

**21<sup>st</sup> Century Interdisciplinary Themes and Skills Assessment Rubric  
Kindergarten – Grade 2**

**21<sup>st</sup> Century Interdisciplinary Themes**

Performance Level	1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)
<p align="center"><b>Global Awareness</b></p> <ul style="list-style-type: none"> <li>Using 21st century skills to understand and address global issues</li> <li>Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</li> <li>Understanding other nations and cultures, including the use of non-English languages</li> </ul>	<ul style="list-style-type: none"> <li>Struggles to identify cultural perspectives based on self and others.</li> <li>Recognizes cultural patterns in communities.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies cultural perspectives based on self and others.</li> <li>Identifies cultural patterns in communities.</li> </ul>	<ul style="list-style-type: none"> <li>Interprets cultural perspectives based on self and others.</li> <li>Analyzes how cultural patterns affect communities.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to analyze complexities of cultural perspectives based on self and others.</li> <li>Evaluates how cultural patterns affect communities.</li> </ul>
<p align="center"><b>Financial, Economic, Business, and Entrepreneurial Literacy</b></p> <ul style="list-style-type: none"> <li>Knowing how to make appropriate personal economic choices</li> <li>Understanding the role of the economy in society</li> <li>Using entrepreneurial skills to enhance workplace productivity and career options</li> </ul>	<ul style="list-style-type: none"> <li>Identifies impact of personal choices (e.g. short term financial goals).</li> <li>Struggles to describe impact of economic choices on wider community (e.g. scarcity of resources).</li> </ul>	<ul style="list-style-type: none"> <li>Describes impact of personal choices (e.g. short term financial goals).</li> <li>Describes impact of economic choices on wider community (e.g. scarcity of resources).</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes impact of personal choices (e.g. short term financial goals).</li> <li>Analyzes impact of economic choices on wider community (e.g. scarcity of resources).</li> </ul>	<ul style="list-style-type: none"> <li>Applies decision-making processes to effectively analyze impact of personal choices (e.g. short term financial goals).</li> <li>Applies decision-making processes to effectively analyze impact of economic choices on wider community (e.g. scarcity of resources).</li> </ul>

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<p align="center"><b>Civic Literacy</b></p> <ul style="list-style-type: none"> <li>Participating effectively in civic life through knowing how to stay informed and understanding governmental processes</li> <li>Exercising the rights and obligations of citizenship at local, state, national and global levels</li> <li>Understanding the local and global implications of civic decisions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal awareness of issues and their impacts on the local community.</li> <li>Only recognizes oneself in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some awareness of issues, but may not recognize impacts on the local community.</li> <li>Recognizes oneself and others in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates awareness of personal role in the school community by following rules and expectations.</li> <li>Recognizes and respects oneself and others in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates awareness of personal role in the school community; leads by example.</li> <li>Recognizes and accepts responsibility for respecting oneself and others in the local community.</li> </ul>
<p align="center"><b>Health Literacy</b></p> <ul style="list-style-type: none"> <li>Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health</li> <li>Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction</li> <li>Using available information to make appropriate health-related decisions</li> <li>Establishing and monitoring personal and family health goals</li> <li>Understanding national and international public health and safety issues</li> </ul>	<ul style="list-style-type: none"> <li>Struggles to identify situations that contribute to healthy decision-making.</li> <li>Struggles to identify principles of personal well-being.</li> <li>Is struggling to develop emotional and situational perspectives of others.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies situations that contribute to healthy decision-making.</li> <li>Identifies the principles of personal well-being.</li> <li>Is beginning to develop emotional and situational perspectives of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes situations that contribute to healthy decision-making.</li> <li>Analyzes the principles of personal well-being.</li> <li>Develops emotional and situational perspectives of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates situations that contribute to healthy decision-making.</li> <li>Evaluates the principles of personal well-being.</li> <li>Applies emotional and situational perspectives of self and others to influence change.</li> </ul>

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<p align="center"><b>Environmental Literacy K-2nd Grade</b></p> <ul style="list-style-type: none"> <li>. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems</li> <li>. Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)</li> <li>. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions</li> <li>. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)</li> </ul>	•	•	•	•

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**Learning and Innovation Skills**

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

<b>Creativity and Innovation</b>				
<b>Think Creatively</b>				
<ul style="list-style-type: none"> <li>• Use a wide range of idea creation techniques (such as brainstorming)</li> <li>• Create new and worthwhile ideas (both incremental and radical concepts)</li> <li>• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts</li> </ul>				
<b>Work Creatively with Others</b>				
<ul style="list-style-type: none"> <li>• Develop, implement and communicate new ideas to others effectively</li> <li>• Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work</li> <li>• Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas</li> <li>• View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes P21 Framework Definitions</li> </ul>				
<b>Implement Innovations</b>				
<ul style="list-style-type: none"> <li>• Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur</li> </ul>				

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<b>Idea Generation</b>	<ul style="list-style-type: none"> <li>• Shows an inability to explain the problem, investigation, or challenge in his/her own words; creates a small number of ideas to meet the challenge, but the ideas do not clearly connect to the challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the problem, investigation, or challenge in his/her own words, but explanation is a little unclear; creates a small number of ideas to meet the challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the problem, investigation, or challenge in his/her own words; creates an acceptable number of ideas with details to meet the challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a thorough description of the problem, investigation, or challenge, including all important details, in his/her own words; creates a large number of clear ideas to meet the challenge; uses a unique and imaginative approach when generating ideas.</li> <li>• Ideas include enough detail to spark a creative process.</li> </ul>
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<b>Idea Design &amp; Refinement</b>	<ul style="list-style-type: none"> <li>Shows an understanding of the importance of reviewing and selecting the best idea to meet the challenge, but is unable to select an idea and provide an explanation or determine “next steps” based on feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews options and identifies the best idea to meet the challenge, but explanation for decision lacks clarity; reviews feedback and determines "next steps" that are somewhat reasonable to improve the idea.</li> </ul>	<ul style="list-style-type: none"> <li>Reviews options and identifies the best idea to the challenge; clearly explains decision; reviews feedback and determines reasonable "next steps" to improve the idea.</li> </ul>	<ul style="list-style-type: none"> <li>Uses organizational techniques (such as categorization, prioritization, and classification) to assess ideas. Explains connections among ideas.</li> </ul>
<b>Works Creatively with Others</b>	<ul style="list-style-type: none"> <li>Displays a lack of tolerance for ambiguity; usually stops exploring ideas when presented with challenges; describes a vision of the end product or performance, but the vision is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Displays low tolerance for ambiguity; sometimes perseveres when presented with challenges, but often needs a lot of encouragement to continue exploring ideas; has a somewhat clear vision of the end product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to demonstrate openness to ambiguity in exploring ideas; usually perseveres when presented with challenges. With support, responds to failure by reflecting and identifying what can be learned from the experience; shows a clear vision of the end product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently perseveres when presented with challenges; shows confidence and ability to take risks; is beginning to develop curiosity, flexibility and openness to ambiguity in exploring ideas.</li> </ul>
<b>Creative Production and Innovation</b>	<ul style="list-style-type: none"> <li>Creates a product or performance, but the product does not clearly address the challenge and is not considered to be useful or unique. (May simply replicate an existing product.)</li> </ul>	<ul style="list-style-type: none"> <li>Creates a product or performance that is directly related to the challenge or problem. Product is somewhat useful and unique.</li> </ul>	<ul style="list-style-type: none"> <li>Uses ideas to create a product or performance that is directly related to the challenge or problem. Product is useful and unique. Provides an explanation of the innovation process.</li> </ul>	<ul style="list-style-type: none"> <li>With a high degree of independence, uses ideas to create a product or performance that is directly related to the challenge or problem and is very useful and unique. With some clarity provides an explanation of the innovation process and how the product addresses the challenge.</li> </ul>

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<b>Critical Thinking and Problem Solving</b>	
<b>Reason Effectively</b>	<ul style="list-style-type: none"> <li>Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation</li> </ul>
<b>Use Systems Thinking</b>	<ul style="list-style-type: none"> <li>Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems</li> </ul>
<b>Make Judgments and Decisions</b>	<ul style="list-style-type: none"> <li>Effectively analyze and evaluate evidence, arguments, claims and beliefs</li> <li>Analyze and evaluate major alternative points of view</li> <li>Synthesize and make connections between information and arguments</li> <li>Interpret information and draw conclusions based on the best analysis</li> <li>Reflect critically on learning experiences and processes</li> </ul>
<b>Solve Problems</b>	<ul style="list-style-type: none"> <li>Solve different kinds of non-familiar problems in both conventional and innovative ways</li> <li>Identify and ask significant questions that clarify various points of view and lead to better solutions</li> </ul>

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<b>Information and Discovery</b>	<ul style="list-style-type: none"> <li>Shows an inability to explain the problem, investigation, or challenge in his/her own words; creates a small number of questions; questions are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Defines the problem, investigation, or challenge, in his/her own words, but explanation is a little unclear; creates a small number of related questions; questions are sometimes clear.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the problem, investigation, or challenge in his/her own words and creates appropriate questions; questions are usually clear.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a thorough description of the problem, investigation, or challenge, including all important details, in his/her own words; creates appropriate questions; questions are always clear.</li> </ul>
<b>Interpretation and Analysis</b>	<ul style="list-style-type: none"> <li>Is beginning to show understanding of the concept of point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to describe point of view, but explanation may be a little unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly and accurately describes point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly and accurately describes points of view from a variety of sources.</li> </ul>
<b>Reasoning</b>	<ul style="list-style-type: none"> <li>Is beginning to show understanding of the concept of prediction; is building the foundation to make and describe own predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to make predictions, but predictions are not supported with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Makes predictions supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Makes predictions supported by evidence and information that is not explicitly stated by the source.</li> </ul>

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<b>Systems Thinking</b>	<ul style="list-style-type: none"> <li>Is unable to show understanding of how to use systems thinking in problem solving; describes the function of the whole system and names all of the parts, but is unable to describe the function of each part or predict what will happen if a part is missing.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to show understanding of how to use systems thinking in problem solving; describes the function of the whole system and names all of the parts, but is unable to describe the function of each part or predict what will happen if a part is missing.</li> </ul>	<ul style="list-style-type: none"> <li>With support uses systems thinking in problem solving; describes the function of the whole system; names all of the parts; describes the function of each part, and is beginning to predict what will happen if a part is missing.</li> </ul>	<ul style="list-style-type: none"> <li>Uses systems thinking in problem solving; describes the function of the whole system; names all of the parts; describes the function of each part; predicts what would happen if a part is missing.</li> </ul>
<b>Problem Solving/Solution Finding</b>	<ul style="list-style-type: none"> <li>Is unable to show understanding of how to create ideas regarding how to solve a problem, meet a challenge, or answer an inquiry question.</li> <li>Is unable to show understanding of how to use systems thinking in problem solving; describes the function of the whole system and names all of the parts, but is unable to describe the function of each part or predict what will happen if a part is missing.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to show understanding of how to create ideas regarding how to solve a problem, meet a challenge, or answer an inquiry question; is building the foundation to develop solutions and explain ideas.</li> <li>Is beginning to show understanding of how to use systems thinking in problem solving; describes the function of the whole system and names all of the parts, but is unable to describe the function of each part or predict what will happen if a part is missing.</li> </ul>	<ul style="list-style-type: none"> <li>With support explains ideas about how to best solve the problem, meet the challenge, or answer the inquiry question.</li> <li>Describes why their ideas make sense. With support uses systems thinking in problem solving; describes the function of the whole system; names all of the parts; describes the function of each part, and is beginning to predict what will happen if a part is missing.</li> </ul>	<ul style="list-style-type: none"> <li>Explains ideas about how to best solve the problem, meet the challenge, or answer the inquiry question. Clearly describes why their ideas make sense.</li> <li>Uses systems thinking in problem solving; describes the function of the whole system; names all of the parts; describes the function of each part; predicts what would happen if a part is missing.</li> </ul>
<b>Constructing Arguments</b>	<ul style="list-style-type: none"> <li>Is beginning to show understanding of how to make arguments; is learning how to identify opinions, proof, reasons, facts, and details in arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Offers reasons supported with facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers proof from sources to support opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Explains opinion with multiple reasons and documented proof.</li> </ul>
<b>Self-Regulation/ Reflection</b>	<ul style="list-style-type: none"> <li>Is beginning to show understanding that there are critical thinking skills and that, with practice, he/she</li> </ul>	<ul style="list-style-type: none"> <li>Explains the critical thinking skills assessed in the unit in his/her own words, but explanation is somewhat</li> </ul>	<ul style="list-style-type: none"> <li>Clearly explains the critical thinking skills he/she used in the unit in his/her own words.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately self-assesses his/her ability to gather and interpret information, make predictions, find solutions,</li> </ul>

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	can improve these skills. Is building a foundation to explain the critical thinking skills assessed in units in his/her own words.	unclear.		and construct arguments.
<b>Comparing</b>	<ul style="list-style-type: none"> <li>• Selects items that are inappropriate to the basic objective of the comparison.</li> <li>• Selects characteristics that are trivial or do not address the basic objective of the comparison. Selects characteristics on which the items cannot be compared.</li> <li>• Makes many significant errors in identifying the major similarities and differences among the identified characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects items that satisfy the basic requirements of the comparison but create some difficulties for completing the task.</li> <li>• Selects characteristics that provide for a partial comparison of the items and may include some extraneous characteristics.</li> <li>• Makes some important errors in identifying the major similarities and differences among the identified characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects items that provide a means for successfully addressing the basic objective of the comparison.</li> <li>• Selects characteristics that provide a vehicle for meaningful comparison of the items and address the basic objective of the comparison.</li> <li>• Accurately assesses the major similarities and differences among the identified characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects items that are extremely suitable for addressing the basic objective of the comparison and that show original or creative thinking.</li> <li>• Selects characteristics that encompass the most essential aspects of the items and present a unique challenge or provide an unusual thought.</li> <li>• Accurately assesses all identified similarities and differences for each item on the selected characteristic. Additionally, the student provides inferences from the comparison that were not explicitly requested in the task description.</li> </ul>
<b>Classifying</b>	<ul style="list-style-type: none"> <li>• Selects trivial items or items that have no relationship to the task.</li> <li>• Creates categories that address only trivial aspects of the items.</li> <li>• Identifies characteristics that do not accurately describe the categories.</li> <li>• Makes frequent and significant errors in assigning items to categories and does not show how the</li> </ul>	<ul style="list-style-type: none"> <li>• Selects items of little significance or presents a routine sorting problem.</li> <li>• Creates categories that provide for some analysis of the items but may not include all the important characteristics of the items.</li> <li>• Describes the defining characteristics of categories in a way that results in some overlap or confusion between categories, or</li> </ul>	<ul style="list-style-type: none"> <li>• Selects significant items for classification that present some challenge in classification</li> <li>• Creates categories that focus on the significant characteristics of the items.</li> <li>• Clearly specifies the defining characteristics of the categories and addresses any questions of overlap in characteristics.</li> <li>• Correctly sorts each of the</li> </ul>	<ul style="list-style-type: none"> <li>• Specifies the items to be classified and selects significant items that present some interesting challenge in classification.</li> <li>• Creates categories that provide a useful way of looking at the items at an unusual level of depth.</li> <li>• Provides a clear and complete specification of the defining characteristics of each category. Describes the</li> </ul>



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	<ul style="list-style-type: none"> <li>items have the characteristics of their assigned categories.</li> </ul>	<ul style="list-style-type: none"> <li>describes characteristics that are unrelated to the rules for category membership.</li> <li>Makes some errors in assigning items to their appropriate categories, or does not describe the extent to which each item has the characteristics of the category, when it is clearly appropriate for the task.</li> </ul>	<ul style="list-style-type: none"> <li>items into the categories and, when appropriate, describes the extent to which each item has the characteristics ascribed to the categories.</li> </ul>	<ul style="list-style-type: none"> <li>defining characteristics in such a way as to provide a unique or unusual way of looking at the items.</li> <li>Correctly sorts each of the items into the categories and describes the extent to which each item has the characteristics ascribed to the categories. Describes insights gained during the sorting process.</li> </ul>
<b>Inductive Reasoning</b>	<ul style="list-style-type: none"> <li>Selects unimportant or trivial information for the induction.</li> <li>Significantly misinterprets the information. Makes interpretations that have no bearing on the area or are clearly illogical.</li> <li>Draws many erroneous conclusions from the selected information or observations and cannot satisfactorily describe the rationale behind the conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Includes some information that is not important to the induction or does not accurately identify the important information from which the induction(s) could be made.</li> <li>Provides some interpretations that are based on significant misunderstandings of the subject matter.</li> <li>Presents some conclusions that reflect erroneous interpretations made from the information or observations.</li> </ul>	<ul style="list-style-type: none"> <li>Specifies all relevant information from which to make inductions. Selects information that is important to the general topic.</li> <li>Provides interpretations that, with few exceptions, are valid and say something important about the topic.</li> <li>Presents conclusions that, with few exceptions, follow logically from the selected information or observations.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly and accurately identifies all relevant information from which to make inductions. The type of information selected reflects creative insight and a careful analysis of the situation.</li> <li>Provides accurate interpretations that illustrate insight into the information from which they were made. The interpretations reflect a study of or a familiarity with the particulars of the topic.</li> <li>Draws conclusions that reflect clear and logical links between the information or observations and the interpretations made from them. The rationale for the interpretations shows a thoughtful and accurate attention to the process of induction.</li> </ul>
<b>Deductive Reasoning</b>	<ul style="list-style-type: none"> <li>Selects generalizations or principles that do not have</li> </ul>	<ul style="list-style-type: none"> <li>Selects generalizations or principles that generally</li> </ul>	<ul style="list-style-type: none"> <li>Selects important generalizations or principles</li> </ul>	<ul style="list-style-type: none"> <li>Selects generalizations or principles that show extreme</li> </ul>

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	<p>significant bearing on the material and do not contribute to the understanding of the subject.</p> <ul style="list-style-type: none"> <li>• Demonstrates an incorrect understanding or interpretation of the generalizations or principles.</li> <li>• Identifies consequences that have little significance and are not logical or relevant to the topic.</li> </ul>	<p>relate to the information available but that may not have significant explanatory power.</p> <ul style="list-style-type: none"> <li>• Demonstrates a somewhat inaccurate understanding of the generalizations or principles.</li> <li>• Includes important consequences of the generalizations or principles, but identifies consequences that may not be relevant to the topic; or makes logical errors in identifying the consequences.</li> </ul>	<p>that contribute to the understanding of the topic.</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the generalizations or principles that is accurate and contributes to an understanding of the topic.</li> <li>• With few errors, accurately identifies the consequences of the generalizations or principles. The consequences relate closely to the subject area and are worthwhile subjects for discussion.</li> </ul>	<p>insight into the topic.</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the generalizations or principles that is not only accurate but provides a unique perspective on the topic.</li> <li>• Accurately identifies logical conclusions implied by the generalizations or principles. Recognizes more subtle inferences that could have important effects on the subject area.</li> </ul>
<b>Error Analysis</b>	<ul style="list-style-type: none"> <li>• Recognizes only insignificant errors or mistakes valid points for errors.</li> <li>• Does not correctly assess the effects of the errors, or describes effects that do not exist.</li> <li>• Does not accurately describe how to correct the errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to recognize some important errors or identifies some points that are not errors.</li> <li>• Describes the effects of the errors, but omits some important consequences; or does not accurately describe all the effects of the errors.</li> <li>• Provides an approach for correcting the errors. The approach addresses some of the major errors, though it may not be the best or most appropriate response to the situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identifies all critical errors in the information process under study and makes clear why the points identified are errors.</li> <li>• Provides an accurate analysis of the effects of the errors, omitting few details.</li> <li>• Provides a workable way of correcting the errors. The response addresses the major concerns raised by the errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identifies all errors in the information or process under study and makes clear why the points identified are errors. Also identifies subtle but important errors that are difficult to recognize.</li> <li>• Provides an accurate analysis of the effects of the errors, including a complete description of the effects of the errors beyond the most obvious levels of impact.</li> <li>• Provides a highly thoughtful or creative approach for correcting the errors.</li> </ul>
<b>Constructing Support</b>	<ul style="list-style-type: none"> <li>• Identifies information that does not require support and fails to identify a claim that should have support.</li> <li>• Fails to provide convincing evidence for the claim.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies a claim that requires support but may mistakenly include information that does not require support.</li> <li>• Provides evidence for the</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identifies a claim that requires support and does not confuse the claim with any other information.</li> <li>• With no major errors, presents all relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identifies a claim that requires support. The identified claim has been mistaken by many others for a fact that requires no support.</li> </ul>

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	<ul style="list-style-type: none"> <li>Does not address qualifications or restrictions for the claim.</li> </ul>	<ul style="list-style-type: none"> <li>claim, but may not address all necessary aspects.</li> <li>Qualifies or restricts the claim, but leaves out important aspects of the qualifications or restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>evidence needed to support the claim.</li> <li>Provides accurate qualifications or restrictions for the claim, with the result being a well-defended claim.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a clear and accurate treatment of all available evidence that addresses the central point of the claim. Considers what evidence is missing and how it should affect an evaluation of the claim.</li> <li>Provides careful and reasoned qualifications or restrictions for the claim in such a way that the argument provides a unique perspective on the claim.</li> </ul>
<b>Abstracting</b>	<ul style="list-style-type: none"> <li>Identifies trivial information having no identifiable pattern that can be used in the abstracting process.</li> <li>Does not create a general or abstract pattern that accurately represents the information or situation selected.</li> <li>Selects another situation or set of information that does not conform in any way to the general or abstract pattern identified.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies information that seems unimportant but does have a pattern that can be used in the abstracting process.</li> <li>Creates a general or abstract pattern that may not be a completely accurate representation of the information or situation from which it was drawn but does focus on its most important elements.</li> <li>Identifies another situation or set of information that does perfectly match the general or abstract form but has some similarities.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies significant information that also has a pattern that lends itself to the abstracting process.</li> <li>Constructs a general or abstract pattern that accurately represents the information from which it came.</li> <li>Correctly identifies another situation or set of information that contains the essential characteristics of the general or abstract form and provides a worthwhile subject for study.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies a situation or information that provides a rich source of material for abstracting, which may not be commonly used, but has a pattern that could be powerful when abstracted.</li> <li>Identifies a general or abstract pattern that provides novel insights into the information studied. The pattern furnishes the means for seeing other material from a unique perspective.</li> <li>Demonstrates creativity in the selection of another situation or information that contains a similar general or abstract form. The situation or information is important and provides a suitable subject for analysis.</li> </ul>
<b>Analyzing Perspectives</b>	<ul style="list-style-type: none"> <li>Ignores explicit and implicit points of disagreement.</li> <li>Does not articulate a clear</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and articulates issues that are not points of disagreement as important</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and articulates explicit points of disagreement that cause</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and articulates implicit points of disagreement that are not</li> </ul>

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	<p>position.</p> <ul style="list-style-type: none"> <li>Does not articulate a clear opposing position.</li> </ul>	<p>points of disagreement.</p> <ul style="list-style-type: none"> <li>Articulates a position but does not present a clear line of reasoning behind it.</li> <li>Articulates an opposing position, but does not present a clear line of reasoning behind it.</li> </ul>	<p>conflict.</p> <ul style="list-style-type: none"> <li>Articulates a position and the basic reasoning underlying the position. Does not address or incompletely addresses the errors or holes in the reasoning.</li> <li>Articulates an opposing position and the basic reasoning underlying it. Does not address or incompletely addresses the errors or holes in the reasoning.</li> </ul>	<p>obvious but are the underlying cause of conflict.</p> <ul style="list-style-type: none"> <li>Articulates a detailed position and the reasoning behind it and, if a strong line of reasoning does not underlie the position, articulates the errors or holes in the reasoning.</li> <li>Articulates a detailed opposing position and the reasoning behind it. If a strong line of reasoning does not underlie the position, articulates the errors or holes in the reasoning.</li> </ul>
<p><b>Decision-Making</b></p>	<ul style="list-style-type: none"> <li>Selects alternatives that are clearly not relevant to the decision.</li> <li>Identifies few or no criteria that are relevant to the decision task.</li> <li>Does not address the extent to which the alternatives meet the criteria or is inaccurate in assessing how well the alternatives meet the criteria.</li> <li>Makes a selection that does not appear reasonable or cannot be justified by the student’s evaluation of the alternatives.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies some alternatives that are important and others that are not.</li> <li>Identifies some important criteria by which the identified alternatives will be assessed. However, some important criteria are omitted, or criteria are included that may not be important to the task.</li> <li>Does not completely address all the criteria; or applies all appropriate criteria to the alternatives but is not completely accurate in assessing how well the criteria have been met.</li> <li>Selects an alternative that does not entirely conform to the student’s assessment of the alternatives.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies alternatives that represent most of the important possible alternatives.</li> <li>Clearly identifies the criteria by which the identified alternatives will be assessed. With no significant exceptions, the criteria are important to the decision task.</li> <li>Presents an accurate assessment of the extent to which the alternatives possess the identified criteria.</li> <li>Successfully answers the decision question by selecting an alternative that meets or exceeds established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a comprehensive list of the most important possible alternatives and describes each in detail.</li> <li>Clearly identifies the criteria by which the identified alternatives will be assessed. The criteria reflect an unusually thorough understanding of the nature of the decision task.</li> <li>Provides a thorough, fully developed assessment of each alternative based upon the criteria. Exceeds the demands of the decision task by comparing and contrasting the alternatives to provide greater insights.</li> <li>Selects an alternative that meets or exceeds the criteria and represents a well-supported answer to the initial decision question.</li> </ul>

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				Provides a useful discussion of issues and insights that arose during the selection process.
<b>Investigation</b>	<ul style="list-style-type: none"> <li>• Presents little or no accurate and important information about what is already known or agreed upon about the topic.</li> <li>• Fails to accurately identify any important confusions, uncertainties, or contradictions surrounding the topic.</li> <li>• Presents an unsubstantiated and implausible resolution to the confusions, uncertainties, or contradictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents information on what is already known or agreed upon about the topic being studied, however the information may not be complete in all particulars, or the student may introduce some inaccuracies.</li> <li>• Identifies confusion, uncertainties, or contradictions associated with the topic. The problems identified include some, but not all, of the most critical issues.</li> <li>• Develops and presents a resolution to the problems associated with the concept. The resolution is satisfactory, but lacks thorough treatment and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an accurate account, with no important omissions, of what is already known or agreed upon about the topic being studied.</li> <li>• Identifies, with no important errors, significant confusions, uncertainties, or contradictions surrounding the topic.</li> <li>• Presents a clear resolution to the problems associated with the concept. The resolution is a logical and plausible outcome of the investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a thorough and correct account of what is already known. Supplies information that may not be commonly known, but that has some bearing on the topic being studied.</li> <li>• Identifies the important confusions, uncertainties or contradictions surrounding the topic. Brings to light misconceptions or confusions that are commonly overlooked.</li> <li>• Provides a logical and well-developed resolution to the confusions, uncertainties, or contradictions. The resolution reflects creative thinking as well as thoughtful attention to the details of the problem.</li> </ul>
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Omits the most significant constraints and obstacles.</li> <li>• Presents solutions that fail to address critical parts of the problem.</li> <li>• Does not satisfactorily test the selected solutions.</li> <li>• Describes and illogical method for determining the relative value of the alternatives. The student does not present a reasonable review of the</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies some constraints or obstacles that are accurate along with some that are not accurate.</li> <li>• Presents alternative solutions for dealing with the obstacles or constraints, but the solutions do not all address the important difficulties.</li> <li>• Tries out the alternatives, but the trials are incomplete and important elements are</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately identifies the most important constraints or obstacles.</li> <li>• Proposes alternative solutions that appear plausible and that address the most important constraints or obstacles.</li> <li>• Puts the selected alternative to trials adequate to determine their utility.</li> <li>• Describes the process that led to the ordering of</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately and thoroughly describes the relevant constraints or obstacles. Addresses obstacles or constraints that are not immediately apparent.</li> <li>• Identifies creative but plausible solutions to the problem under consideration. The solutions address the central difficulties posed by the constraint or obstacle.</li> </ul>

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	<p>strengths and weaknesses of the alternative solutions that were tried and abandoned.</p>	<p>omitted or ignored.</p> <ul style="list-style-type: none"> <li>• Describes the processes that led to the ordering of secondary solutions. The description does not provide a clear rationale for the ordering of alternatives that were tried.</li> </ul>	<p>secondary solutions. The description offers a clear, defensible rationale for the ordering of alternatives, and the final selection.</p>	<ul style="list-style-type: none"> <li>• Engages in effective, valid, and exhaustive trials of the selected alternatives. Trials go beyond those required to solve the problem and show a commitment to an in-depth understanding of the problem.</li> <li>• Provides a clear, comprehensive summary of the reasoning that led to the selection of secondary solutions. The description includes a review of the decisions that produced the order of selection and how each alternative fared as a solution.</li> </ul>
<p><b>Experimental Inquiry</b></p>	<ul style="list-style-type: none"> <li>• Leaves out key facts, concepts, or principles in explaining phenomenon, or does not use appropriate facts, concept, or principles to explain the phenomenon.</li> <li>• Makes a prediction that cannot be verified.</li> <li>• Sets up and carries out an activity or experiment that does not test the central features of the prediction. The experimental design is seriously flawed and the collection of data is unlikely.</li> <li>• Provides an inaccurate highly flawed explanation of how the outcome relates to the original explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the phenomenon but misapplies or omits facts, concepts, or principles that are important for understanding the phenomenon.</li> <li>• Makes a prediction that reflects a misunderstanding of some aspects of the facts, concepts, or principles used to explain the phenomenon, or makes a prediction that presents difficulties for verification.</li> <li>• Sets up and carries out an activity or experiment that addresses some important aspects of the prediction, but omits others. The design of the activity or experiment produces some errors in data collection or interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides an accurate explanation of the phenomenon. The facts, concepts, or principles used in the explanation are appropriate to the phenomenon and accurately applied, with no significant errors.</li> <li>• Makes a prediction that follows from the facts, concepts, or principles used to explain the phenomenon. The prediction can be verified.</li> <li>• Sets up and carries out an activity or experiment that is a fair test of the prediction and addresses the most important questions raised by the prediction. The activity or experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Provides an accurate explanation of the phenomenon. The facts, concepts, or principles used for the explanation are appropriate to the phenomenon and accurately applied. The explanation reflects thorough and careful research or understanding.</li> <li>• Makes a verifiable prediction that reflects insight into the character of the phenomenon. The prediction is entirely appropriate to the facts, concepts, or principles used to explain the phenomenon.</li> <li>• Sets up and carries out an experiment that is a complete and valid test of the prediction and addresses</li> </ul>

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		<ul style="list-style-type: none"> <li>Provides a general explanation of the outcome of the activity or experiment but omits one or two important aspects, or may not effectively relate the outcome to the facts, concepts, or principles used to generate the prediction.</li> </ul>	<p>provides accurate data for evaluation.</p> <ul style="list-style-type: none"> <li>Provides a complete explanation of the outcome of the activity or experiment with no important errors. Presents the explanation in terms of the relevant facts, concepts, or principles.</li> </ul>	<p>all important questions raised by the prediction. The activity or experiment is designed to provide complete and accurate data and a model of the experimental design.</p> <ul style="list-style-type: none"> <li>Provided a complete and accurate explanation of the outcome of the activity or experiment and does so in terms of the relevant facts, concepts, or principles. Provides insights into the nature of the phenomenon studied or the facts, concepts, and principles used to explain it.</li> </ul>
<p><b>Invention</b></p>	<ul style="list-style-type: none"> <li>Proposes a process or product that has little or no relation to the unmet need.</li> <li>Establishes criteria that fail to address the most important purpose of the invention. Sets standards so low that little quality can be expected.</li> <li>Makes few, if any attempts at revision and appears satisfied with the initial process or product, although obvious difficulties still remain.</li> <li>Finishes revising the process or product before it has met minimal standards. The process or product does not meet many important criteria and fails in its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes a process or product that will not adequately satisfy the unmet need.</li> <li>Identifies criteria for the invention that may not be completely appropriate for the product or sets standards that do not ensure a worthwhile or completed product.</li> <li>Revises the process or product but attempts to address only the most obvious difficulties</li> <li>Revises the process or product until it meets minimum standards.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes a process or product that provides a good answer to the unmet need.</li> <li>Establishes an appropriate set of criteria for the invention</li> <li>Revises the process or product in ways that serve the purpose of the process or product.</li> <li>Continues revising the process or product until it meets all standards and criteria. The process or product successfully serves the purpose for which it was designed.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes a process or product that provides a unique solution to an unmet need. The proposed process or product reflects a high level of creativity.</li> <li>Sets out rigorous criteria well suited to the purpose of the invention. The student identifies only the highest achievable standards of quality as acceptable outcomes.</li> <li>Reviews the process or product at a considerable level of detail. The revisions or improvements clearly bring the process or product closer to fulfilling the purpose for which it was designed. The student's attention to the details of the</li> </ul>

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				<p>draft or model makes a high-quality product likely.</p> <ul style="list-style-type: none"> <li>Develops a final process or product that meets the criteria established at a demanding level of quality. The process or product fulfills the purpose for which it was designed. In addition, the process or product reflects creativity and establishes a model for creative work of high quality.</li> </ul>
<b>Develop a Question</b>	<ul style="list-style-type: none"> <li>Develops a question that does not lead to data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Develops a question that leads to opinionated/biased data.</li> </ul>	<ul style="list-style-type: none"> <li>Develops a question that can be used to guide valid data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Develops a question that can be used to guide valid data collection and justify choice in relation to other possible questions.</li> </ul>
<b>Collect Data</b>	<ul style="list-style-type: none"> <li>Collects data that is neither accurate nor relevant.</li> <li>Chooses a sample that is neither representative nor of sufficient</li> </ul>	<ul style="list-style-type: none"> <li>Collects data that is either accurate or relevant.</li> <li>Chooses a sample that is either representative or of sufficient size.</li> </ul>	<ul style="list-style-type: none"> <li>Collects data that is accurate and relevant.</li> <li>Chooses a sample that is representative of and a sufficient size.</li> </ul>	<ul style="list-style-type: none"> <li>Collects data that is accurate and relevant through efficient methods.</li> <li>Chooses a sample that is representative, and of sufficient size that extends beyond the immediate environment.</li> </ul>
<b>Organize and Display Data</b>	<ul style="list-style-type: none"> <li>Selects an incorrect representation of the data.</li> <li>Neither accurately transfers the data nor uses correct scales and labels.</li> </ul>	<ul style="list-style-type: none"> <li>Selects a correct, yet inappropriate, representation of the data.</li> <li>Either accurately transfers the data or uses correct scales and labels.</li> </ul>	<ul style="list-style-type: none"> <li>Selects a correct and appropriate representation of the data and justify choice.</li> <li>Accurately transfers the data and uses correct scales and labels.</li> </ul>	<ul style="list-style-type: none"> <li>Selects a correct and appropriate representation of data and justifies choice in relation to other appropriate choices.</li> <li>Accurately transfers the data and uses correct scales and labels, presenting the data persuasively.</li> </ul>
<b>Read and Interpret Data</b>	<ul style="list-style-type: none"> <li>Answers literal questions.</li> </ul>	<ul style="list-style-type: none"> <li>Answers literal questions</li> </ul>	<ul style="list-style-type: none"> <li>Uses trends/relationships to</li> </ul>	<ul style="list-style-type: none"> <li>Uses trends/relationships to</li> </ul>



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		and identifies trends/relationships.	answer questions, draw inferences, and make predictions.	evaluate inferences and predictions.
<b>Questions and Hypotheses</b>	<ul style="list-style-type: none"> <li>Generates questions related to the topic, but <i>not</i> based on observations or scientific knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Generates relevant questions based on observations and/or scientific knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Generates relevant questions – based on observations and/or scientific knowledge – and forms a testable hypothesis or research statement.</li> </ul>	<ul style="list-style-type: none"> <li>Generates relevant questions – based on observations and/or scientific knowledge – and forms a testable hypothesis or research statement applied in a new context.</li> </ul>
<b>Investigation Design</b>	<ul style="list-style-type: none"> <li>Inappropriately selects or designs materials, procedures, or models for obtaining data.</li> </ul>	<ul style="list-style-type: none"> <li>Selects or designs materials, procedures, or models for obtaining data that partially address the question.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates, selects, or designs appropriate materials, procedures, or models for obtaining data that investigate the question.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates, selects, or designs appropriate materials, procedures, or models for obtaining data that investigate the question applied in a new context.</li> </ul>
<b>Data Presentation</b>	<ul style="list-style-type: none"> <li>Data presentation lacks organization.</li> </ul>	<ul style="list-style-type: none"> <li>Data presentation partially illustrates patterns or trends.</li> </ul>	<ul style="list-style-type: none"> <li>Data presentation accurately illustrates patterns or trends (for example: tables, graphs, statistics).</li> </ul>	<ul style="list-style-type: none"> <li>Data presentation accurately illustrates patterns or trends (for example: tables, graphs, statistics) in a way that recognizes the possibility of bias and correctly highlights the patterns and relationships.</li> </ul>
<b>Analysis</b>	<ul style="list-style-type: none"> <li>Describes irrelevant or nonexistent patterns or trends in data.</li> </ul>	<ul style="list-style-type: none"> <li>Partially describes patterns or trends in data.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately describes patterns or trends in data.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately describes patterns or trends in data to formulate equations, state generalizations or identify relationships.</li> </ul>
<b>Conclusion(s)</b>	<ul style="list-style-type: none"> <li>Draws a conclusion without reference to data.</li> </ul>	<ul style="list-style-type: none"> <li>Uses data, but draws an invalid or incomplete conclusion (lacks internal validity).</li> </ul>	<ul style="list-style-type: none"> <li>Uses data to draw a conclusion to support or refute the hypothesis or research statement (internal validity).</li> </ul>	<ul style="list-style-type: none"> <li>Uses data to draw a conclusion to support or refute the hypothesis or research statement, and apply to a broader context (external validity).</li> </ul>

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<b>Refinements and Extensions</b>	<ul style="list-style-type: none"> <li>• Incompletely evaluates components of an investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates components of an investigation (including experimental error), but suggestions for improvement/modifications or implications for further research is irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates components of an investigation (including experimental error) to suggest improvements/modifications , or implications for further research.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates components of an investigation (including experimental error); suggests improvements/modification, <i>and</i> implications for further research.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communicates components of an investigation without data-based arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses data-based, logical arguments to justify and communicate some components of an investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses data-based, logical arguments to justify and communicate some components of an investigation clearly, accurately, and completely.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses data-based, logical arguments to justify and communicate all components of an investigation clearly, accurately, and completely supports, challenges, and responds to each other’s ideas.</li> </ul>

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<b>Communication and Collaboration</b>	
<b>Communicate Clearly</b>	<ul style="list-style-type: none"> <li>• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions</li> <li>• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact</li> <li>• Communicate effectively in diverse environments (including multi-lingual)</li> </ul>
<b>Collaborate with Others</b>	<ul style="list-style-type: none"> <li>• Demonstrate ability to work effectively and respectfully with diverse teams</li> <li>• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</li> </ul>

Performance Level	1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)
<b>Engaging in Conversations and Discussions</b>	<ul style="list-style-type: none"> <li>• Inconsistently asks questions to check understanding or comment about information shared during discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions to check understanding and makes comments about information shared during discussions; questions and comments are sometimes linked to the comments of others; is sometimes unclear when trying to explain own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions to check understanding about information shared during the discussion; makes comments that contribute to the discussion and connect to the comments of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to articulate evidence to support their thinking.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Demonstrates limited ability to listen effectively; makes limited connections to the information shared by the speaker; is unable to identify key points.</li> </ul>	<ul style="list-style-type: none"> <li>• Is building a foundation to listen effectively; Connects the information shared by the speaker to own background knowledge and experience, but often confuses the key points the speaker is trying to convey; draws inferences and that show minimal understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to use strategies to listen effectively: Connects the information shared by the speaker to own background knowledge and experience, but sometimes confuses the key points the speaker is trying to convey; draws inferences that show partial understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses strategies to listen effectively: Connects the information shared by the speaker to own background knowledge and experience; identifies the key points the speaker is trying to convey; draws logical inferences that show adequate understanding.</li> </ul>
<b>Delivering Oral Presentations</b>	<ul style="list-style-type: none"> <li>• Incorporates a limited</li> </ul>	<ul style="list-style-type: none"> <li>• When delivering oral</li> </ul>	<ul style="list-style-type: none"> <li>• When delivering oral</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses presentation topic</li> </ul>

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	amount of facts and details to support the main idea; volume may be too low to be heard; pace makes the presentation difficult to understand; can accurately answer few grade-level appropriate questions to demonstrate conceptual understanding and knowledge; lack of confidence when fielding questions during presentations.	presentations, incorporates some facts and details to support the main idea, but additional details are needed; speaks loudly enough for most audience members; pace may be fast or slow; can accurately answer some grade-level appropriate questions to demonstrate conceptual understanding and knowledge; is beginning to show confidence when fielding questions during presentations.	presentations, uses appropriate facts and details to support the main ideas; speaks clearly at an understandable pace; accurately and confidently fields grade-level appropriate questions to demonstrate conceptual understanding and knowledge.	with passion and excitement; generates a high level of interest from the audience; uses formal English when appropriate.
<b>Cooperation</b>	<ul style="list-style-type: none"> <li>Rarely follows agreed-upon norms for respectful discussions and decision-making; rarely carries out assigned roles.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes follows agreed-upon norms for respectful discussions and decision-making; sometimes carries out assigned roles.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently follows agreed-upon norms for respectful discussions and decision-making; consistently accepts and fulfills individual role within group.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently works to address challenges within the group through discussion.</li> </ul>
<b>Responsiveness</b>	<ul style="list-style-type: none"> <li>Refrains from offering feedback.</li> <li>Responds to constructive feedback with a negative attitude or defensiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Shows a lack of confidence in the ability to offer feedback to team members, but can be guided to do so.</li> <li>Shows a lack of comfort in receiving feedback from team members, but can be guided to do so without showing a negative attitude or becoming defensive.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to provide constructive feedback in a manner that is well-received.</li> <li>Accepts and is beginning to show appreciation for constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently delivers feedback effectively in a manner that is well-received by the recipients.</li> <li>Consistently accepts and shows appreciation for constructive feedback.</li> </ul>
<b>Understanding of conventions and etiquette of various media</b>	<ul style="list-style-type: none"> <li>Has difficulty applying conventions and etiquette and can use them only with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Applies conventions and etiquette in a limited number of media and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Is adept in applying conventions and etiquette to a wide range of media and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Is proactive and creative in applying conventions and etiquette to a wide range of media and environments.</li> </ul>
<b>Design Elements</b>	<ul style="list-style-type: none"> <li>Is unable to apply elements</li> </ul>	<ul style="list-style-type: none"> <li>Can, with guidance, apply</li> </ul>	<ul style="list-style-type: none"> <li>Can appropriately apply</li> </ul>	<ul style="list-style-type: none"> <li>Can independently and</li> </ul>

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	of design.	elements of design without effectively reaching the desired audience.	elements of design to effectively reach the desired audience.	appropriately apply advanced elements of design for maximum impact on the audience.
<b>Responsible Behavior</b>	<ul style="list-style-type: none"> <li>Uses digital media and networks responsibly; all communications are guided by high ethical standards.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to use digital media and online communications and usually exhibits sensitivity and ethical behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Has little personal experience with digital media and communications. Communications are occasionally unintentionally insensitive.</li> </ul>	<ul style="list-style-type: none"> <li>Has little personal experience with digital media and communications. Communications may, at times, be intentionally insensitive or abrasive.</li> </ul>
<b>Role Understanding and Participation</b>	<ul style="list-style-type: none"> <li>Does not assume assigned role(s), including leadership. Cannot define the roles in the group or describe the duties of each role.</li> </ul>	<ul style="list-style-type: none"> <li>Assumes some roles, including leadership, but requires assistance in performing duties.</li> <li>Can define the roles in the group, but cannot describe the relationship between the roles and the team's goals.</li> </ul>	<ul style="list-style-type: none"> <li>Assumes any role and can accurately describe and perform the duties of most roles, including leadership.</li> <li>Can describe the relationship between most roles and the team's goals and can sometimes discern which team member is appropriately matched for each role.</li> </ul>	<ul style="list-style-type: none"> <li>Assumes a variety of roles, including leadership, and can accurately describe and perform the duties of all roles.</li> <li>Can describe the relationship between all roles and the team's goals and can discern and verbalize which team member is appropriately matched for each role.</li> </ul>
<b>Openness and Sharing</b>	<ul style="list-style-type: none"> <li>Does not share ideas, concerns, or personal insights with the team.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally shares ideas and concerns, but does not share personal insights or resources with the team.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently shares ideas, concerns, personal insights, and resources, although these interactions are often one-on-one.</li> </ul>	<ul style="list-style-type: none"> <li>Openly and freely shares ideas, concerns, personal insights, and resources with the team. Seeks consensus within the team.</li> </ul>
<b>Team Goals and Reflection</b>	<ul style="list-style-type: none"> <li>Does not commit to team goals and does not accept responsibility. Task assignments are usually incomplete or completed poorly.</li> <li>Does not reflect on team process.</li> </ul>	<ul style="list-style-type: none"> <li>Voices commitment to team goals, though he/she often does not adhere to them. Accepts responsibilities that are given and usually completes assigned tasks.</li> <li>Does reflect on the team process, but cannot articulate contributions to success or failure without</li> </ul>	<ul style="list-style-type: none"> <li>Articulates the team goals and demonstrates commitment to these goals by accepting responsibilities and completing tasks on time.</li> <li>With prompting, assesses and reflects on progress toward goals.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates commitment to team goals by consistently participating in the formulation of these goals, positively accepting responsibilities, completing tasks on time, and assisting others when needed.</li> <li>During and after team process, student assesses</li> </ul>

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		help.		and reflects on progress toward goals.
<b>Responding to Others</b>	<ul style="list-style-type: none"> <li>Does not listen actively and attentively to others and does not accord others' ideas with respect. Does not provide or accept constructive feedback and exhibits episodes of disengagement.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes listens actively and attentively to others and occasionally accords others' ideas with respect, although there are episodes of disengagement and/or disruption. Seldom provides and accepts constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Usually listens actively and attentively to others and frequently accords others' ideas with respect. Usually provides and accepts constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Listens actively and attentively to others and accords others' ideas with respect. Provides and accepts constructive feedback and/or disruption.</li> </ul>

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**Information, Media, and Technology Skills**

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

<b>Information Literacy</b>				
<b>Access and Evaluate Information</b>				
<ul style="list-style-type: none"> <li>• Access information efficiently (time) and effectively (sources)</li> <li>• Evaluate information critically and competently</li> </ul>				
<b>Use and Manage Information</b>				
<ul style="list-style-type: none"> <li>• Use information accurately and creatively for the issue or problem at hand</li> <li>• Manage the flow of information from a wide variety of sources</li> <li>• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information</li> </ul>				

Performance Level	1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)
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<b>Media Literacy</b>
<p><b>Analyze Media</b></p> <ul style="list-style-type: none"> <li>• Understand both how and why media messages are constructed, and for what purposes</li> <li>• Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</li> <li>• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media</li> </ul> <p><b>Create Media Products</b></p> <ul style="list-style-type: none"> <li>• Understand and utilize the most appropriate media creation tools, characteristics and conventions</li> <li>• Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments</li> </ul>

<p><b>Media</b> Coordinating media with audience and awareness of range of media</p>	<ul style="list-style-type: none"> <li>• Does not tailor media use to purpose or audience. Student is barely aware of media options.</li> </ul>	<ul style="list-style-type: none"> <li>• Tailors media use to personal preference rather than audience. Student is aware of potential media option.</li> </ul>	<p>Is aware of his or her audience and considers ways to tailor media use to it. Student has enough experience using a range of media to make an informed judgment of choices for presentation.</p>	<p>Is acutely aware of his or her audience and independently conducts research to appropriately match technology. Student is knowledgeable about a wide range of media and ways to combine them for effective presentation.</p>
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<b>Information, Communication, and Technology (ICT) Literacy</b>				
<b>Apply Technology Effectively</b>				
<ul style="list-style-type: none"> <li>• Use technology as a tool to research, organize, evaluate and communicate information</li> <li>• Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy • Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies</li> </ul>				

Performance Level	1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)
<b>Using 21st Century Communication Tools</b>	<ul style="list-style-type: none"> <li>• Is learning how digital media and environments can be used to communicate; is laying the foundation to use the tools to support individual learning and contribute to the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how digital media and environments can be used to enhance communication and support individual learning; occasionally uses available tools.</li> </ul>	<ul style="list-style-type: none"> <li>• When appropriate, uses digital media and environments to enhance oral and written communication, support individual learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to develop clear messages when communicating using digital media and environments to enhance the presentation and contribute to the learning of others.</li> </ul>
<b>Use of Tech Tools for Synchronous and Asynchronous Collaboration</b>	<ul style="list-style-type: none"> <li>• Lacks ability and confidence to collaborate synchronously and asynchronously using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a lack of comfort and confidence in collaborating synchronously and asynchronously using technology, but can be guided to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to demonstrate comfort and confidence in collaborating synchronously (at the same time) and asynchronously (at different times) using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates comfort and confidence in collaborating synchronously and asynchronously using technology.</li> </ul>
<b><u>Electronic Environments</u> Familiarity with range of features of digital tools and environments</b>	Has minimal knowledge of digital tools and can use them only with direction to communicate a message.	Is familiar with a few features of basic digital tools and uses them with some direction to communicate a message.	Is familiar with many features of various digital tools, media, and networks and uses them capably to express an idea.	Uses wide range of features of various digital tools, media, and networks effectively and independently to express an idea in a new and creative way.

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**Life and Career Skills**

Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

<b>Flexibility and Adaptability</b>	
<b>Adapt to Change</b>	<ul style="list-style-type: none"> <li>Adapt to varied roles, jobs responsibilities, schedules and contexts</li> <li>Work effectively in a climate of ambiguity and changing priorities</li> </ul>
<b>Be Flexible</b>	<ul style="list-style-type: none"> <li>Incorporate feedback effectively</li> <li>Deal positively with praise, setbacks and criticism</li> <li>Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments</li> </ul>

Performance Level	1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>Demonstrates a willingness to listen to the ideas and opinions expressed by group members, but shows a lack of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited understanding of the ideas and opinions of group members.</li> </ul>	<ul style="list-style-type: none"> <li>Shows clear understanding of the ideas, opinions, and skills of group members.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently shows a willingness to change his/her ideas or opinions based on the information exchanged.</li> </ul>
<b>Communicating in Diverse Environments</b>	<ul style="list-style-type: none"> <li>Shows limited awareness that learners of other cultures can have different perspectives; rarely communicates with learners of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to show awareness that learners of other cultures can have different perspectives; sometimes communicates with learners of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to develop cultural understanding by communicating with learners of other cultures; shows awareness that learners of other cultures can have different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Develops cultural understanding by communicating with learners of other cultures; understands that learners of other cultures can have different perspectives.</li> </ul>
<b>Resiliency</b>	<ul style="list-style-type: none"> <li>Displays a lack of tolerance for ambiguity; usually stops exploring ideas when presented with challenges;</li> <li>Describes a vision of the end</li> </ul>	<ul style="list-style-type: none"> <li>Displays low tolerance for ambiguity; sometimes perseveres when presented with challenges, but often needs a lot of</li> </ul>	<ul style="list-style-type: none"> <li>Is beginning to demonstrate openness to ambiguity in exploring ideas; usually perseveres when presented with challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently perseveres when presented with challenges; shows confidence and ability to take risks; is beginning to</li> </ul>

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	product or performance, but the vision is unclear.	<p>encouragement to continue exploring ideas.</p> <ul style="list-style-type: none"> <li>• Has a somewhat clear vision of the end product or performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a clear vision of the end product or performance.</li> </ul>	develop curiosity, flexibility and openness to ambiguity in exploring ideas.
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**Initiative and Self-Direction**

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<p><b>Manage Goals and Time</b></p> <ul style="list-style-type: none"> <li>• Set goals with tangible and intangible success criteria</li> <li>• Balance tactical (short-term) and strategic (long-term) goals</li> <li>• Utilize time and manage workload efficiently</li> </ul> <p><b>Work Independently</b></p> <ul style="list-style-type: none"> <li>• Monitor, define, prioritize and complete tasks without direct oversight</li> </ul> <p><b>Be Self-directed Learners</b></p> <ul style="list-style-type: none"> <li>• Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise</li> <li>• Demonstrate initiative to advance skill levels towards a professional level</li> <li>• Demonstrate commitment to learning as a lifelong process</li> <li>• Reflect critically on past experiences in order to inform future progress</li> </ul>
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<b>Performance Level</b>	<b>1 (Beginning)</b>	<b>2 (Emerging)</b>	<b>3 (Proficient)</b>	<b>4 (Advanced)</b>
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<b>Relevant and Realistic Goal(s)</b>	<ul style="list-style-type: none"> <li>• Lacks strategies to set personal goals and rarely participates in goal setting. Teacher usually sets goals for student.</li> <li>• The goal is inconsistent with real world work. The expectations need to be defined.</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty using strategies in the goal setting process without on going teacher assistance.</li> <li>• The goal has some correlation with real world work. Some expectations are defined.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies strategies to set achievable goals, seeking minimal assistance.</li> <li>• The goal represents real world work. The scope is partially defined and most expectations are established.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently utilizes strategies to set challenging, achievable goals.</li> <li>• The goal represents authentic, real world work. The scope is clearly defined and the expectations are established.</li> </ul>
<b>Systematic and comprehensive plan</b>	<ul style="list-style-type: none"> <li>• The plan needs to be made. The skills need to be developed.</li> </ul>	<ul style="list-style-type: none"> <li>• The plan includes a timeline. Some skills, tools, and resources are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The plan sets some priorities and includes a timeline. Most skills, tools, and resources needed are identified and assembled.</li> </ul>	<ul style="list-style-type: none"> <li>• The plan sets the priorities and includes a timeline. All of the skills, tools, and resources needed are identified and assembled.</li> </ul>
<b>Self-instruction</b>	<ul style="list-style-type: none"> <li>• Lacks strategies to learn, rarely engages in problem solving or seeking help.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies strategies and problem solves with frequent teacher assistance, sometimes seeking inappropriate help.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies strategies and problem solves with occasional teacher/appropriate assistance; develops</li> </ul>	<ul style="list-style-type: none"> <li>• Applies strategies independently and in new contexts for self instruction, solving problems and seeking</li> </ul>

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			expertise needed to accomplish task.	appropriate help only if necessary.
<b>Resources</b>	<ul style="list-style-type: none"> <li>Rarely uses resources effectively and needs consistent teacher guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently requires teacher guidance to select and use resources effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Selects and uses appropriate resources with minimal teacher guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Independently identifies and effectively uses relevant resources.</li> </ul>
<b>Effective and sustained effort</b>	<ul style="list-style-type: none"> <li>Consistently needs direction. Requires refocusing to remain on task.</li> </ul>	<ul style="list-style-type: none"> <li>Requires frequent redirection to focus on the learning process and to accomplish tasks. Begins to understand that adjustment is needed to accomplish results.</li> </ul>	<ul style="list-style-type: none"> <li>Needs limited redirection and accepts feedback to accomplish tasks. Makes some adjustments to the plan and perseveres to accomplish the results.</li> </ul>	<ul style="list-style-type: none"> <li>Independently maintains focus; seeks and uses feedback to accomplish tasks efficiently. Adjusts the plan and perseveres to accomplish the desired results.</li> </ul>
<b>Self-monitoring and Reflection</b>	<ul style="list-style-type: none"> <li>Rarely monitors work and reflects upon learning; requires teacher guidance to identify strengths and weaknesses, use feedback, and modify work.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently requires teacher prompting and intervention to reflect upon learning, identify strengths and weaknesses, use feedback, and modify work.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally needs teacher guidance to monitor learning progress, self-correct, identify strengths and weaknesses, use feedback, and modify work.</li> </ul>	<ul style="list-style-type: none"> <li>Independently reflects upon learning and self-corrects; identifies strengths and weaknesses, using feedback and modifying work accordingly.</li> </ul>
<b>Results that are valued and meet the standard</b>	<ul style="list-style-type: none"> <li>The results are limited. There is incongruence between the results and the goal.</li> </ul>	<ul style="list-style-type: none"> <li>The results fall short of the standard. There is little congruency between the quality of the results and the goal.</li> </ul>	<ul style="list-style-type: none"> <li>The results approach the standard. There is congruency between the quality of the results and the goal.</li> </ul>	<ul style="list-style-type: none"> <li>High quality results promote collaboration, creativity, and/or understanding. There is congruency between the quality of the results and the goal.</li> </ul>

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- Interact Effectively with Others**
- Know when it is appropriate to listen and when to speak
  - Conduct themselves in a respectable, professional manner
- Work Effectively in Diverse Teams**
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
  - Respond open-mindedly to different ideas and values
  - Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

<b>Performance Level</b>	<b>1 (Beginning)</b>	<b>2 (Emerging)</b>	<b>3 (Proficient)</b>	<b>4 (Advanced)</b>
<b>Cultural Self-Awareness</b>	<ul style="list-style-type: none"> <li>• Shows minimal awareness of others’ cultural beliefs, values, and practices (even those shared with own culture).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes similarities between own cultural beliefs, values, and practices and those of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences of own cultural beliefs, values, and practices and those of different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates insights and new perspectives gained from examining similarities and differences between own cultural beliefs, values, and practices and those of different cultures.</li> </ul>
<b>Worldview</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface understanding of the essential elements* (e.g., values, norms, beliefs, history, etc.) of the culture/region under study.</li> <li>• States minimal interest in learning more about other cultures.</li> <li>• Identifies a current issue within a cultural or global context with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates partial understanding of the essential elements* (e.g., values, norms, beliefs, history, economy, etc.) of the culture/region under study.</li> <li>• Asks simple or surface questions about other cultures.</li> <li>• Identifies and explains a current issue within a cultural or global context.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates adequate 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.</li> <li>• Asks deeper questions about other cultures and seeks out answers to these questions.</li> <li>• Explains current issues and their relevance within a cultural or global context.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of the elements* of the culture/region under study; can state a position and translates ideas/findings into appropriate actions.</li> <li>• Asks complex questions about other cultures; seeks out and articulates answers to these questions through both research and contact with natives of the target culture.</li> <li>• Compares multiple significant issues within a specific cultural or global context.</li> </ul>

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<p><b>Intercultural Experience</b></p>	<ul style="list-style-type: none"> <li>• Is not aware of the importance of learning other languages or is not interested in learning other languages.</li> <li>• Has a minimal level of understanding of cultural differences in verbal and non-verbal communication; is unable to negotiate a shared understanding.</li> <li>• Communicates, interacts, or works ineffectively with individuals from different cultural groups.</li> <li>• Engages in behaviors that demonstrate lack of awareness of and/or sensitivity to the dangers of stereotyping and cultural bias.</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to learn another language; but is not fully aware of the value of this skill.</li> <li>• Recognizes some cultural differences in verbal and non-verbal communication; is aware that misunderstandings can occur based on those differences, but begins to negotiate a shared understanding.</li> <li>• Communicates, interacts, and works with individuals from different cultural groups when directed.</li> <li>• Sometimes engages in behaviors that demonstrate lack of awareness of and/or sensitivity to the dangers of stereotyping and cultural bias.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the value of being multilingual; is working toward proficiency.</li> <li>• 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.</li> <li>• Initiates opportunities to communicate, interact, and work positively with individuals from different cultural groups.</li> <li>• Engages in behaviors that demonstrate an awareness of and sensitivity to the dangers of stereotyping and cultural bias.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the value of being multilingual; is working toward proficiency, and is intrinsically motivated to acquire new languages and learn about the cultures from which they derived.</li> <li>• Articulates a complex understanding of cultural differences in verbal and non-verbal communication and is able to skillfully negotiate a shared understanding based on those differences.</li> <li>• Communicates, interacts, and works positively with individuals from different cultural groups; seeks opportunities to collaborate with these students.</li> <li>• Engages in behaviors that demonstrate an acute awareness of and sensitivity to the dangers of stereotyping and cultural bias.</li> </ul>
<p><b>Technology and Cultural Diversity</b></p>	<ul style="list-style-type: none"> <li>• Does not understand how technology impacts his/her own and others' worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that technology allows access to other cultures, but does not understand the impact of this access on worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Has some understanding of the way technology impacts his/her own and others' worldview.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the way technology impacts his/her own and others' worldview, and actively seeks opportunities to expand that knowledge.</li> </ul>

<b>Productivity and Accountability</b>
<b>Manage Projects</b>

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- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

**Produce Results**

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results

<b>Performance Level</b>	<b>1 (Beginning)</b>	<b>2 (Emerging)</b>	<b>3 (Proficient)</b>	<b>4 (Advanced)</b>
<b>Productivity</b>	<ul style="list-style-type: none"> <li>• Shows a lack of willingness to accept responsibilities; rarely helps others in need; submits work that is incomplete and does not meet task requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a willingness to accept responsibilities; sometimes helps others in need; periodically, but not consistently, meets task requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts responsibilities with a positive attitude; assists others as needed; regularly meets task requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows excitement about the task at hand; inspires and motivates the group; consistently produces high quality individual work.</li> </ul>
<b>Action planning</b>	<ul style="list-style-type: none"> <li>• Follows a plan.</li> <li>• Completes action plan without evaluation.</li> <li>• Uses only provided resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a plan based on single perspective.</li> <li>• Occasionally evaluates effectiveness of action plan throughout implementation and may adjust appropriately.</li> <li>• Occasionally identifies and uses necessary resources beyond those provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates a plan based on multiple perspectives</li> <li>• Evaluates effectiveness of action plan throughout implementation and adjusts appropriately.</li> <li>• Consistently identifies and uses necessary resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates the plan into a “Big Picture” or vision; offers novel solutions/ideas and empowers others to innovate and create.</li> <li>• Transfers evaluations to other plans.</li> <li>• Seeks multiple resources in a variety of forms.</li> </ul>
<b>Perseverance</b>	<ul style="list-style-type: none"> <li>• Allows obstacles to impede plan completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Expects others to remove obstacles for plan completion.</li> </ul>	<ul style="list-style-type: none"> <li>• Overcomes obstacles for plan completion.</li> </ul>	<ul style="list-style-type: none"> <li>• While completing plan utilizes obstacles as a challenge for improvement.</li> </ul>



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<b>Leadership and Responsibility</b>	
<b>Guide and Lead Others</b>	<ul style="list-style-type: none"><li>• Use interpersonal and problem-solving skills to influence and guide others toward a goal</li></ul>

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- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

**Be Responsible to Others**

- Act responsibly with the interests of the larger community in mind

Performance Level	1 (Beginning)	2 (Emerging)	3 (Proficient)	4 (Advanced)
<b>Leadership and Initiative</b>	<ul style="list-style-type: none"> <li>• Frequently misunderstands the scope of the group’s work; rarely shows responsibility for carrying out the plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the scope of the group’s work; sometimes shows responsibility for carrying out the plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the scope of the group’s work; consistently shows responsibility for carrying out the plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides leadership to the group by checking on progress; fulfills roles and responsibilities with little prompting or coaching.</li> </ul>
<b>Team Building</b>	<ul style="list-style-type: none"> <li>• Rarely delegates roles.</li> <li>• Withdraws from or adds to conflict.</li> <li>• Teamwork is lacking and rarely recognizes the need for trust.</li> <li>• Rarely encourages others in team roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally delegates roles. Seeks help to avoid conflict. Recognizes need for trust.</li> <li>• Occasionally encourages others in team roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Delegates roles.</li> <li>• Facilitates collaborative conflict resolution.</li> <li>• Creates a team environment that generates trust.</li> <li>• Consistently encourages others in team roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Delegates roles based on individual strengths.</li> <li>• Uses conflict to build consensus. Empowers team members and maintains trust.</li> <li>• Encourages and inspires others to take leadership roles.</li> </ul>
<b>Decision Making</b>	<ul style="list-style-type: none"> <li>• Makes decisions based on personal information.</li> <li>• Makes decisions without considering consequences.</li> <li>• Rarely makes decisions that support the entire perspective and scope of a situation or issue.</li> <li>• Rarely takes action based on a sense of right or wrong.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate decisions based on limited sources of information.</li> <li>• Occasionally makes decisions considering intended consequences.</li> <li>• Occasionally makes decisions that support the entire perspective and scope of a situation or issue.</li> <li>• Takes action based on</li> </ul>	<ul style="list-style-type: none"> <li>• Makes sound decisions based on varied and relevant sources.</li> <li>• Makes decisions considering intended consequences.</li> <li>• Consistently makes decisions that support the entire perspective and scope of a situation or issue.</li> <li>• Takes action based upon an internal sense of right and</li> </ul>	<ul style="list-style-type: none"> <li>• Makes sound decisions and judgments based on all relevant sources of information (internal and external).</li> <li>• Makes decisions considering intended and unintended consequences.</li> <li>• Efficiently makes decisions that support the entire perspective and scope of a</li> </ul>

**21<sup>st</sup> Century Interdisciplinary Themes and Skills Assessment Rubric  
Kindergarten – Grade 2**

		(external: society, family or group) sense of right and wrong.	wrong.	situation or issue. <ul style="list-style-type: none"> <li>Takes action based upon an internal sense of right and wrong and leads others to examine their own sense of right and wrong.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Rarely articulates own perspective or plan.</li> <li>Listens to others' perspectives and beliefs.</li> <li>Rarely responds to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally articulates own perspective or plan.</li> <li>Acknowledges others' perspectives and beliefs.</li> <li>Responds to feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently articulates own perspective or plan.</li> <li>Respects others' perspectives and beliefs.</li> <li>Responds appropriately to feedback and often uses feedback for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly articulates own and others' perspectives or plans.</li> <li>Elicits others' perspectives and beliefs.</li> <li>Independently seeks feedback and uses it to improve.</li> </ul>
<b>Personal Responsibility</b>	<ul style="list-style-type: none"> <li>Does not restrain impulsivity.</li> <li>Needs help or guidance to complete assigned task or role.</li> <li>Inattentive to group.</li> <li>Rarely considers others' position.</li> <li>Does not monitor own thinking and asks questions to seek clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently restrains impulsivity.</li> <li>Completes assigned task or role.</li> <li>Listens attentively.</li> <li>Sometimes considers others' positions.</li> <li>Occasionally monitors own thinking and asks questions to seek clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently restrains impulsivity.</li> <li>Volunteers for and completes any task or role needed.</li> <li>Listens attentively and actively participates.</li> <li>Always considers others' positions.</li> <li>Consistently monitors own thinking and asks questions to seek clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Models restraint and encourages others to restrain impulsivity.</li> <li>Takes responsibility for managing and helping others complete tasks and roles.</li> <li>Listens attentively, actively participates, and engages others in participation.</li> <li>Encourages others to articulate and consider all positions.</li> <li>Monitors and explains own and others' thinking to clarify ideas.</li> </ul>