

Common Core Competencies
Develop Students' Transferrable Competencies for Adapting to Future Challenges

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Communication	CM01 Language accuracy and form	<ul style="list-style-type: none"> ○ Use language (grammar, pronunciation, vocabulary) accurately in writing and orally ○ Use contextually appropriate language (e.g. formal style, informal style, word choice) in writing and orally
	CM02 Language meaning	<ul style="list-style-type: none"> ○ Develop ideas clearly and fully ○ Organize ideas coherently from sentence to text level (in speaking and writing)
	CM03 Language use	<ul style="list-style-type: none"> ○ Interact with participants when speaking ○ Demonstrate awareness of audience in communication
	CM04 Mode of communication	<ul style="list-style-type: none"> ○ Use body language to enhance communication ○ Use a range of modes (e.g. audio, graphics) for communication
Personal Development	PD01 Aesthetics	<ul style="list-style-type: none"> ○ Articulate and apply judgment of aesthetics
	PD02 Lifelong learning	<ul style="list-style-type: none"> ○ Design and implement realistic self-directed learning plans ○ Manage own learning by employing learning techniques and strategies
	PD03 Self-awareness	<ul style="list-style-type: none"> ○ Demonstrate external self-awareness (i.e. articulate and evaluate how other people view oneself) ○ Demonstrate internal self-awareness (i.e. articulate and evaluate how one sees themselves)
Problem Solving	PS01 Application of creative thinking	<ul style="list-style-type: none"> ○ Generate and apply creative ideas to solve problem ○ Explain the existing situations in creative ways ○ Refine and reiterate process to come up with creative solutions ○ Practice divergent thinking
	PS02 Application of critical thinking	<ul style="list-style-type: none"> ○ Apply evidence-based solution ○ Provide unbiased judgment to analyze problem
	PS03 Evaluation of information and sources	<ul style="list-style-type: none"> ○ Identify relevant sources/information ○ Analyze and synthesize information from sources ○ Evaluate the quality of information and sources ○ Provide evidence-based argument ○ Draw conclusions by synthesizing different skills such as analytical, quantitative reasoning, and critical thinking
	PS04 Problem definition	<ul style="list-style-type: none"> ○ Analyze the given problem in relevant contexts ○ Identify the key issue

Remark: the ones within the red frames (CM02, PS02, PS03) are those used in PHYS1002.

Definition of the 5-point Rubric Scale

Level	Definition of the 5-point Rubric Scale
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately and appropriately.
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Communication	Language meaning (CM02)	<ul style="list-style-type: none"> Develop ideas clearly and fully Organize ideas coherently from sentence to text level (in speaking and writing)

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Develops well-framed ideas clearly and fully by applying a sophisticated professional and academic approach; organizes ideas from sentence to text level (in speaking and in writing) in novel, professional and academic manner.	An extraordinarily well-written and well-articulated response, making extremely effective use of professional writing skills and academic convention.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Develops well-framed ideas clearly, fully, and in a sophisticated manner; organizes ideas coherently from sentence to text level (in speaking and writing) in a nuanced, sophisticated manner.	Well-written response; applies the skills of professional writing and academic conventions well and without error.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Accurately and appropriately frames and develops ideas by articulating them clearly and fully; organizes ideas coherently from sentence to text level (in speaking and writing).	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Begins to frame and develop ideas clearly and fully but does so only somewhat accurately and appropriately; organizes ideas coherently from sentence to text level (in speaking and writing) only somewhat accurately and appropriately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not develop ideas clearly and fully; does not organize ideas coherently from sentence to text level (in speaking and writing).	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Application of critical thinking (PS02)	<ul style="list-style-type: none"> ○ Apply evidence-based solution ○ Provide unbiased judgment to analyze problem

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Employs evidence in decision making and problem solving effectively to propose or implement innovative solutions; proposes or implements novel strategies to mitigate the effects of biases in problem solving and decision making.	-
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Employs evidence in decision making and problem solving effectively to propose or implement sophisticated solutions; analyzes the existence of biases and their potential effects in decision making and problem solving and proposes sophisticated strategies to mitigate their effect.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Employs evidence in decision making and problem solving accurately; identifies the existence of biases in decision making and problem solving accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Employs insufficient evidence in decision making and problem solving; identifies the existence of biases in decision making and problem solving somewhat accurately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not apply evidence in decision making and problem solving; does not recognize the existence of biases in decision making and problem solving.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Evaluation of information and sources (PS03)	<ul style="list-style-type: none"> Identify relevant sources/information Analyze and synthesize information from sources Evaluate the quality of information and sources Provide evidence-based argument Draw conclusions by synthesizing different skills such as analytical, quantitative reasoning, and critical thinking

Level	Definition of the 5-point Rubric Scale	Description of Assessment Rubrics	Additional Explanation (if needed)
5 Exceptional	Demonstrates exceptional competence by articulating an understanding of subject material or applying a skill effectively and in a novel, creative, deeply analytical manner drawing on robust evidence; provides sophisticated reflection or analysis and applies this analysis to another framework or context.	Synthesizes high quality information and sources to provide evidence-based sound arguments; provides deep evaluation of the quality of information and sources; synthesizes varied skills such as analytical, quantitative reasoning, and critical thinking to draw novel conclusions.	The evidence-based arguments have the quality of having appropriate judgment in relation to the evidence presented.
4 Advanced	Demonstrates advanced competence by articulating an understanding of subject material or applying a skill effectively and providing sophisticated reflection or analysis drawing on robust evidence.	Synthesizes high quality information and sources to provide sophisticated evidence-based arguments; provides sophisticated evaluation of the quality of information and sources; synthesizes varied skills such as analytical, quantitative reasoning, and critical thinking to draw sophisticated conclusions.	Well-written or well-articulated analysis that draws on detailed evidence.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Identifies, analyzes and synthesizes relevant sources or information accurately; applies analytical, quantitative, or critical thinking skills accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Identifies and analyzes information from sources somewhat accurately; applies analytical, quantitative, or critical thinking skills somewhat accurately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not identify or analyze relevant sources or information; does not apply analytical, quantitative, or critical thinking skills.	-