

Senior Phase — Grades 7–9

TTN Fellowship | Competency Rubric Overview | v1.0 | October 2025

HOW TO USE THIS RUBRIC

Understanding the Tiers: Each competency has three developmental tiers—Emerging, Progressing, and Advanced. These describe typical patterns of learner growth, not rigid standards.

Observing Indicators: During regular activities, look for the specific indicators listed under each tier. Hints provide practical examples.

Determining the Tier: Identify the tier where the majority of observed indicators cluster and record a short evidence note with specific behaviours.

Remember: Development is not strictly linear; some cross-tier behaviours are normal.



Tier 1 – Emerging



Tier 2 – Progressing



Tier 3 – Advanced

Contents — Competencies

- 1. Motivation & Self-Awareness
- 2. Teamwork
- 3. Analytical Thinking
- 4. Curiosity & Creativity
- 5. Leadership & Social Influence

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1. Motivation & Self-Awareness			Trauma-Informed Learning Environment →
TIER 1: EMERGING	TIER 2: PROGRESSING	TIER 3: ADVANCED	
<p>Begins to feel safe, follows routines, and identifies emotions.</p>	<p>Demonstrates motivation, supports classmates, and reflects on behaviour.</p>	<p>Leads or contributes to group interactions, reflects, and feels a sense of belonging.</p>	
<p>[Routine Participation]</p> <p>Does the learner help contribute to class rules and routines?</p> <p><i>Hint: Look for not only adherence to routines but also support of peers to follow them (e.g., reminders, modelling).</i></p>	<p>[Task Motivation]</p> <p>Does the learner show consistent motivation to complete academic or group tasks?</p> <p><i>Hint: Starts promptly, sustains effort, and meets interim checkpoints without repeated prompting.</i></p>	<p>[Belonging Contribution]</p> <p>Does the learner express a sense of belonging within the class or group?</p> <p><i>Hint: Uses "we/our," shows pride in collective goals, and references group norms positively.</i></p>	
<p>[Emotional Expression]</p> <p>Can the learner name emotions and explain what might have caused them?</p> <p><i>Hint: Listen for "I feel... because..." , linking emotion to a trigger or event.</i></p>	<p>[Peer Support]</p> <p>Do they encourage, assist, or stand up for classmates when needed?</p> <p><i>Hint: Shares resources, offers help, backs a peer respectfully during disagreement or difficulty.</i></p>	<p>[Self-Regulation]</p> <p>Do they manage stress, conflict, or negative emotions independently?</p> <p><i>Hint: Applies a known strategy (pause, breathing, brief walk, reframing) and returns to learning.</i></p>	
	<p>[Behaviour Reflection]</p> <p>Do they reflect on their behaviour and identify how it affects others?</p> <p><i>Hint: Names the impact ("I interrupted; it made it hard to focus") and proposes a corrective step.</i></p>	<p>[Group Influence]</p> <p>Do they actively lead or influence positive behaviour in group interactions?</p> <p><i>Hint: Redirects off-task behaviour, models respectful dialogue, and reinforces norms without teacher cue.</i></p>	

2. Teamwork

Project-Based Learner Engagement →

TIER 1: EMERGING

Begins to feel safe, follows routines, and identifies emotions.

[Group Participation]

Does the learner join group tasks willingly and contribute when prompted?

Hint: Moves to group promptly, brings materials, offers at least one relevant contribution when asked.

[Norms Following]

Do they follow basic group norms such as taking turns and listening?

Hint: Waits to speak, paraphrases a peer's point, and uses respectful tone with reminders as needed.

[Idea Sharing]

Do they share ideas when encouraged by peers or the teacher?

Hint: Provides short, relevant suggestions connected to the task.

TIER 2: PROGRESSING

Demonstrates motivation, supports classmates, and reflects on behaviour.

[Active Collaboration]

Does the learner actively collaborate and discuss with peers during projects?

Hint: Look for discussion focused on task content (evidence, steps, criteria), not side talk.

[Problem-solving]

Do they contribute to group problem-solving efforts with relevant input?

Hint: Proposes options, weighs pros/cons, and helps select an approach aligned to the rubric.

[Clarifying Discussion]

Do they ask clarifying questions to help peers refine their ideas?

Hint: Uses "What do you mean by...?", "Can you show evidence?", or "How does this meet the criteria?"

TIER 3: ADVANCED

Leads or contributes to group interactions, reflects, and feels a sense of belonging.

[Leadership Coordination]

Do they take initiative to assign or coordinate peer roles in projects?

Hint: Suggests roles, sets mini-deadlines, tracks responsibilities with a quick plan or checklist.

[Outcome Responsibility]

Do they help ensure the group stays accountable to deadlines or outcomes?

Hint: Monitors progress vs. timeline, aligns work to success criteria, prompts timely hand-ins.

[Peer Motivation]

Do they guide, motivate, or mediate when the group faces difficulties?

Hint: Encourages persistence, resolves minor conflicts, and refocuses the group on the goal.

3. Analytical Thinking

Design-Based Knowledge Progression →

TIER 1: EMERGING

Begins to feel safe, follows routines, and identifies emotions.

[Pattern Linking]

Does the learner identify links between past and current knowledge?

Hint: Points out similarities/differences with earlier topics, examples, or procedures.

[Recall Application]

Do they recall prior learning and apply it with support?

Hint: Uses a reminded formula, rule, or strategy to attempt the current task.

TIER 2: PROGRESSING

Demonstrates motivation, supports classmates, and reflects on behaviour.

[Concept Linking]

Do they connect multiple concepts and explain relationships between them?

Hint: Explains cause-effect, part-whole or compare-contrast using subject vocabulary.

[Clarifying Questions]

Do they ask questions that deepen or extend understanding?

Hint: Asks "why/how/what if" that probes assumptions, exceptions, or conditions.

[Sensemaking]

Do they begin to independently make sense of complex material?

Hint: Summarises in own words, identifies the key idea, and checks plausibility of results.

TIER 3: ADVANCED

Leads or contributes to group interactions, reflects, and feels a sense of belonging.

[Problem-solving]

Do they use analytical thinking to solve open-ended or real-world problems?

Hint: Breaks tasks into steps, selects methods, justifies choices, and evaluates outcomes.

[Adapt Strategy]

Do they test ideas, adapt strategies, and explain their reasoning clearly?

Hint: Tries alternatives, switches representations (table/graph/text), and articulates the rationale.

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4. Curiosity & Creativity			Inquiry-Based Assessment-Informed Instruction →
TIER 1: EMERGING	TIER 2: PROGRESSING	TIER 3: ADVANCED	
<p>Begins to feel safe, follows routines, and identifies emotions.</p>	<p>Demonstrates motivation, supports classmates, and reflects on behaviour.</p>	<p>Leads or contributes to group interactions, reflects, and feels a sense of belonging.</p>	
<div><p>[Feedback Use]</p><p>Does the learner use feedback to improve their work?</p><p><i>Hint: Edits against comments or rubric codes and resubmits a clearer version.</i></p></div>	<div><p>[Connections]</p><p>Do they identify and explain connections between ideas or subjects?</p><p><i>Hint: Links class content to real contexts or across subjects with a short explanation.</i></p></div>	<div><p>[Problem Solutions]</p><p>Do they generate solutions to complex classroom or real-world problems?</p><p><i>Hint: Outlines a feasible plan with steps, needed resources, and success measures.</i></p></div>	
<div><p>[Simple Questions]</p><p>Do they ask basic questions showing curiosity about a topic?</p><p><i>Hint: Requests meanings of terms, steps, or expectations to proceed confidently.</i></p></div>	<div><p>[Creative Sharing]</p><p>Do they share original or creative ideas with peers?</p><p><i>Hint: Suggests a novel example, design, or angle that still meets task criteria.</i></p></div>	<div><p>[Creative Adaptation]</p><p>Do they adapt existing methods or ideas creatively when facing challenges?</p><p><i>Hint: Iterates design/content to overcome limits (time, data, materials) while improving quality.</i></p></div>	
<div><p>[New Approach]</p><p>Do they try new ways of completing work when prompted?</p><p><i>Hint: Applies a modelled structure, method, or tool after demonstration.</i></p></div>	<div><p>[Clarifying Questions]</p><p>Do they ask thoughtful questions that extend discussions?</p><p><i>Hint: Probes assumptions, tests boundaries ("Would this still work if...?"), or asks for evidence.</i></p></div>	<div><p>[Curiosity Drive]</p><p>Do they pursue questions or ideas beyond what was asked in class?</p><p><i>Hint: Independently research, tests variations, or adds optional features/extensions.</i></p></div>	

TIER 1: EMERGING

Begins to feel safe, follows routines, and identifies emotions.

[Skill Practice]

Does the learner practise and apply new skills with teacher or peer support?

Hint: Follows a model/example, uses checklists, and asks for help appropriately.

[Peer Engagement]

Do they engage with peers during discussions or activities when encouraged?

Hint: Faces speakers, responds briefly, and stays with the task when prompted.

TIER 2: PROGRESSING

Demonstrates motivation, supports classmates, and reflects on behaviour.

[Collaboration]

Do they collaborate independently to explore and apply ideas in groups?

Hint: Shares roles fairly, delivers on time, integrates contributions into a coherent product.

[Idea Sharing]

Do they contribute their own ideas in discussions without waiting to be prompted?

Hint: Volunteers viewpoints, supports claims with evidence, and responds to peer questions.

TIER 3: ADVANCED

Leads or contributes to group interactions, reflects, and feels a sense of belonging.

[Initiative]

Do they take initiative in class/group tasks, even without instruction?

Hint: Organises materials, drafts a plan, and begins first steps proactively.

[Peer Collaboration]

Do they facilitate peer collaboration, helping the group stay on track?

Hint: Assigns/rotates roles, manages time, resolves minor disputes, and monitors criteria.

[Inclusivity]

Do they actively ensure quieter or excluded peers are included in tasks?

Hint: Invites input, adapts roles so all can contribute, and acknowledges each person's effort.