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| **COLLABORATION** | **4**  **Exemplary** | **3**  **Accomplished** | **2**  **Developing** | **1**  **Beginning** |
| Leadership | Establishes a leadership role by clearly articulating the group’s goals, skillfully providing focus and direction. Values each group member’s contribution, knowing when to lead and when to follow. | Takes a leadership role of the group clarifying important goals and deadlines. Supports group members contributions through prompting and/or coaching. | Demonstrates a limited understanding of the group’s work. Offers minor contributions to the group’s goals and deadlines. Fulfills roles and responsibilities with regular prompting and coaching. | Frequently misunderstands the focus of the group’s work. Does not contribute to discussions about the group’s goals and deadlines. Plays a passive or reluctant role in carrying out the work of the group. |
| Cooperation/  Collaboration | Each group member; reliably works to address challenges in the group through discussion and consensus building. Shows an understanding of the needs of group members and demonstrates a highly comprehensive understanding of the topic/assignment. | Each group member; consistently follows agreed upon procedures for respectful discussions and decision-making; consistently accepts and fulfills an individual role within group and demonstrates a mostly complete understanding of the topic/assignment. | Each group member; periodically, but not consistently, follows agreed-upon procedures for respectful discussions and decision making. Division of work within the group shows a fragmented understanding of the topic/assignment. | Each group member; inconsistently follows agreed-upon procedures for respectful discussions and decision-making. Division of work by the group resulted in misinformation and an incomplete understanding of the topic/assignment. |
| Flexibility | Compares and contrasts diverse ideas and opinions shared by team members. Identifies points of agreement and disagreement; inquisitively looks at ideas from multiple perspectives and welcomes scrutiny. | Acknowledges and shows understanding of the diverse ideas and opinions expressed by group members. shows a willingness to adapt or modify ideas or opinions based on the discovery of new information. | Shows understanding of the various ideas and opinions of group members. Is reluctant to adapt or modify ideas or opinions when presented with new and/or challenging of new information. | Demonstrates a willingness to listen to the ideas and opinions expressed by group members, but does not always show understanding. Rarely shows a willingness to alter or modify ideas of opinions |

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| **CRITICAL**  **THINKING** | **4**  **Exemplary** | **3 Accomplished** | 2  **Developing** | **1 Beginning** |
| **Identifying Problem/Question** | Clearly identifies the problem by asking thoughtful, highly creative, well-worded and insightful questions based on new and prior knowledge. | Adequately identifies a problem by asking meaningful questions based on new and some prior knowledge. | Can, with limited assistance, identify a problem and develop questions based on new information. | Needs significant assistance to identify the problem and in the development of questions. |
| **Using Strategies to Solve Problem** | Uses or considers a variety of strategies that are highly creative, speculative and/or proven, demonstrating a high level of understanding of the problem. | Identifies possible, effective strategies, including looking in new directions, demonstrating a solid understanding of the problem. | Can with assistance and support in examining new ideas develop a strategy to address and demonstrate an understanding of the problem. | Needs significant assistance to develop a method to solve the problem. |
| **Reflecting and Concluding** | Masterfully explains the answer to the problem. Conclusions are clearly stated and supported with strong evidence and data. Critically evaluates ways to improve problem solving strategies. | Results clearly address the problem.  Conclusion demonstrates how to improve the method through a willingness to look at alternative strategies. | Little reflection and connection with the problem. Conclusion struggles to make sense with limited strategies on how to improve the method. | Reflection and conclusion missing important points and lacks clarity. No strategies on improving the method were demonstrated. |

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| **Innovative Thinking** | Creates an original idea, question, solution, or product uniquely suited to the task. New knowledge is created. | Re-creates model or design in a new context relevant to the task.  Some elements of original design/model remain. | Makes significant changes to existing model or design mostly related to the task. | Makes slight change(s) to existing model or design somewhat suitable to the task.. |

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| **EFFECTIVE**  **COMMUNICATION** | **4 Exemplary** | **3 Accomplished** | **2 Developing** | **1 Beginning** |
| **Organization and Clarity** | Superb organization of thoughts and purpose; main points explicitly identified, fluid, and explained with masterful detail and confidence. | Strong organization of thoughts and purpose; main points effectively identified and explained with interesting and logical detail. | Some organization of thoughts and purpose; generalized points that are fragmented and difficult to follow. | Little to no organization; scattered thoughts with no clear purpose. |
| **Content Knowledge** | Exceptional depth of knowledge demonstrated, masterfully utilizing both prior and new information to elaborate on the topic; utilizes highly effective supporting evidence. | Proficient depth of knowledge demonstrated, appropriately accessing both prior and new information to discuss the topic; utilizes logical and effective supporting evidence. | Uncomfortable command of knowledge demonstrated, with limited and/or disconnected use of prior and new information on the topic; supporting evidence is limited and/or weak. | Confused and/or disinterested grasp of knowledge with limited capability to connect prior and new information on the topic; little to no supporting evidence. |
| **Understanding of Audience** | Prudent (Keen) awareness of audience with a targeted message and a rich and precise vocabulary to skillfully engage, enlighten, and/or persuade. | Astute (Measured) awareness of audience with a clear message using appropriate and accurate vocabulary to effectively educate and/or persuade. | Emerging awareness of audience with a generalized message using basic or simplistic vocabulary to share and/or persuade. | Amateur awareness of audience with a distracted message. Vocabulary is inappropriate and unfocused which hinders communication with the audience. |
| **Use of Visuals** | Strategic use of graphs, tables, diagrams, photos and other visual aids to support points and explain, interpret, and assess information | Thoughtful use of graphs, tables, diagrams, photos and other visual aids to support points and explain, interpret and assess information. | Uses graphs, tables, diagrams, maps, photos and other visual aids, but only in a few instances are they used to support, explain, or interpret information. | Limited use of graphs, tables, diagrams, maps, photos and other visual aids that do not support points or further the sharing of information. |
| **Use of Resources** | Highly effective selection and use of resources, including both primary and secondary sources. Skilled application of MLA formatting. | Careful selection and use of resources, including both primary and secondary sources. Appropriate application of MLA formatting. | Narrow selection and simplistic use of resources. Sporadic and/or inconsistent application of MLA formatting. | Poor selection and misguided/limited use of resources. Little to no effort in the application of MLA formatting. |

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| **INFORMATION**  **LITERACY** | **4**  **Exemplary** | **3**  **Accomplished** | **2**  **Developing** | **1**  **Beginning** |
| **Defines Information Need** | Develops thoughtful, creative, well-worded specific questions that are relevant to the assigned topic. Brainstorms keywords and related terms that are effective in researching the questions. | Develops well-worded, specific questions that are relevant to the assigned topic. Selects effective keywords to use in researching the questions | Develops questions which lack focus, are poorly stated, and are not entirely relevant to the assigned topic. Selects keywords, some of which are not effective in researching the questions. | Develops questions which lack a specific focus, are poorly stated, and not relevant to the assigned topic.Selects no effective keywords to use in researching the questions. |
| **Critically Evaluates Sources** | Selects and evaluates highly appropriate and relevant sources and delves into references taking into consideration factors such as credibility, reliability, currency and information purpose. Explores a variety of formats (books, primary sources, journals, electronic sources) and utilizes references within these sources for further inquiry. | Selects appropriate and relevant sources. Considers multiple factors such as currency, author credibility, and bias in a variety of formats (books, databases, journals, electronic sources). | Selects sources with inconsistent criteria and makes little attempt to balance format types. | Identifies no appropriate sources in any format. |
| **Extract information /Takes Notes** | Extracts relevant information and poses new questions based on findings. Writes notes to answer questions including succinct key facts which directly answered all of the research questions and included thoughtful ideas and responses to the information found. | Extracts relevant information.Writes notes which included facts that answered most of the research questions and included some ideas and responses to the information | Extracts information that is not relevant.Writes notes which included irrelevant facts which did not answer the research questions and included limited ideas and responses | Extracts irrelevant information.No evidence of notes. |

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| **Citations and Documentation** | Cites all sources of information accurately (error free) both in-text and works cited to demonstrate the credibility and authority of the information presented.  Recognizes the importance of attributing the work of others and values intellectual property. | Cites sources of information in proper format (infrequent minor errors) and documents sources to enable accuracy checking. Demonstrates the importance of attributing the work of others. | Cites sources of information but there are inconsistencies and infrequent omissions of citation details providing little or no supporting documentation to check accuracy. | Creates citations which are incomplete or inaccurate. |

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| **LEARNING**  **SKILLS** | **4**  **Exemplary** | **3**  **Accomplished** | **2**  **Developing** | **1**  **Beginning** |
| **Perseverance/**  **Self-Advocacy** | Overcomes challenges with resourcefulness and persistence by analyzing the difficulties, restructuring the process, and seeking help if necessary | Overcomes challenges with genuine effort by analyzing the difficulties, restructuring the process and seeking help if necessary. | Requires assistance to analyze the difficulties and restructure the process to overcome the challenges. | Does not attempt to determine the difficulties to overcome the challenges and instead becomes frustrated and stops working toward the goal. |
| **Initiative** | Eagerly identifies opportunities and explores in great depth new topics beyond classroom requirements. | Responsibly identifies opportunities and explores new topics beyond classroom requirements. | Identifies opportunities and sometimes explores new topics beyond classroom requirements. | Identifies but does not explore new topics beyond classroom requirements. |
| **Transfer** | Makes explicit reference to and independently and successfully applies previously gained knowledge, skills, and abilities in an innovative way to new learning and problem solving situations. | Makes reference to and applies previously gained knowledge, skills, and abilities in new learning and problem solving situations. | Makes reference to an attempts to use previously gained knowledge, skills, and abilities in new learning and problem solving situations. | Makes vague reference to but needs assistance to identify and use previously gained knowledge, skills, and abilities in new learning and problem solving situations. |
| **Management of Time** | Highly effective use of class time and strong evidence of effort outside of class with work submitted on time. | Appropriate use of class time and evidence of effort outside of class with work submitted on time. | Use of class time and out of class time needs improvement with work only partially submitted on time. | Inappropriate use of class time and little to no evidence of out of class time with work submitted late. |