

## Common Core Competencies

*Develop Students' Transferrable Competencies for Adapting to Future Challenges*

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

<b>Social Responsibility</b>	SR01 Civic engagement	<ul style="list-style-type: none"> <li>○ Demonstrate the ability to consider about civics and politics</li> <li>○ Demonstrate readiness to contribute to society as a responsible, caring citizen</li> </ul>
	SR02 Collaboration	<ul style="list-style-type: none"> <li>○ Work collaboratively in a team</li> <li>○ Identify and utilize own and other people’s different skills, strengths and weaknesses</li> </ul>
	SR03 Cultural awareness	<ul style="list-style-type: none"> <li>○ Demonstrate an understanding of own culture</li> <li>○ Apply an understanding of cultural diversity to interact with individuals from different backgrounds</li> </ul>
	SR04 Ethical awareness	<ul style="list-style-type: none"> <li>○ Recognize and address ethical issues as they arise</li> <li>○ Explore and evaluate the ethical implications of people’s actions</li> </ul>

**Reference Link:**

Future-ready competency: <https://www.studyinternational.com/news/future-skills-weffi/>  
<https://teach.com/blog/9-skills-students-need-in-the-future-workforce/>

### 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 accuracy and form (CM01)	<ul style="list-style-type: none"> <li>Use language (e.g. grammar, pronunciation, vocabulary) accurately in writing and orally</li> <li>Use contextually appropriate language (e.g. formal style, informal style, word choice) in writing and orally</li> </ul>

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.	Uses language (e.g. grammar, pronunciation, vocabulary) exceptionally well in writing and orally; uses contextually appropriate, sophisticated, and nuanced language style in writing and orally.	-
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.	Uses language (e.g. grammar, pronunciation, vocabulary) effectively in writing and orally; uses appropriate language style (e.g. formal style, informal style, word choice) effectively in writing and orally.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Uses language (e.g. grammar, pronunciation, vocabulary) accurately in writing and orally; uses language style (e.g. formal style, informal style, word choice) appropriately in writing and orally.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Uses language (e.g. grammar, pronunciation, vocabulary) somewhat accurately in writing and orally; uses language style (e.g. formal style, informal style, word choice) somewhat appropriately in writing and orally.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not use language (e.g. grammar, pronunciation, vocabulary) accurately in writing and orally; does not use language style (e.g. formal style, informal style, word choice) appropriately in writing and orally.	-

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

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
Communication	Language use (CM03)	<ul style="list-style-type: none"> <li>○ Interact with participants when speaking</li> <li>○ Demonstrate awareness of audience in communication</li> </ul>

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.	Interacts with participants in a creative or novel, and professional manner; demonstrates deep awareness of the audience in communication.	Uses nuanced and subtle language, draws on detailed, context-specific examples, and applies highly appropriate stylistic choices in interactions with a given audience; analyzes and articulates these in an extremely clear and cogent way.
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.	Interacts with participants in an effective manner; demonstrates sophisticated awareness of the audience in communication.	Uses nuanced language to communicate with an audience; engages examples that are appropriate to the audience in one's communications.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Interacts with participants appropriately; demonstrates appropriate awareness of the audience in communication.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Interacts somewhat with participants when speaking somewhat accurately or appropriately; demonstrates some awareness of the audience in communication somewhat accurately or appropriately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not interact effectively with participants when speaking; does not demonstrate awareness of the audience in communication.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Communication	Mode of communication (CM04)	<ul style="list-style-type: none"> <li>○ Use body language to enhance communication</li> <li>○ Use a range of modes (e.g. audio, graphics) for communication</li> </ul>

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.	Uses body language in a creative and effective way; interprets and evaluates body language accurately; uses varied modes of communication and expression in a creative and novel manner; provides a deep analysis of the use of varied modes of communication.	Expresses / articulates way communication occurs in an extremely well-organized and well-justified manner.
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.	Uses nuanced aspects of body language; interprets and evaluates body language accurately; uses varied modes of communication and expression in a sophisticated manner; provides a sophisticated analysis of the use of varied modes of communication.	Expresses / articulates how communication occurs well and without error.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Uses body language in ways that are appropriate to the context; interprets and evaluates body language accurately; uses varied modes of communication accurately; provides an accurate analysis of the use of varied modes of communication.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Uses body language only in a manner that is somewhat appropriate to the context; interprets and evaluates body language only somewhat accurately; uses varied modes of communication in a manner that are only somewhat appropriate to the context; provides a somewhat accurate analysis of the use of varied modes of communication.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not interpret, evaluate, or use body language; does not recognize or analyze the use of varied modes of communication.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Personal Development	Aesthetics (PD01)	<ul style="list-style-type: none"> <li>Articulate and apply judgment of aesthetics</li> </ul>

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.	Brings a novel, creative, and particularly sophisticated approach to appreciating aesthetics, by effectively articulating an understanding of aesthetics and drawing on robust evidence to inform an aesthetic analysis; applies an analysis of aesthetics to another framework or context.	Presents an original perspective on an aesthetic experience or product.
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.	Articulates and applies an appreciation of aesthetics effectively, drawing on robust evidence to inform an aesthetic analysis.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Demonstrates an appreciation of aesthetics by articulating an understanding of aesthetics accurately or appropriately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to articulate an appreciation and understanding of aesthetics somewhat appropriately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not articulate or apply an appreciation of aesthetics.	-



Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Personal Development	Lifelong learning (PD02)	<ul style="list-style-type: none"> <li>Design and implement realistic self-directed learning plans</li> <li>Manage own learning by employing learning techniques and strategies</li> </ul>

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.	Designs and implements realistic self-directed learning plans that incorporate highly sophisticated and deeply analytical reflections; manages own learning by employing highly effective learning techniques and strategies.	Reflects clearly and cogently about one's own experience; supports conclusions about own experience with evidence / examples that are well-articulated.
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.	Designs and implements realistic self-directed learning plans in an effective manner; employs effective learning techniques to manage own learning.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Designs and implements realistic self-directed learning plans accurately; employs mostly effective learning techniques and strategies to manage own learning.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Designs and implements a somewhat realistic self-directed learning plan, or does so somewhat accurately; employs somewhat effective learning techniques and strategies to manage own learning.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not design and implement realistic self-directed learning plans; does not employ effective learning techniques and strategies to manage own learning.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Personal Development	Self-awareness (PD03)	<ul style="list-style-type: none"> <li>○ Demonstrate external self-awareness (i.e. articulate and evaluate how other people view oneself)</li> <li>○ Demonstrate internal self-awareness (i.e. articulate and evaluate how one sees themselves)</li> </ul>

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.	Demonstrates exceptional external self-awareness by articulating and evaluating how other people view oneself in a respectful and particularly sophisticated manner; demonstrates exceptional internal self-awareness by deeply articulating and evaluating the nuances of how one sees themselves.	-
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.	Demonstrates external self-awareness by articulating and evaluating how other people view oneself in a nuanced and sophisticated manner; demonstrates sophisticated internal self-awareness by articulating and evaluating the nuances of how one sees themselves.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Demonstrates external self-awareness by articulating and evaluating how other people view oneself reflectively and clearly; demonstrates internal self-awareness by articulating and evaluating how one sees themselves in a reflective and clear manner.	-

2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to demonstrate external self-awareness by articulating and evaluating how other people view oneself only somewhat accurately or appropriately; attempts to demonstrate internal self-awareness by articulating and evaluating how one sees themselves only somewhat reflectively and clearly.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not demonstrate external self-awareness; does not demonstrate internal self-awareness.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Application of creative thinking (PS01)	<ul style="list-style-type: none"> <li>○ Generate and apply creative ideas to solve problem</li> <li>○ Explain the existing situations in creative ways</li> <li>○ Refine and reiterate process to come up with creative solutions</li> <li>○ Practice divergent thinking</li> </ul>

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.	Generates and applies creative ideas to solve problems in a unique and exceptionally sophisticated manner; explains existing situations in novel ways in a unique and exceptionally sophisticated manner; refines and reiterates processes to come up with novel solutions in particularly unique and sophisticated ways; practices divergent thinking in highly sophisticated ways.	Applies creativity in an uncommon or innovative way; provides a well-written or well-articulated discussion of a creative idea; generates solutions to problems that is highly extraordinary.
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.	Generates and applies creative ideas to solve problems in a highly effective manner; explains existing situations in creative ways in a highly effective manner; refines and reiterates processes to come up with creative solutions using sophisticated reflection and drawing on robust evidence; demonstrates divergent thinking particularly effectively.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Generates and applies creative ideas to solve problems accurately; explains existing situations in creative ways; refines and reiterates processes to come up with creative solutions; demonstrates divergent thinking.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to generate and apply creative ideas to solve problems, or does so somewhat accurately; explains the existing situations in somewhat creative ways; refines and reiterates processes to come up with somewhat creative solutions; attempts to demonstrate divergent thinking or does so somewhat accurately.	-

1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not generate and apply creative ideas to solve problems; does not explain the existing situations in creative ways; does not refine and reiterate processes to come up with creative solutions; does not practice divergent thinking.	-
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Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Application of critical thinking (PS02)	<ul style="list-style-type: none"> <li>○ Apply evidence-based solution</li> <li>○ Provide unbiased judgment to analyze problem</li> </ul>

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"> <li>○ Identify relevant sources/information</li> <li>○ Analyze and synthesize information from sources</li> <li>○ Evaluate the quality of information and sources</li> <li>○ Provide evidence-based argument</li> <li>○ Draw conclusions by synthesizing different skills such as analytical, quantitative reasoning, and critical thinking</li> </ul>

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.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Problem Solving	Problem definition (PS04)	<ul style="list-style-type: none"> <li>○ Analyze the given problem in relevant contexts</li> <li>○ Identify the key issue</li> </ul>

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.	Breaks down a problem in a highly sophisticated or novel manner to identify the key issue; analyzes the given problem in relevant contexts in a novel manner.	A detailed / thoughtful / all-rounded problem definition that is especially well-written or well-articulated; with highly detailed attention to 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.	Breaks down a problem in a sophisticated manner to identify the key issue; analyzes the given problem in relevant contexts in a sophisticated manner.	A well-written / well-articulated analysis of the key issue; detailed attention to context.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Breaks down a problem effectively to identify the key issue; analyzes the given problem in relevant contexts accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Breaks down a problem partially; analyzes the given problem somewhat accurately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not break down a problem; does not analyze the given problem in relevant contexts.	-



Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
<b>Social Responsibility</b>	<b>Civic engagement (SR01)</b>	<ul style="list-style-type: none"> <li>○ Demonstrate the ability to consider about civics and politics</li> <li>○ Demonstrate readiness to contribute to society as a responsible, caring citizen</li> </ul>

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.	Articulates a nuanced understanding of civics and societal development by making sophisticated, novel, or critical claims, based on evidence, and expresses thoughtfulness and readiness to contribute to society by demonstrating ways to put concern into action in response to these claims.	Identifies a civic problem, topic, or issue that is original and unusual, and articulates an analysis of this issue in an extremely well-organized manner.
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.	Articulates advanced understanding of civics and societal development by making sophisticated critical claims, based on evidence, and expresses thoughtfulness and readiness to contribute to society by demonstrating ways to put concern into action.	Identifies cogently and articulately about a civic problem, topic, or issue; provides an analysis based on evidence.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Articulates accurate understanding of civics or societal development by making accurate or appropriate critical claims and doing so without error; expresses an appropriately high level of concern and willingness to contribute to society.	Identifies a relevant civic problem, topic, or issue.
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Begins to articulate an understanding of civics or societal development by making somewhat accurate and appropriate critical claims; expresses a beginning level of readiness to care about and contribute to society.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not articulate critical understanding of civics or societal development; does not demonstrate readiness to contribute to society as a responsible, caring citizen.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Social Responsibility	Collaboration (SR02)	<ul style="list-style-type: none"> <li>Work collaboratively in a team</li> <li>Identify and utilize own and other people's different skills, strengths and weaknesses</li> </ul>

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.	Approaches working within team settings in a novel, creative, insightful and/or highly sophisticated manner; identifies and utilizes own and other people's different skills, strengths and weaknesses in a novel, creative, insightful, and/or highly sophisticated manner.	-
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.	Brings sophistication to work within team settings; identifies and utilizes own and other people's different skills, strengths and weaknesses in ways that are nuanced, appropriate and highly effective.	Identifies and articulates some subtleties in team work communication and interaction.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Works collaboratively in a team setting in ways that are effective and productive; identifies and utilizes own and other people's different skills, strengths and weaknesses accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to work collaboratively in a team setting or does so only somewhat appropriately; attempts to identify and utilize own and other people's different skills, strengths and weaknesses, or does so only somewhat accurately.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not work collaboratively in a team setting; does not identify and utilize own and other people's different skills, strengths and weaknesses.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Social Responsibility	Cultural awareness (SR03)	<ul style="list-style-type: none"> <li>○ Demonstrate an understanding of own culture</li> <li>○ Apply an understanding of cultural diversity to interact with individuals from different backgrounds</li> </ul>

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.	Masterfully articulates the nuances of understanding of one's own culture; demonstrates nuanced and deep understanding of cultural diversity by interacting with individuals from different backgrounds and reflecting on these interactions deeply and in a sophisticated manner.	-
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.	Articulates an advanced understanding of one's own culture while applying an understanding of cultural diversity by interacting with individuals from different backgrounds and reflecting on these interactions in a cogent and sophisticated manner.	-
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Articulates an understanding of one's own culture accurately and/or appropriately; demonstrates ability to apply an understanding of cultural diversity by interacting with individuals from different backgrounds and reflecting on these interactions accurately.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempt to articulate an understanding of one's own culture, but it is insufficient; demonstrates an emerging ability to apply an understanding of cultural diversity by beginning to interact with individuals from different backgrounds, despite insufficient reflection of these interactions.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not articulate an understanding of one's own culture; is unable to apply an understanding of cultural diversity in interactions with individuals from different backgrounds.	-

Broad Competencies	Sub-Competencies	Possible Breakdowns of Competencies / Descriptions of Competencies
Social Responsibility	Ethical awareness (SR04)	<ul style="list-style-type: none"> <li>Recognize and address ethical issues as they arise</li> <li>Explore and evaluate the ethical implications of people's actions</li> </ul>

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.	Articulates the nuances of ethical issues in context in a cogent, sophisticated manner, drawing on relevant examples; makes a sophisticated critical claim about the ethical implications of people's actions, making justifications with evidence.	Identifies an ethical issue in detail appropriate to the context; makes a solid argument that is supported by a range well-researched evidence.
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.	Articulates the nuances of ethical issues in a given problem or context effectively, drawing on a relevant example; makes well thought-through critical claims about the ethical implications of people's actions, making justifications with evidence.	Identifies a relevant ethical issue and elaborates on its context; provides some accurate evidence to justify claims.
3 Competent	Demonstrates competence by articulating an understanding of subject material or applying a skill accurately or appropriately.	Articulates the nuances of ethical issues in a given problem or context appropriately; makes accurate claims about the ethical implications of people's actions.	-
2 Emerging	Demonstrates beginning level competence by articulating an understanding of subject material or skills application somewhat accurately or appropriately.	Attempts to recognize and address ethical issues as they arise, or does so somewhat accurately and appropriately; makes somewhat accurate claims about the ethical implications of people's actions.	-
1 Entering	Does not demonstrate competence; does not articulate an understanding of subject material or application of a skill set.	Does not recognize ethical issues as they arise; does not explore and evaluate the ethical implications of people's actions.	-