

Determining Competency

In order to determine competency, a teacher should analyze a student's progress using the following process:

Step 1: Analyze Student Work for Completeness

- Assure that there is sufficient evidence for each of the competencies.
- Gather additional evidence as needed.

Key questions to consider:

- What is a body of student work?
- How does the evidence align with the standards and the content strands?
- Is the body of evidence complete? If not, how will you collect what you need?

Step 2: Analyze the Student Work for Quality

- Analyze the quality of student work across the reporting period using content area curriculum embedded rubrics as appropriate.
- Teachers and grade level teams have developed rubrics that provide a continuum of expectations for students that identify what evidence a student should demonstrate to be meeting the standard. Additionally, the rubrics provide what to look for if students are exceeding the standard.
- At the end of a reporting period, organize and synthesize these assessments to determine the proficiency level for each reporting competency.

Key questions to consider:

- What is the quality of the body of student work?
- What parts of the body of evidence are proficient? In progress? Limited Progress? Exemplary? How do you know?

Step 3: Analyzing Student Work for Competency Using Depth of Knowledge

- Analyze the quality of student work based on assessment questions that reflect a depth of knowledge of level 3 (Hess Rigor Matrix.)
- Evaluate student work to attain competency based on pathways for learned designed by students and monitored by teachers.

Key questions to consider:

- Does the work sample provide sufficient evidence that the student can transfer their competency to future work?
- What different pathways can a student take to achieve competency?
- Does the student demonstrate competency in varying tasks?