

Competency-Based Learning School-Design Rubric: Principle 7

Design Principle 7: Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.			
Big Ideas:		Notes:	
<ul style="list-style-type: none"> • There is a framework of standards, learning progressions, competencies, and dispositions aligned with national, state, or local frameworks. • Competencies have a high level of cognitive demand and rigor. • There exists a system to calibrate the competencies and dispositions across grade levels and content areas to ensure a common understanding of proficiency. 			
Indicator	SCALE		
	Performing	Developing	Initiating
	School meets all characteristics in Developing and improves by . . .	School meets all characteristics in Initiating and improves by . . .	School characteristics include . . .
Framework of Standards, Competencies, and Dispositions	Competencies, skills, and dispositions are applicable to real-life situations and require an understanding of relationships among theories, principles, and concepts.	The school has expanded the framework of standards to include competencies, skills, and dispositions with performance assessments and include both academic skills that are transferable across content areas as well as habits of learning behaviors. These are mapped K–12 as a continuum of learning progressions based on the standards so that students know exactly where they are and what they need to do next. The school district has established clear transitional and/or graduation competencies that articulate what it means to be ready for the next level.	The school has developed an academic framework of standards (knowledge and skills) that are aligned with national, state, and local frameworks in the school and are limited to scope and sequence of the textbook, program, or resource. Dispositions are identified by the school but are not easily measurable.
Cognitive Demand	The cognitive demand of the competencies, skills, and dispositions is high—they require students to have a deep understanding of content as well as application of knowledge to a variety of settings by promoting complex connections through creating, analyzing, designing, proving, developing, or formulating.	The cognitive demand of the competencies, skills, and dispositions is medium—they ask students to show what they know in limited ways through identifying, defining, constructing, summarizing, displaying, listing, or recognizing. Teachers occasionally ask students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation through reasoning, planning, interpreting, hypothesizing, investigating, or explaining.	The cognitive demand of the competencies, skills, and dispositions is low—they ask for routine or rote thinking and require basic recall of information, facts, definitions, and other similar simple tasks and procedures.

Indicator	SCALE		
	Performing	Developing	Initiating
	School meets all characteristics in Developing and improves by . . .	School meets all characteristics in Initiating and improves by . . .	School characteristics include . . .
System of Calibration	In collaborative teams, teachers regularly engage in the calibration of the competencies and dispositions across grade levels and content areas to ensure a common understanding of proficiency by looking at student work.	Standards-referenced grading makes it clear what students know and how they are progressing. Teachers have a shared understanding of proficiency for both academic skills and dispositions by grade level and course by looking at student work.	The competencies are very specific to the facts in the content. The school has selected a taxonomy to have common language about depth of knowledge and has started a process to identify the competencies for each grade level, content area, and course. Dispositions are identified by the school, but a common process to collect evidence and report progress on dispositions does not exist in the school.