

COLABORATION SKILLS				
CATEGORY	Excellent	Good	Average	Needs Improvement
Stay in your own space	Stays in seat the entire time. (4 points)	Stays in seat most of the time. (3 points)	Stays in seat at least half the time. (2 points)	Stays in seat less than half the time. (1 point)
Face front	The student faces forward the entire time. (4 points)	The student faces forward most of the time.	The student faces forward at least half the time.	The student faces forward less than half the time.
Use appropriate voice	Student uses appropriate volume so as not to disturb students not in group the entire time. (4 points)	Student uses appropriate volume so as not to disturb students not in group most of the time.	Student uses appropriate volume so as not to disturb students not in group at least half the time.	Student uses appropriate volume so as not to disturb students not in group less than half the time.
Participate	Responds on cue all of the time. (4 points)	Responds on cue most of the time.	Responds on cue at least half the time.	Responds on cue less than half the time.

WRITING SKILLS				
Commitments to Task	Was completely committed to the task.	Was committed to the task, with some minor distractions.	Was reasonably committed to the task, with minor distractions.	Was not committed to the task and was a distraction.
Creativity	Was very creative in the application of the task.	Was creative in the application of the task.	Showed some creativity in the application of the task.	Did not show any creativity in the application of the task.

Spelling and Punctuation	There were no spelling or punctuation errors.	There were some spelling and punctuation errors.	There were more than 5 spelling errors.	There were many spelling and punctuation errors
Creativity and innovation				
Creativity and Originality	The project demonstrates exceptional creativity, originality,	The project demonstrates advanced creativity, originality	The project demonstrates emerging creativity, originality,	Project demonstrates little or no understanding
IDEAS	<ul style="list-style-type: none"> •Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts 	<ul style="list-style-type: none"> •Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. •Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur 	<ul style="list-style-type: none"> •Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work 	<ul style="list-style-type: none"> •Develop, implement and communicate new ideas to others effectively
Representation of Chosen topic	The chosen theme is thoroughly evident throughout the project	The chosen theme is mostly evident throughout the project	The chosen theme is present in the project, but not well represented throughout	The chosen theme is barely apparent in the project.

Problem solving				
Summarized problem, question, or issue	The student did all three of the following items: The student wrote out the problem in the proper numerical sentence. AND/OR The student solved the problem with no mistakes. AND/OR The student wrote the answer in a sentence.	The student did 2 of the following but not all three: The student wrote out the problem in the proper numerical sentence. AND/OR The student solved the problem with no mistakes. AND/OR The student wrote the answer in a sentence.	The student did one of the following but not all three: The student wrote out the problem in the proper numerical sentence. AND/OR The student solved the problem with no mistakes. AND/OR The student wrote the answer in a sentence.	The student did not attempt to do this problem.
conflict solving	make sure all conflicts are resolved in the class room	-occasionally tries to be a mediator for conflicts	lets everything slip -does not do anything to solve conflicts	

Critical Thinking				
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by Omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description

	understanding			
Assesses conclusions, implications, and consequence	Identifies and discusses conclusions, Implications and consequences. Considers Context, assumptions, and evidence. Qualifies own assertions. Consequences are Considered and integrated. Implications are Developed and consider ambiguities.	Conclusions consider evidence of consequences Extending beyond a single issue. Presents implications that may impact other people or Issues. Presents conclusions as only loosely related to consequences. Implications may Include vague reference to conclusions.	Conclusions are absolute, and may Attribute conclusion to external authority.	Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic Summary.
Communicates own perspective, hypothesis, or Position.	Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and Information not from assigned sources. Justifies own view while integrating contrary interpretations.	Presents own position, which includes some Original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially	Position is clearly adopted with little Consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own	Fails to justify own opinion or Hypothesis is unclear or simplistic.
Responsibility:-				
Attendance	Consistently shows up to appointments on time	Occasionally shows up late but notifies the group	Always Shows up late without notification	Does not show up for appointments regularly without notification

Preparedness	Problems solves what additional information may be needed and brings that information in addition to the basic requirements	Brings basic information and/or materials necessary for appointment	Occasionally comes to appointments without the necessary information and/or materials	Regularly comes to appointments without the necessary information and/or materials
Personal Responsibility	Identifies own role in problem and sees their role in the solution and has/acquires necessary knowledge	Can identify own role in problem and sees their role in the solution but does not have necessary knowledge	Can identify own role in problem but wants others to "fix it"	Blames others for problems

Honesty:-				
Knowledge and Understanding	Extensive knowledge Form and structure used for effect Excellent unity through intro, body, conclusion	Knows main points Form and structure employed successfully Order laid out and followed Order clear and obvious	Some knowledge Basic form Basic facts Order provided but not followed	Little knowledge Inaccurate data/perception
Involved /Listens to Others	Always listens attentively to other storytellers. Is polite and does not appear bored or make distracting gestures or sounds	Usually listens attentively to other storytellers. Rarely appears bored and never makes distracting gestures or	Usually listens to other storytellers, but sometimes appears bored. Might once or twice accidentally make a gesture	Does not listen attentively. Tries to distract the storytellers, makes fun of them, or does other things instead of listening.

		sounds.	or sound that is distracting.	
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.

Hidden Potential realization				
Committed to their work/ their learning.	dedicated to their work/ and helps them reach their fullest potential.	Engaged and helps them but lacks motivation.	shows little interest	shows no interest in
responsible for managing and monitoring	is an excellent team leader and has excellent organizational skills	able to manage but needs assistance.	is lacking organizational skills and is having difficulty managing	is unable manage and monitor

Accountability:-				
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Amost always brings needed materials but sometimes needs to settle down and get to work.	Forgets needed materials or is rarely ready to get to work
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes	Usually provides useful ideas when participating in the group and classroom discussions. A strong group	Sometimes provides useful ideas when participating in the group and classroom discussion. A satisfactory group member.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate

	a lot of effort	member who tries hard.		
Time-Management	Routinely uses time well throughout the project to ensure things get done on time. Group does not need to adjust deadlines of work responsibilities because of this student's procrastination.	Usually uses time well throughout the assignment, but may have procrastinated on one thing. Group does not need to adjust deadlines of work responsibilities because of this student's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not need to adjust deadlines of work responsibilities because of this student's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines of work responsibilities because of this student's inadequate time-management

Leadership skills				
Responsibility	Demonstrates perfect attendance, always on time or early, and exceptional participation.	Demonstrates adequate attendance, arrives on time, and adequate participation.	Demonstrates average attendance, occasionally arrives late, and minimally participates	Has poor attendance, consistently tardy, and rarely participates.
Reliability	Quality work is submitted and/or provided on time. Keeps accurate records of field experience requirements.	Work is submitted on time. Student can be relied on to follow through with tasks.	Occasionally skips assignments or misses paperwork deadlines.	Frequently skips assignments or misses paperwork deadlines.
Openness	Openly contributes to the classroom learning environment as a result of	Demonstrates interest, passion, and curiosity. Asks questions and seeks information	Limited demonstration of interest, passion, and curiosity. Is sometime defensive about	Appears uninterested and does not demonstrate or share curiosity and passion. Is defensive about

	their interest, passion, and curiosity	related to instruction and classroom practice. Willingly incorporates suggestions and responds appropriately to feedback.	feedback and suggestions.	feedback and suggestions
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FLEXIBILITY:				
Flexibility and Adaptability	Easily adjusts to changes and always works towards the completion of the project.	Adjusts to change with some hesitation but does not allow it to interfere with the project's completion.	Has difficulty adjusting to change but eventually sees the project to completion.	Does not deal well at all with change. Allows change to seriously impede the completion of the project.
Participation and Contribution	Routinely provides useful ideas when participating in group discussions without dominating the conversation. Consistently draws on others' ideas and responds to them appropriately.	Sometimes provides useful ideas when participating in group discussions. Usually draws on others' ideas or responds to them.	Tries to provide useful ideas when participating in group discussions. Does not draw on others' ideas or respond to others' statements. Does what is required but with minimal effort.	Does not contribute to group discussion. Does not complete required components.
Positive Behavior	Always shows respect in speaking to others and welcomes others into the conversation.	Usually shows respect in speaking to others. Brings needed materials and is usually ready to	Does not always seem interested in others' comments. Sometimes needs to settle down before	Is often disrespectful when speaking to others. Often forgets needed materials and is rarely ready to

	Brings needed materials and is always ready to work.	work.	being ready to work.	work.
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Empathy				
Increase feelings of self worth	When students start to feel confident in their actions a reduction in defensive behavior will greatly reduce the number of conflicts that will begin over hurt feelings.	For the majority of the time, students will display an increase of feelings of self worth by displaying a confident demeanor, withholding the urge to defend oneself by attacking another person, and accepting responsibility for their own actions because they can accept humility	The student's behavior is monitored by submitting names to the weekly draw and positive self expressions are reinforced with affirmative emphasis	The students are aware of the fact that they are being taught to accept themselves and others
Increase respect for adults and persons of authority	When students disrespect the teacher, other students attempt to correct that student and this becomes the norm within classrooms, to display this level of reverence	For the majority of the time, students display respect for teachers, EA's and other adult personal within the school by following classroom rules and withholding the urge to defend or talk back when	The student's behavior is monitored by submitting names to the weekly draw and appropriate actions of respect are reinforced with positive emphasis	The students are aware of the fact that they are being taught to respect persons of authority.

		questioned.		
Increase expression of empathy to fellow students	Once empathy increases to the desired level, it is assumed that students will prefer these feelings of receiving empathy from others that it will become the norm within the school	For the majority of the time, students display empathy to fellow students by including them on the playground, and classroom activities, withholding the urge to name call or decrease other student's feelings of self-worth, and they will make positive statements to others	The student's behavior is monitored by submitting names to the weekly draw and appropriate actions of empathy are reinforced with positive emphasis.	The students are aware of the fact that they are being taught to become conscious of others feeling

Interpersonal skills				
Maintains Positive Relationships	Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude. • Motivates others by expressing confidence about the importance of the task and the ability of	Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude. • Motivates others by expressing confidence about the importance of the task and the ability of others to	Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude. • Motivates others by expressing confidence about the importance of the task and the ability of	Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude. • Motivates others by expressing confidence about the importance of the task and the ability of

	others to accomplish it.	accomplish it	others to accomplish it	others to accomplish it.
Interacts Effectively with Others	<ul style="list-style-type: none"> Engages in conversation by taking turns and listening to others without interrupting 	<ul style="list-style-type: none"> Engages in conversation in ways that facilitate others contributions by restating the views of others and/or asking questions for clarification. 	<ul style="list-style-type: none"> Engages in conversation in ways that facilitate others contributions by constructively building upon or synthesizing the contributions of others. 	<ul style="list-style-type: none"> Engages in conversation in ways that facilitate their contributions by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.

Communication Skills				
Organisation	<p>Completely prepared and had obviously rehearsed.</p> <ul style="list-style-type: none"> Information was well organised. Links between ideas were clear and ideas flowed logically from one point to the next 	<p>Demonstrates presentation was well prepared and rehearsed</p> <p>Organises information logically and clearly explains ideas</p>	<p>Pretty well prepared but needed more rehearsing.</p> <ul style="list-style-type: none"> Information was organised and ideas were explained 	<p>Lacked preparation and did not appear to have been rehearsed.</p> <p>Information lacked detail and was a bit disjointed.</p>
Delivery	<p>Natural, confident delivery that does not just convey the</p>	<p>Clear voice, generally effective delivery; minimal distracting</p>	<p>Low voice, occasionally inaudible; some distracting filler words and</p>	<p>Mumbles the words, audience members in the back can't hear anything; too</p>

	message but enhances it; excellent use of volume, pace etc.	gestures, etc., but somewhat monotone;	gestures; articulation mostly, but not always, clear;	many filler words; distracting gestures;
Relating to audience	Superb organization; builds on and provides support for the rest of the team's presentation; main points well stated and argued, with each leading to the next point of the talk.	Satisfactory organization; clear introduction; main points are well stated, even if some transitions are somewhat sudden; relation to the rest of the team's presentation clear	Audience has difficulty following presentation because of some abrupt jumps; some of the main points are unclear or not sufficient stressed;	Audience cannot understand presentation because of poor organization; introduction is undeveloped or irrelevant;

Digital Literacy				
Good researcher:	<ul style="list-style-type: none"> • is an effective researcher who uses advanced features of online databases • is an independent researcher who uses research techniques for their own work and is capable of teaching research techniques to others 	<ul style="list-style-type: none"> • is capable of demonstrating effective research using databases and citing sources with limited or no assistance • is not fully independent and is learning advanced research skills 	<ul style="list-style-type: none"> • is developing research skills in online databases; • is learning additional research methods to move towards effective research and critical thinking 	<ul style="list-style-type: none"> • is new to researching and is learning to use online databases • is developing an understanding and practice of citation and various formats
Application	Select and use applications effectively and productively	Advocate and practice safe , legal and responsible use of information	Communicate information and ideas effectively by using the variety of media	Apply existing knowledge to generate new ideas, process

		and technology	and formats	
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Contributorship skills				
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Monitors Group Effectiveness	Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.	Routinely monitors the effectiveness of the group and works to make the group more effective.	Occasionally monitors the effectiveness of the group and works to make the group more effective.	Rarely monitors the effectiveness of the group and does not work to make it more effective.

Integrity				
personality	Consistently encourages peers. Is not afraid to give a compliment or help a peer, when needed.	Help a peer, when in need. Will pick a friend up when they are down. Remains positive some of the	Does not lead peers with encouragement. Rarely is there for others. Does not demonstrate this asset at all.	No concern for others

	Remains positive most of the time.	time.		
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References:

- <http://rubistar.4teachers.org/in>
- <https://usm.maine.edu/sites/default/files/assessment/Rubric-CriticalThinking.pdf>
- <http://misterblack.wikispaces.com/file/view/honesty+rubric.pdf>
- <https://www.rcampus.com/rubricshowc>.
- <http://www.westernu.edu/>