CBE Tool 3

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 and 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 content standards and local frameworks (personal skills/ practices)	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, and 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 Integrates personal skills	Requires mental processes/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., 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 retaking 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 (college and career readiness)	Provides clear continuity for important learning within and across grades (e.g., when to advance upon mastery) Learning pathways 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 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 and opportunities to learn	Promotes opportunities for learners to co-design some of the assignments/assessments Learners 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 same for whole class

online resources Available for download at **http://resources.corwin.com/DeeperCompetencyBasedLearning**.