

Reasoning: Aesthetic Analysis

Students' ability to analyze objective and subjective characteristics of art, music, performance art, literature, architecture, mass media, humanities and other forms of artistic expression

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
<p>classification identifies characteristics of art forms that place them into a genre or period</p>	<p>student correctly differentiates art forms that classifies them as part of a genre and/or period</p>	<p>student identifies characteristics of art forms that classifies them as part of a genre and/or period</p>	<p>student does not identify art forms as part of a genre and/or period</p>
<p>context recognizes the influences of culture on art forms</p>	<p>student correctly differentiates influences of culture on art forms</p>	<p>student recognizes the influences of culture on art forms</p>	<p>student does not recognize the influences of culture on art forms</p>
<p>subjective reflection articulates reasons for personal interpretations of art forms</p>	<p>student thoroughly explains reasons for personal opinions about art forms</p>	<p>student formulates personal opinions about art forms</p>	<p>student does not formulate personal opinions about art forms</p>

Collaboration

Students' ability to foster teamwork, consider needs of partners, and work toward a specific goal as part of a team

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
<p>contribution works productively, meets deadlines, and incorporates feedback as needed in cooperation with team members</p>	student positively impacts team productivity to meet deadlines and incorporates feedback effectively and efficiently	student meets deadlines and contributes to project and attempts to incorporate feedback	student does not meet deadlines, does not contribute to project and/or does not incorporate feedback
<p>fostering teamwork actively listens and acknowledges group members' perspectives and respectfully articulates own perspectives as they relate to the goal</p>	student actively listens to and acknowledges group members' perspectives and respectfully articulates own perspectives as they relate to the goal	student actively listens to group members' perspectives and articulates own perspectives as they relate to the goal	student does not actively listen and acknowledge group members and/or is unable to express perspectives with respect as they relate to the goal
<p>community perspective makes decisions by considering needs of identified partners</p>	student identifies and analyzes needs of partners and draws direct links from aspects of the project to identified needs	students' actions are linked to needs of identified partners	students actions are not linked to needs of identified partners
<p>conflict management effectively resolves differences of opinion to maintain team productivity</p>	student effectively promotes conflict resolution to maintain team productivity	student recognizes conflicts and makes efforts to resolve conflicts to maintain team productivity	student does not seek to resolve conflicts to maintain team productivity

Cultural Awareness

Students' ability to distinguish the complexity of cultural elements important to members of a culture

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
<p>knowledge recognizes the complexity of elements important to members of other cultures in relation to its history, politics, and economy as well as values, beliefs and practices and communication styles</p>	student recognizes interconnectedness of elements that influence culture	student recognizes elements that influence culture	student does not recognize elements that influence culture
<p>self-awareness & perceptions articulates how cultural values influence behavior and attitudes in the self</p>	student articulates how cultural values affect his or her behaviors	student recognizes how cultural values influence his or her behaviors	student does not recognize how cultural values influence his or her behaviors
<p>adaptability adapts to situations where cultural differences affect interactions</p>	student adapts to situations where cultural differences affect interactions	student recognizes situations where cultural differences affect interactions	student does not recognize situations where cultural differences affect interactions
<p>interaction interacts with others respectfully</p>	student empathetically adjusts communication and behavior to others' cues	student is inconsistent in empathetically adjusting communication and behavior to others' cues	student does not empathetically adjust communication and behavior to others' cues

Reasoning: Information Literacy

Students' ability to access, evaluate, and synthesize appropriate resources for a project, and to use resources ethically

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
<p>access accesses information of suitable type and scope using appropriate tools</p>	<p>student accesses information of suitable type and scope using appropriate tools</p>	<p>student accesses information of questionable type and/or limited scope using some appropriate tools</p>	<p>student does not access information of suitable type and scope and does not use appropriate tools</p>
<p>evaluation evaluates sources for credibility (e.g., bias, reliability, validity) and relevance to topic</p>	<p>student comprehensively evaluates sources for credibility and relevance and includes only appropriate sources</p>	<p>student inconsistently evaluates sources for credibility and relevance and includes inappropriate sources</p>	<p>student does not evaluate sources for credibility and relevance and does not include appropriate sources</p>
<p>synthesis combines own understanding with information from sources, accurately reflecting the author's intent, to address the topic</p>	<p>student synthesizes information to address the topic</p>	<p>student synthesizes information inconsistently and/or does not fully address the topic</p>	<p>student does not synthesize information to address the topic</p>
<p>ethical use uses resources ethically (e.g., avoiding plagiarism, avoiding copyright infringement) and cites sources appropriately</p>	<p>student uses resources ethically and correctly cites sources</p>	<p>student inconsistently uses resources ethically and inconsistently cites sources</p>	<p>student does not use resources ethically and/or does not cite sources</p>

Effective Communication: Interpersonal Communication

Students' ability to effectively communicate interpersonally in various situations to create meaning together.

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
purpose maintains intended purpose for a specific interaction	student maintains intended purpose for a specific interaction	student inconsistently maintains intended purpose for a specific interaction	student does not maintain intended purpose for a specific interaction
context uses appropriate verbal and nonverbal behaviors in the interaction (e.g., participants, topic, timing, language)	student uses appropriate verbal and nonverbal behaviors in the interaction	student uses appropriate verbal and nonverbal behaviors inconsistently in the interaction	student does not use appropriate verbal and nonverbal behaviors in the interaction
interacting creates shared meaning by displaying sensitivity, empathy, and appropriate emotion management	student displays sensitivity, empathy, and appropriate emotion management for the interaction	student displays sensitivity, empathy, and appropriate emotion management ineffectively in the interaction	student does not display sensitivity, empathy, and appropriate emotion management for the interaction
adaptability adjusts and/or clarifies communication to create shared meaning and manage conflict	student adapts communication to create shared meaning and manage conflict	student inconsistently adapts communication to create shared meaning and manage conflict	student does not adapt communication to create shared meaning and manage conflict
listening uses verbal/nonverbal behaviors to convey attentive engagement in the interaction (e.g., active listening, clarifying questions)	student listens actively and asks clarifying questions to convey engagement in the interaction	student inconsistently displays active listening and sometimes asks clarifying questions to convey engagement in the interaction	student does not listen actively or ask clarifying questions to convey engagement in the interaction

Reasoning: Problem Solving

Students' ability to analyze a task, apply tools, execute a plan, and reflect on its effectiveness

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
<p>task analysis analyzes parameters of task: identifies the problem and sets goals, establishes a process, and recognizes limitations to solve the problem</p>	student identifies the problem, analyzes the goal, steps to completion, and possible limitations of success	student attempts to identify the problem, analyze the goal, steps to completion, and possible limitations of success	student does not demonstrate problem identification, analysis of the goal, steps to completion, or possible limitations of success
<p>application applies cognitive and concrete instruments to accomplish tasks</p>	student uses appropriate tools to accomplish tasks	student attempts to use appropriate tools to accomplish tasks	student does not use appropriate tools to accomplish tasks
<p>execution follows a process, redirect as necessary, and work systematically toward the goal</p>	student methodically works toward goal; student evaluates steps and takes alternative actions as necessary	student attempts to work toward goal; student attempts to evaluate steps and take alternative actions as necessary	student does not work toward goal; student does not evaluate steps and take alternative actions as necessary
<p>reflection evaluates successes, failures, and implications for future tasks</p>	student evaluates the effectiveness of plan and considers implications for future tasks	student attempts to evaluate the effectiveness of plan and consider implications for future tasks	student does not evaluate the effectiveness of plan and consider implications for future tasks

Reasoning: Quantitative Reasoning

Students' ability to represent and interpret mathematical information and apply it to a task

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
<p>representation demonstrates mastery of mathematical information in a variety of modes (e.g., symbolically, visually, numerically, and verbally)</p>	student demonstrates mastery of mathematical modes of representation	student inconsistently demonstrates mathematical modes of representation	student does not demonstrate mathematical modes of representation
<p>application applies appropriate mathematical methods (e.g., numerical, analytical, graphical, and statistical) to solve a problem</p>	student applies appropriate mathematical methods to solve problems	student inconsistently applies appropriate mathematical methods to solve problems	student does not apply appropriate mathematical methods to solve problems
<p>interpretation draws inferences through interpretation of mathematical models (e.g., formulas, graphs, tables, and diagrams)</p>	student draws inferences through interpretation of mathematical models	student inconsistently draws inferences through interpretation of mathematical models	student does not draw inferences through interpretation of mathematical models
<p>analysis analyzes answers for validity of mathematical processes and results</p>	student analyzes answers for validity of mathematical processes and results	student inconsistently analyzes answers for validity of mathematical processes and results	student does not analyze answers for validity of mathematical processes and results

Reasoning: Scientific Reasoning

Students' ability to observe, hypothesize, test, analyze, interpret and reflect on scientific phenomena

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
observation observes and describes a phenomena and forms a question	student describes phenomena and forms a question	student, with guidance, describes phenomena and forms a question	student does not describe phenomena or form a question
hypothesis hypothesizes reasons and identifies the variables for the phenomena	student develops a hypothesis and identifies variables correctly	student, with guidance, develops a hypothesis and identifies variables	student does not develop a hypothesis or identify variables
experimentation designs and conducts an experiment to test the hypothesis and controls for variables	student designs and conducts an experiment including controls for key variables	student, with guidance, designs and conducts an experiment including controls for variables	student does not design and conduct an experiment and/or control for variables
analysis analyzes results	student analyzes results while accounting for key variables	student analyzes results	student does not analyze results
interpretation interprets results to confirm or reject the hypothesis	student interprets results to confirm or reject the hypothesis	student attempts to interpret results to confirm or reject the hypothesis	student does not interpret results to confirm or reject the hypothesis
reflection reflects on experiment to determine implications and limitations	student proposes modifications based on implications and limitations of the experiment	student recognizes implications and limitations of the experiment	student does not recognize implications or limitations of the experiment

Effective Communication: Verbal Communication

Students' ability to effectively communicate verbally when giving presentations

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
purpose maintains intended purpose for specific situation	student maintains intended purpose for specific situation	student inconsistently maintains intended purpose for specific situation	student does not maintain intended purpose for specific situation
audience adapts presentation for intended participants (including topic relevance, language choice, and audience engagement techniques)	student adapts presentation for audience	student inconsistently adapts presentation for audience	student does not adapt presentation for audience
content development develops main idea(s) and supports with appropriate evidence	student develops main idea(s) and supports with appropriate evidence	student inadequately develops main idea(s) and/or inadequately supports ideas with appropriate evidence	student does not develop idea(s) and does not support with appropriate evidence
organization organizes ideas in a unified manner using transitions	student organizes ideas in a unified manner using transitions	student inconsistently organizes ideas using some transitions	student inadequately organizes ideas using few or no transitions
delivery enhances effectiveness of message, both verbally and nonverbally (e.g., eye contact, vocal variety, gestures, etc.)	student enhances message with effective verbal and nonverbal delivery	student inadequately enhances message with effective verbal and nonverbal delivery	student does not enhance message with effective verbal and nonverbal delivery
format meets assignment guidelines (e.g., formatting/citation requirements, delivery guidelines, etc.)	student applies appropriate format with few errors	student applies appropriate format with numerous errors	student does not apply appropriate format

Effective Communication: Written Communication

Students' ability to effectively communicate in writing

Criteria	Proficient (able or skilled)	Developing (progressing)	Insufficient (incomplete or unsatisfactory evidence)
purpose maintains intended purpose for specific situation	student maintains purpose clearly and consistently	student attempts to maintain purpose but is inconsistent	student does not maintain purpose or purpose cannot be determined
audience adapts language and style (e.g., creative, technical, scientific, etc.) for intended participants	student clearly adapts language and style for intended participants	student adapts language and/or style for intended participants	student does not adapt language and style for intended participants
content development states main idea supported by evidence	student states main idea clearly and supports it with relevant, accurate evidence	student states main idea but supporting evidence is inadequate	student inadequately states main idea; supporting evidence is missing and/or poorly connected to the main idea
organization connects ideas in a unified manner using transitions	student connects ideas in a unified manner using transitions	student attempts to connect ideas in a unified manner using transitions	student does not connect ideas in a unified manner using transitions
mechanics employs correct grammar, punctuation, spelling, sentence structure, and syntax	student has few errors, but they do not interfere with comprehension	student has numerous errors, but they do not interfere with comprehension	student has numerous errors that interfere with comprehension
format meets assignment guidelines (e.g., formatting/citation requirements, submission guidelines, etc.)	student applies appropriate format with few errors	student applies appropriate format with numerous errors	student does not apply appropriate format

