

Belpre City Schools K-5 Critical Thinking Rubric

Last Revised 3-10-2022

***Please Note:**
Some performance areas only have 1-2-3, and no 4. This was intentional.

***Clarifying Statement:**
Rows have been aligned to the OH ELA & National ISTE Standards. 3-Proficient column was aligned to the 4th grade ELA standards.

Belpre Portrait of a Graduate: Critical Thinking & Integrity

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
CT1 Critical Thinking: Information and Discovery	Defining the Problem	With prompting and support, I can define the problem, investigation, or challenge.	I can define the problem, investigation, or challenge, but it lacks clarity.	I can clearly define the problem, investigation, or challenge.	
CT2 Critical Thinking: Information and Discovery	Clarity and Understanding	With prompting and support, I can seek clarity and understanding.	I can seek clarity and understanding at times, but too often move forward without fully understanding.	I continuously seek clarity and understanding.	I can explain why the inquiry is important.
CT3 Critical Thinking: Information and Discovery	Question Generation	With prompting and support, I can use "thinking stems" to generate relevant questions. (W.1.8)	With support, I can create questions that relate to the problem, investigation, or challenge.	I can create questions independently, but they are sometimes limited in understanding or are not closely related to the problem, investigation, or challenge. (W.4.7; W.4.8)	I can create relevant key questions related to the problem, investigation, or challenge. (W.8.7)
CT4 Critical Thinking: Information and Discovery	Research Credibility	With prompting and support, I can learn something new from provided resources and identify the source type (book, internet, video, person). (W.1.8)	I can gather information independently from sources on the general topic, but it may not be relevant to the inquiry questions.	I can conduct limited research using relevant experiences or several pieces of information from print and digital sources. (W.4.7; W.4.8; SL.4.2) ISTE 1c, ISTE 2a, ISTE 3a, ISTE 3	I can conduct relevant research using multiple credible sources. (W. 5.7; W.8.7; SL.9-10.2) ISTE 1c, ISTE 2a, ISTE 3a, ISTE 3

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
CT5 Critical Thinking: Interpretation and Analysis	Source's Point of View	With prompting and support, I can identify point of view in literature. (W.1.1)	I can identify point of view in literature independently, but require prompting and support to identify point of view in an informational source.	I can identify a source's point of view in literature/informational text. (W.4.1; RI.4.6; SL.4.3) ISTE 3c	I can identify a source's point of view and why the source has that viewpoint. (W. 5.1; W.8.1; W.9-10.1; RI. 8.6; RI.9-10.6; RI.11-12.6)

CT6 Critical Thinking: Interpretation and Analysis	Individual Point of View	With prompting and support, I can identify and share my point of view.	I can identify and share my own point of view independently.	I can recognize that there are differences in points of view and that my point of view can be different than the source's. ISTE 7c	I can clearly explain the difference between my point of view and that of the source.
CT7 Critical Thinking: Interpretation and Analysis	Argument/Opinion & Evidence	With prompting and support, I can identify that sources can have different opinions. (text-to-text, text-to-self)	I can independently identify the opinion in a source and the reasoning supporting it.	I can share my understanding of the reasoning and evidence supporting an opinion. I am beginning to understand how to know if reasoning is sound. (W.4.1)	I know the components of an argument, and I am beginning to assess whether the reasoning of the source is sound, if the evidence is helpful to the argument, or if a sufficient amount of evidence is provided. (SL.5.1,2; SL.8.1,2; W.5.1; W.8.1; W.9-10.1; W.11-12.1)
CT8 Critical Thinking: Interpretation and Analysis	Relevant Information	With prompting and support, I can identify which information is important and which is not. (SL.1.3)	I am beginning to determine what is relevant or irrelevant information.	I can recognize relevant information and know when irrelevant (i.e., unrelated; unimportant) evidence is introduced. (SL.4.3; SL.5.3; SL.8.3) ISTE 2c	

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
CT9 Critical Thinking: Reasoning	Assumptions	With prompting and support, I understand what a belief is. (W.1.1)	With support, I can define "assumption" but am still learning how to explain assumptions (what I believe, but have not proven) about the problem, investigation, or challenge.	I can explain assumptions (what I believe, but have not proven) about the problem, investigation, or challenge, but explanation is somewhat unclear and does not include evidence. (W.4.1)	I can clearly explain and justify assumptions (what I believe, but have not proven) about the problem, investigation, or challenge. (W.5.1c; W.8.1c)
CT10 Critical Thinking: Reasoning	Inferences	With prompting and support, I can define "inference" and can form simple ones on my own.	I am beginning to show the ability to make inferences.	I can make inferences from the inquiry/research experience. (RI.4.1; W.4.7) ISTE 5d	I can consistently make clear inferences from the inquiry/research experience. (RI.5.1; RI.8.1; SL.8.1d; W.8.7)
CT11 Critical Thinking: Reasoning	Integrity (POG Integrity)	With prompting and support, I am beginning to understand that integrity is another word for honesty and respect.	I can define integrity, but I am challenged to apply it to my decision making.	I understand integrity, and it is evident in the conclusions I make. I am sometimes challenged to share my perspective with clarity and respect. ISTE 2b. (POG Integrity)	I can demonstrate integrity through the conclusions I make. I share my perspective on how I drew the conclusion with clarity and respect. ISTE 2b. (POG Integrity)

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CT12 Critical Thinking: Problem Solving/Solution Finding	Relevant Solutions	With prompting and support, I can recognize a problem. I know if an answer to a question makes sense.	I can identify the problem, challenge, or inquiry question but may not be ready to share my ideas.	I can share ideas about how to best solve the problem, meet the challenge, or answer the inquiry question. (W.4.1, 2)	I can clearly explain my ideas about how to best solve the problem, meet the challenge, or answer the inquiry question. I clearly describe why my ideas make sense. (W.5.1,2; W.8.1,2)
CT13 Critical Thinking: Problem Solving/Solution Finding	Systems Thinking	With prompting and support, I can see that smaller parts can make up something bigger.	I am beginning to use systems thinking in problem solving. I can describe the function of the whole system; name some of the component parts; and describe the function of each part. I am unable to predict what will happen if a part is missing.	I use systems thinking in problem solving. I can describe the function of the whole system; name all of the component parts; and describe the function of each part. I can predict what would happen if a part is missing. ISTE 4a	I can use systems thinking in problem solving. I can describe the function of the whole system; describe the subsystems; and describe how a change in the subsystems influences the entire system. ISTE 4a
CT14 Critical Thinking: Problem Solving/Solution Finding	Testing Ideas	With prompting and support, I can test ideas.	I can test ideas. I am beginning to show the ability to think about the results, provide some explanation, and decide if a new course of action is necessary.	I can test ideas. I can think about and clearly describe the outcome, deciding if a new course of action is necessary. ISTE 4b, ISTE 5a, ISTE 5b	I can test ideas with patience, precision, and accuracy. I carefully assess the outcome and draw logical conclusions about next steps. ISTE 4b, ISTE 5a, ISTE 5b

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CT15 Critical Thinking: Constructing Arguments	Claim/Opinion	With prompting and support, I am beginning to develop my own opinions.	I can communicate my opinion about a topic.	I can communicate my opinion about the inquiry question. (W.4.1; W.5.1)	I can communicate my claim about the inquiry question. (W.8.1)
CT16 Critical Thinking: Constructing Arguments	Evidence for Claims/Opinion	With prompting and support, I can express an opinion and share reasons for that opinion. (W.1.1)	With assistance, I can select evidence to support my opinion from provided resources.	I can select evidence and reasons from provided resources to support my opinion. (W.4.1c; W.5.1c) ISTE 6b	I can select relevant evidence from multiple accurate and credible sources to support my claim. (W.8.1c) ISTE 6b
CT17 Critical Thinking: Constructing Arguments	Claims and Counterclaims	With prompting and support, I can identify when someone disagrees with me or I disagree with them.	I can understand that there are sides of an argument, but I cannot see beyond my own opinion.	I can identify the sides of an argument that support particular points. (SL.4.3; SL.5.3) ISTE 6	I can anticipate sides of an argument (claims/counterclaims and support). (W.8.1a) ISTE 6

CT18 Critical Thinking: Constructing Arguments	Organizing the Argument/Opinion	With prompting and support, I can choose reasons to support an opinion. (W.1.1)	I can collect reasons and evidence to support an opinion, but I'm not sure how to organize them.	I can organize my support of the opinion using logical reasoning and evidence. (W.4.1a; W.5.1a) ISTE 6a	I can organize my support of the claim using logical reasoning and relevant evidence from accurate, credible sources while maintaining a formal style of writing. (W.8.1b, c, e) ISTE 6a
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CT19 Critical Thinking: Self-Regulation/Reflection	Metacognition (Thinking about Thinking)	With prompting and support, I am learning to express and explain my own thinking.	I am beginning to be able to monitor my thought process/progress. I am starting to know my strengths and weaknesses in my thinking. I am beginning to demonstrate my metacognition (thinking about my thinking.)	I can monitor my thought process/progress. I know my strengths and weaknesses in my thinking. I can demonstrate my metacognition (thinking about my thinking.)	I can consistently monitor my thought process/progress and can clearly articulate my strengths and weaknesses in my thinking during the inquiry experience while seeking clarity and understanding.

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Belpre Portrait of a Graduate: Communication

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
COM 1 Engaging in Conversations and Discussions	Interpersonal Skills	With prompting and support, I am beginning to practice how to use effective interpersonal skills like listening and questioning. (SL.1.1)	I am beginning to use effective interpersonal skills (listening, questioning, feedback, body language) that are necessary for effective communication.	I can apply effective interpersonal skills (listening, questioning, feedback, body language) during conversations. (SL.4.1)	I can apply effective interpersonal skills (listening, questioning, feedback, body language) during conversations to build positive relationships with collaborators. (SL.5.1; SL.8.1; SL.11-12.1)
COM 2 Engaging in Conversations and Discussions	Asking and Responding to Relevant Questions	I can ask and answer questions about what a speaker says in order to gather additional information or clarify something that I do not understand. (SL.1.1; SL.1.3)	I can ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL.2.3)	I can ask and respond to questions that connect to ideas shared by others during discussion, usually to clarify ideas and conclusions about the concept, theme, or problem and link to the remarks of others. (SL.4.1c) ISTE 6	I can ask and respond to relevant questions that connect to ideas shared by others during discussion, usually to clarify, verify, or challenge ideas and conclusions about the concept, theme, or problem. (SL.5.1; SL.8.1; SL.11-12.1) ISTE 6
COM 3 Engaging in Conversations and Discussions	Diplomacy	I can use kind words when I am talking with someone else. (SL.1.1A)	I can participate in a discussion, but I sometimes get upset and frustrated or am unkind in my response.	I can participate in discussions without becoming argumentative or defensive.	When I participate in a discussion, I can make adjustments to ensure all parties are included in a diplomatic and productive interaction.
COM 4 Engaging in Conversations and Discussions	Feedback	With prompting and support, I can offer feedback.	I can deliver kind and helpful feedback. ISTE 1c	I can deliver kind, helpful, and specific feedback in a respectful manner. (SL.5.1; SL.8.1; SL.11-12.1) ISTE 1c	I can deliver feedback that inspires recipients to evaluate their thoughts and continue to engage in the conversation.
COM 5 Engaging in Conversations and Discussions	Valuing Opinions and Ideas	I can listen to others with care. (SL.1.1)	I usually maintain positivity in discussions. I am learning to value others' opinions or ideas. ISTE 7c	I maintain positivity during discussions and value others' opinions and ideas. ISTE 7c	I consistently communicate positively and indicate that collaborators' opinions and ideas are valued.

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COM 6 Using Digital Communication Tools	Message Clarity	With support, I can use digital media to communicate a message. (W.1.6)	I can use digital media to communicate a message, but it may lack some clarity, focus, and/or specificity. (SL.4.5, W.4.6) ISTE 6	I can use digital media to develop a clear, focused, concise, and specific message. (SL.5.5; SL.8.5; SL.11-12.5) (W.5.6; W.8.6; W.11-12.6) ISTE 6	I can create digital media to develop a clear, focused, concise, and specific message.
COM 7 Using Digital Communication Tools	Digital Communication	With support, I can use a variety of digital tools to produce and publish writing. (W.1.6)	With support, I can use language and digital tools that are appropriate for the task, audience, and purpose.	I can use language and digital tools that are generally appropriate to the task, audience, and/or purpose. (SL.4.5, SL.4.6, L.4.3) ISTE 6a, ISTE 6d	I can use language and digital tools that are appropriate to the task, audience, and purpose. (W.5.4; W.8.4; W.11-12.4) ISTE 6a, ISTE 6d

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COM 8 Effective Listening	Listening Strategies	With modeling and support, I am learning to use effective listening strategies.	I am learning to use effective listening strategies. ISTE 3b	I can consistently use effective listening strategies.	I can use effective listening strategies to connect new information to background knowledge, identify key points, and draw logical inferences and conclusions. ISTE 3b
COM 9 Effective Listening	Active Listening	With modeling and support, I am learning what it takes to be an attentive listener. (SL.1.1)	I am learning what it takes to be an attentive listener by demonstrating interest in the speaker's message.	I can listen attentively by demonstrating interest in the speaker's message and providing verbal or nonverbal feedback to indicate that the message was received; I show understanding.	I am a good model of what an attentive listener is, demonstrating consistent listening skills. I support others in developing as listeners.
COM 10 Effective Listening	Habits of Discussion	With modeling and support, I can follow guidelines for effective listening and discussions. (e.g., listens to others with care, speaks one at a time, and "shares the air"). (SL.1.1B)	With reminders, I can follow guidelines for effective listening and discussions. (e.g., listens to others with care, speaks one at a time, and "shares the air"). (SL.4.2)	I can follow guidelines for effective listening and discussions. (e.g., listens to others with care, speaks one at a time, and "shares the air"). (SL.5.1b; SL.8.1b; SL.11-12.1b)	

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COM 11 Communicating in Diverse Environments	Awareness of Diverse Backgrounds	I am aware of the differences in the ways people live. (SL.1.1)	With support, I am learning how to show an awareness of diverse backgrounds.	I can show awareness of differences in backgrounds and experiences within the group; be open to those whose views on the world may be different; and use sensitive and appropriate word choice. ISTE 3b, ISTE 7	I can show awareness of diverse backgrounds and experiences within the group; be open to those whose views on the world may be different; use sensitive and appropriate word choice; and check assumptions about learners with other backgrounds. ISTE 3b, ISTE 7
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Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
COM 12 Delivering Oral Presentations	Focus & Clarity (POG Goal Oriented)	With guidance, I can stay on topic when sharing an idea. (SL.1.4; SL1.6)	With support, I can communicate an idea in a focused and clear way.	I can communicate in an organized manner with an appropriate amount of evidence (descriptions, facts, and details.) (SL.4.4) ISTE 6c	I can communicate in a focused, clear manner with an appropriate amount of evidence (descriptions, vocabulary, facts, details, and examples.) (SL.5.4; SL.8.4; SL.11-12.4) ISTE 6c
COM 13 Delivering Oral Presentations	Preparation	With guidance and support, I can prepare a presentation for my peers (show and tell, a poster, etc.).	With support, I am learning how to prepare and rehearse for a presentation. (SL.4.1a)	I have adequately prepared and rehearsed for the presentation. I am ready for my presentation.	I can accurately and confidently answer questions from the audience due to my preparation.
COM 14 Delivering Oral Presentations	Verbal/Nonverbal Techniques	I am beginning to be able to speak in front of my peers with confidence. (SL.1.4; SL1.6)	I express thoughts, feelings, and ideas clearly. I speak in complete sentences. I am beginning to use <u>some</u> verbal/nonverbal techniques.	I can use <u>most</u> of the verbal/nonverbal techniques that are appropriate for task, audience, and purpose. (SL.4.4)	I can use <u>all</u> of the verbal/nonverbal techniques that are appropriate for task, audience, and purpose. (SL.5.4; SL.8.4; SL.11-12.4)
		Eye Contact	Eye Contact	Eye Contact	Eye Contact
		Speak Clearly	Speak Clearly	Speak Clearly	Speak Clearly
		Confident Voice/Volume	Confident Voice/Volume	Confident Voice/Volume	Confident Voice/Volume
			Posture	Posture	Posture
				Appropriate Vocabulary for the Topic/Subject	Appropriate Vocabulary for the Topic/Subject
					Animation/Audience Engagement

COM 15 Delivering Oral Presentations	Digital Media	I am learning about various types of digital media and/or visual aids.	With support, I can use digital media and/or visual aids in my presentation.	I can use digital media and/or visual aids in my presentation. (SL.4.5) ISTE 6	I can use digital media and/or visual aids to enhance audience understanding and add interest. (W.8.6; W.11-12.6; SL.5.5; SL.8.5) ISTE 6
COM 16 Delivering Oral Presentations	Fielding Questions (POG Critical Thinking)		I can present my topic, but I am unable to field questions.	I can field some grade-level appropriate questions from the audience to demonstrate understanding and knowledge. (SL.4.1c)	I can field grade-level appropriate questions from the audience to demonstrate thorough understanding and knowledge. (SL.5.1; SL.8.1; SL.11-12.1)

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COM 17 Self-Regulation/ Reflection	Reflection	With support, I can celebrate my successful communication.	With support, I am learning how to reflect honestly on the success of my communication.	I reflect on the success of my communication with partial accuracy or honesty. ISTE 6	I am honest with myself and can reflect accurately on the success of my communication. ISTE 6
				Where was my communication strong? Where was my communication weak? How much support did I need to make my communication effective?	Where was my communication strong? Where was my communication weak? How much support did I need to make my communication effective? What improvements in my communication will I make for next time?

Belpre City Schools K-5 Collaboration Rubric

Last Revised 3-10-2022

***Clarifying Statement:**
Rows have been aligned to the OH ELA & National ISTE Standards. 3-Proficient column was aligned to the 4th grade ELA standards.

Belpre Portrait of a Graduate: Leaders & Collaborators; Goal Oriented

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
COL 1 Leadership & Initiative	Scope and Relevance	With prompting and support, I can understand the group's learning targets. (SL.1.1)	I can demonstrate a limited understanding of the group's learning targets.	I can demonstrate a clear understanding of the scope and relevance of the group's work. (SL.4.1)	I can provide leadership to the group in defining the mission and vision for the work. (SL.5.1)
COL 2 Leadership & Initiative	Goals and Deadlines (POG Goal Oriented)	With prompting and support, I can help with creation of the group's goals and due dates. (SL.1.1b)	I can contribute one or two ideas to the creation of the group's goals and due dates.	I offer contributions to the creation of the group's goals and deadlines. (SL.4.1b)	I offer significant contributions to the creation of the group's goals and deadlines. (SL.5.1b); ISTE 7c
COL 3 Leadership & Initiative	Initiative	With prompting and support, I can fulfill roles and responsibilities within my team.	I can describe the duties and/or roles of all team members. (SL.4.1b)	I can describe the duties and/or roles of all team members. I can fulfill my roles and responsibilities. (SL.4.1b)	I know my team's strengths and choose roles that best fit each member. (SL.5.1); (SL.11-12.1); ISTE 7c
COL 4 Leadership & Initiative	Leadership (POG Leaders & Collaborators)	I can identify some qualities of a good leader.	I can identify qualities of a good leader. I am gaining the skills or confidence to lead.	I possess qualities of a good leader.	I can influence others to become good leaders. I know when to lead and when to follow.

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
COL 5 Cooperation	Cooperation	I can follow agreed-upon rules for discussions (listening to others with care, speaking one at a time, etc.). (SL.1.1a)	I can follow agreed-upon rules for discussions (listening to others with care, speaking one at a time, gaining the floor in respectful ways, etc.). (SL.2.1a)	I follow agreed-upon norms for respectful discussions and decision-making. I consistently accept and fulfill individual roles within group. (SL.4.1b)	I consistently work to address challenges in the group through discussion and consensus-building activities. I understand the learning needs of group members. (SL.1d); (SL.5.1b); ISTE 7c

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COL 6 Flexibility	Diverse Ideas	With prompting and support, I listen to the ideas and opinions expressed by group members. (SL.1.1b)	I demonstrate a willingness to listen to the ideas and opinions expressed by group members, but I do not always show understanding.	I show an understanding of the various ideas and opinions of group members. (SL.4.1d)	I understand and acknowledge the value of diverse ideas and opinions expressed by group members. (SL.1c,d); (SL5.1d); ISTE 7c
COL 7 Flexibility	Flexibility	With prompting and support, I can understand that other people may have different opinions than my own.	I am beginning to show a willingness to change my ideas or opinions based on new information.	I can show a willingness to change my ideas or opinions based on new information. (SL.4.1d)	I can consistently show a willingness to change my ideas or opinions based on new information. (SL.5.1d); ISTE 7c

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COL 8 Responsibility & Productivity	Responsibility (POG Leaders & Collaborators)	With prompting and support, I am learning what responsibility means.	I am beginning to accept some responsibilities.	I am willing to accept responsibilities.	I accept responsibilities with a positive attitude. (SL.1b; SL.5.1b) ISTE 7c
COL 9 Responsibility & Productivity	Offering Help	With prompting and support, I understand when someone needs help.	I am beginning to recognize when someone needs help, but I may be unsure of how to help or assist.	I recognize when others need help and know how to help or assist.	I recognize when others need help and willingly assist. (SL.1d); ISTE 7b
COL 10 Responsibility & Productivity	Preparedness	With prompting and support, I understand that I need to come to the group ready to work.	I am sometimes prepared for group work. I complete some individual action items on time.	I am prepared for group work. I complete individual action items on time. (SL.4.1a); (ISTE 7b)	I am well prepared for group work and can anticipate next steps for the project. (SL.5.1a)
COL 11 Responsibility & Productivity	Project Management (POG Goal Oriented)	With prompting and support, I can track the group's progress toward established goals and due dates (anchor charts, stickers, checklists, etc.).	I can track the group's progress toward established goals and due dates (anchor charts, stickers, checklists, etc.).	I can track the group's progress toward established goals and deadlines and recognize where adjustments are needed.	I accurately monitor individual and team progress toward goals, making sufficient corrections and adjustments when needed. ISTE 1a

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COL 12 Use of Tech Tools Collaboration	Productivity	With prompting and support, I am learning about technological tools. (SL.1.5)	I am beginning to show awareness of some of the technological tools available and how they can be used for collaboration. (SL.4.5)	I am aware of the range of current technological tools and how I can effectively and responsibly use them for collaboration. (SL.5.5); ISTE 7b	I consistently use selected technological tools appropriately and responsibly in a manner that enhances the group's productivity.

COL 13 Use of Tech Tools Collaboration	Use of Tech Tools	With prompting and support, I can access technological tools. (SL.1.5)	I show some comfort and confidence in collaborating using technological tools.	I can demonstrate comfort and confidence in collaborating using appropriate technological tools. (SL.4.5)	I can consistently collaborate using technological tools. (SL.5.5); ISTE 7a & b
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Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
COL 14 Feedback	Offering Feedback	I know what feedback is and can sometimes offer it. (SL.1.1b)	I am beginning to show confidence in offering feedback to team members.	I provide constructive feedback that is helpful, focused on ideas, and respectful of team members. (SL.4.1c); (SL.8.1c)	I consistently provide constructive feedback that is helpful, focused on ideas, and respectful of team members. (SL.5.1c); (SL.8.1c)
COL 15 Feedback	Constructive Feedback	With prompting and support, I can understand what constructive feedback is. (SL.1.3)	I sometimes accept constructive feedback but I tend to take it personally. (SL.4.1c)	I receive constructive feedback and use it to improve my work. (SL.5.1c); (SL.8.1c)	I proactively seek constructive feedback and use it to improve my work.

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
COL 16 Self-Reflection & Group Evaluation	Self-Reflection	With support, I can celebrate my successful collaboration.	I am beginning to reflect on how my collaboration impacts others.	I can reflect on how my collaboration impacts others. ISTE 1a	In my reflection, I can identify action items to improve my collaboration.
				Where was my collaboration strong?	What improvements do I need to make the next time I collaborate?
				Where was my collaboration weak?	
				How much support did I need during my collaboration?	
COL 17 Self-Reflection & Group Evaluation	Group Evaluation	With support, I can celebrate with my group on our successful collaboration.	With support, I am learning how to work with my group to evaluate the success of our collaboration.	I can work with my group to evaluate the success of our collaboration.	I am honest with my group and can reflect accurately on the success of the group's collaboration. ISTE 1a
				Where was my group's collaboration strong?	What improvements does my group need to make the next time we collaborate?
				Where was my group's collaboration weak?	

How much support did our
group need during our
collaboration?

Belpre City Schools K-5 Creativity Rubric

Last Revised 3-10-2022

*Please Note:
Some performance areas only have 1-2-3, and no 4. This was intentional.

*Clarifying Statement:
Rows have been aligned to the OH ELA & National ISTE Standards. 3-Proficient column was aligned to the 4th grade ELA standards.

Belpre Portrait of a Graduate: Creativity; Leaders & Collaborators; Goal Oriented

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
CR1 Creativity: Idea Generation	Quantity of Brainstorming	With prompting and support, I can participate in brainstorming.	I can participate in brainstorming that generates one idea.	I can participate in a brainstorming process that generates two ideas on the topic.	I can participate in a brainstorming process that generates multiple ideas.
CR2 Creativity: Idea Generation	Quality of Brainstorming	With prompting and support, I can offer ideas that stay on topic.	I can offer ideas, but they may not be original, diverse, or on topic.	I can offer original, diverse, and on-topic ideas. ISTE 3d	My ideas are original. They answer "What if?" and "Yes, and..." My ideas spark the creative process, which helps me generate more ideas.

Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
CR 3 Creativity: Idea Design and Refinement	Idea Classification	With prompting and support, I can sort and categorize ideas.	With support, I can sort, arrange, categorize, and prioritize ideas.	I can sort, arrange, categorize, and prioritize ideas. I choose the best idea to meet the challenge. ISTE 4a	I can sort, arrange, categorize, and prioritize ideas in ways that turn options into creatively productive outcomes. I can revise and revisit ideas to improve them (e.g., "tinkering").
CR 4 Creativity: Idea Design and Refinement	Feedback	I am learning the process of how to receive and listen to feedback.	I can review and discuss feedback with an adult.	With support, I can review feedback and translate the feedback into logical "next steps." ISTE 4a	I can review feedback and translate the feedback into logical "next steps."

<i>Performance Area</i>	<i>Topic of Focus</i>	<i>1-Emerging (K-1 Expectation)</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
CR5 Creativity: Openness and Courage to Explore	Courage to Explore	With prompting and support, I can explore new ideas.	I can explore new ideas.	I can demonstrate an openness to exploring different interpretations of ideas. ISTE 4d	I can explore new ideas by being curious and flexible.
CR6 Creativity: Openness and Courage to Explore	Vision of End Product (POG Goal Oriented)	With modeling and support, I can understand that I am working toward an end product for the task (e.g. using examples, models).	With prompting and support, I can understand what the end product or performance can be for the task.	I can share a vision of the end product or performance.	I can share a clear vision of the end product or performance.
CR7 Creativity: Openness and Courage to Explore	Perseverance	With modeling and support, I am learning that perseverance means to keep trying and not give up.	With support, I can sometimes persevere when presented with challenge.	I can sometimes persevere when presented with challenges. ISTE 4d	I can consistently persevere when presented with challenges.
CR8 Creativity: Openness and Courage to Explore	Risk Taking	With modeling and support, I am understanding what a risk is and how failure is a part of learning.	With support, I can sometimes take risks, knowing that failure is a part of learning.	I can take some risks and show some resilience in situations in which failure is part of learning. ISTE 4d	I can comfortably take risks and show resilience in situations in which failure is part of learning, displaying a willingness to grow.

<i>Performance Area</i>	<i>Topic of Focus</i>	<i>1-Emerging (K-1 Expectation)</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
CR9 Creativity: Works Collaboratively With Others	Working Collaboratively with Others (POG Leaders & Collaborators)	I am learning that collaboration means to work together, sharing materials and ideas. (W.1.1)	With support, I can collaborate with others.	I can work collaboratively with others by communicating ideas. (SL.4.1) ISTE 7c	I can work collaboratively with others by communicating ideas and feedback. (SL.5.1)

<i>Performance Area</i>	<i>Topic of Focus</i>	<i>1-Emerging (K-1 Expectation)</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
CR10 Creativity: Creative Production and Innovation of Ideas	Product/Performance Execution (POG Goal Oriented)	With prompting and support, I can work toward a specified end product or performance.	I have an idea for my product or performance, but I am challenged by how to create it.	I can use my ideas to create a product or performance. ISTE 4c	I can use my ideas to create a product or performance and explain how it is directly related to the challenge or problem.

CR11 Creativity: Creative Production and Innovation of Ideas	Process Explanation	With modeling and support, I can explain the process I am planning to use.	With support, I can explain the process that I am planning to use for creating my product or performance.	I can explain the process that I am planning to use for creating my product or performance. ISTE 7b	
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Performance Area	Topic of Focus	1-Emerging (K-1 Expectation)	2-Developing	3-Proficient	4-Accomplished
CR12 Creativity: Self-Regulation and Reflection	Analysis & Reflection	With prompting and support, I can respond to one of the reflection questions about my creativity.	With support, I can respond to two of the reflection questions about my creativity.	I can respond to three or four of the reflection questions about my creativity.	I can analyze and reflect on my own creativity and innovation with accuracy.
				Did I assess the quality of my ideas?	
				Did I show how I persevered through challenges?	
				Did I dedicate enough time and effort to the process?	
				Did I seek necessary support during the creative process?	
				Did I produce a high-quality product or performance?	