

Essential Skills Rubric

		1 Beginning	2 Developing	3 Proficient	4 Exemplary
COLLABORATION	Communication	Thoughts are unclear; ignores verbal and nonverbal cues; interrupts, distracts or disrupts others when completing a task; participation in group topic is minimal; nonverbal cues are distracting; inappropriate message shared	Shares information and ideas with others to complete a given task; recognizes and receives verbal and nonverbal cues but not always attentive to the cues; participates in group discussion but can lead group off topic	Expresses own ideas and appropriately responds to create a shared plan of action; receives and responds to verbal messages and nonverbal cues; communicates messages appropriate for situation and audience	Networks locally and remotely with diverse peers, experts, and others; thoughts encourage others to ask for more information about the topic; asks for clarification; uses nonverbal cues artistically to communicate
	Teammanship	Generally not able to work well with diverse group members; struggles to work in a team; unwilling to see value in others opinion; chooses behaviors that negatively impact group; rarely encourages others in team roles	Ability to work effectively in a group with people who are similar to self but has difficulty working with people of diverse backgrounds; compromises to avoid conflict; participates in group or team; occasionally encourages others in team roles	Ability to work effectively with diverse teams; be helpful and make necessary compromises to accomplish a common goal; encourages positive interaction amongst group members; consistently encourages others in team roles	A true team member, who contributes a lot of effort, encourages, listens to, shares with, and supports the efforts of others; helps direct the group in reaching consensus; understands compromise; inspires others to take a leadership role
	Stewardship/Service	Is uncomfortable working with others outside of school; has difficulty identifying the value of selected service projects; needs considerable motivation to get started and follow through	Demonstrates a limited interest in community service projects and hesitates to serve in unfamiliar situations; takes no initiative and requires encouragement	Acts responsibly with the interests of the local and larger community in mind; recognizing and considering biases and cultural differences; values actions that positively impact others	Generates ideas for projects that improve the community and /or environment; initiates action and rallies support; consistently follows through on selected projects
LEADERSHIP	Organization	Not able to provide order; misplaces materials; comes to class unprepared	Maintains order when given prompts; requires some reminding of materials and timelines	Follows a system of maintaining materials and timelines to efficiently achieve the goals of a specific problem or product	Ability to supervise others in the group; ensures all project materials are compiled and well prepared for presentation; aids the group in meeting all timelines
	Time Management	Rarely meets deadlines; needs to develop a system to reach timelines of projects/assignments	Tends to procrastinate, but always gets things done by the deadline.	Strategically creates a plan of action; prioritizes tasks as urgent or non-urgent; self-starter	Defends/rethinks ideas relating to the group's project goals and adjusts accordingly
	Ethics	Self-centered; may reshape the truth for personal gain	Initially self-centered, but attitudes shift with more understanding	Demonstrates integrity personally, at school, and in the community	Seeks opportunities to respond positively to needs of others without reward or recognition. Is trustworthy.
	Identifying Strengths	Unwilling to assess own strengths and weaknesses and unmotivated to improve self	Seldom assesses own strengths and weaknesses and rarely uses assessment to improve self: understands that interests can be strengths	Realistically assesses own strengths and weaknesses and may use assessment to improve self: sees where individuals' talents and interests can be most effectively applied to the group	Realistically assesses own strengths and weaknesses and consistently uses assessment to improve self: routinely monitors the effectiveness of the group, and makes suggestions to make it more effective

PERSONAL DEVELOPMENT	Responsibility	Shows minimal effort in completing tasks on time; appears disengaged and disinterested; is defensive in response to constructive criticism; is uncertain of what needs to be done; never asks for help when needed; shows little regard for the belongings of others	Has a sense of direction in completing a task and strives to meet deadlines.; accepts and applies constructive criticism to improve work and contributes thoughts and ideas to discussions; is mindful of the value of others' personal belongings	Dependable, actively engaged, and able to follow-through to completion; sets realistic goals; willing to seek help when needed; takes care to keep things that belong to others in order and good condition	Sets and achieves new goals as project/situation develops; extends the scope of one's work and effort as a result of perceived benefits; always willing to seek help when needed and asks for it appropriately by doing own research first when possible; demonstrates consistent regard for others' personal belongings and environmental surroundings
	Respect	Fails to see value in and discounts the perspective of others; always defends self and compromises unwillingly; teamwork is lacking and rarely recognizes the need for trust	Will listen to others and makes an effort to put self in another's shoes; demonstrates a tolerance for different ideas and opinions; shows compassion; recognizes need for trust	Honors and reacts appropriately to others opinions, ideas, values, and feelings; creates a team environment that generates trust; is flexible and able to modify one's thinking, attitude, or behavior	Speaks out on behalf of others; seeks to promote compassion; goes beyond tolerance and demonstrates an appreciation for and acceptance of differences
	Accountability	Makes excuses for incomplete work; blames others; attempts to justify inappropriate or unacceptable behavior	Admits mistakes, wrong doings, or failure to act in an expected manner; makes an effort to correct decisions or repair relationships; accepts guidance	Accepts responsibility for one's own actions and outcomes	Assesses own behavior against personal standards; regularly assumes an accountable role and achieves goals accordingly.
	Self Management	Rarely monitors learning progress and consistently requires guidance; never uses feedback for self-improvement	Self directs with occasional teacher guidance; sometimes uses the feedback for self-improvement	Uses feedback and self reflection to guide behaviors and improve work; exhibits self control;	Monitors learning progress; always responds to feedback in a positive manner; self-corrects as needed
THINKING SKILLS	Problem Solving	Rarely provides useful research or ideas when participating in the group discussion; makes decisions without considering consequences	Identifies some constraints or obstacles; presents alternative solutions but the solutions fail to address critical parts of the problem	Ability to assess and frame problems; identify possible reasons for difference and devises a plan to resolve it; revises plan based on new findings	Actively looks for and suggests solutions to problems; identified creative solutions to the problem; engages in effective and valid trials
	Critical	Responds to information and ideas through prior knowledge, personal experience or emotional reaction	Analyzes information and ideas within a source, problem, or situation to develop a knowledge base	Evaluates, selects and uses resources for research; plan, design, execute, evaluate solutions, and identify improvements;	Analyzes, evaluates, and synthesizes information to understand diverse points of view, deepen knowledge base, and make reasoned judgments; looks for connections between subjects
	Creative	Generates ideas without exploring their originality, relevance, or connections to existing knowledge	Uses knowledge of existing structures to create original ideas, stories, models, projects, etc.	Able to see and express things in new and imaginative ways; is curious; takes risks, and steps past what is known	Creates a novel approach, structure, technique, or technological application that creates a need, satisfies a need, or solves a problem
LITERACIES	Civic/Social Literacy	Resists involvement and has difficulty seeing the relevance in their participation	Volunteers personal time for an established cause	Actively participates in promoting the public good, the environment, and democratic ideals	Forges a deep and lasting connection for a cause or social issue as demonstrated through ongoing commitment
	Information/Digital Literacy	Resists or avoids using technology resources to solve problems. When faced with a challenge with technology, student gives up	Seeks appropriate technology resources to solve problems with prompting. Seeks assistance from others when faced with technology challenges	Is willing to learn new tools. Uses digital equipment and resources to enhance learning, productivity, and creativity. Independently pursues solutions to technology challenges	Actively seeks the most current tools. When faced with a challenge with technology, student independently pursues solutions, often in creative and innovative ways.
	Wellness Literacy	Engages in unhealthy behaviors even if information and prompts are given	Identifies healthy choices and engages in healthy behaviors based on information, prompts, and examples provided by external sources	Selects strategies based on self-awareness and knowledge of healthy practices that contribute to the health and well being of oneself and others: social, emotional, physical, spiritual	Makes deliberate adjustments to personal behaviors based on current health, self-awareness, intrinsic motivation and newly-acquired knowledge to promote well-being and a healthy lifestyle.