

## Access and Process Information Effectively<sup>1</sup>

<b>Criteria</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
Student accesses and collects information using technology or tools, and resources	Uses appropriate technology or tools, and credible resources to collect information independently	Uses appropriate technology, tools, and resources to collect information with assistance <sup>2</sup>	Uses technology, tools, and resources to collect information with substantial assistance <sup>3</sup>
Student utilizes gathered information to draw conclusions	Draws valid conclusion(s) based on the information gathered	Draws invalid or unrelated conclusion(s) based on the information gathered	Unable to draw conclusion(s) from information gathered without assistance

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<sup>1</sup> The assumption for all these rubrics is that they are applied for in-class work only

<sup>2</sup> assistance = clarification question; frequent assistance = step-by-step teacher hovering

<sup>3</sup> ergo, beginning might be for too much assistance or for use of unreliable sources

## Analyze, synthesize and apply

<b>Criteria</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
Student analyzes <sup>4</sup> information	Independently organizes evidence to reveal patterns	Identifies and organizes evidence with assistance	Identifies evidence with assistance but does not organize information
Student synthesizes <sup>5</sup> information	Independently synthesizes information	Synthesizes information with assistance	Restates rather than synthesizes information
Student applies <sup>6</sup> information	Applies the analysis and synthesis with evidence	Applies the analysis and synthesis without evidence	Summarizes the analysis and synthesis without application

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<sup>4</sup> Analyze = breaking down into components (differentiate, compare, contrast, distinguish)

<sup>5</sup> Synthesize = pulling parts together to form a new whole (design, construct, formulate, imagine, create)

<sup>6</sup> Apply = making use of in an authentic or relevant task

## Communicate clearly and effectively

<b>Criteria</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
focus (topic sentence or controlling idea)	Establishes a clear focus	Establishes a focus	Does not establish a focus
organization	Organizes content throughout	Demonstrates inconsistent organization	Lacks organization
support & evidence	Provides comprehensive and accurate support and evidence	Provides limited support and/or insufficient evidence	Provides inaccurate or irrelevant support or evidence
written expression <sup>7</sup>	Contains no significant errors in mechanics <sup>8</sup> or usage <sup>9</sup>	Contains significant errors in mechanics or usage	Contains extensive errors in mechanics or usage
oral expression <sup>10</sup>	Delivery is poised, clear, and confident throughout	Delivery is flat or ill-prepared	Delivery is not engaging and lacks preparation

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<sup>7</sup> Written expression only addresses mechanics and usage

<sup>8</sup> Mechanics i.e. spelling, punctuation, capitalization, paragraph structure

<sup>9</sup> Usage i.e. word choice, subject-verb agreement

<sup>10</sup> Teacher may choose to eliminate either the written expression or oral expression criteria (but not both)

## Work Collaboratively <sup>11</sup>

<b>Criteria</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
Dependability and Shared Responsibility	Self-directed. Sustains focus. Responsibility is shared.	Needs assistance outside of group. Focus needs redirecting. Responsibility is not shared.	Depends on assistance outside of group. Lacks focus. Responsibility is not shared.
Listening, Questioning and Discussing	Respectfully listens, interacts, discusses and poses questions to others during discussions.	Inconsistent engagement. Tends to dominate and/or withdraw from discussions.	Lacks engagement and/or impedes group discussion.
Task Completion	Accurately completes the task within their group setting.	Accurately completes task with outside assistance.	Task's completion is inaccurate.

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<sup>11</sup> Dependability and Shared Responsibility as well as Task Completion Criteria evaluate the entire group. Listening, Questioning and Discussing Criteria evaluates individual student performance.