

Self-Evaluation Rubric for Examining or Revising Competency Statements				
To what degree are competency statements ...	4	3	2	1
	Stronger ←		Weaker →	
1-Relevant to Big Ideas/ Enduring Understandings of the Content Domain (Why is this important to learn?)	...includes essential skills that are transferable (across content domains, applicable to real-world situations, etc.) ...requires broader connections between/among theories, principles, or concepts	...includes skills that are transferable across content areas or real-world situations ...focuses on key concepts of the content domain, supported by topics and facts; with broader connections possible	...based on topics applicable to a specific course or project ...lacks explicit connections to enduring understandings/ Big Ideas of the content domain; unlikely to lead to broader learning connections	...limited to scope & sequence of textbooks or specific programs ... very specific to facts and skills in content area (more like a skills checklist; skills performed in isolation)
2- Aligned to Prioritized Outcomes (National/State/ Local Standards)	...reflects prioritized national/ state standards or local frameworks, bundled for deeper learning (Big Ideas)	...aligns with prioritized national/state standards or local frameworks	...has alignment with national/ state/ local standards; lacks a sense of learning that has been prioritized (too few-too many)	... may be either too vague or too specific or detailed in its content area focus to identify clear alignment
3-Designed to Assess Deeper Cognitive Demand, Complex Performances & Products of Learning	...requires complex conceptual understanding and applications in unfamiliar/ authentic contexts ...asks students to investigate, create, solve, and defend their thinking or products	...promotes authentic applications of conceptual knowledge using reasoning, planning, interpreting, problem solving, or investigation	...requires mental processes/ or skills, such as defining, summarizing, constructing, organizing, displaying, etc. ...promotes routine applications of conceptual knowledge	...asks students to show what they know using only routine or basic applications ...mostly requires recall of facts, information, definitions, terms, procedures
4- Equitable for All Students Student-centered, personalized Multiple opportunities Varied assessment formats Fairness, UDL	...promotes varied formats/UDL and multiple opportunities to demonstrate evidence of learning (e.g., through interdisciplinary, student-designed, group-individual, scaffolded)	...supports some varied assessment formats applying UDL ...multiple opportunities to demonstrate learning (e.g., interdisciplinary, group or individual, multiple courses)	...supports traditional assessments applying UDL to demonstrate evidence of learning ...limited to re-taking the same assessment (with more time, read aloud, etc.)	...implies limited opportunities to demonstrate individual or personalized learning ... does not support varied assessment formats/UDL
5-Designed with Learning Pathways/ Progressions Within grades Across grades Extends to real-world/CCR	...provides clear continuity for important learning within and across grades (e.g., when to advance upon mastery) ...learning pathways are not limited to mastering the content; students can go 'beyond'	...articulates what is important in understanding the content and possible pathways to get there (courses, projects, etc.) ...provides clear continuity for learning within and across grades	...defines what is to be observed or measured ...provides some continuity for learning from one grade to the next (prior learning clearly builds to later learning)	...defines what is to be observed or measured; but lacks meaningful connections for possible learning pathways from one grade level to the next (more like new learning each year)
6-Embedded in Ongoing Instruction & Opportunities to Learn	...promotes opportunities for learners to co-design some of the assignments/assessments ...learners are expected to set goals and self-monitor progress within and across courses	...expectations may be applied across courses with varying types of supports and resources	...expectations are course- specific ...instruction and materials may be differentiated for subgroups or individuals	...expectations are course-specific, but may differ for some individual students ...pacing and materials are the same for the whole class