

**21st Century Interdisciplinary Themes and Skills Assessment Rubric
Kindergarten – Grade 2**

Systems thinking is a vantage point from which one sees a whole, a web of relationships, rather than focusing only on the detail of any particular piece. Events are seen in the larger context of a pattern that is unfolding over time. Systems thinking provides students with a more effective way of interpreting the complexities of the world in which they live—a world that is increasingly dynamic, global, and complex.

Performance Level	1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)
Big Picture	<ul style="list-style-type: none"> Gets bogged down in the details of a situation. Isn't sure which parts are more or less important. Sees only own point of view. 	<ul style="list-style-type: none"> Identifies parts of a system but cannot explain how they create a whole. Shares and listens to other points of view but does not consider how they might increase understanding. 	<ul style="list-style-type: none"> Focuses on and explains how parts of a system come together to make a whole. Remains open to other points of view. 	<ul style="list-style-type: none"> Focuses on and explains clearly how the parts of a system come together to make a whole. Recognizes and explains how one's thinking affects what happens. Seeks out and considers other points of view.
Change over Time	<ul style="list-style-type: none"> Lists and orders events but cannot tell the difference between key events and less important events. Describes change at an event level, e.g. changing clothes. 	<ul style="list-style-type: none"> Identifies and orders key events. Cannot identify elements of the system that are changing over time. Describes change as a series of events that connect over time. 	<ul style="list-style-type: none"> Identifies and orders key events. Identifies elements of the system that are changing over time. Describes change as a series of events that are connected in time to produce a particular pattern of behavior. 	<ul style="list-style-type: none"> Uses an understanding of event sequence to identify a time frame and the degree to which one or more elements change over time. Describes change as a continuous trend over time. Compares different patterns of behavior.
Interdependencies	<ul style="list-style-type: none"> Explains that an event happened but cannot identify a cause. 	<ul style="list-style-type: none"> Explains cause and effect as one event or part of a system directly causing a change in a second event or part. 	<ul style="list-style-type: none"> Explains cause and effect as happening in a circular fashion. 	<ul style="list-style-type: none"> Identifies and explains cause and effect as happening in a circular fashion. Describes how causes and effects repeat over a period of time.

**21st Century Interdisciplinary Themes and Skills Assessment Rubric
Kindergarten – Grade 2**

<p>Consequences</p>	<ul style="list-style-type: none"> Understands that actions can affect what happens but is unable to identify or explain any specific examples. 	<ul style="list-style-type: none"> Gives an example of how a specific action can affect what happens in the short-term. 	<ul style="list-style-type: none"> Given a specific situation, accurately explains how specific actions affect what happens in the short-term and the long-term. Explains how actions can create consequences, both wanted and unwanted. 	<ul style="list-style-type: none"> Without prompting, identifies and clearly explains how and why specific short and long-term results occur or may occur due to a specific action. Explains using specific examples how actions can create consequences, both wanted and unwanted.
----------------------------	--	--	--	---

Adapted from: Catalina Foothills School District & Waters Foundation, Systems Thinking in Schools Partnership