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, Developing, 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 – Developing   🟩 Tier 3 – Advanced

Contents — Competencies

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

Senior Phase — Grades 7–9

1. Motivation & Self-Awareness

Trauma-Informed Learning Environment →

TIER 1: EMERGING	TIER 2: DEVELOPING	TIER 3: ADVANCED
Begins to feel safe, follows routines, and identifies emotions.	Demonstrates motivation, supports classmates, and reflects on behaviour.	Leads or contributes to group interactions, reflects, and feels a sense of belonging.

[Routine Participation]

Does the learner help contribute to class rules and routines?

Hint: Look for not only adherence to routines but also support of peers to follow them (e.g., reminders, modelling).

[Emotional Expression]

Can the learner name emotions and explain what might have caused them?

Hint: Listen for "I feel... because...", linking emotion to a trigger or event.

[Task Motivation]

Does the learner show consistent motivation to complete academic or group tasks?

Hint: Starts promptly, sustains effort, and meets interim checkpoints without repeated prompting.

[Peer Support]

Do they encourage, assist, or stand up for classmates when needed?

Hint: Shares resources, offers help, backs a peer respectfully during disagreement or difficulty.

[Behaviour Reflection]

Do they reflect on their behaviour and identify how it affects others?

Hint: Names the impact ("I interrupted; it made it hard to focus") and proposes a corrective step.

[Belonging Contribution]

Does the learner express a sense of belonging within the class or group?

Hint: Uses "we/our," shows pride in collective goals, and references group norms positively.

[Self-Regulation]

Do they manage stress, conflict, or negative emotions independently?

Hint: Applies a known strategy (pause, breathing, brief walk, reframing) and returns to learning.

[Group Influence]

Do they actively lead or influence positive behaviour in group interactions?

Hint: Redirects off-task behaviour, models respectful dialogue, and reinforces norms without teacher cue.

2. Teamwork

TIER 1: EMERGING	TIER 2: DEVELOPING	TIER 3: ADVANCED
Begins to feel safe, follows routines, and identifies emotions.	Demonstrates motivation, supports classmates, and reflects on behaviour.	Leads or contributes to group interactions, reflects, and feels a sense of belonging.

TIER 1: EMERGING

[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: DEVELOPING

[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

[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.

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3. Analytical Thinking

TIER 1: EMERGING	TIER 2: DEVELOPING	TIER 3: ADVANCED
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TIER 1: EMERGING

[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: DEVELOPING

[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

[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.

4. Curiosity & Creativity

Inquiry-Based Assessment-Informed Instruction →

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

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TIER 1: EMERGING

[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: DEVELOPING

[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

[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.