## COMPETENCY VALIDATION RUBRIC

<table>
<thead>
<tr>
<th>The competency statement...</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Relevance to Content Area</strong></td>
<td>...aligns with national, state, and/or local standards/ frameworks; areas may be combined or clustered for learning.</td>
<td>...aligns with national, state, and/or local standards/ frameworks; areas may be combined or clustered for learning.</td>
<td>...has beginning alignment with national, state, and/or local standards/frameworks.</td>
<td>...has little evidence of alignment with standards or frameworks</td>
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<tr>
<td>To what extent does this competency statement align with standards, leading students to conceptual understanding of content?</td>
<td>...articulates, in a clear and descriptive way, what is important in understanding the content area.</td>
<td>...states what is important in understanding the content area</td>
<td>...is either too abstract or too specific in its content area focus.</td>
<td>...focus on content is factual in nature without connection to concepts</td>
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<td>...connects the content to higher concepts across content areas.</td>
<td>...addresses conceptual content</td>
<td>...is so detailed in language that it obscures the connection to higher concepts.</td>
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<td><strong>Enduring Concepts</strong></td>
<td>...includes skills that are transferable across content areas and applicable to real-life situations.</td>
<td>...includes skills that are transferable across content areas with real-life connections.</td>
<td>...is a statement specific to program/resource used.</td>
<td>...is limited to scope and sequence of textbook/program/resource.</td>
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<tr>
<td>To what extent does this competency statement reflect enduring concepts?</td>
<td>...requires an understanding of relationships between/among theories, principles, and/or concepts.</td>
<td>...is based on concepts supported by topics and/or facts.</td>
<td>...is based on topics applicable to the course.</td>
<td>...is very specific to facts in content.</td>
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<tr>
<td>...promotes complex connections through creating, analyzing, designing, proving, developing, or formulating.</td>
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<tr>
<td><strong>Cognitive Demand</strong></td>
<td>...requires deep understanding of content as well as application of knowledge to a variety of settings.</td>
<td>...reflects academic rigor and implies opportunities for students to apply knowledge in a variety of ways.</td>
<td>...is limited in academic rigor and/or opportunities to apply knowledge.</td>
<td>...asks for routine or rote thinking or basic recall, and lacks opportunities to apply knowledge</td>
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<td>To what depth of knowledge does this competency statement promote?</td>
<td>...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.</td>
<td>...asks students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation.</td>
<td>...asks students to show what they know in ways that limit their ability to build conceptual knowledge.</td>
<td>...requires recall of information, facts, definitions, and terms such as reciting, stating, recognizing, listing, reproducing memorizing or performing simple tasks or procedures.</td>
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<td>...promotes complex connections through creating, analyzing, designing, proving, developing, or formulating.</td>
<td>...promotes deep knowledge using reasoning, planning, interpreting, hypothesizing, investigating, or explaining.</td>
<td></td>
<td>...requires engagement of mental practices such as identifying, defining, constructing, summarizing, displaying, listing, or recognizing.</td>
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<tr>
<td><strong>Relative to Assessment</strong></td>
<td>...defines what is to be measured in clear and descriptive language.</td>
<td>...defines what is to be measured.</td>
<td>...is disconnected from the product of learning.</td>
<td>...lacks description of what is to be measured.</td>
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<td>To what extent does the competency statement promote opportunities for students to demonstrate evidence of learning?</td>
<td>...promotes multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.</td>
<td>...promotes either multiple or varied opportunities to demonstrate evidence of learning.</td>
<td>...implies limited opportunities to demonstrate evidence of learning.</td>
<td>...limits evidence of learning to recall.</td>
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<td>...promotes multiple and varied opportunities to demonstrate evidence of learning.</td>
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## GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
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<tr>
<td><strong>Academic Rigor</strong></td>
<td>“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)</td>
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<td><strong>Alignment</strong></td>
<td>One competency may not align with all content standards. However, taken with other competency statements, it may align with all relevant content standards.</td>
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<tr>
<td><strong>Competency Assessment</strong></td>
<td>The process by which a student demonstrates sufficient evidence of learning. (N.H. Department of Education, 2006)</td>
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<td><strong>Bloom’s Taxonomy</strong></td>
<td>Developed by Benjamin Bloom to classify levels of learning</td>
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<td><strong>Course Level Competencies</strong></td>
<td>The expected content, concepts, and skills to be mastered in a course. (N.H. Department of Education, 2006)</td>
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<tr>
<td><strong>Enduring</strong></td>
<td>What we want students to understand, know, and be able to do in the future, after details are forgotten. (Wiggins &amp; McTighe, 2005)</td>
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<td><strong>Enduring Understanding</strong></td>
<td>“Such understandings are generally abstract in nature and often not obvious, they require un-coverage through sustained inquiry rather than one-shot coverage. (Wiggins &amp; McTighe, 2005)</td>
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<td><strong>Mastery</strong></td>
<td>This term indicates that a student has presented sufficient evidence of attainment of the required competencies. (N.H. Department of Education, 2006)</td>
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<td><strong>Metarubric</strong></td>
<td>The criteria for judging the quality of rubrics; a rubric for a rubric (Assessment Training Institute, 2004)</td>
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<td><strong>Performance Assessment</strong></td>
<td>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.</td>
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<td><strong>Transferability</strong></td>
<td>Successful use of one’s knowledge and skill in situations of importance</td>
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<td><strong>Webb’s Depth of Knowledge</strong></td>
<td>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)</td>
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Bibliography


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


