Active Learner/Collaboration - Rubric #1

	Effort (A)	Self-Directed Learning (B)	Self-reflection (C)	Group Interaction (D)
Advanced	Mastery in completing tasks Uses time wisely Tasks completed on time	Takes initiative and responsibility for learning Never requires redirecting/prompting Actively participates and/or contributes	When reflecting upon and evaluating personal learning achievement, students are able to describe in depth: the experience, how they feel about the learning experience, what they learned from the experience, and what they will do differently next time	Willingly accepts and fulfills individual role within the group Respects the knowledge, opinion and skills of all group members and encourages their contribution Leads by example
Proficient	Consistently demonstrates sufficient effort in completing tasks Consistently completes tasks on time	Consistently takes initiative and/or responsibility for learning Student occasionally requires redirection/prompting Participates and/or contributes	When reflecting upon and evaluating personal learning achievement, students are able to describe with detail their learning experience, how they feel about the experience, what they learned from the experience, and what they will do next time	Considers the knowledge, opinion and skills of all group members and encourages their contribution Consistently fulfills individual role within the group Consistently contributes knowledge, opinions and skills
Developing	Sometimes demonstrates sufficient effort in completing tasks Sometimes completes tasks on time	Sometimes takes initiative and/or responsibility for learning Student often requires redirection/prompting Sometimes participates and/or contributes	When reflecting upon and evaluating personal learning achievement students are sometimes able to describe their learning experience	Has difficulty considering the knowledge, opinion and skills of all group members and encourages their contribution Fulfills individual role within the group with some direction Contributes knowledge, opinions, and skills with some direction
Beginning	Seldom demonstrates sufficient effort in completing tasks Seldom completes tasks on time	Takes no initiative and/or responsibility for learning Student requires teacher's direction/prompting Student does not participate and/or contribute	Seldom listens in the classroom Easily distracted and unfocused Requires clarification and/or restatement	Does not consider the knowledge, opinion and skills of group members Needs support to fulfill individual role within the group Needs support to contribute knowledge, opinions, and skills

Responsible Citizenship - Rubric #2

	Classroom (A)	Local Community (B)	Global (C)
Advanced	Always displays positive and productive learning behavior Is always focused and never engages in distracting behavior Always shows strong self-control and respect for others Widely accepts responsibility for actions	Identifies and understands the variety of roles individuals play in their local community Exemplifies and encourages respect for others and the community	Exercises exceptional leadership in their global community Takes exceptional steps to understand and value various cultures and traditions
Proficient	Accepts personal responsibility Consistently demonstrates personal integrity Consistently acts responsibly and with the interests of the community in mind Some evidence of leading by example Often accepts responsibility for actions	Consistently identifies the variety of roles individuals play in their community Consistently demonstrates positive and productive behavior Consistently demonstrates respect for others and the community	Consistently exercises active participation in their global community Consistently strives to understand and value various cultures and traditions
Developing	Sometimes accepts personal responsibility Sometimes focus in class and often engages in distracting behavior Sometimes exhibits self-control and respect for others Sometimes displays positive and productive learning behavior	Sometimes identifies the variety of roles individuals play in their community Sometimes demonstrates positive and productive behavior Sometimes demonstrates respect for others and the community	Sometimes participates in their global community Sometimes strives to understand and value various cultures and traditions
Beginning	Rarely focused in class Frequently engages in distracting behavior Has difficulty maintaining self-control and showing respect for others Does not accept responsibility for actions	Seldom demonstrates positive and productive behavior Seldom demonstrates respect for others and the community	Seldom identifies the variety of roles individuals play in their community Seldom participates in their local or global community Seldom strives to understand and value various cultures and traditions

Communication: Written - Rubric #3.1

	Thesis and Purpose (A)	Content (B)	Structure (C)	Voice and Tone (D)	Grammar & Mechanics (E)	Format/Citations (F)
Advanced	Writing has a clear topic and focus which is consistent throughout The writer demonstrates a clear understanding of the audience and the assignment/task	Analysis shows in-depth understanding of the text or problem The writing contains relevant examples that are insightful and original	Claims, evidence and analysis are provided in a logical order that makes it easy and interesting to follow the author's train of thought Transitions assist in the logical flow of the argument	A distinct voice is evident The writing effectively connects the reader to the writer Writer uses words that capture the reader's interest	Author does not make errors in grammar or spelling that distract the reader from the content	All sources are cited correctly in text and Works Cited page Follows format perfectly
Proficient	Writing has a clear focus, but the topic may not be fully developed or apparent throughout The writer demonstrates an awareness of the audience and the assignment/task	Examples maintain and support topic The writing refers to the text or problem by using complete and relevant examples	Claims, evidence, and analysis are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought Some transitions assist in the logical flow of the argument	The writing connects the reader to the writer Voice is evident Writer attempts to use words that capture the reader's interest	Author makes a few (1-3) errors in grammar or spelling that distract the reader from the content	All sources are cited correctly in text and Works Cited page Minor errors in format appear
Developing	Writing may have a topic, but the focus is abandoned or sometimes The writer demonstrates little awareness of the audience and the assignment/task	Sometimes maintains and supports topic and thematic focus Contains errors in and/or digresses from topic The writing contains examples that are overly general, limited or incomplete	A few of the claims, evidence, or analyses are not in logical order, distracting the reader and making the essay seem a little confusing Few transitions assist in the logical flow of the argument	The writing fails to make a connection to the reader A beginning sense of voice is evident Writer sporadically uses words that capture the reader's interest	Author makes errors (4-6) in spelling, punctuation, or grammar that cause some difficulty understanding the content	All sources are cited, and Works Cited page is included There are several errors in format
Beginning	The writing may have a topic but is lacking a focus The writer shows no awareness of audience and assignment/task	Seldom maintains and supports topic and thematic focus Contains serious errors in and/or digresses from topic No examples present	Many of the claims, evidence, and analyses are not in an expected or logical order, making the essay seem very confusing Transitions are not used	The writing does not make connection to the reader No sense of voice is evident Writer uses words that do not capture the reader's interest	The writing has extensive errors (more than 6) in spelling, punctuation and grammar that causes significant difficulty in reading and comprehension	Sources are cited and Works Cited page is included, but there is no attempt to follow assigned format

Communication: Non-Written - Rubric #3.2

	Purpose (A)	Content (B)	Organization (C)	Language Usage (D)	Delivery (E)	Physical Expression (F)
Advanced	Always establishes and maintains a clear purpose, demonstrates a clear understanding of the task	Contains all expected content and adheres to the agreed upon task Main ideas are developed in depth and extensively supported by effective details and/or vivid examples Delivery is unique and creative	Always introduces concept clearly Progression of main ideas is clear Transitions are easy to follow	Student uses well-chosen vocabulary and correct pronunciation in standard English which is appropriate to the task	Speaks clearly and expressively, with enthusiasm, uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection	Establishes genuine rapport with audience through continual eye contact Good posture, natural gestures, effective movement, and appropriate dress all enhance the communication
Proficient	Establishes a purpose, demonstrates an awareness of task	Contains most of the expected content and mostly adheres to the agreed upon task Main ideas are limited in depth and supported by only a few details or examples Delivery is somewhat unique and creative	Consistently introduces concepts Progression of main ideas has minor inconsistencies in unity or coherence Transitions are evident	Student uses appropriate vocabulary and correct pronunciation with a few errors in standard English which is appropriate to task	Speaks clearly, sometimes uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection	Establishes rapport with audience through frequent eye contact Good posture, gestures, movements, and dress are appropriate for the communication
Developing	Attempts to establish a purpose, demonstrates some awareness of task	Contains some of the expected content and is significantly shorter or longer than the agreed upon duration Few, if any, main ideas re developed and supported Delivery lacks creativity and uniqueness	Needs assistance introducing concepts Progression of main ideas has major inconsistencies in unity and/or coherence Transitions are poor	Student uses poorly chosen vocabulary or incorrect pronunciation with many errors in standard English or language which is inappropriate vocabulary and incorrect	Speaks clearly but without adjusting pace, volume, or inflection	Makes occasional eye contact with audience Posture, gestures, movements or dress preclude communication
Beginning	Lacks a purpose, demonstrates minimal awareness of task	Contains little of the expected content and is extremely shorter than the agreed upon duration Main ideas are unclear and rarely supported Delivery shows no creativity	Lacks an introduction and/or conclusion Progression of main idea is difficult or impossible to follow Transitions are missing	Student uses inappropriate vocabulary and incorrect pronunciation filled with errors in standard English or language which is inappropriate to the audience and the task	Speaks unclearly, without appropriate pace, volume or inflection	Fails to make eye contact Posture, gestures, movements, or dress preclude communication

Effective Use of Technology - Rubric #4

	Use of Tools and their Functions (A)	Conduct Appropriate Topic Based Research (B)	Use of Data (C)	Communicates and Organizes Ideas (D)
Advanced	Always chooses and uses appropriate tools or resources independently to enhance the work	Able to conduct an advanced search and knows how to fully evaluate credible information from a variety of sources	Uses technological resources to analyze and manipulate data	Uses a variety of media and formats to design, develop, and present products that communicate effectively to the intended audience
Proficient	Chooses and uses appropriate tools or resources with limited teacher assistance	Able to conduct an advanced search and is able to evaluate credible information from select sources	Consistently uses technological resources to analyze data	Uses select technologies to design, develop, and present products that effectively communicate ideas to the intended audience
Developing	Often requires teacher assistance in choice of tools and their use	Able to conduct a simple search Does not fully consider validity of information	Needs assistance in analyzing data	Uses assigned technology, with some assistance, to communicate ideas to the intended audience
Beginning	Needs teacher assistance in choice of tools their use	Needs assistance to conduct a simple search Does not consider validity of information	Does not analyze data	Needs assistance to utilize technology appropriately to present ideas to the intended audience

Critical Thinking: Problem Solving - Rubric #5

	Identifies Problem (A)	Information Management (B)	Analyzing & Evaluating Information (C)	Drawing Conclusions (D)
Advanced	Identifies and understands the problem and symptoms	Thoroughly and completely gathers, organizes, and assesses the information (quantitative and/or qualitative data, interviews, observations, reports, research, etc.) pertaining to the problem	Always uses appropriate criteria to carefully identify, review, and evaluate key information that will lead to an insightful solution Always separates facts from assumptions or opinions Is always able to extract the relevant/useful information to defend his/her own actions, thoughts, and decisions	Using sound reasoning and logic, can clearly explain and defend solution or decision and support it with strong documented evidence gathered from analysis Conclusion demonstrates a thorough and complete understanding of the problem
Proficient	Identifies the problem or question to be solved	Gathers, organizes, and assesses the necessary information (quantitative and/or qualitative data, interviews, observations, reports, research, etc.) pertaining to the problem to be solved	Separates facts from assumptions or opinions Extracts the relevant/useful information to defend his/her own actions, thoughts, and decisions Considers and understands the impact and/or ramifications of decision or solution	Using sound reasoning and logic, defends solution or decision with evidence gathered from the analysis Conclusion demonstrates an understanding of the problem
Developing	Identifies the problem to be solved some of the time	Gathers, organizes, and assesses some of the information (quantitative and/or qualitative data, interviews, observations, reports, research, etc.) pertaining to the problem to be solved	Separates facts from assumptions or opinions with assistance Extracts relevant/useful information to defend his/her own actions, thoughts, and decisions most of the time with assistance Has difficulty understanding the impact and/or ramifications of decisions or solutions without assistance	Using sound reasoning and logic, defends solution or decision and supports it with some evidence gathered from the analysis Conclusion somewhat demonstrates an understanding of the problem
Beginning	Does not identify the problem to be solved	Does not gather, organize and assess the needed information (quantitative and/or qualitative data, interviews, observations, reports, research, etc.) pertaining to the problem to be solved	Does not separate facts from assumptions/opinions Does not extract the relevant/useful information to defend his/her own actions, thoughts, and decisions Does not understand the full impact and/or ramifications of decisions or solutions	Does not use sound reasoning or evidence from research to defend solution or decision Conclusion does not demonstrate an understanding of the problem

Creativity-Rubric - #6

	Brainstorming (A)	Originality (B)	Revision (C)
Advanced	Always brainstorms and explores numerous ways to solve problems Views task from multiple points of view	Independently develops solutions. Work always reflects unique ideas and concepts	Meaningful improvement is evident based on student's self-reflection and feedback from others
Proficient	Consistently brainstorms and explores ways to solve problems Views tasks from more than one perspective.	Materials and ideas consistently developed in unique ways, with minimal support	Consistently revises based on self-reflection and feedback from others
Developing	Brainstorms and explores ways to solve problems with guidance	Materials and ideas occasionally developed in unique ways, but only with guidance and direction	Limited revision based on self-reflection and feedback from others
Beginning	Has one idea and follows it to completion	No evidence of original thinking	No revision apparent