

Intermediate Phase — Grades 4–6

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

Intermediate Phase — Grades 4–6

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

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 Following]</p> <p>Does the learner follow class routines with reminders?</p> <p><i>Hint: Look for settling quickly, lining up, bringing books, and following start/pack-up routines after a prompt.</i></p>	<p>[Motivation]</p> <p>Does the learner show motivation to complete tasks without constant prompting?</p> <p><i>Hint: Starts work on time, stays with the task, and aims to finish within the set period.</i></p>	<p>[Belonging Team]</p> <p>Does the learner talk about the class/team in a way that shows belonging ("we/our")?</p> <p><i>Hint: Uses "we/our class" language and shows pride in group goals and outcomes.</i></p>	
<p>[Emotion Identification]</p> <p>Can the learner name how they feel or show awareness of their emotions?</p> <p><i>Hint: Listen for "I feel... because..." , use of a feelings chart, or appropriate body language to match the emotion named.</i></p>	<p>[Reflection Behaviour]</p> <p>Do they reflect on their behaviour and attempt to correct it when guided?</p> <p><i>Hint: Can state what went wrong and try a suggested strategy (e.g., moving seat, using a checklist).</i></p>	<p>[Self-Regulation]</p> <p>Do they manage emotions (calm down, re-focus) and return to learning independently?</p> <p><i>Hint: Uses a known strategy (breathing, short pause, water break) and resumes work without adult support.</i></p>	
	<p>[Peer Support]</p> <p>Do they encourage or support classmates when needed?</p> <p><i>Hint: Offers help, shares materials, gives positive feedback ("You can do it"), or models the step.</i></p>	<p>[Group Contribution]</p> <p>Do they lead or actively contribute to group interactions with confidence?</p> <p><i>Hint: Takes a role, keeps discussion on task, and invites quieter peers to speak.</i></p>	

2. Teamwork

Project-Based Learner Engagement →

TIER 1: EMERGING

Participates in pair or group tasks; begins to follow group norms and share ideas with guidance.

[Participation Group]

Does the learner participate in group or pair activities when asked?

Hint: Joins the assigned group, brings materials, and stays with the group for the task duration.

[Sharing Ideas]

Do they share simple ideas with encouragement?

Hint: Offers short answers or suggestions when prompted by a peer or teacher.

[Group Norms]

Do they follow group rules (turn-taking, listening) when reminded?

Hint: Waits for a turn, listens without interrupting, and uses inside voice after a cue.

TIER 2: PROGRESSING

Collaborates actively; contributes to shared problem-solving and clarifies ideas through questioning.

[Active Collaboration]

Does the learner actively collaborate in peer discussions?

Hint: Builds on others' ideas, uses sentence starters ("I agree because...", "I think...") and stays topic-focused.

[Problem-solving]

Do they contribute to shared problem-solving in the group?

Hint: Suggests steps, tries options, and helps decide which approach to test.

[Clarify Ideas]

Do they ask questions to help clarify peers' ideas?

Hint: Asks "What do you mean by...?", "Can you show me?", or rephrases a peer's point to check understanding.

TIER 3: ADVANCED

Leads or coordinates teams and manages group-level outcomes.

[Leadership Roles]

Do they take initiative to coordinate group roles or tasks?

Hint: Proposes roles, sets mini-deadlines, and checks that everyone has a job.

[Group Outcomes]

Do they help the group stay focused and complete tasks on time?

Hint: Monitors progress, redirects off-task talk, and ensures the product meets criteria.

[Peer Influence]

Do they guide or motivate peers to improve group performance?

Hint: Encourages quality ("Let's compare to the rubric"), supports peers to finish, and celebrates effort.

3. Analytical Thinking

Design-Based Knowledge Progression →

TIER 1: EMERGING

Begins to recognise patterns and links between past and current knowledge.

[Pattern Recognition]

Does the learner recognise patterns, links, or similarities between ideas?

Hint: Spots repeated steps, similar examples, or common features in text, numbers, or diagrams.

[Prior Knowledge]

Do they connect new learning to prior knowledge with guidance?

Hint: After a prompt, links today's topic to a previous lesson, unit, or familiar real-life example.

TIER 2: PROGRESSING

Links concepts, asks clarifying questions, and starts sense-making.

[Clarifying Questions]

Do they ask questions to clarify new information?

Hint: Uses "why/how/what if" questions to remove confusion or deepen understanding.

[Concept Linking]

Do they link different concepts together and make sense of them?

Hint: Explains how two ideas relate (cause-effect, compare-contrast, part-whole).

[Sensemaking]

Do they begin to explain why or how something works?

Hint: Gives a simple, logical explanation using key terms or steps.

TIER 3: ADVANCED

Shows analytical thinking through problem-solving and adapts strategies.

[Problem-solving]

Do they show analytical thinking when solving problems?

Hint: Breaks a problem into steps, chooses a method, and checks if the result makes sense.

[Adapt Strategy]

Do they test their ideas and adapt strategies when things don't work?

Hint: Tries a different method, tool, or representation without waiting for the teacher.

[Reasoning Ability]

Can they explain their reasoning or steps clearly to others?

Hint: Walks peers through the process and justifies choices with evidence or rules.

Intermediate Phase — Grades 4–6

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

4. Curiosity & Creativity

Inquiry-Based Assessment-Informed Instruction →

TIER 1: EMERGING

Begins to reflect on feedback, ask questions, and try new ways to improve.

[Feedback Use]

Does the learner try to improve their work when given feedback?

Hint: Edits work against a note, code, or rubric comment and submits a clearer version.

[Simple Questions]

Do they ask basic questions about the topic?

Hint: Asks for meaning of key words, steps, or task expectations.

[New Try]

Do they attempt new ways of completing a task when prompted?

Hint: Tries a suggested layout, method, or example after modelling.

TIER 2: PROGRESSING

Reflects on learning, explores simple connections, and shares creative ideas.

[Connections]

Do they explore or identify simple connections between ideas?

Hint: Links class content to real-world, other subjects, or previous topics.

[Idea Sharing]

Do they share their own creative ideas during class discussions?

Hint: Offers an alternative approach, example, or design that fits the goal.

[Clarify Questions]

Do they ask clarifying questions that extend understanding?

Hint: Asks about exceptions, "what if" changes, or reasons behind a rule.

TIER 3: ADVANCED

Curious about problems, proposes solutions, and adapts creatively.

[Problem Solutions]

Do they propose original solutions to classroom or project problems?

Hint: Suggests a workable plan with steps, tools, and criteria for success.

[Creative Adaptation]

Do they adapt ideas creatively when faced with challenges?

Hint: Revises design/content to overcome limits (time, materials, data).

[Curiosity Drive]

Do they show curiosity by exploring beyond the given task?

Hint: Adds optional features, tests variations, or research extra information.

TIER 1: EMERGING	TIER 2: PROGRESSING	TIER 3: ADVANCED
<p>Practises new skills with support and begins engaging with peers.</p> <div data-bbox="145 282 544 483"> <p>[Skill Practice]</p> <p>Does the learner practise new skills with support?</p> <p><i>Hint: Follows a model/example, uses a checklist, and asks for help appropriately.</i></p> </div> <div data-bbox="145 506 544 707"> <p>[Peer Engagement]</p> <p>Do they engage with peers during tasks when encouraged?</p> <p><i>Hint: Faces the group, listens, responds when invited, and stays with the activity.</i></p> </div>	<p>Collaborates to explore, discuss, and apply ideas, showing growing independence.</p> <div data-bbox="600 282 999 506"> <p>[Collaboration]</p> <p>Do they collaborate with others to apply ideas?</p> <p><i>Hint: Shares roles fairly, contributes work on time, and combines inputs into one product.</i></p> </div> <div data-bbox="600 528 999 730"> <p>[Idea Sharing]</p> <p>Do they share ideas or contribute to group/class discussions independently?</p> <p><i>Hint: Volunteers answers, explains thinking, and responds to peer questions.</i></p> </div>	<p>Applies learning in groups, takes initiative, and leads peer collaboration.</p> <div data-bbox="1054 282 1453 483"> <p>[Initiative]</p> <p>Do they take initiative in group or class tasks without being asked?</p> <p><i>Hint: Gets materials ready, starts the first step, and sets a plan for the group.</i></p> </div> <div data-bbox="1054 506 1453 707"> <p>[Peer Collaboration]</p> <p>Do they lead or facilitate peer collaboration to complete work?</p> <p><i>Hint: Assigns or rotates roles, keeps the timeline, and resolves small disputes.</i></p> </div> <div data-bbox="1054 730 1453 954"> <p>[Inclusivity]</p> <p>Do they make sure peers are included in discussions or activities?</p> <p><i>Hint: Invites quieter learners to share, adapts roles so everyone can contribute, and acknowledges each person's input.</i></p> </div>