

## DISTRICTWIDE VISION OF A GRADUATE SKILLS RUBRICS

### Written and Spoken Communication

Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
1. Communicating clearly and concisely	1a. Has a basic understanding of speaking and writing for the purpose of communication.	1a. Demonstrates a satisfactory understanding of the purpose of the communication and knows the appropriate tools	1a. Demonstrates a solid understanding of the purpose of the communication and can apply the appropriate tools and format.	1a. Exhibits superior understanding of the purpose and successfully implements the appropriate tools and extends the format into a range of areas.
	1b. The communication message is ineffective due to the lack of audience knowledge	1b. Displays some attention to the audience's knowledge.	1b. Knows the composition of the audience of the communication and uses this information in designing the communication	1b. Demonstrates awareness of the audience's knowledge where the audience feedback indicates that they understood the communication and were engaged with it.
	1c. Makes no reflection on the success of communication	1c. Makes some reflection based on the feedback received	1c. Makes adjustments prior to and during the presentation based on feedback received.	1c. Effectively adapts communication from previous unsuccessful attempts into succeeding approaches using a variety of strategies as needed.
2. Organizing thoughts in a logical manner	Organization of ideas is poorly developed and unclear	Ideas presented demonstrate signs of clarity and development, but organization lacks consistency.	Ideas are generally organized. Communication is focused, demonstrates coherence and a progression of thoughts.	A logical and focused sequence of ideas is presented. Thoughts are well developed and cohesive.

3. Ensuring communication is received as intended	Fails to acknowledge whether communication is received as intended.	Acknowledges reactions from the audience to determine whether the intended message is received.	Gauges audience reactions and adapts delivery style as needed.	Consistently gauges audience reactions and successfully adapts delivery style and strategies as needed to ensure communication is received as intended.
4. Engaging your audience	Audience member(s) show no evidence of engagement and understanding of the message.	The attention and understanding of the message of some audience member(s) is satisfactory.	Most of the audience member(s) were attentive and indicated through non-verbal cues that they were following the message.	Audience member(s) were attentive and demonstrates an understanding of the message through participation.
5. Maintaining the appropriate tone	Fails to maintain an appropriate tone when speaking and writing	Inconsistent use of tone to support the topic	Tone is appropriate to the topic.	Tone is authentic and appropriate to the topic where you are talking with rather than at audience

## Creative and Critical Thinking

Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
1. Recognizing multiple perspectives	Recognizes only one perspective on a complex issue or problem.	Acknowledges the presence or possibility of other perspectives on a complex issue or problem.	Identifies and understands multiple perspectives on a complex issue or problem.	Is able to adapt their thinking in light of multiple perspectives on a complex issue or problem
2. Proposing and evaluating multiple solutions to complex problems	Quickly fixates on a strategy in response to the problem or assignment	Is able to partially articulate a few strategies with limited detail in response to the problem or assignment	Is able to articulate and evaluate multiple viable strategies in detail in response to the problem or assignment	Is able to articulate multiple viable strategies in detail in response to the problem or assignment and continually seeks out data and new information to refine or replace those strategies.
3. Developing solutions given constraints	Proposes a solution that ignores constraints	Proposes a solution that addresses some, but not all, constraint	Proposes a predictable solution while remaining within the constraints given	Proposes a novel solution while remaining within the constraints given
4. Making connections between ideas and concepts across disciplines	Cannot yet identify connections outside of a single discipline	With support, identifies and understands basic connections between ideas and concepts across disciplines	Independently identifies and understands basic connections between ideas and concepts across disciplines	Independently identifies and understands novel connections between ideas and concepts across disparate disciplines

## Problem Solving

Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
1. Demonstrating Persistence and perseverance	Does not attempt problem independently before asking for help Or complains about the task more than once	Will attempt to solve independently but still needs support to complete task May have a complaint	Show some confidence, and does not complain, sticks with a task until completed appropriately	Consistently exhibits confidence, and does not complain, sticks with a task until completed appropriately Is a role model for peers
2. Approaching problems from multiple perspectives	Continually uses the same approach to try to solve a problem.	Changes the problem solving approach once or twice	Repeatedly changes the approach to solving a problem until a proper solution is reached.	Repeatedly changes the approach to solving a problem and effectively incorporates learning from previous unsuccessful attempts into succeeding approaches.
3. Reflecting, revising and adapting	Does not reflect on and revise work	When prompted, reflects but does not revise adequately to address insufficiencies	Uses an iterative (repetitive) cycle to review and revise work. <ul style="list-style-type: none"> <li>● Self Reflects</li> <li>● Edit, revise and adapt insufficiencies</li> <li>● Re-evaluates</li> </ul>	Seeks peer review for feedback and is willing to revise again based on feedback
4. Presenting the solution in a logical, concise and clear way	The solution is incomplete and has multiple flaws in the logic	There is a logical approach but there is a flaw in the conclusion or solution	The solution follows a logical progression and can be explained clearly and concisely	The solution can be explained in multiple ways (examples) with each being clear and concise

## Social and Emotional Awareness

Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
1. Being self aware of one's emotions	Limited awareness of how one's emotions affect his/learning or the learning of others	Can identify how one's emotions impacts his/her learning with facilitation from an adult or peer.	Can accurately name emotions and feelings in the present moment and identify their causes.	Has flexibility to adapt a range of emotions based on the environment/situation. Being proactive vs. reactive.
2. Ability to regulate your emotions	Limited ability to regulate emotions which interferes with learning outcomes	Inconsistent ability to regulate emotions. May affect learning outcomes.	Effectively uses emotional regulation to engage in purposeful and productive learning.	Has flexibility to adapt to a changing environment and regulate their emotions independently.
3. Being empathetic and considerate	Can only see situations based on how it affects them personally.	Can identify what it looks to be empathetic, but needs facilitation to implement.	Is considerate and empathetic to the feelings of others in most situations.	Is considerate and empathetic to the feelings of others in all situations.
4. Ability to utilize strategies to help manage situations	Does not have strategies to help manage situations.	Limited use of strategies to help manage situations.	Can utilize strategies with facilitation, to help manage situations.	Can independently use strategies to maximize the learning environment.
5. Working effectively with others	Inability to work with others without support.	Can work with others with limited support.	Mostly works effectively with others independently.	Shows leadership when working with others and can demonstrate flexibility when offering support.

## Organized and Productive

Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
1. Communicating plans clearly and concisely	Communication of plan is incomprehensible and is not concise.	Communication of the plan is somewhat understandable, may have some misunderstandings, and the length is somewhat reasonable and concise.	Communication of the plan is in a clear and concise format.	Develops multiple modes to communicate the plan which are accessible to all people. The plan is concise and may contain additional information depending on the format.
2. Planning and prioritizing effectively	Planning is not comprehensive and illogical.	Planning is fairly comprehensive and has some kind of logical order.	Planning is comprehensive and logical.	Planning is comprehensive and logical, with additional support material to clarify any highly technical or complicated areas.
	Tasks within the plan are not prioritized.	Tasks are prioritized, but not always in an appropriate or effective order within the plan	Tasks are effectively prioritized within the plan.	Tasks are effectively prioritized, but may also have alternative prioritizations as contingencies.
3. Handle multiple tasks	Does not use planning or documentation strategies to ensure coterminous projects are completed in a timely and effective manner without interfering with one another.	Is able to manage some tasks but experiences some conflicts or delays in project work.	Employs planning and documentation strategies to ensure that coterminous projects are completed in a timely and effective manner without interfering with one another.	Can multi-task in a timely and effective manner and has alternative methods to approach tasks to ensure effective completion.
4. Being mindful of timeliness	Does not establish milestones or use planning strategies to gauge project completion time	Establishes some milestones and uses some planning strategies to ensure that projects are completed in a somewhat timely manner.	Utilizes planning strategies and establishes milestones to ensure that projects are completed on time without last-minute rushing.	Utilizes planning strategies and milestones to effectively complete projects on time, but has contingency plans in case additional time or resources are needed.

5. Organizing physical space/resources/materials	Does not take into account any physical space, resources and materials needed to complete tasks on time.	Takes into account some of the physical space, resources, and materials needed to complete tasks and projects on time.	Appropriately and thoughtfully takes into account physical space, resources, and materials needed in order to complete tasks and deliver projects on time.	Develops contingency plans for physical space, resources and materials in order to complete tasks and deliver projects on time.
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