

1. Taking Responsibility for One's Own Learning and Performance

NOT PROFICIENT

- Student does not take responsibility for or does not complete his/her tasks within the group (e.g., does not make an effort to do high-quality, on-time work)
- Student is often off-task or disengaged (e.g., doesn't say much; isn't listening attentively; isn't doing related work)
- Student does not use feedback in a constructive way (e.g., becomes defensive, does not use feedback from others to improve his/her work or understandings)

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NP = Not proficient P = Proficient

PROFICIENT

- + Student takes responsibility for and completes his/her tasks within the group (e.g., making an effort to do high-quality, on-time work)
- + Student is on-task and engaged in whatever the group is doing/discussing (e.g., is contributing relevant knowledge, opinions, and skills; is listening attentively to others)
- + Student uses feedback in a constructive way (e.g., does not become defensive, uses feedback from others to improve his/her work or understandings)

Notes:

____ Points earned / ____ Points possible

2. Maximizing Group Task Performance

NOT PROFICIENT

- Student does not pay attention to the quality of the work and understanding of other members and of the group as a whole
- Student does not use discussion facilitation strategies for improving the effectiveness the group's task-related conversations (e.g., does not summarize comments, ask for clarification, build consensus)
- Student does not use project management strategies—when applicable—for improving the effectiveness of the group's work on the task (e.g., does not create timelines; identify or set goals; prioritize and allocate tasks; organize resource-gathering; monitor progress; keep group on task)

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NP = Not proficient P = Proficient

PROFICIENT

- + Student pays attention to the quality of the work and understanding of other members and of the group as a whole, taking action to improve it when appropriate (e.g., offering feedback/assistance to others)
- + Student uses discussion facilitation strategies for improving the effectiveness the group's task-related conversations (e.g., summarizes comments, asks for clarification, builds consensus)
- + Student uses project management strategies—when applicable—for improving the effectiveness of the group's work on the task (e.g., creates timelines; identifies or sets goals; prioritizes and allocates tasks; organizes resource-gathering; monitors progress; keeps group on task)

Notes:

____ Points earned / ____ Points possible

3. Managing Social Relations

NOT PROFICIENT

- Student generally does not show respect for the ideas, opinions, values and feelings of other group members (e.g., is rude, does not acknowledge what others have to say, uses putdowns)
- Student is generally not able to work well with diverse group members (e.g., withdraws, is uncooperative, causes conflict)
- Student does not actively encourage group cohesion (e.g., does not help manage/resolve conflict within the group; does not set a positive tone in words and actions)

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PROFICIENT

- + Student consistently shows respect for the ideas, opinions, values, and feelings of other group members (e.g., is polite, acknowledges what others have to say, offers only constructive criticism—no put-downs)
- + Student works well with diverse group members; cooperates and does not cause conflict
- + Student actively encourages group cohesion (e.g., by helping to manage/resolve conflict within the group or by setting a positive tone in words and actions)

Notes:

____ Points earned / ____ Points possible

21ST CENTURY SKILLS ASSESSMENT RUBRIC: PRESENTATION

Part I—Individual Components*

1. Style of Presentation		
NOT PROFICIENT	←NP----- Approaching -----P→	PROFICIENT
<ul style="list-style-type: none"> - Student does not choose the style of presentation most appropriate for its goals (e.g., is too informal or does not take it seriously) - Student does not adjust wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., says too little or too much, or uses unfamiliar terms and concepts without explaining them) 	<p>←NP----- Approaching -----P→</p> <p>←NP----- Approaching -----P→</p> <p><i>NP = Not proficient P = Proficient</i></p>	<ul style="list-style-type: none"> + Student chooses the style of presentation most appropriate for its goals (e.g., to persuade, inform, explain, entertain) + Student adjusts wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., does not say too little or too much, or use unfamiliar terms and concepts without explaining them)
Notes:		_____ Points earned / _____ Points possible
2. Delivery (appearance, voice, eye contact)		
NOT PROFICIENT	←NP----- Approaching -----P→	PROFICIENT
<ul style="list-style-type: none"> - Student does not have appropriate body posture, movement, use of gestures, or attire - Student's voice is too quiet or unclear; delivery may be too rushed and/or have interruptions, hesitations, or excessive use of filler words (e.g., "um," "you know," "so...") - Student does not make frequent eye contact (e.g., screen or notes are read or referred to excessively, without looking at audience) 	<p>←NP----- Approaching -----P→</p> <p>←NP----- Approaching -----P→</p> <p>←NP----- Approaching -----P→</p> <p><i>NP = Not proficient P = Proficient</i></p>	<ul style="list-style-type: none"> + Student has appropriate body posture, movement, use of gestures, and attire + Student's voice is consistently audible and clear; delivery is not too rushed and is without interruptions or hesitations, with minimal use of filler words (e.g., "um," "you know," "so...") + Student makes frequent eye contact (e.g., if notes are used they are only glanced at)
Notes:		_____ Points earned / _____ Points possible
3. Response to Questions (from audience or teacher)		
NOT PROFICIENT	←NP----- Approaching -----P→	PROFICIENT
<ul style="list-style-type: none"> - Student does not have a response or the response is not precise or to the point of the question (e.g., too brief or long, or off topic) - Student does not respond appropriately to questions that are unclear or problematic (e.g., is impolite in his/her response, gives an answer that shows the question was misunderstood, or tries to give an answer even though he or she does not know enough) 	<p>←NP----- Approaching -----P→</p> <p>←NP----- Approaching -----P→</p> <p><i>NP = Not proficient P = Proficient</i></p>	<ul style="list-style-type: none"> + Student's response is precise and to the point of the question (e.g., not too brief or long, or off topic) + Student responds appropriately to questions that are unclear or problematic (e.g., politely asks clarifying questions, repeats or rephrases questions to be sure of understanding, explains that the question is beyond the scope of the project and would require more research)
Notes:		_____ Points earned / _____ Points possible

* If group presentations are given, each group member (presenter) is typically scored individually on each of these dimensions.

21ST CENTURY SKILLS ASSESSMENT RUBRIC: PRESENTATION

Part II—Group Components*

1. Organization & Selection of Content

NOT PROFICIENT

- Presentation does not move in a logical progression from introduction to supporting details to conclusion (e.g., is hard to follow)
- Presentation does not emphasize key ideas/information that is accurate and appropriate for the purpose of the presentation (e.g., it has too little or too much information, or uses information and ideas that are not relevant, not important, or inaccurate)
- Presentation's introduction does not use techniques to engage audience; the conclusion does not leave audience with a clear message or strong impression

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PROFICIENT

- + Presentation moves in a clear, logical progression from an introduction to supporting details to a conclusion, with smooth transitions (e.g., is easy to follow)
- + Presentation emphasizes key ideas/information that is accurate and appropriate for the purpose of the presentation (e.g., it has the right amount of information, and all information and ideas are relevant, important, and accurate)
- + Presentation's introduction uses techniques to engage audience; the conclusion leaves audience with a clear message and/or strong impression

Notes:

____ Points earned / ____ Points possible

2. Timing & Participation

NOT PROFICIENT

- Presentation does not stay within time limits, and/or significant parts are too long or too brief
- Presentation is not structured so that all members of the group participate equally (e.g., only one or two members of the group spoke substantially)

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PROFICIENT

- + Presentation stays within time limits, and no part is too long or too brief
- + Presentation is structured so that all members of the group participate equally (e.g. everyone speaks or answers questions, on topics of significance, for about the same length of time)

Notes:

____ Points earned / ____ Points possible

3. Use of Presentation Media

NOT PROFICIENT

- Presentation aides are not used, not clearly visible to the audience, or have significant mistakes
- Presentation aides do not include features that effectively enhance communication (e.g., uses ineffective or distracting graphics, color, sound, images, or animation)

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PROFICIENT

- + Presentation aides are clearly visible to the audience, and free of mistakes (e.g., are neat and carefully produced)
- + Presentation aides include features that effectively enhance communication (e.g., use of graphics, color, sound, images, or animation to help achieve purpose of presentation, convey meaning, or emphasize key points)

Notes:

____ Points earned / ____ Points possible

* If group presentations are given, all students within the group typically receive the same score on each of these dimensions. If individual presentations are given, the scores are assigned to the individual.