

UPDATED Fall 2013



21st CENTURY SKILLS

Guide

TIPS & RUBRICS

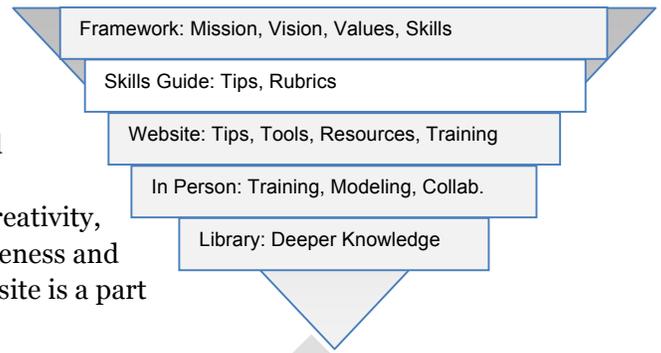


LUCIA MAR UNIFIED SCHOOL DISTRICT

Engage • Challenge • Inspire

TABLE OF CONTENTS

Introduction	ii
How to Use this Guide	
How to Use Tip Sheets	
About the Rubrics	
Contact Information	
Skill Rubrics and Skill Tips (Tip Sheets)	
Collaboration Rubric	1
Critical Thinking Rubric	2
Critical Thinking Tips	3
Problem Solving Rubric	4
Problem Solving Tips	5
Creativity Rubric	6
Creativity Tips	7
Communication K – 6 Rubric	8
Speaking, Listening, and Writing	
Communication 7 – 12 Rubric	10
Speaking, Listening, Media Literacy, and Writing	
Communication Tips	12
Technology Rubric	14
Technology Tips	15
Self-Direction Rubric	18
Self-Direction Tips	19
Global Awareness & Second Language Rubric	20
Global Awareness & Second Language Tips	21



Introduction

This guide was written to help Lucia Mar educators and students teach and learn the 21st Century Skills of Communication, Critical Thinking, Problem Solving, Creativity, Collaboration, Technology, Self-Direction, Global Awareness and Second Language. This guide along with the 21 CS website is a part of several 21 CS resources provided by our district.

Tip Sheets

The tip sheet defines a skill and breaks it down into key indicators or factors with sample techniques for implementing. The techniques are not sequenced formulas, detailed instructions, or comprehensive lists. They are suggested ways of teaching and practicing part of a skill. Greater detail on the techniques listed as well as additional techniques can be found under the Skills section of our district 21st Century Skills website at <http://www.lmusd21.org>.



Rubrics

The rubrics provide a general benchmark of competencies in demonstrating a skill. Three stages of measurement are specified, but the reader should view them as a continuous range of five stages. They are not meant to address particular grade levels, subjects, or projects. A teacher should refer to this benchmark as a guide when creating assessments for a particular assignment. A student can use the rubric for self-analysis in charting his or her progress toward mastery of a skill.

How to Use this Guide

The tips sheets and rubrics serve as a reference by teachers when creating lessons and by students when completing assignments. To best cultivate these skills in our students, teachers should strive to plan lessons and provide an active learning environment that engage, challenge and whenever possible utilize technology and media.

Didactic, Isolated, Low Relevancy	ENGAGEMENT	Constructive, Connected, Authentic
One response, Low-Order Thinking	CHALLENGE	Open Ended, High-Order Thinking
Low Integration, Used by Teacher	TECHNOLOGY & MEDIA	High Integration, Used by Students

Ideally learning should include all four levels in Norman Webb's [Depth of Knowledge](#).

A Work in Progress

Developing these skills in our staff and students is forging new ground for our district in somewhat uncharted territory. We expect this document to change often as we mature in this challenging endeavor. Please offer any comments and best practices you have to making this guide a useful and usable tool.

Contact

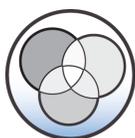
21st Century Skills: Curriculum & Instruction Department
 Lucia Mar Unified School District | 602 Orchard Ave, Arroyo Grande, CA 93420
 805-474-3000 | www.lmusd21.org



Collaboration Rubric

Collaboration means cooperating and contributing as a member of a productive group, interacting respectfully and flexibly with diverse teammates, and uniting with others to achieve a goal.

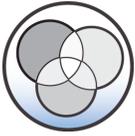
Indicators	Mastering (5)	Accomplishing (3)	Beginning (1)
Participate: <i>Organize and Contribute</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Prepares for personal contribution and for group functioning as a whole. <input type="checkbox"/> Provides useful, thoughtful ideas and feedback. Refocuses discussion when needed. <input type="checkbox"/> Organizes an effective working group, directs its efforts and checks its progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepares regularly. <input type="checkbox"/> Provides useful ideas and feedback. <input type="checkbox"/> Fully understands assignments and group's purpose. <input type="checkbox"/> Fulfills assigned role and takes ownership of group's objective. 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepares sometimes. <input type="checkbox"/> Provides useful ideas. <input type="checkbox"/> Understands most assignments and group's purpose. <input type="checkbox"/> Satisfactorily performs assigned role.
Communicate: <i>Give and Receive Information</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Shares relevant ideas and resources. Asks questions. Makes connections. <input type="checkbox"/> Raises concerns, provides potential solutions and works to resolve them. <input type="checkbox"/> Actively, respectfully listens to and seeks to accommodate diverse viewpoints. <input type="checkbox"/> Tactfully gives and accepts constructive feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shares ideas, resources and concerns. <input type="checkbox"/> Respectfully listens to and considers various points of view. <input type="checkbox"/> Provides specific feedback that is typically well received. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shares ideas. <input type="checkbox"/> Somewhat open to other points of view. <input type="checkbox"/> Makes comments, but in a general nature.
Unify: <i>Envision, Encourage, and Progress</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Cooperates and combines skills with others. Establishes vision and develops unity. <input type="checkbox"/> Self-directs and completes quality work on time. <input type="checkbox"/> Assists others and holds them accountable. <input type="checkbox"/> Promotes a positive, empathetic, encouraging, can-do atmosphere. 	<ul style="list-style-type: none"> <input type="checkbox"/> Finds ways to cooperate with others and combine skills with others. <input type="checkbox"/> Carries out responsibilities effectively. <input type="checkbox"/> Assists others. <input type="checkbox"/> Stays positive. 	<ul style="list-style-type: none"> <input type="checkbox"/> Desires to get along with others. <input type="checkbox"/> Completes individual work with some refocusing, but doesn't look for ways to advance the group. <input type="checkbox"/> Is mostly positive, but struggles to be during difficulty.
Review: <i>Evaluate Individual & Corporate Effort</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Frequently assesses group and individual progress and adjusts accordingly. <input type="checkbox"/> Reflects and seeks feedback to improve personal and group performance. <input type="checkbox"/> Reflections demonstrate integrity and empathy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Periodically analyzes group and individual performance. <input type="checkbox"/> Uses results mostly for group improvement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates personal and group efforts at the end of the goal but offers few suggestions for improvement.



Critical Thinking Rubric

Critical thinking involves diligently using sound reasoning to identify, analyze and evaluate information in order to make decisions, solve problems and establish beliefs.

Indicators	Mastering (5)	Accomplishing (3)	Beginning (1)
Understand: <i>Comprehend Scope, Essentials and Intent</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a clear understanding of the topic or assignment and its relevance or purpose. <input type="checkbox"/> Identifies its objective and essential components. <input type="checkbox"/> Appreciates its scope. <input type="checkbox"/> Asks open-ended questions that spark investigation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the topic or assignment and its relevance or purpose. <input type="checkbox"/> Identifies its objective. <input type="checkbox"/> Asks clarifying questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows basic understanding of the topic or assignment.
Analyze: <i>Examine and Interpret</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Compares, classifies and examines a wide variety of information checking for accuracy, relevance and completeness. <input type="checkbox"/> Determines the strength of several viewpoints using inquiry, objection and pointing out fallacy and errors. Looks at how to strengthen selected views. <input type="checkbox"/> Considers context and audience. <input type="checkbox"/> Questions assumptions and biases including one's own. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compares, classifies and examines information and different points of view. <input type="checkbox"/> Considers context and audience. <input type="checkbox"/> Questions biases and assumptions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses limited criteria to compare and classify. <input type="checkbox"/> Looks in a general way at a few points of view.
Evaluate: <i>Discuss, Defend and Infer</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Considers implications and draws robust conclusions using inductive and deductive reasoning. <input type="checkbox"/> Uses abstract thinking to identify useful patterns. <input type="checkbox"/> States clear assertions. Gives evidence along with any needed qualifications. 	<ul style="list-style-type: none"> <input type="checkbox"/> Considers implications and uses sound reasoning to draw logical conclusions. <input type="checkbox"/> States clear assertions and justifies with evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Jumps to conclusions without thoroughly evaluating. <input type="checkbox"/> Sometimes confuses fact and opinion. <input type="checkbox"/> States an assertion with some support when prompted.
Apply: <i>Narrow Down and Decide</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Selects viable options. <input type="checkbox"/> Thoroughly discusses alternatives, including new insights which arise, then makes fair decisions giving support for why. 	<ul style="list-style-type: none"> <input type="checkbox"/> Selects viable options. <input type="checkbox"/> Discusses alternatives then makes fair decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Selects options that may not meet objectives <input type="checkbox"/> Decides after some discussion. <input type="checkbox"/> Preconceptions or self-interest may affect decisions.



Critical Thinking Tips

Critical thinking involves diligently using sound reasoning to identify, analyze and evaluate information in order to make decisions, solve problems and establish beliefs.

Indicators	Actions	Various Techniques <i>(get more detail at http://www.lmusd21.org)</i>
Understand: <i>Comprehend Scope, Essentials and Intent</i>	Identify	<ul style="list-style-type: none"> • Generate questions through individual and group brainstorming. • Ask who, what, when, where, why and how. • Investigate using a diverse set of open-ended questions. • Allow for sufficient wait time when processing questions. • Actively read to comprehend. • Document prior, missing and new information with a KWL chart.
	Summarize	<ul style="list-style-type: none"> • Use various graphic organizers to explore and summarize a topic. • Document information using Cornell Notetaking System. • Paraphrase using GIST, Summary Ball, Summary Star, or One Word techniques. • Dialogue with others about what you learned.
Analyze: <i>Examine and Interpret</i>	Compare	<ul style="list-style-type: none"> • Use abstract thinking to identify patterns, analogies, metaphors or general rules. • Draw a Venn diagram or Frayer model.
	Classify	<ul style="list-style-type: none"> • Use a variety of discussion formats to sort out information. • Define key items, identify attributes, and organize.
	Determine	<ul style="list-style-type: none"> • Challenge assumptions and avoid biases. • View from different perspectives based on Six Thinking Hats. • Role play. • Exercise different perceptual positions. • Write down your views in various formats.
Evaluate: <i>Discuss, Defend, and Infer</i>	Reason	<ul style="list-style-type: none"> • Mind map cause and effect. • Apply inductive reasoning to move from specific facts to an idea. • Apply deductive reasoning to move from a general idea or rule to specific information.
	Exchange	<ul style="list-style-type: none"> • Support assertions with evidence. • Test claims for logical fallacies and biases. • Debate and discuss using ambiguity, contradiction, controversy, cold calling, spontaneous group dialogue and dialogue analysis. • Listen actively by repeating, paraphrasing and mirroring. • Keep an open mind and promote tolerance.
Apply: <i>Narrow Down and Decide</i>	Select	<ul style="list-style-type: none"> • Use a T-Chart or PMI (Plus/Minus/Interesting) chart to list pros and cons. • Weigh implications and consequences. • Reflect in writing on information presented. • Use a decision tree or matrix, ladder of inference, paired comparison or Pareto's 80:20 rule to select a strong conclusion.



Problem Solving Rubric

Problem solving involves utilizing knowledge, skill or understanding and applying that information to meet the demands of a new situation. The process necessitates critical thinking, creative thinking and decision making.

Indicators	Mastering (5)	Accomplishing (3)	Beginning (1)
Understand: <i>Define the Problem</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the problem and related factors. <input type="checkbox"/> Fully visualizes the problem. <input type="checkbox"/> Constructs a clear and insightful problem statement with evidence of all constraints, relevant factors and obstacles. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the problem. <input type="checkbox"/> Visualizes the problem at least partially. <input type="checkbox"/> Constructs a problem statement with evidence of most constraints and relevant factors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands some concepts of the problem. <input type="checkbox"/> Constructs a problem statement, but only considers some constraints or relevant factors.
Devise: <i>Figure out Potential Solutions</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses convergent and divergent thinking to identify a variety of unique solutions, answers or approaches. <input type="checkbox"/> Thoroughly examines the impact of related factors, feasibility and outcome of possible approaches. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies a few possible solutions, answers or approaches. <input type="checkbox"/> Adequately examines the feasibility and outcome of possible approaches. 	<ul style="list-style-type: none"> <input type="checkbox"/> Settles on a solution that only partially addresses the problem.
Apply: <i>Implement a Solution</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Implements and documents the process for a correct answer or effective approach. <input type="checkbox"/> Solves non-similar types of problems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements a mostly correct answer or effective approach but does not document the process. <input type="checkbox"/> Solves similar problems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not carry procedures far enough to reach a solution. <input type="checkbox"/> Solves similar problems with adult help.
Review: <i>Evaluate and Adjust</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Precisely analyzes the accuracy or effectiveness of a solution. <input type="checkbox"/> Shows a depth of understanding in the problem and solution by comparing and contrasting alternative approaches. <input type="checkbox"/> Completes further work if necessary. 	<ul style="list-style-type: none"> <input type="checkbox"/> Carefully analyzes the accuracy or effectiveness of a solution. <input type="checkbox"/> Understands why it works and can adapt it to related problems. <input type="checkbox"/> Considers the need for further work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Considers the accuracy or effectiveness of a solution, but shows little insight into its plausibility. <input type="checkbox"/> Develops no strategy for addressing similar problems or further work.



Problem Solving Tips

Problem solving involves utilizing knowledge, skill or understanding and applying that information to meet the demands of a new situation. The process necessitates critical thinking, creative thinking and decision making.

Indicators	Actions	Various Techniques <i>(get more detail at http://www.lmusd21.org)</i>
Understand: <i>Define the Problem</i>	Reframe	<ul style="list-style-type: none"> • Pose the problem in the form of a question or rephrase the problem. • View it from a different perspective. • Reverse the problem (i.e. If you want to win, ask what would it take to lose).
	Rethink	<ul style="list-style-type: none"> • Challenge assumptions. • Use concrete thinking (i.e. This ball is big.) and abstract thinking (i.e. Big is a relative size.)
	Chunk	<ul style="list-style-type: none"> • Break the problem into smaller parts or view it from a larger scale.
	Guess	<ul style="list-style-type: none"> • Guess then check, eliminate, and guess again.
	Visualize	<ul style="list-style-type: none"> • Draw a diagram or storyboard. Make a model. Act out. Write a list.
	Gather Facts	<ul style="list-style-type: none"> • Answer who, what, when, why, where, how. To what extent? What are causes and effects?
Devise: <i>Figure out Potential Solutions</i>	Brainstorm	<ul style="list-style-type: none"> • Try various forms of individual and group brainstorming. • Use morphological analysis to explore all possible solutions to a multi-dimensional problem. • Draw a concept fan to drill down and step back. • Use SCAMPER to generate ideas.
	Visualize	<ul style="list-style-type: none"> • Use various star, chart, tree, chain and sketch graphic organizers to identify and classify solutions.
	Select	<ul style="list-style-type: none"> • Use Affinity Diagram, Concept Screening, Force-field Analysis, Positive/Negative/Interesting/Concerning, New/Useful/Feasible, Six Thinking Hats to evaluate the best option.
Apply: <i>Implement a Solution</i>	Identify Steps and Resources Needed	<ul style="list-style-type: none"> • Mind map to document components and actions. • Use a How-How diagram to break down a process. • Account for aspects of the Head, Heart, and Hands in the plan. • Reverse plan to work backward from an ideal solution or future.
Review: <i>Evaluate and Adjust</i>		<ul style="list-style-type: none"> • Use a T-Chart or PMI (Plus/Minus/Interesting) chart to list pros and cons. • Review from different perspectives based on Six Thinking Hats. • Critique using hot, warm, cold feedback via the Critical Friends format.



Creativity Rubric

Creativity involves thinking and acting outside the box. It includes imagining and innovating beyond regular, established patterns, rules and ideas to develop something original that is expressive, meaningful, useful or aesthetically pleasing.

Indicators	Mastering (5)	Accomplishing (3)	Beginning (1)
Understand: <i>Observe and Extract Meaning</i>	<input type="checkbox"/> Finds patterns, uses compare/contrast, makes analogies in addition to asking 6Ws. <input type="checkbox"/> Notices and reflects on ordinary objects and situations. <input type="checkbox"/> Discovers relevant, interesting info from sources that others overlook.	<input type="checkbox"/> Asks who, what, when, where, why, and what if (6Ws). <input type="checkbox"/> Notices details in ordinary objects and situations.	<input type="checkbox"/> Sometimes asks who, what, when, where, why. <input type="checkbox"/> Can observe with prompting.
Devise: <i>Generate Ideas</i>	<input type="checkbox"/> Thinks of many, novel ideas that meet the requirements. <input type="checkbox"/> Initiates and often facilitates diverse collaboration on ideas. Incorporates group input into new ideas. <input type="checkbox"/> Demonstrates curiosity, tenacity, and lightheartedness in exploring new ideas.	<input type="checkbox"/> Thinks of some ideas that meet the requirements. <input type="checkbox"/> Presents ideas and submits feedback effectively with others. Generates new ideas from the collaboration. <input type="checkbox"/> Willing to explore new ideas despite ambiguity or risks.	<input type="checkbox"/> Able to think of ideas with help. <input type="checkbox"/> Communicates and works with others, but struggles to build new ideas from the collaboration. <input type="checkbox"/> Hesitant to pursue some ideas because of perceived risks.
Refine: <i>Evaluate and Enhance Ideas</i>	<input type="checkbox"/> Synthesizes diverse information to evaluate, elaborate and enhance or adapt an idea. <input type="checkbox"/> Has a clear vision of the desired outcome and understands the general steps and resources needed.	<input type="checkbox"/> Evaluates and elaborates enough detail to make an idea worth implementing. <input type="checkbox"/> Has a clear vision of the desired outcome.	<input type="checkbox"/> Uses sound reasoning to evaluate if an idea is worth implementing. <input type="checkbox"/> Conceptualizes the major parts of an idea.
Apply: <i>Implement or Develop an Idea</i>	<input type="checkbox"/> Makes a detailed, accurate plan before implementing. <input type="checkbox"/> Often recognizes challenges ahead of time. Invents novel workarounds. <input type="checkbox"/> Strives for excellence and personal best in the objective. <input type="checkbox"/> Reflects on the whole process for continuous improvement.	<input type="checkbox"/> Plans before implementing, but may overlook a few steps or resources. <input type="checkbox"/> Produces quality, relevant work with attention to detail despite challenges. <input type="checkbox"/> Learns from mistakes.	<input type="checkbox"/> Begins developing an idea without much planning. <input type="checkbox"/> Lowers standards when challenged. <input type="checkbox"/> Produces work that meets the objective. <input type="checkbox"/> Rarely sees value in mistakes.



Creativity Tips

Creativity involves thinking and acting outside the box. It includes imagining and innovating beyond regular, established patterns, rules and ideas to develop something original that is expressive, meaningful, useful or aesthetically pleasing.

Indicators	Actions	Various Techniques <i>(get more detail at http://www.lmusd21.org)</i>
Understand: <i>Observe and Extract Meaning</i>	Observe	<ul style="list-style-type: none"> • View things from another perspective by reading, talking, or role playing. • Pay attention. Listen intently. Seek to understand. • Don't overlook the obvious. • Pause and notice intentionally or when things happen by chance. • Broaden thinking by pairing topical keywords or listing synonyms.
	Analyze	<ul style="list-style-type: none"> • Challenge assumptions and rules. • Ask who, what, when, where, why and how. But don't answer too quickly. • Compare and contrast. • Look for patterns and analogies. Use metaphors.
	Embed	<ul style="list-style-type: none"> • Record your thoughts to increase your ability to tap them when imagining.
Devise: <i>Generate Ideas</i>	Brainstorm	<ul style="list-style-type: none"> • Try various forms of individual and group brainstorming. • State ideas as wishes. • Ask What if? • Reverse a situation or problem. • Use morphological analysis to explore various features of a subject. • Prompt thinking with a manipulative verb, random noun, relational term or peculiar picture. • Leap over space, time and reason constraints to explore new territory.
	Visualize	<ul style="list-style-type: none"> • Sketch, doodle, storyboard or use graphic organizers to process ideas.
	Organize	<ul style="list-style-type: none"> • Combine ideas. Maybe use an affinity diagram or concept fan. • Use cards, notes or graphic organizers. • Sort ideas into four categories: Ready to Use, Not Ready to Use, Too General and Needs Development. • Never throw away an idea.
Refine: <i>Enhance and Evaluate Ideas</i>	Solidify	<ul style="list-style-type: none"> • Bolster strong points of key ideas and shore up weak points. • Document the ideas.
	Select	<ul style="list-style-type: none"> • Evaluate and select an idea to do. This may require prototyping first. • Consider the skill, info, time, money, people and other resources needed.
Apply: <i>Implement or Develop an Idea</i>	Create	<ul style="list-style-type: none"> • Make a plan. • Gather what's required. • Carry out the idea. Utilize appropriate technology as needed. • Reflect on the process for continual improvement.



Communication Rubric K-6

Communication involves effective interpersonal skills during conversations and, discussions to build positive relationships with others and promote collaborative learning, it also involves listening effectively to decipher meaning, including knowledge, values, attitudes and intentions and to deliver effective oral presentations to communicate the results of inquiry.

Speaking

Factors	Mastery (5)	Accomplishing (3)	Beginning (1)
Physical Characteristics: <i>Eye contact, posture, movement /gestures</i>	<input type="checkbox"/> Consistent eye contact <input type="checkbox"/> Confident posture <input type="checkbox"/> Effective movement and gestures all of the time	<input type="checkbox"/> Eye contact most of the time <input type="checkbox"/> Natural posture some of the time <input type="checkbox"/> Effective movement and gestures some of the time	<input type="checkbox"/> Minimal eye contact <input type="checkbox"/> Poor posture <input type="checkbox"/> Distracting movements
Vocal Expression: <i>Volume, enunciation, inflection</i>	<input type="checkbox"/> Easy and enjoyable to hear and understand <input type="checkbox"/> Consistent inflection and enthusiasm	<input type="checkbox"/> Easy to hear and understand <input type="checkbox"/> Some inflection and enthusiasm	<input type="checkbox"/> Hard to hear or understand <input type="checkbox"/> No inflection or enthusiasm (monotone)
Language / Structure:	<input type="checkbox"/> Uses grammatically correct complex sentences that support the content <input type="checkbox"/> Utilizes creative and descriptive word choice <input type="checkbox"/> Strong topic statement, main points supported by details, conclusion is clear and supports topic	<input type="checkbox"/> Uses complex sentences that support the content <input type="checkbox"/> Vocabulary is appropriate for the age and experience of the audience <input type="checkbox"/> Sequence is logical and easy to follow	<input type="checkbox"/> Uses phrases or simple sentences <input type="checkbox"/> Vocabulary is simplistic (stuff, things, you know) <input type="checkbox"/> Ideas are out of sequence or lack sufficient detail
Response to Questions:	<input type="checkbox"/> Presenter thoroughly understands the content and can consistently answer questions	<input type="checkbox"/> Presenter understands the content and can answer most questions	<input type="checkbox"/> Presenter does not appear to understand content and is unable to answer questions
Visual Aids/Digital Tools: <i>(When appropriate)</i>	<input type="checkbox"/> Visual aids enhance the presentation through a creative format	<input type="checkbox"/> Visual aids enhance the presentation and support the content	<input type="checkbox"/> No visual aids or visual aids do not support the presentation content

Listening

Factors	Mastery (5)	Accomplishing (3)	Beginning (1)
Listening <i>Physical, summarizing, follows directions</i>	<input type="checkbox"/> Respects speaker through eye contact and appropriate body position all of the time <input type="checkbox"/> Able to connect and summarize all key points the speaker is trying to communicate <input type="checkbox"/> Consistently carries out grade level appropriate directions all of the time	<input type="checkbox"/> Respects speaker through eye contact and appropriate body position most of the time <input type="checkbox"/> Able to connect and summarize most key points the speaker is trying to communicate <input type="checkbox"/> Carries out grade level appropriate directions most of the time	<input type="checkbox"/> Little eye contact and appropriate body position most of the time <input type="checkbox"/> Able to connect and summarize most key points the speaker is trying to communicate <input type="checkbox"/> Unable to carry out grade level appropriate directions



Communication Rubric K-6 (Continued)

Communication involves effective interpersonal skills during conversations and, discussions to build positive relationships with others and promote collaborative learning, it also involves listening effectively to decipher meaning, including knowledge, values, attitudes and intentions and to deliver effective oral presentations to communicate the results of inquiry.

Writing

Factors	Mastery (5)	Accomplishing (3)	Beginning (1)
Content	<input type="checkbox"/> Content promotes higher level thinking and is clear and accurate	<input type="checkbox"/> Content is clear and mostly accurate	<input type="checkbox"/> Content is missing or vague
Vocabulary	<input type="checkbox"/> Vocabulary and word choice are creative and appropriate for the audience	<input type="checkbox"/> Vocabulary and word choice are appropriate for the audience	<input type="checkbox"/> Vocabulary and word choice are simplistic (stuff, things, and you know)
Conventions	<input type="checkbox"/> Conventions are appropriate in emphasizing the content and increasing understanding	<input type="checkbox"/> Conventions require some editing, but do not impede understanding of the content	<input type="checkbox"/> Conventions are inaccurate, the amount of editing needed impedes understanding of the content

DRAFT



Communication Rubric 7-12

Communication involves effective interpersonal skills during conversations and discussions to build positive relationships with others and promote collaborative learning, it also involves listening effectively to decipher meaning, including knowledge, values, attitudes and intentions and to deliver effective oral presentations to communicate the results of inquiry.

Speaking

Factors	Mastering (5)	Accomplishing (3)	Beginning (1)
Vocal Expression <i>Rate and Volume of Speech</i> <i>Pitch, Articulation and Pronunciation</i>	<input type="checkbox"/> Speaker is enjoyable to hear; uses expression and emphasis <input type="checkbox"/> Tone is confident and with purpose <input type="checkbox"/> Speaker uses a natural voice to create an emotional response in audience	<input type="checkbox"/> Speaker is easy to hear and understand <input type="checkbox"/> Tone is conversational, but with purpose <input type="checkbox"/> Voice sounds natural, neither patterned nor monotone <input type="checkbox"/> Speaker pronounces words clearly, correctly and without verbal fillers	<input type="checkbox"/> Speaker is hard to hear or understand <input type="checkbox"/> Voice or tone distracts from purpose of presentation <input type="checkbox"/> Excessive use of verbal fillers such as “um” “like” and “you know”
Physical Characteristics <i>Eye Contact, Posture, Gestures, Movement, Attire</i>	<input type="checkbox"/> Strong eye contact with entire audience <input type="checkbox"/> Posture and gestures are commanding and purposeful <input type="checkbox"/> Attire is chosen to enhance presentation	<input type="checkbox"/> Strong eye contact with entire audience <input type="checkbox"/> Posture conveys confidence <input type="checkbox"/> Gestures and movements are natural and effective <input type="checkbox"/> Attire is appropriate for audience and purpose	<input type="checkbox"/> Little eye contact with audience <input type="checkbox"/> Poor or slouchy posture <input type="checkbox"/> Movements are stiff or unnatural <input type="checkbox"/> Attire is inappropriate for audience <input type="checkbox"/> Nervous gestures, uncontrolled movements or nervous laughter
Appropriateness of Content and Language <i>For audience, purpose, and assignment</i>	<input type="checkbox"/> Examples and words are creative and well chosen for target audience <input type="checkbox"/> Speaker displays a clear understanding of assignment requirements, content, and purpose of presentation	<input type="checkbox"/> Speaker obviously considers the audience and uses appropriate language and examples <input type="checkbox"/> Speaker displays a clear understanding of assignment requirements and content <input type="checkbox"/> Speaker understands purpose of presentation	<input type="checkbox"/> Speaker uses inappropriate language, content or examples for this audience <input type="checkbox"/> Speaker does not demonstrate a clear understanding of the assignment or purpose of presentation

Listening

Factors	Mastering (5)	Accomplishing (3)	Beginning (1)
Listening	<input type="checkbox"/> Uses media effectively and independently <input type="checkbox"/> Effectively uses a format and style that is based on the communication purpose and audience	<input type="checkbox"/> Listens somewhat actively & attentively <input type="checkbox"/> Demonstrates minor interest <input type="checkbox"/> Beginning to provide verbal or nonverbal feedback, demonstrating some understanding	<input type="checkbox"/> Listens inattentively <input type="checkbox"/> Demonstrates a lack of interest in speaker's message <input type="checkbox"/> Appears to be disengaged, demonstrating minimal understanding



Communication Rubric 7-12 (Continued)

Communication involves effective interpersonal skills during conversations and discussions to build positive relationships with others and promote collaborative learning, it also involves listening effectively to decipher meaning, including knowledge, values, attitudes and intentions and to deliver effective oral presentations to communicate the results of inquiry.

Media Literacy

Factors	Mastering (5)	Accomplishing (3)	Beginning (1)
Media Literacy	<input type="checkbox"/> Uses media effectively and independently <input type="checkbox"/> Effectively uses a format and style that is based on the communication purpose and audience	<input type="checkbox"/> Uses media with some direction <input type="checkbox"/> Considers and attempts a format and style that is based on the communication purpose and audience	<input type="checkbox"/> Uses media only with direction <input type="checkbox"/> Does not consider purpose or audience

Writing

Factors	Clearly Competent (4) (An essay in this category is effective, demonstrating reasonable consistent mastery)	Competent (3) (An essay in this category demonstrates adequate mastery)	Developing Competence (2) (An essay in this category is inadequate, demonstrating developing mastery in one or more of the following weaknesses)	Beginning Competence (4) (An essay in this category is seriously limited, demonstrating limited mastery in one or more of the following weaknesses)
Organization	<input type="checkbox"/> Is well organized and focused, demonstrating coherence and progression of ideas	<input type="checkbox"/> Is generally organized and focused, demonstrating some coherence and progression of ideas	<input type="checkbox"/> Is limited in its organization or focus and may demonstrate some lapses in coherence or progression of idea	<input type="checkbox"/> Is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas
Development	<input type="checkbox"/> Effectively develops a point of view on the issue demonstrating strong critical thinking <input type="checkbox"/> Generally using appropriate examples, reasons and other evidence <input type="checkbox"/> Explains how the evidence illustrates and reinforces its thesis	<input type="checkbox"/> Develops a point of view on the issue <input type="checkbox"/> demonstrating competent critical thinking <input type="checkbox"/> Uses adequate examples, reasons and other evidence <input type="checkbox"/> Somewhat explains how the evidence illustrates and reinforces its thesis	<input type="checkbox"/> Develops a point of view on the issue but may do so inconsistently or use inadequate examples, reasons or other evidence	<input type="checkbox"/> Develops a vague point of view on the issue but may do so inconsistently or provides little or no evidence to support its position
Style	<input type="checkbox"/> Exhibits facility in use of language using appropriate vocabulary and variety in sentence structure <input type="checkbox"/> Is generally free of most errors in grammar usage and mechanic	<input type="checkbox"/> Exhibits adequate but inconsistent facility in use of language using generally appropriate vocabulary and some variety in sentence structure <input type="checkbox"/> Has some errors in grammar usage and mechanics	<input type="checkbox"/> Displays developing facility on the use of language and may use weak vocabulary, inappropriate word choice or problems with sentence structure <input type="checkbox"/> Contains an accumulation of errors in grammar usage and mechanics	<input type="checkbox"/> Displays fundamental error in vocabulary or sentence structure <input type="checkbox"/> Contains errors in grammar usage and mechanics that may obscure meaning



Communication Tips

Communication involves effective interpersonal skills during conversations and, discussions to build positive relationships with others and promote collaborative learning, it also involves listening effectively to decipher meaning, including knowledge, values, attitudes and intentions and to deliver effective oral presentations to communicate the results of inquiry.

Indicators	Actions	Various Techniques (get more detail at http://www.lmusd21.org)
Speaking: <i>Giving Information</i>	Discuss	<ul style="list-style-type: none"> ▪ Give timely, specific feedback that addresses observation rather than inference, behavior or process rather than people, and solutions more so than problems. ▪ Whether you are speaking or listening, looking into the eyes of the person with whom you are conversing can make the interaction more successful.
		<ul style="list-style-type: none"> ▪
	Body	<ul style="list-style-type: none"> ▪ Use and understand body language and visual cues. ▪ Make your whole body talk. Use smaller gestures for individuals and small groups. The gestures should get larger as the group that one is addressing increases in size. ▪ Make your words, gestures, facial expressions and tone match. Disciplining someone while smiling sends a mixed message and is therefore ineffective. If you have to deliver a negative message, make your words, facial expressions, and tone match the message. ▪ An open stance with arms relaxed at your sides tells anyone around you that you are approachable and open to hearing what they have to say.
Words	<ul style="list-style-type: none"> ▪ Speak clearly and don't mumble. If people are always asking you to repeat yourself, try to do a better job of articulating yourself in a better manner. ▪ People will judge your competency through your vocabulary. If you aren't sure of how to say a word, don't use it. ▪ If you're not sure of the meaning of a word, don't use it. Grab a dictionary and start a daily habit of learning one new word per day. Use it sometime in your conversations during the day. ▪ People will perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the point where people begin to finish your sentences just to help you finish. ▪ A high and soft voice can make you sound like prey to an aggressive co-worker or make others not take you seriously. Begin doing exercises to lower the pitch of your voice. Try singing, but do it an octave lower on all your favorite songs. Practice this and, after a period of time, your voice will begin to lower. ▪ Avoid a monotone and use dynamics. Your pitch should raise and lower periodically. Radio DJ's are usually a good example of this. ▪ Use a volume that is appropriate for the setting. Speak more softly when you are alone and close. Speak louder when you are speaking to larger groups or across larger spaces. 	



Communication Tips (Continued)

Communication involves effective interpersonal skills during conversations and, discussions to build positive relationships with others and promote collaborative learning, it also involves listening effectively to decipher meaning, including knowledge, values, attitudes and intentions and to deliver effective oral presentations to communicate the results of inquiry.

<p>Listening: <i>Receiving Information</i></p>	<p>Actively</p>	<ul style="list-style-type: none"> ▪ Eliminate distractions and make eye contact with the speaker. ▪ Nod or use other cues to show you're listening. ▪ Show empathy. ▪ Listen objectively while the person is speaking ▪ Follow the speaker's lead regarding how much they wish to reveal. ▪ Restate the speaker's points, if needed, to make sure you understood correctly. ▪ Ask questions to prompt the speaker to think about possible alternatives. ▪ Encourage the speaker and be optimistic. ▪ Ensure confidentiality
<p>Writing: <i>Conveying Ideas</i></p>	<p>Structure <i>(the way the content is laid out)</i></p>	<ul style="list-style-type: none"> ▪ Clarify your thoughts and the purpose of your communication before you start writing. In business communications, clarity is more important than style. ▪ Identify the key points, facts and themes ▪ Decide on a logical order for what you have to say ▪ Compose a strong introduction and ending. The first will make an immediate and positive impression on the reader; the second will remain in their mind after they have finished reading ▪ Use short paragraphs and sentences rather than long, rambling ones. Keep to one idea per paragraph and put your point in the first line, then add the supporting information. ▪ Help key points to stand out by the use of headings, sub-headings and bullet points. This will allow your reader to quickly scan your message for the main points.
	<p>Style <i>(the way it is written)</i></p>	<ul style="list-style-type: none"> ▪ How much information and detail will the reader need? ▪ Should you use specialist terms or should you "translate" these to make yourself understood by a generalist reader? ▪ How formal or informal should your writing be for your reader?
	<p>Content <i>(what you are writing about)</i></p>	<ul style="list-style-type: none"> ▪ Have you carefully checked the <u>spelling and punctuation</u>? ▪ Have you thought through in advance what you want to say? ▪ Have you a clear objective? ▪ Have you listed the essential points you wish to make? ▪ Have you made these points clearly? ▪ Have you developed your argument in a logical way? ▪ Have you allowed detail to obscure the main issues? ▪ Is the content positive and constructive? ▪ Have you shown an interest in the reader by writing with warmth, sensitivity and friendliness? ▪ Have you edited it through several revisions, honing the text until it is just right? ▪ Have you left it overnight if possible: your mind will assimilate it better and you will come back with a fresh view?



Technology Rubric

Students who are technologically competent are able to use technology to analyze, learn, and explore. They are lifelong learners and are able to work, live, and contribute to the social and civic fabric of their communities.

Indicators	Mastering (5)	Accomplishing (3)	Beginning (1)
<p>Operation & Concepts: <i>Understand technology concepts, systems, and operations</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Performs complex tasks independently <input type="checkbox"/> Can troubleshoot some advanced operational difficulties 	<ul style="list-style-type: none"> <input type="checkbox"/> Performs routine tasks independently with minimum assistance <input type="checkbox"/> Can troubleshoot common operational difficulties 	<ul style="list-style-type: none"> <input type="checkbox"/> Does basic operations with help <input type="checkbox"/> Unable to troubleshoot
<p>Safe, Responsible & Ethical: <i>Understand human, cultural, and societal issues related to technology and legal and ethical behavior</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Takes a leadership role in collaborative work with technology <input type="checkbox"/> Models a high level of respect for personal and physical safety <input type="checkbox"/> Models technology with appropriate concern for personal and physical safety <input type="checkbox"/> Demonstrates clear understanding of the legal and ethical use of technology 	<ul style="list-style-type: none"> <input type="checkbox"/> Usually works cooperatively and collaboratively with technology <input type="checkbox"/> Demonstrates some understanding of the legal and ethical use of technology <input type="checkbox"/> Uses technology with appropriate concern for personal and physical safety 	<ul style="list-style-type: none"> <input type="checkbox"/> Seldom works cooperatively and collaboratively with technology <input type="checkbox"/> Demonstrates little or no evidence of understanding the legal or ethical use of technology <input type="checkbox"/> Demonstrates little or no evidence or concern for personal or physical safety
<p>Research & Information Fluency <i>Gather, evaluate, and use information</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formulates problems and chooses appropriate strategy using technology <input type="checkbox"/> Consistently uses the most appropriate technology resources to gather information <input type="checkbox"/> Consistently researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Formulates problems and chooses appropriate strategy with some guidance using technology <input type="checkbox"/> Uses a variety of technology resources to gather information <input type="checkbox"/> Usually evaluates the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates little or no evidence of formulating problems and chooses appropriate strategy <input type="checkbox"/> Uses few or inefficient technology resources to gather information <input type="checkbox"/> Seldom evaluates the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
<p>Creativity and Innovation <i>Think creatively, construct knowledge & develop innovative products</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Designs and develops advanced products with little or no assistance <input type="checkbox"/> Consistently seeks new resources to support work projects <input type="checkbox"/> Fluently communicates and/or illustrates ideas with technology 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses technology to design, develop, publish, and present a product with minimum assistance <input type="checkbox"/> Routinely uses a variety of resources <input type="checkbox"/> Communicates and/or illustrates ideas with technology 	<ul style="list-style-type: none"> <input type="checkbox"/> Needs much assistance to produce a product using technology <input type="checkbox"/> Tends to use a minimum of resources repeatedly <input type="checkbox"/> Communicates and/or illustrates ideas with difficulty using technology



Technology Tips

Students who are technological competent are able to use technology to analyze, learn, and explore. They are lifelong learners and are able to work, live, and contribute to the social and civic fabric of their communities.

Indicators	Grade	Various Techniques <i>(get more detail at http://www.lmusd21.org)</i>
Understand: <i>Concepts, systems and operations</i>	K-3	<ul style="list-style-type: none"> • Know the parts of the computer and how to operate • Use technology at home and school • Building word processing techniques • Explore multimedia • Locate and use letters, numbers, and special keys on a keyboard. • Place the cursor at a specified location. • Identify items by different attributes using manipulatives and/or software. • Recognize the characteristics of multimedia. • Identify and discuss essential technology terms. • Identify basic word processing terms. • Participate in the creation of a class multimedia project.
	4-6	<ul style="list-style-type: none"> • Identify essential computer terms. • Identify the function of physical components of a computer system • Use technology tools to collect, analyze, and display data. • Identify the physical components of a computer system as either input, output, or processing drives. • Explain the differences between a non-networked and networked computer. • Use keyboarding skills to improve speed and accuracy and productivity. • Use the word processing application to create and format a document. • Identify essential database and spreadsheet terminology. • Search information using more than one criterion and explain strategies used to locate information. • Recognize the differences between print and electronic databases.
	7-8	<ul style="list-style-type: none"> • Enter and edit data into a prepared spreadsheet to test simple “what if” statements. • Select appropriate spreadsheet functions to solve problems.
	9-12	<ul style="list-style-type: none"> • Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects. • Select and use appropriate technology tools to efficiently collect, analyze, and display data.



Technology Tips (Continued)

Students who are technological competent are able to use technology to analyze, learn, and explore. They are lifelong learners and are able to work, live, and contribute to the social and civic fabric of their communities.

Digital Citizenship: Legal and ethical

K-3

- Identify the computer as a machine that helps people work and play.
- Identify the physical components of a computer system.
- Demonstrate respect for the work of others.
- Demonstrate correct care and use of computers.
- Identify word processing software as a tool for writing
- Respect for the work of others
- Awareness of copyright law

4-6

- Recognize ownership, security, and privacy issues.
- Recognize the benefits of word processing.
- Recognize how electronic databases are used in the community.
- Identify telecommunications technologies used to locate information.
- Identify the ways in which technology has changed the lives of people
- Identify violations of the copyright law.
- Recognize the correct use of copyrighted materials in multimedia products.
- Identify the need for acceptable use policies.
- Exhibit ethical behavior relating to security, privacy, passwords, and personal information.
- Recognize the need for protection of software and hardware from computer viruses and vandalism.
- Recognize video conferencing as a method of interactive communication.
- Describe the use of the HSE Acceptable Use Policy.
- Identify uses of technology in the workplace.

7-8

- Exhibit ethical behavior in relating to security, privacy, passwords, and personal information.
- Demonstrate an understanding of copyright law by citing sources of copyrighted materials in papers, projects, and multimedia presentations.
- Describe the impact of technology on the skills needed for the workplace.

9-12

- Exhibit ethical behavior in relating to security, privacy, passwords, and personal information
- Select and use appropriate technology to communicate in other languages with other cultures.
- Adhere to fair use and multimedia copyright guidelines, citing sources of copyrighted materials in papers, projects, and multimedia presentations.



Technology Tips (Continued)

Students who are technological competent are able to use technology to analyze, learn, and explore. They are lifelong learners and are able to work, live, and contribute to the social and civic fabric of their communities.

Apply: Access, analyze, interpret, synthesize, apply, and communicate

K-3

- Group and sequencing
- Use electronic database to locate information
- Gather, organize, and display information
- Build word processing skills
- Use drawings tools
- Conduct online research and evaluate the information found
- Use spreadsheets and databases relevant to classroom assignments
- Choose charts/tables or graphs to best represent data
- Use word processing/desktop publishing for classroom assignments/projects
- Use a variety of technological tools to develop projects in content areas
- Collect, sort, and organize information to display as a graph or chart.
- Interpret data on charts/graphs and make predictions.

4-6

- Enter and edit data in a prepared spreadsheet and observe the results.
- Create, format, save, and print a word processed document.
- Create a table/graph from spreadsheet data.
- Create a multimedia project and cite sources of copyrighted material.
- Evaluate information found via telecommunications for content and usefulness.

7-8

- Select and use technology tools to collect, analyze, and display data.
- Use word processing/desktop publishing for assignments/projects.
- Research, create, publish, and present projects related to content areas using a variety of technological tools.
- Search and sort information using more than one criterion and explain strategies used to find information.
- Create/modify and use a database relevant to a classroom assignment.
- Create/modify and use a spreadsheet to solve problems related to content areas.
- Choose charts/tables or graphs to best represent data and justify rationale.
- Evaluate the information from electronic sources as to validity, appropriateness, content, and usefulness.

9-12

- Select and use appropriate technology tools to efficiently collect, analyze, and display data.
- Select and use appropriate technologies as a means of artistic expression.
- Use electronic resources for research.
- Use technological tools for class assignments, projects, and presentations



Self-Direction Rubric

A self-directed and independent learner is one who is characterized by utilizing time and managing workload efficiently. The learner also monitors, defines, prioritizes and completes tasks without direct oversight.

Indicators	Mastering (5)	Accomplishing (3)	Beginning (1)
Goal Setting: <i>Decision, planning, accomplish</i>	<input type="checkbox"/> Student independently utilizes strategies to set quality goals <input type="checkbox"/> Demonstrates effort without prompting (often participates)	<input type="checkbox"/> Student applies strategies to set meaningful goals, seeking minimal assistance	<input type="checkbox"/> Student has difficulty using strategies in the goal-setting process and rarely participates without on-going teacher assistance
Focus: <i>Attention toward goal & relevant activities</i>	<input type="checkbox"/> Student independently maintains focus and perseveres during the learning process <input type="checkbox"/> Generally stays on task and is prepared for class	<input type="checkbox"/> Student occasionally needs redirection to focus on the learning process	<input type="checkbox"/> Student is unfocused and requires frequent redirection to focus on the learning process.
Self-Instruction: <i>Educating or instructing</i>	<input type="checkbox"/> Student applies strategies independently for self-instruction, solving problems and seeking appropriate help only if necessary. <input type="checkbox"/> Pursues knowledge and/or experiences independently within course expectations. <input type="checkbox"/> Investigates without reliance on the teacher.	<input type="checkbox"/> Student applies strategies and problem-solves with occasional teacher/appropriate assistance. <input type="checkbox"/> Investigates but occasional relies on the teacher.	<input type="checkbox"/> Student lacks strategies to learn and rarely engages in problem solving. Sometimes seeks inappropriate help.
Self-Monitoring: <i>Responsible observing & recording</i>	<input type="checkbox"/> Student monitors learning progress, self-correcting as needed.	<input type="checkbox"/> Student monitors learning progress, self-correcting occasionally with teacher guidance	<input type="checkbox"/> Student rarely monitors learning progress and consistently requires teacher guidance.
Effective Use of Resources: <i>Responsible use of information</i>	<input type="checkbox"/> Student selects and uses resources independently	<input type="checkbox"/> Student selects and uses resources with minimal teacher guidance	<input type="checkbox"/> Student frequently requires teacher guidance to select and use resources effectively
Self-Evaluation and Reflection: <i>Responsible observing, recording & reflecting</i>	<input type="checkbox"/> Accepts most responsibility for own effort, ability and actions Student independently or occasionally reflects upon learning independently, identifying strengths and weaknesses, using feedback and modifying work accordingly.	<input type="checkbox"/> Student occasionally reflects upon learning independently, identifying strengths and weaknesses, using feedback, and modifying work.	<input type="checkbox"/> Student frequently requires teacher prompting to reflect upon learning, identify strengths and weaknesses, use feedback, and modify work.



Self-Direction Tips

A self-directed and independent learner is one who is characterized by utilizing time and managing workload efficiently. The learner also monitors, defines, prioritizes and completes tasks without direct oversight

Indicators	Action	Various Techniques <i>(get more detail at http://www.lmusd21.org)</i>
Responsible: <i>Observing & recording</i>	Ownership & Management	<ul style="list-style-type: none">• Manages the context including the social setting, resources, and actions• Monitors, evaluates and regulates their cognitive learning strategies• Responsibility in making learning meaningful
Goal Oriented: <i>Deciding, planning accomplishing</i>	Attentive	<ul style="list-style-type: none">• Motivated to participate• Independently focused on task• Prepared for class• Curious and willing to try new things• View problems as challenges, desire change, and enjoy learning• employ different strategies
	Disciplined	<ul style="list-style-type: none">• Willing to see a task through to the end so that goals are achieved• Persistent, independent, self-disciplined, and self-confident• Ability to transfer conceptual knowledge to new situations
	Communication	<ul style="list-style-type: none">• Explore ideas through peer discussions• Collaborate with teachers and peers• Is an effective learner and social being
	Reflective	<ul style="list-style-type: none">• Reflective on what they did and willing to revise attempted work on what they did.• Able to bridge the gap between school knowledge and real-world problems



Global Awareness & Second Language Rubric

Students who are culturally and globally competent value diversity, exhibit an informed sensitivity, and actively engage with/in other cultures

Indicators	Mastering (5)	Accomplishing (3)	Beginning (1)
Cultural Self-Awareness: <i>Embracing one's culture and understanding the culture of others</i>	<input type="checkbox"/> Describes similarities and differences of own cultural beliefs, values and practices and those of different cultures.	<input type="checkbox"/> Recognizes similarities between own cultural beliefs, values, and practices and those of other cultures	<input type="checkbox"/> Shows minimal awareness of others' cultural beliefs, values, and practices (even those shared with own culture).
Worldview: <i>Perceiving the world</i>	<input type="checkbox"/> Demonstrates a clear understanding of the essential elements (e.g., values, norms, beliefs, history, economy, etc.) of the culture/region under study and can clearly discuss relevant issues. <input type="checkbox"/> Asks deeper questions about other cultures and seeks out answers to these questions.. <input type="checkbox"/> Explains current issues and their relevance within a cultural or global context.	<input type="checkbox"/> Demonstrates partial understanding of the essential elements (e.g., values, norms, beliefs, history, economy, etc.) of the culture/region under study. <input type="checkbox"/> Asks simple or surface questions about other cultures. <input type="checkbox"/> Identifies and explains a current issue within a cultural or global context.	<input type="checkbox"/> Demonstrates surface understanding of the essential elements (e.g., values, norms, beliefs, history, etc.) of the culture/region under study. <input type="checkbox"/> States minimal interest in learning more about other cultures. <input type="checkbox"/> Identifies a current issue within a cultural or global context with assistance.
Intercultural Experience (Second Language): <i>Interacting with people whose culture is different from students</i>	<input type="checkbox"/> Understands the value of being multilingual; is working toward proficiency. <input type="checkbox"/> Identifies cultural differences in verbal and non-verbal communication in most familiar situations and is able to negotiate a shared understanding based on those differences. <input type="checkbox"/> Initiates opportunities to communicate, interact, and work positively with individuals from different cultural groups. <input type="checkbox"/> Engages in behaviors that demonstrate an awareness of and sensitivity to the dangers of stereotyping and cultural bias.	<input type="checkbox"/> Is willing to learn another language; but is not fully aware of the value of this skill. <input type="checkbox"/> Recognizes some cultural differences in verbal and nonverbal communication; is aware that misunderstandings can occur based on those differences, but begins to negotiate a shared understanding. <input type="checkbox"/> Communicates, interacts, and works with individuals from different cultural groups when directed. <input type="checkbox"/> Sometimes engages in behaviors that demonstrate lack of awareness of and/or sensitivity to the dangers of stereotyping and cultural bias.	<input type="checkbox"/> Is not aware of the importance of learning other languages or is not interested in learning other languages. <input type="checkbox"/> Has minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding. <input type="checkbox"/> Communicates, interacts, or works ineffectively with individuals from different cultural groups. <input type="checkbox"/> Engages in behaviors that demonstrate lack of awareness of and/or sensitivity to the dangers of stereotyping and cultural bias.
Technology & Cultural Diversity <i>Understands differences and technology</i>	<input type="checkbox"/> Understands the way technology impacts his/her own and others' worldview.	<input type="checkbox"/> Understand that technology allows access to other cultures, but does not understand the impact of this access on worldviews.	<input type="checkbox"/> Does not understand how technology impacts his/her own and others' worldviews.



Global Awareness & Second Language Skill Tips

Students who are culturally and globally competent value diversity, exhibit an informed sensitivity, and actively engage with/in other cultures

Indicators	Action	Various Techniques (get more detail at http://www.lmusd21.org)
Culture: <i>Understanding & tolerance</i>	Knowledge	<ul style="list-style-type: none">• Is familiar with different cultural characteristics, history, values, belief systems and behaviors of the members of another ethnic group
	Awareness	<ul style="list-style-type: none">• Has a sensitivity and understanding of another ethnic group.• Is open and flexible in developing relationships with others• Has an understanding of different cultures and their own
	Sensitivity	<ul style="list-style-type: none">• Understands that cultural differences as well as similarities exist, without assigning values (i.e., better or worse, right or wrong), to those cultural differences
Second Language: <i>Intercultural experience</i>	Communication	<ul style="list-style-type: none">• Understand the value of being multilingual• Initiates communication in a language other than their native tongue• Identifies cultural differences in verbal and non-verbal communication• Able to negotiate a shared understanding• Have a choice of modifying their cultural boundaries and adapting to the culture around them

DRAFT