

College and Career-Ready Practices K-5 Rubric

Implementing a College and Career-Ready Curriculum

UEDU 742

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College and Career Readiness

“Today’s students need critical thinking and problem solving skills not just to solve the problems of their current jobs, but to meet the challenges of adapting to our constantly changing workforce.” (Preparing 21st Century Students for a Global Society - nea.org. (n.d.). Pg. 6)

“It is clear that the ‘Four Cs’ need to be fully integrated into classrooms, schools, and districts around the country to produce citizens and employees adequately prepared for the 21st Century.” (Preparing 21st Century Students for a Global Society - nea.org. (n.d.). Pg. 6)

Critical Thinking and Problem Solving

Critical thinking and problem solving:

- “One can’t learn well without thinking well.” (Preparing 21st Century Students for a Global Society - nea.org. (n.d.). Pg. 8)
- Leads students to improve skills (concentration, analysis, thought process)
- Involves teamwork and cooperation.

What meaningful strategies can peak the use of critical thinking and problem solving in the lower grade levels?

Critical Thinking and Problem Solving

Teacher Rubric for Critical Thinking and Problem Solving

	1 Experiencing Difficulty	2 Progressing	3 Meets Expectations	4 Exceeds Expectations
Reasoning	With support, uses inductive or deductive reasoning to reach a conclusion in a controlled situation.	Uses inductive or deductive reasoning to reach a conclusion in an established or controlled situation.	Uses both inductive and deductive reasoning to reach a conclusion in an established or controlled situation.	Uses both inductive and deductive reasoning to reach a logical and justifiable conclusion in any given situation.
Using Systems Thinking	With support, identifies the parts that interact to produce an outcome in a controlled situation.	Identifies the different parts that interact to produce an outcome in any given situation.	Represents how different parts interact to produce an outcome in any given situation.	Composes and analyzes how different parts interact to produce an outcome in any given situation.

Critical Thinking and Problem Solving

<p>Making Judgments & Decisions</p>	<p>With support, understands information and draws conclusions through provided evidence, arguments, claims and/or points of view.</p>	<p>Identifies information and makes connections through provided evidence, arguments, claims and/or points of view in order to draw conclusions.</p>	<p>Analyzes information and makes connections through evaluation of evidence, arguments, claims, and points of view in order to draw conclusions.</p>	<p>Interprets information, reflects on experiences, and makes connections through effective analysis and evaluation of evidence, arguments, claims, and points of view in order to draw conclusions.</p>
<p>Solving Problems</p>	<p>With support, solves problems in traditional ways.</p>	<p>Solves problems in traditional ways while asking questions that will lead to better solutions.</p>	<p>Solves problems in both traditional and innovative ways while asking questions that will lead to better solutions.</p>	<p>Solves problems in both traditional and innovative ways while asking questions that clarify points of view that will lead to better solutions.</p>

Student Rubric

	1 Experiencing Difficulty	2 Progressing	3 Meets Expectations	4 Exceeds Expectations
Critical Thinking and Problem Solving	<p>With support I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> reason to reach a conclusion. <input type="checkbox"/> identify how parts produce a solution in a controlled situation. <input type="checkbox"/> understand information and draw conclusions. <input type="checkbox"/> solve problems in traditional ways. 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> either use inductive or deductive reasoning to reach a conclusion. <input type="checkbox"/> identify how parts produce a solution in any situation. <input type="checkbox"/> identify information and make connections to reach a conclusion. <input type="checkbox"/> solve problems while asking questions to find a solution. 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> use both inductive and deductive reasoning to reach a conclusion. <input type="checkbox"/> represent how parts produce a solution. <input type="checkbox"/> analyze information and make connections to reach a conclusion. <input type="checkbox"/> solve problems in traditional and innovative way while asking questions to find a solution. 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> use both inductive and deductive reasoning to reach a logical and justifiable conclusion. <input type="checkbox"/> compose and analyze how parts produce a solution. <input type="checkbox"/> interpret, reflect, and make connections on information to reach a conclusion. <input type="checkbox"/> solve problems in traditional and innovative way asking questions to clarify points of views while finding a solution.

Communication

- In order to collaborate with others to pose and solve problems people have to communicate.
- Communication encompasses listening, written, and oral abilities in multiple audiences and groups.
- Multimedia options to build and broaden communication skills

How can students be encouraged to give oral presentations to varied community audiences? (Preparing 21st Century Students for a Global Society - nea.org. (n.d.). Pg. 6)

Communication

Teacher Rubric for Communication

	1 Experiencing Difficulty	2 Progressing	3 Meets Expectations	4 Exceeds Expectations
Listening	Does not participate in conversation	Responds to or shares ideas in conversation	Responds to and builds on others comments during conversations Asks questions for clarification	Responds to and builds on others comments during conversations Asks questions for clarification Can demonstrate understanding in multiple settings and of multiple sources.
Oral	With support responds or expresses ideas on topic. Uses simple sentences. Does not add detail or elaborate.	Responds to prompts and may elaborate on the topic. Expresses ideas clearly using some detail. May ask questions.	Responds to questions on topic with some elaboration. Student expresses their ideas clearly and asks and answers questions.	Elaborates on their ideas and those of others. Contributes to conversations by expressing thoughts clearly, checking for understanding and answering questions.
Written	With support and guidance, responds to questions.	Uses words on topic in full sentences when and where appropriate with little support.	Develop a logical response to a given topic with no support using more than one source of information.	Summarize information from multiple sources in their writing use evidence to support ideas.

Student Rubric

	1 Experiencing Difficulty	2 Progressing	3 Meets Expectations	4 Exceeds Expectations
Communication	<p>With support I can...</p> <ul style="list-style-type: none"><input type="checkbox"/> express my ideas speaking or writing	<p>I can...</p> <ul style="list-style-type: none"><input type="checkbox"/> express my ideas in more than one way<input type="checkbox"/> listen and make meaning	<p>I can...</p> <ul style="list-style-type: none"><input type="checkbox"/> express my ideas both orally and in written form<input type="checkbox"/> listen and make meaning<input type="checkbox"/> communicate my purpose (inform, persuade, etc.)<input type="checkbox"/> use multimedia sources to communicate	<p>I can...</p> <ul style="list-style-type: none"><input type="checkbox"/> express my ideas and synthesize information from other sources<input type="checkbox"/> communicate for multiple purposes such as to inform or persuade<input type="checkbox"/> use multimedia to communicate<input type="checkbox"/> communicate effectively in multiple settings or for different audiences

Collaboration

Collaboration includes:

- The ability to work respectfully and effectively with others
- Being flexible and willing to compromise to meet a common goal
- Assuming mutual responsibility and valuing the contributions of others towards collaborative work

How can you provide students meaningful opportunities to work collaboratively? Adapted from (Preparing 21st Century Students for a Global Society - nea.org. (n.d.). Pg. 20)

Collaboration

Teacher Rubric for Collaboration				
	1 Experiencing Difficulty	2 Progressing	3 Meets Expectations	4 Exceeds Expectations
Working with others	<p>With guidance and support demonstrates the ability to listen and communicate with others</p> <p>With guidance and support collaborates with others</p> <p>With support shows ability to be flexible or compromise in their thinking</p>	<p>Demonstrates the ability to listen and communicate with others</p> <p>Offers support to group members through problem solving, encouragement</p> <p>Exhibits flexibility and compromise toward the common goal</p>	<p>Listens and communicates respectfully to/with others</p> <p>Demonstrates support to group members through problem solving, encouragement, and collaboration</p> <p>Encourages all group members to participate</p> <p>Is flexible when working with others</p>	<p>Actively listens and communicates respectfully to/with others</p> <p>Open to the opinions and ideas of all group members</p> <p>Provides consistent support to other through problem solving and encouragement</p> <p>Diligently collaborates and shares responsibilities with others to achieve common goal</p> <p>Is flexible and willingly compromises with others to achieve the common goal</p>

Collaboration

<p>Participation</p>	<p>Shares ideas and questions with support</p> <p>Works towards contributing quality work towards the common goal with support</p>	<p>Shares ideas and asks questions</p> <p>Works towards contributing quality work towards the common goal</p>	<p>Shares ideas, asks questions towards achieving the common goal</p> <p>Contributes quality work towards achieving the common goal</p>	<p>Consistently shares thoughtful ideas, creative solutions, and asks pertinent questions towards achieving the common goal</p> <p>Consistently contributes quality work that reflects evidence of achieving common goal</p>
<p>Leadership</p>	<p>With guidance and support shares common goals within the group</p> <p>Is able to ask questions, offer ideas and solutions with support</p> <p>With guidance is able to identify roles for self</p> <p>Observes group members and provides feedback with support</p>	<p>Shares common goals within the group</p> <p>Is able to ask questions and offers ideas</p> <p>Is able to identify roles for self and group members</p> <p>Observes group members and provides feedback</p>	<p>Identifies goals and roles of the group</p> <p>Asks questions, offers ideas and solutions.</p> <p>Identifies the role and responsibilities for self and group members</p> <p>Observes the roles and performance of group members and shares and provides feedback</p>	<p>Offers useful ideas and solutions to support group goals</p> <p>Asks and identifies pertinent questions.</p> <p>Designate and organize responsibilities for group members to work together to achieve common goal</p> <p>Evaluate and value the roles and performance of self and group members to achieve common goal</p>

Student Rubric

	1 Experiencing Difficulty	2 Progressing	3 Meets Expectations	4 Exceeds Expectations
Collaboration	<p>With support I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> attempt to work with and listen to others <input type="checkbox"/> attempt to share my thinking, and ask question when I am unsure 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> work with and listen to others with help <input type="checkbox"/> share my thinking and questions of the group with help 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> work with group members <input type="checkbox"/> listen to others and share my thinking clearly <input type="checkbox"/> ask questions of group members <input type="checkbox"/> be flexible to new ideas 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> work respectfully and effectively with my group <input type="checkbox"/> respectfully listen to others and accept feedback <input type="checkbox"/> be flexible and compromise <input type="checkbox"/> share my thinking clearly <input type="checkbox"/> ask appropriate questions and offer solutions <input type="checkbox"/> share responsibility with others while working together productively towards our goal

Creativity and Innovation

Creativity includes:

- The ability to generate ideas
- Thinking “outside the box”
- Productive mistakes
- An element of individuality or uniqueness

Innovation includes:

- The ability to put an idea into action
- Changing the status quo

How can we help foster a creative spark in students who do not come by it naturally? How do we use the spark as a launching point for innovation?

Creativity and Innovation

“We need not all be Dali or Degas. But today we must all be designers”
(Preparing 21st Century Students for a Global Society - nea.org. (n.d.). Pg. 24)

Creativity and Innovation

Teacher Rubric for Creativity and Innovation				
	1 Not meeting expectations	2 Progressing	3 Meets Expectations	4 Exceeds Expectations
Creative Thinking	<p>Does not respond to challenges, or needs support in doing so</p> <p>Does not present ideas or solutions to an assignment, project, or issue, or needs support in doing so</p> <p>Does not adapt or hone ideas in response to new stimuli or information, or needs support in doing so</p>	<p>Responds to challenges</p> <p>Presents ideas or solutions to an assignment, project, or issue, though solutions may be a product of misconceptions or otherwise incomplete</p> <p>Adapts and hones their ideas in response to new stimuli or information, though adaptations may not be effective</p>	<p>Responds to challenges with creative and viable solutions, though solution may not be unique.</p> <p>Presents creative and relevant ideas or solutions appropriate to an assignment, project, or issue</p> <p>Effectively adapts and hones their ideas in response to new stimuli or information</p>	<p>Responds to challenges with unique and viable solutions</p> <p>Presents relevant ideas that are new or novel to a situation</p> <p>Effectively adapts and hones their ideas in response to new stimuli or information</p> <p>Student generates their own project or assignments</p>

Creativity and Innovation

<p>Creative Collaboration</p>	<p>Does not work with a group to generate ideas in response to stimuli, or needs support in doing so.</p> <p>Does not respond to the thinking of others, or needs support in doing so. Student does not add on or challenge with their own thoughts.</p> <p>Does not listen or share, or needs support with listening to others' ideas and with sharing their own ideas.</p>	<p>Works with others to generate ideas in response to stimuli (i.e.: A problem, assignment, or project), but may not take on an equal part of the work.</p> <p>Accepts the thinking of others but does not add on or challenge with their own thoughts</p> <p>Listens to others' ideas, but needs support sharing their own ideas</p>	<p>Takes equal part in working with others to generate new and unique ideas in response to stimuli (i.e.: A problem, assignment, or project)</p> <p>Accepts the thinking of others and adds own thinking</p> <p>Listens to and responds to others who challenge their ideas</p>	<p>Takes leadership when working with others to generate new and unique ideas in response to stimuli (i.e.: A problem, assignment, or project)</p> <p>Challenges and/or changes the thinking of others with new ideas.</p> <p>Allows own thinking to be challenged and/or changed by new ideas</p>
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Creativity and Innovation

<p>Innovation</p>	<p>Does not attempt to implement a viable response to a challenge, or needs support in doing so.</p> <p>Does not use a self-selected solution to a problems, or needs support in doing so</p> <p>Does not recognize or respond to the need to adjust responses and solutions to challenges and problems, or needs support in doing so</p>	<p>Attempts to implements a viable response to a challenge, though the response may not be appropriate to the situation.</p> <p>Uses a self-selected solution to a problem, though the solution may not be appropriate to the situation.</p> <p>Needs support with recognizing and responding to the need to adjust responses and solutions to challenges and problems.</p>	<p>Implements a viable and self-selected response to a challenge</p> <p>Successfully uses a self-selected solution to a problem</p> <p>Recognizes the need to change or adjust approaches to a problem or challenge, but may need teacher support with responding to this need.</p>	<p>Implements a viable, unique, and self-created response to a challenge</p> <p>Successfully uses a unique, self-created idea or solution to a problem</p> <p>Recognizes the need to change or adjust approaches to a problem or challenge, and responds this need without prompting or support from teacher.</p>
<p>Mindset</p>	<p>Student does not believe in their ability to create or innovate</p>	<p>Student believes they can create and innovate with guidance and support</p>	<p>Student believes they can create and innovate by coming up with viable solutions and responses</p>	<p>Student believes in their ability to create and innovate by coming up with their own unique solutions and responses</p>

Student Rubric

	1 Experiencing Difficulty	2 Progressing	3 Meets Expectations	4 Exceeds Expectations
Creativity and Innovation	<p>With support can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> share my ideas in a group <input type="checkbox"/> put my ideas into action 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> think about challenges and problems <input type="checkbox"/> share my thinking in a group <input type="checkbox"/> put my ideas into action 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> think of creative ways to meet challenges and solve problems on my own and in a group <input type="checkbox"/> do my fair share of the work in a group <input type="checkbox"/> put my ideas into action and change my ideas if they don't work 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> think of new and unique ways to meet challenges and solve problems on my own and in a group. <input type="checkbox"/> be a leader when working with a group <input type="checkbox"/> put my ideas into action and change my ideas if they don't work <input type="checkbox"/> create my own assignments or projects

References

English Language Arts Standards. (n.d.). Retrieved from <http://www.corestandards.org/ELA-Literacy/>

Preparing 21st Century Students for a Global Society - nea.org. (n.d.).