>Cognitive Demand</p> <p><i>What depth of knowledge does this competency statement promote?</i></p>	<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 that is 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, developing, or formulating.</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>
<p>Relative to Assessment</p> <p><i>To what extent does the competency statement promote opportunities for students to demonstrate evidence of learning?</i></p>	<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>

GLOSSARY OF TERMS

TERM	DEFINITION
Academic Rigor	“Thorough, in-depth, mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity”. (International Center for Leadership in Education, 2007)
Alignment	Where the Competencies Validation Rubric refers to a competency statement aligning with national, state, and/or local standards, alignment does not imply that <i>each</i> competency will align with <i>all</i> content standards. However, <i>taken with other competency statements</i> , it may align with all relevant content standards.
Competency Assessment	The process by which a student demonstrates sufficient evidence of learning. (N.H. Department of Education, 2006)
Bloom’s Taxonomy	Developed by Benjamin Bloom to classify levels of learning, described as remembering, understanding, applying, analyzing, evaluating, and creating.
Cognitive Demand	How content interacts with process to explicitly require appropriate cognitively demanding work. This is directly related to the number and strength of connections of concepts and procedures that a student needs to make to produce a response on the way to learning, including the level of reasoning required. (New Hampshire, Rhode Island, and Vermont Department of Education. (2004). Draft Tri-State New England (TSNE) Mathematics Test Specifications. New Hampshire, Rhode Island, and Vermont Department of Education., 2004)
Course Level Competencies	The expected content, concepts, and skills to be mastered in a course. (N.H. Department of Education, 2006)
Enduring Concepts	Concepts that we want students to understand, know, and be able to do in the future, after details are forgotten. (Wiggins & McTighe, 2005)
Enduring Understanding	“Such understandings are generally abstract in nature and often not obvious, they require un-coverage through sustained inquiry rather than one-shot coverage. ” (Wiggins & McTighe, 2005)
Mastery	This term indicates that a student has presented sufficient evidence of attainment of the required competencies. (N.H. Department of Education, 2006)
Metarubric	The criteria for judging the quality of rubrics; a rubric for a rubric (Assessment Training Institute, 2004)
Performance Assessment	A student's demonstration of academic rigor through application of learned knowledge and skills, and requiring transferability. Performance assessment is designed to measure a student's ability to directly demonstrate particular knowledge and skills, and is scored using established criteria for acceptable demonstration.
Transferability	Successful use of one’s knowledge and skill in situations of importance
Webb’s Depth of Knowledge	Developed by Norman Webb et al to describe four depths of knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking (Wisconsin Center of Educational Research, 2006)

Bibliography

Assessment Training Institute. (2004). *Classroom Assessment for Student Learning-Supplementary Material*.

International Center for Leadership in Education. (2007). *Student Engagement: Creating a Culture of Academic Achievement*.

National Arts Assessment Training Institute, SCASS/ Arts Assessment Consortium. (1998). *SCASS Arts Assessment Glossary*.

New Hampshire Department of Education. (2006). *Technical Advisory #12*.

New Hampshire, Rhode Island, and Vermont Department of Education. (2004). Draft Tri-State New England (TSNE) Mathematics Test Specifications.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design. Expanded 2nd Edition*. Alexandria, VA: A.S.C.D.

Wisconsin Center of Educational Research. (2006). *Depth of Knowledge (DOK) Levels*. University of Wisconsin-Madison.

Zmuda, A., McTighe, J., Wiggins, G., & Brown, J. L. (2007). *Schooling by Design: An ASCD Action Tool*. Alexandria, VA: ASCD.