

## COMPETENCY VALIDATION RUBRIC

	4	3	2	1
	← STRONG COMPETENCY STATEMENTS		WEAKER COMPETENCY STATEMENTS →	
	<b>The competency statement...</b>			
<p><b>Relevance to Content Area</b></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><b>Enduring Concepts</b></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><b>Cognitive Demand</b></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><b>Relative to Assessment</b></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
<b>Academic Rigor</b>	“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)
<b>Alignment</b>	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.
<b>Competency Assessment</b>	The process by which a student demonstrates sufficient evidence of learning. (N.H. Department of Education, 2006)
<b>Bloom’s Taxonomy</b>	Developed by Benjamin Bloom to classify levels of learning, described as remembering, understanding, applying, analyzing, evaluating, and creating.
<b>Cognitive Demand</b>	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)
<b>Course Level Competencies</b>	The expected content, concepts, and skills to be mastered in a course. (N.H. Department of Education, 2006)
<b>Enduring Concepts</b>	Concepts that we want students to understand, know, and be able to do in the future, after details are forgotten. (Wiggins & McTighe, 2005)
<b>Enduring Understanding</b>	“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)
<b>Mastery</b>	This term indicates that a student has presented sufficient evidence of attainment of the required competencies. (N.H. Department of Education, 2006)
<b>Metarubric</b>	The criteria for judging the quality of rubrics; a rubric for a rubric (Assessment Training Institute, 2004)
<b>Performance Assessment</b>	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.
<b>Transferability</b>	Successful use of one’s knowledge and skill in situations of importance
<b>Webb’s Depth of Knowledge</b>	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)

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