

Foundation Phase — Grade R–3

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 identify basic emotions and follows classroom routines with guidance.</p> <div><p>[Names Emotions]</p><p>Does the learner name simple emotions?</p><p>Hint: Can they say "happy," "sad," or "angry" when asked?</p></div> <div><p>[Follows Routines]</p><p>Do they follow daily classroom routines?</p><p>Hint: Follows morning circle or pack-up time with prompts.</p></div> <div><p>[Seeks Reassurance]</p><p>Do they seek adult reassurance when uncertain?</p><p>Hint: Checks with teacher before starting tasks.</p></div>	<p>Demonstrates emerging self-motivation and supports peers in structured activities.</p> <div><p>[Attempts Independence]</p><p>Do they attempt tasks independently?</p><p>Hint: Starts activities without waiting for explicit instructions.</p></div> <div><p>[Comforts Peers]</p><p>Do they comfort upset peers?</p><p>Hint: Patting a friend's shoulder or saying "It's okay."</p></div> <div><p>[Expresses Preferences]</p><p>Do they express their learning preferences?</p><p>Hint: "I like drawing" or choosing favourite activities.</p></div>	<p>Shows consistent engagement and begins to reflect on personal learning experiences.</p> <div><p>[Sustains Focus]</p><p>Do they sustain focus on learning tasks?</p><p>Hint: Works on an activity for 15+ minutes without distraction.</p></div> <div><p>[Shares Feelings]</p><p>Do they share feelings about their learning?</p><p>Hint: "That was hard but I did it!" shows reflection.</p></div> <div><p>[Shows Pride]</p><p>Do they show pride in their work?</p><p>Hint: Eager to display finished work or share with class.</p></div>	

TIER 1: EMERGING

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

[Participation]

Does the learner join group work when invited?

Hint: Moves to the group willingly vs. requiring repeated calls.

[Sharing Ideas]

Do they share ideas when guided?

Hint: Brief responses when asked directly.

[Norms]

Do they follow simple group norms (waiting turn, listening)?

Hint: Turn-taking, listening, fewer interruptions.

TIER 2: PROGRESSING

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

[Contribution]

Do they actively contribute ideas without being selected?

Hint: Speaks up in discussions.

[Clarifying]

Do they ask peers questions or clarify others' ideas?

Hint: "What do you mean?" or restating a peer's point.

[Problem-solving]

Do they take part in shared problem-solving?

Hint: Offers solutions rather than waiting for the teacher.

TIER 3: ADVANCED

Leads or coordinates teams and manages group-level outcomes.

[Role Organisation]

Do they help organise or assign roles?

Hint: "You draw, I'll write."

[Coordination]

Do they coordinate peer efforts to finish tasks?

Hint: Follows up that everyone completed their part.

[Motivation]

Do they step up as a group leader or motivator?

Hint: "Come on, let's finish this."

3. Analytical Thinking

Design-Based Knowledge Progression →

TIER 1: EMERGING

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

[Patterns]

Does the learner notice simple patterns or similarities?

Hint: Shapes, colours, or repeated numbers are indicators.

[Connections]

Do they connect today's learning to something from before when prompted?

Hint: After a cue ("Did we see this yesterday?") they recall/relate.

TIER 2: PROGRESSING

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

[Clarifying]

Do they ask clarifying questions about content?

Hint: Listen for "Why?" or "How?" during lessons.

[Linking]

Do they link new concepts with what they already know?

Hint: "This is like the story we read" shows linking.

[Sense-Making]

Do they begin to make sense of information independently?

Hint: Explains in their own words, even if incomplete.

TIER 3: ADVANCED

Shows analytical thinking through problem-solving and adapts strategies.

[Testing Ideas]

Do they test out their own thinking or solutions?

Hint: "Let me try another way."

[Adaptation]

Do they adapt strategies when something doesn't work?

Hint: Changes approach without waiting for help.

[Reasoning]

Do they explain reasoning clearly when solving problems?

Hint: Step-by-step explanation of how they reached an answer.

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4. Curiosity & Creativity			Inquiry-Based Assessment-Informed Instruction →
TIER 1: EMERGING	TIER 2: PROGRESSING	TIER 3: ADVANCED	
<p>Begins to reflect on feedback, ask questions, and try new ways to improve.</p> <div><p>[Questions]</p><p>Does the learner ask basic questions about new learning?</p><p>Hint: Simple "What is this?" or "What does it do?"</p></div> <div><p>[Feedback]</p><p>Do they try out new approaches when given feedback?</p><p>Hint: Corrects and retries rather than giving up.</p></div>	<p>Reflects on learning, explores simple connections, and shares creative ideas.</p> <div><p>[Connections]</p><p>Do they explore connections between ideas or topics?</p><p>Hint: Linking maths to real life or the class story.</p></div> <div><p>[Sharing]</p><p>Do they share creative ideas with the class or peers?</p><p>Hint: Volunteers answers or adds their own twist.</p></div> <div><p>[Exploration]</p><p>Do they seek more information by asking questions?</p><p>Hint: "What if we did it this way?"</p></div>	<p>Curious about problems, proposes solutions, and adapts creatively.</p> <div><p>[Problem-solving]</p><p>Do they suggest their own solutions to problems?</p><p>Hint: Offers alternatives without being prompted.</p></div> <div><p>[Adaptation]</p><p>Do they adapt ideas when plans don't work?</p><p>Hint: Independently revises their drawing/model/task.</p></div> <div><p>[Curiosity]</p><p>Do they show curiosity by exploring beyond the basic task?</p><p>Hint: Adds detail, trials variations, or extends the activity.</p></div>	

TIER 1: EMERGING

Practises new skills with support and begins engaging with peers.

[Skill Practice]

Does the learner practise new skills with support?

Hint: Uses polite words, shares, or greets appropriately after reminders.

[Peer Invitation]

Do they invite peers to join activities or games?

Hint: "Come play with me".

TIER 2: PROGRESSING

Collaborates to explore, discuss, and apply ideas, showing growing independence.

[Collaboration]

Do they collaborate independently with peers to apply ideas?

Hint: Works smoothly with a partner without teacher help.

[Ideas Sharing]

Do they share ideas in class or group discussions?

Hint: Raises a hand and contributes without prompts.

TIER 3: ADVANCED

Applies learning in groups, takes initiative, and leads peer collaboration.

[Initiative]

Do they take initiative in tasks without waiting for the teacher?

Hint: Starts work or organises others right away.

[Peer Guidance]

Do they lead or guide peers in group work?

Hint: Explains steps or demonstrates to help others progress.

[Inclusion]

Do they ensure others are included in activities?

Hint: Notices a left-out peer and brings them into the group.