

FET Phase — Grades 10–12

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 →
<div>TIER 1: EMERGING</div> <div>Begins to feel safe, follows routines, and identifies emotions.</div> <div><div><div>[Routine Participation]</div><div>Does the learner respect and contribute to class rules and routines when guided?</div><div>Hint: Look for steady adherence and constructive support of peers (modelling, gentle reminders).</div></div><div><div>[Emotion Identification]</div><div>Can the learner identify and express emotions appropriately?</div><div>Hint: Look for calm, clear expression of feelings (appropriate words, tone, and body language that match the situation).</div></div></div>	<div>TIER 2: PROGRESSING</div> <div>Demonstrates motivation, supports classmates, and reflects on behaviour.</div> <div><div><div>[Motivation Persistence]</div><div>Does the learner sustain motivation in tasks, even when challenged?</div><div>Hint: Persists through difficulty, uses strategies, seeks help appropriately, and resumes work after setbacks.</div></div><div><div>[Behaviour Reflection]</div><div>Do they reflect on their behaviour and recognise its impact on peers and learning?</div><div>Hint: Names the effect ("I distracted others...") and suggests a concrete corrective action.</div></div><div><div>[Peer Support]</div><div>Do they actively encourage or assist peers in maintaining a positive environment?</div><div>Hint: Offers help, de-escalates tension, uses inclusive language, and notices when someone needs support.</div></div></div>	<div>TIER 3: ADVANCED</div> <div>Leads or contributes to group interactions, reflects, and feels a sense of belonging.</div> <div><div><div>[Ownership Community]</div><div>Does the learner take ownership of building a safe, respectful, and inclusive class culture?</div><div>Hint: Initiates or upholds norms, addresses disrespect appropriately, and champions inclusion.</div></div><div><div>[Self-Regulation]</div><div>Do they independently manage stress, conflict, or negative emotions in complex situations?</div><div>Hint: Applies mature coping strategies (pause, reframing, brief reset) and returns to task without prompting.</div></div><div><div>[Wellbeing Influence]</div><div>Do they model care for the wellbeing of others and guide peers in regulating themselves?</div><div>Hint: Notices distress, responds appropriately, and coaches peers toward calm and focus.</div></div></div>	

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.

[Group Participation]

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

Hint: Moves to the group promptly, brings materials, and offers a relevant contribution when asked.

[Sharing Ideas]

Do they share ideas when asked and listen to peers respectfully?

Hint: Provides short, on-task suggestions and shows active listening (eye contact, paraphrasing).

[Norms Following]

Do they follow group norms (time management, listening, respect) with reminders?

Hint: Meets basic expectations after a cue; reduces interruptions and side talk.

TIER 2: PROGRESSING

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

[Collaboration]

Do they collaborate actively and responsibly in group projects without constant prompting?

Hint: Divides work fairly, meets interim commitments, and integrates outputs into the group product.

[Problem-solving]

Do they contribute constructively to shared problem-solving?

Hint: Proposes options, weighs pros/cons, and aligns choices with task criteria.

[Clarification]

Do they ask clarifying questions to deepen group understanding?

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

TIER 3: ADVANCED

Leads or contributes to teams, coordinates peer roles, and manages group levels outcomes.

[Team Leadership]

Do they coordinate roles and responsibilities effectively in group tasks?

Hint: Assigns/rotates roles, sets mini-deadlines, and tracks progress with a simple plan.

[Accountability]

Do they take responsibility for group deadlines and outcomes?

Hint: Not limited to group timelines—also demonstrates strong overall time management (arrives on time, meets class deadlines, submits work as agreed).

[Mentorship]

Do they mentor or guide younger/less experienced peers in team settings?

Hint: Models skills, gives constructive feedback, and supports peers to improve.

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 and make simple links between past and current knowledge?

Hint: Identifies repeated structures, familiar processes, or similar cases from earlier learning.

[Recall Application]

Do they recall and apply prior learning with guidance?

Hint: Uses prompted formulas, rules, or examples to attempt the current task.

TIER 2: PROGRESSING

Demonstrates motivation, supports classmates, and reflects on behaviour.

[Concept Integration]

Do they connect multiple concepts across subjects and apply them in new contexts?

Hint: Explains relationships (cause-effect, compare-contrast, part-whole) using correct terminology.

[Clarifying Questions]

Do they ask questions that deepen or test understanding?

Hint: Probes assumptions, exceptions, boundary conditions, or underlying reasons.

[Sensemaking]

Do they explain processes and reasoning with independence?

Hint: Outlines steps clearly, justifies choices, and checks whether results are reasonable.

TIER 3: ADVANCED

Participates in co-design of lesson objectives and shows ability to problem solve, test thinking, and adapt strategies.

[Complex Problem Solving]

Do they apply analytical thinking to complex or real-world problems?

Hint: Plans approach, selects methods/tools, evaluates outcomes, and iterates when needed.

[Critical Adaptation]

Do they test, evaluate, and adapt strategies independently, demonstrating strong reasoning?

Hint: Tries alternatives, shifts representations (model/table/graph/text), and explains the rationale.

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4. Curiosity & Creativity

Inquiry-Based Assessment-Informed Instruction →

TIER 1: EMERGING

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

[Feedback Use]

Does the learner use feedback to improve their work when guided?

Hint: Edits against comments or rubric indicators and resubmits a clearer version.

[Curiosity Basic]

Do they ask basic questions to show interest in a topic?

Hint: Seeks meanings of terms, steps, or expectations to proceed confidently.

[Experimentation]

Do they try new approaches or ideas when prompted?

Hint: Applies a modelled method, layout, or tool after demonstration.

TIER 2: PROGRESSING

Demonstrates motivation, supports classmates, and reflects on behaviour.

[Idea Connections]

Do they explore meaningful connections across ideas, subjects, or experiences?

Hint: Draws links to real-world contexts or other subjects with a brief explanation.

[Idea Sharing]

Do they contribute creative ideas in class or group discussions?

Hint: Suggests original examples/designs that still meet the task criteria.

[Exploration]

Do they explore "what if" questions or alternatives independently?

Hint: Tests variations, asks about implications, or tries optional extensions.

TIER 3: ADVANCED

Curious about problems, proposes solutions, and adapts creatively to solve complex problems.

[Innovation]

Do they propose innovative, original solutions to real-world or community problems?

Hint: Presents a feasible plan with steps, required resources, and success measures.

[Creative Adaptation]

Do they adapt and refine ideas creatively in response to feedback or challenges?

Hint: Iterates to overcome limits (time, data, materials) while improving quality.

[Independent Inquiry]

Do they independently pursue research, projects, or inquiry beyond requirements?

Hint: Designs self-directed tasks, gathers evidence, and produces extended outputs.

TIER 1: EMERGING

Practises new skills with support and begins engaging with peers.

[Skill Practice]

Does the learner practise leadership and social skills with teacher/peer support?

Hint: Follows models, uses checklists, and seeks help appropriately.

[Peer Engagement]

Do they begin to engage peers in activities or discussions when prompted?

Hint: Invites participation, responds to peers, and stays on task after cues.

TIER 2: PROGRESSING

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

[Collaboration]

Do they collaborate actively and share ideas confidently in groups?

Hint: Contributes regularly, integrates perspectives, and helps shape group decisions.

[Independence]

Do they take increasing responsibility for group participation and decision-making?

Hint: Volunteers for roles, meets commitments, and explains choices to the group.

[Encouragement]

Do they encourage peers to participate and respect diverse views?

Hint: Invites quieter voices, acknowledges different viewpoints, and keeps tone respectful.

TIER 3: ADVANCED

Explores new ideas and understands meaning. Applies learning in groups, takes initiative in tasks, and leads peer collaboration.

[Initiative]

Do they take initiative in projects, leading peers without waiting for instruction?

Hint: Organises resources, drafts plans, and launches first steps proactively.

[Mentorship]

Do they mentor peers or younger learners, building their skills and confidence?

Hint: Demonstrates techniques, gives constructive feedback, and tracks growth.

[Positive]

Do they demonstrate positive leadership by influencing others positively, making fair decisions, and fostering inclusion?

Hint: Uses transparent reasoning, applies agreed rules fairly, and ensures everyone can contribute.