

21st Century Skills Rubric

Collaboration			
Expert 4	Competent 3	Adv. Beginner 2	Beginner 1
Is a risk taker who shares ideas and works as a team player consistently. Raises questions and volunteers ideas regularly and clearly. Is equally effective in both demonstrating independent leadership and supporting the leadership of other group members. Listens effectively to and builds upon the ideas of others.	Stays on task and completes individual tasks. Occasionally raises questions and expands on ideas of others. Displays limited leadership. Takes risks occasionally but may lack follow through or abandon ideas quickly.	Has difficulty staying on task. Requires redirection from peers. Does not build upon ideas or share in the work load effectively.	Does not complete individual tasks or collaborate on group ideas/tasks. Requires teacher redirection.

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Problem Solving Skills			
Expert 4	Competent 3	Adv. Beginner 2	Beginner 1
<p>Takes risks. Approaches mistakes and setbacks as opportunities to grow. Displays creative ideas for approaching a problem. Actively considers and pursues multiple avenues to solutions and evaluates effectiveness. Works in collaboration with others to identify and approach problems that arise either in group or individual tasks.</p>	<p>Most of the time, the student engages in dialogue to collaborate on a solution. May occasionally take risks by trying out different options and evaluating effectiveness. May become discouraged when solutions first attempted are not successful.</p>	<p>Experiences difficulty approaching solutions to problems. Relies heavily on peer solutions. Displays hesitation in risk taking or evaluation of solutions. Becomes very discouraged when mistakes are made.</p>	<p>Does not actively seek solutions to problems. Waits for others to develop ideas and is disengaged in the problem solving process. Gives up or “quits” readily.</p>

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Oral Communication			
Expert 4	Competent 3	Adv. Beginner 2	Beginner 1
<p>A. Engages the audience with an authentic hook. Interacts with audience to maintain active participation. Complex sentences are produced with creative and accurate word choice that supports the content. Effective transitions are included.</p> <p>B. The sequence of the presentation inspires higher level thinking from the audience. Cause/Effect opportunities are included.</p> <p>C. Eye contact is appropriate for all audience members.</p> <p>D. Vocabulary is appropriate for the age and experience of the audience, but extended for knowledge building.</p> <p>E. Presenter thoroughly understands the content and invites/answers questions about it.</p> <p>F. Presenter's volume and enunciation are sufficient so that all of the audience can hear and understand.</p> <p>G. Inflection is used consistently to aide in conveying important points and meaning. May include visual supports.</p>	<p>A. Complex sentences are produced that support the content most of the time. Includes transitions. Interactions with audience are minimal and/or brief.</p> <p>B. The sequence of the presentation helps the audience to follow the content. Mostly fact based timeline.</p> <p>C. Eye contact is appropriate for most audience members.</p> <p>D. Vocabulary is appropriate for the age and experience of the audience.</p> <p>E. Presenter understands the content and can answer most questions.</p> <p>F. Presenter's volume and enunciation are sufficient so that most of the audience can hear and understand.</p> <p>G. Inflection is frequently used to aide in conveying important points or meaning.</p>	<p>A. Sentences or phrases are produced that support the content some of the time. Flow is abrupt, disjointed. Little audience interaction.</p> <p>B. The sequence of events is logical with sufficient details for audience understanding.</p> <p>C. Eye contact is appropriate for some audience members.</p> <p>D. Vocabulary is somewhat appropriate for the age and experience of the audience, but not consistent.</p> <p>E. Presenter understands the content and can answer some questions.</p> <p>F. Presenter's volume and enunciation are inconsistent which makes it difficult for some of the audience to hear and understand.</p> <p>G. Some inflection is used, but not always appropriate for conveying meaning.</p>	<p>A. Phrases or simple sentences are communicated. No audience engagement.</p> <p>B The sequence of events lacks sufficient detail for the audience to understand content.</p> <p>C. Eye contact with the audience is minimal.</p> <p>D. Vocabulary is simplistic (<i>stuff, things, you know</i>).</p> <p>E. Presenter has a basic understanding of the content, but cannot answer questions or does not invite questions.</p> <p>F. Presenter's volume and enunciation make it difficult for the audience to hear and understand.</p> <p>G. No inflection is used. (monotone)</p>

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Technology Integration			
Expert 4	Competent 3	Adv. Beginner 2	Beginner 1
<p>A. Selects and utilizes the appropriate digital tools to communicate with the intended audience for specified purposes. Wide understanding of available tools and selects from among multiple modes.</p> <p>B. Creates products using digital tools and processes appropriate to assigned purpose and intended audience using original ideas or research.</p>	<p>A. Uses some digital tools to communicate with intended audiences. Can compare and select digital tools for effective use.</p> <p>B. Creates products by composing, illustrating and communicating original ideas or research using digital tools.</p>	<p>A. Limited understanding or use of appropriate digital tools. Chooses between two consistently.</p> <p>B. Creates products by communicating original ideas and/or stories using digital tools.</p>	<p>A. Consistently uses one digital tool. Does not investigate or compare other options.</p> <p>B. Creates products by communicating ideas and stories using digital tools with significant teacher guidance.</p>

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