

Belpre City Schools 6-12 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 8th grade & 11th/12th grade ELA standards.

Belpre Portrait of a Graduate: Critical Thinking & Integrity

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
CT1 Critical Thinking: Information and Discovery	Defining the Problem	I cannot yet grasp 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.	I can provide a thorough depth of understanding of the problem, investigation, or challenge.
CT2 Critical Thinking: Information and Discovery	Clarity and Understanding	I rarely 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 relevant and necessary.
CT3 Critical Thinking: Information and Discovery	Question Generation	With support, I can create limited 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.	I can create relevant key questions related to the problem, investigation, or challenge. (W.8.7)	I can effectively refine and improve key questions closely related to the problem, investigation, or challenge (i.e., open-ended; requiring deep thought).
CT4 Critical Thinking: Information and Discovery	Research Credibility	I can attempt to gather information from sources without assessing them for relevance or credibility. I can gather information on the general topic, but it may not be relevant to the inquiry questions.	I can conduct limited research using some relevant and credible sources.	I can conduct relevant research using multiple sources. I can effectively assess the credibility and accuracy of each source. (W.8.7; SL.9-10.2) ISTE 1c, ISTE 2a, ISTE 3a, ISTE 3	I can conduct in-depth research using multiple, scholarly sources. (SL.9-10.2) ISTE 1d

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
CT5 Critical Thinking: Interpretation and Analysis	Source's Point of View	I cannot identify a source's point of view.	I can identify a source's point of view.	I can identify a source's point of view and why the source has that viewpoint. (W.8.1; W.9-10.1; RI.8.6; RI.9-10.6; RI.11-12.6)	I can evaluate and analyze a source's point of view, why the source has the viewpoint, and identify bias if any is present. (W.8.8) ISTE 3c
CT6 Critical Thinking: Interpretation and Analysis	Individual Point of View	I can identify my own point of view.	I can recognize the difference between my point of view and the source's but cannot yet explain it.	I can clearly explain the difference between my point of view and that of a source's. (SL.8.1)	I can continually use new information to inform and challenge my own viewpoint. ISTE 7c

CT7 Critical Thinking: Interpretation and Analysis	Argument & Evidence	With support, I can identify if an argument is being made in the text.	I can share my understanding of the components of an argument.	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.8.1,2)	I can assess whether the reasoning of the source is sound, if the evidence is helpful to the argument, and if a sufficient amount of evidence is provided. (SL.8.1,2; W.8.1; W.9-10.1,3; W.11-12.1)
CT8 Critical Thinking: Interpretation and Analysis	Relevant Information	I cannot yet determine what is relevant or irrelevant information.	I am beginning to recognize relevant information and when irrelevant (i.e., unrelated, unimportant) evidence is introduced.	I can recognize relevant information and know when irrelevant (i.e., unrelated; unimportant) evidence is introduced. (SL.8.3) ISTE 2c	

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
CT9 Critical Thinking: Reasoning	Assumptions	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.	I can clearly explain and justify assumptions (what I believe, but have not proven) about the problem, investigation, or challenge. (W.8.1c)	I can clearly explain assumptions (what I believe, but have not proven) about the problem, investigation, or challenge; I can justify assumptions with sensible and relevant evidence.
CT10 Critical Thinking: Reasoning	Inferences	I can define "inferences" but have difficulty making them.	I am beginning to show the ability to describe inferences from the inquiry/research experience, but inferences are unfounded.	I can consistently make clear inferences from the inquiry/research experience. (SL.8.1d; RI.8.1; SL.8.1d; W.8.7)	I can draw deep inferences from the inquiry/research experience and connect them to evidence. ISTE 5d
CT11 Critical Thinking: Reasoning	Integrity (POG Integrity)	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 draw. I may not always share my perspective with clarity and respect.	I can demonstrate integrity through the conclusions I make and clearly share my perspective on how I drew the conclusion. I share my perspective with clarity and respect. ISTE 2b. (POG Integrity)	

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
CT12 Critical Thinking: Problem Solving/Solution Finding	Relevant Solutions	I can identify the problem, challenge, or inquiry question but am not ready to share my ideas.	I can share ideas about how to best solve the problem, meet the challenge, or answer the inquiry question, but the explanation is somewhat unclear.	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.8.1,2)	I can clearly explain my ideas about how to best solve the problem, meet the challenge, or answer the inquiry question. I can build collective ownership of the idea.

CT13 Critical Thinking: Problem Solving/Solution Finding	Systems Thinking	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, but 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, but I am unable to describe the subsystems.	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.	When using systems thinking in problem solving, I can define if the system is in equilibrium or is changing. I can explain how the system interacts with another system. ISTE 4a
CT14 Critical Thinking: Problem Solving/Solution Finding	Testing Ideas	I can test ideas. With assistance, I assess the outcome, but the explanation may be somewhat unclear. I am beginning to show the ability to assess results and decide if a new course of action is necessary.	I can test ideas. I can assess and clearly describe the outcome and decide if a new course of action is necessary.	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	I can collaborate with my teammates to test ideas with patience, precision, and accuracy. We carefully assess our outcomes and draw logical conclusions about our next steps.

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
CT15 Critical Thinking: Constructing Arguments	Claim/Opinion	I can communicate my claim, but the claim is based in opinion.	With assistance, I can communicate my claim about inquiry question.	I can communicate my claim about the inquiry question. (W.8.1)	I can communicate my claim about the inquiry question in an articulate, convincing way.
CT16 Critical Thinking: Constructing Arguments	Evidence for Claims	With assistance, I can select evidence to support my claim.	I can select evidence to support my claim, but some of my sources are not reliable.	I can select relevant evidence from multiple accurate and credible sources to support my claim. (W.8.1c) ISTE 6b	I can select relevant evidence from multiple accurate and credible sources to support my claim and argue against the counterclaim.
CT17 Critical Thinking: Constructing Arguments	Claims and Counterclaims	I can understand that there are two sides to an argument, but I cannot see beyond my own opinion.	I can understand that there are two sides to an argument, but I cannot yet anticipate what they would be.	I can anticipate both sides of an argument (claims and counterclaims.) (W.8.1a) ISTE 6	I can articulate alternate or opposing claims. (W.11-12.1.b) ISTE 6
CT18 Critical Thinking: Constructing Arguments	Organizing the Argument	I can collect reasons and evidence to support my claim, but I'm not sure how to organize them while maintaining a formal style of writing.	With support, 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	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	

<i>Performance Area</i>	<i>Topic of Focus</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
CT19 Critical Thinking: Self-Regulation/Reflection	Metacognition	With assistance, I can monitor my thought process/progress, but cannot yet articulate my strengths and weaknesses in my thinking during the inquiry experience.	With assistance, I can monitor my thought process/progress and can articulate my strengths and weaknesses in my thinking during the inquiry experience.	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.	I can analyze and evaluate my own cognitive skills with a view toward questioning and/or validating my reasoning and results.

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Rows have been aligned to the OH ELA & National ISTE Standards. 3-Proficient column was aligned to the 8th grade & 11th/12th grade ELA standards.

Belpre Portrait of a Graduate: Communication; Goal Oriented

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
COM 1 Engaging in Conversations and Discussions	Interpersonal Skills	I rarely use any of the effective interpersonal skills that are necessary for effective communication.	I can apply a few effective interpersonal skills during conversations to build positive relationships with collaborators.	I can apply effective interpersonal skills (listening, questioning, feedback, body language) during conversations to build positive relationships with collaborators. (SL.8.1; SL.11-12.1)	
COM 2 Engaging in Conversations and Discussions	Asking and Responding to Relevant Questions	I rarely ask or respond to questions during discussion.	I can ask and respond to questions, but they sometimes are disconnected or not relevant to the discussion topic.	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.8.1; SL.11-12.1) ISTE 6	I can ask and respond to probing questions that lead to greater understanding and help the collaborators think more deeply and have more meaningful discussion about the topic.
COM 3 Engaging in Conversations and Discussions	Diplomacy	I rarely engage in the discussion using diplomacy.	I can participate in the discussion, but I sometimes become argumentative or defensive.	I can participate in discussions using diplomacy without becoming argumentative or defensive.	I can show a deep understanding of the interpersonal dynamics of the conversation and adjust to encourage the full, productive participation of all parties.
COM 4 Engaging in Conversations and Discussions	Feedback	I rarely deliver feedback in a manner that makes the recipients feel respected.	I can deliver feedback, but I sometimes comes across as lacking respect when attempting to be direct.	I can deliver caring, direct feedback in a respectful manner. (SL.8.1; SL.11-12.1) ISTE 1c	I can deliver feedback that inspires recipients to reflect and evaluate their thoughts and continue to engage in the conversation.
COM 5 Engaging in Conversations and Discussions	Valuing Opinions and Ideas	I often show negativity and have a hard time valuing other people's opinions or ideas.	I usually maintain positivity in discussion. I sometimes struggle to value others' opinions or ideas.	I maintain positivity during discussion and value others' opinions and ideas. ISTE 7c	I consistently communicate positively and indicate that collaborators' opinions and ideas are valued.

Performance Area	1-Emerging	2-Developing	3-Proficient	4-Accomplished
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COM 6 Using Digital Communication Tools	Message Clarity	With support, I can use digital media to communicate a message.	I can use digital media to communicate a message, but it may lack clarity, focus, and/or specificity.	I can use digital media to develop a clear, focused, concise, and specific message. (SL.8.5; SL.11-12.5) (W.8.6; W.11-12.6) ISTE 6	
COM 7 Using Digital Communication Tools	Digital Communication	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 sometimes appropriate to the task, audience, and/or purpose.	I can use language and digital tools that are appropriate to the task, audience, and purpose. (W.8.4; W.11-12.4) ISTE 6a, ISTE 6d	My digital communication exhibits professionalism and formality.

<i>Performance Area</i>		<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
COM 8 Effective Listening	Listening Strategies	With support, I am learning to use effective listening strategies.	I can sometimes 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	I can use effective listening strategies to move the discussion forward.
COM 9 Effective Listening	Active Listening	With support, I am learning what it takes to be an effective and attentive listener.	I am beginning to listen actively and attentively, demonstrate interest in the speaker's message, and provide verbal or nonverbal feedback to indicate that the message was received; I am starting to show understanding.	I can listen actively and attentively, demonstrate interest in the speaker's message, and provide verbal or nonverbal feedback to indicate that the message was received; I show understanding.	I am a good model of what an effective and attentive listener is, demonstrating consistent listening skills. I support others in developing as listeners.
COM 10 Effective Listening	Habits of Discussion	I am still learning how to follow the guidelines for effective listening.	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")	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.8.1b; SL.11-12.1b)	

<i>Performance Area</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
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COM 11 Communicating in Diverse Environments	Awareness of Diverse Backgrounds	With support, I am learning how to show an awareness of diverse backgrounds.	I am beginning to show awareness of diverse backgrounds and my own assumptions about others.	I can show awareness of diverse backgrounds and experience 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	I show a strong awareness of diverse backgrounds and experience within the group; use empathy and openness to those whose views on the world may be different; and check assumptions about learners with other backgrounds.
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Performance Area		1-Emerging	2-Developing	3-Proficient	4-Accomplished
COM 12 Delivering Oral Presentations	Focus & Clarity (POG Goal Oriented)	I am beginning to communicate in a focused and clear manner.	I can sometimes communicate in a focused, clear manner with an appropriate amount of evidence (descriptions, vocabulary, facts, details, and examples.)	I can communicate in a focused, clear manner with an appropriate amount of evidence (descriptions, vocabulary, facts, details, and examples.) (SL.8.4; SL.11-12.4) ISTE 6c	I can communicate in a focused, clear manner with evidence (descriptions, vocabulary, facts, details, and examples) that increases the quality of my presentation.
COM 13 Delivering Oral Presentations	Preparation	I am not prepared for my presentation.	I am somewhat prepared for my presentation.	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 use appropriate verbal/nonverbal techniques.	I can use <u>some</u> of the verbal/nonverbal techniques that are appropriate for task, audience, and purpose.	I can use <u>most</u> of the verbal/nonverbal techniques that are appropriate for task, audience, and purpose. (SL.8.4; SL.11-12.4)	I can use <u>all</u> of the verbal/nonverbal techniques that are appropriate for task, audience, and purpose.
				Volume	
				Pronunciation/Enunciation	
				Intonation (cadence, tone, pitch)	
				Animation	
				Power Posture	
				Audience Engagement (eye contact, adjust to audience, etc.)	
				Formal Language & Style	
COM 15 Delivering Oral Presentations	Digital Media	I use digital media and/or visual aids that detract from the presentation and diminish audience understanding and interest.	I can use digital media and/or visual aids in my presentation, but I may overly rely on them while speaking.	I can use digital media and/or visual aids to enhance audience understanding and add interest. (W.8.6; W.11-12.6; SL.8.5) ISTE 6	I can make strategic use of digital media to enhance understanding and to add interest. (SL.11-12.5)

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.	I can field grade-level appropriate questions from the audience to demonstrate thorough understanding and knowledge. (SL.8.1; SL.11-12.1)	I can confidently answer questions from the audience with passion and excitement, demonstrating my deep understanding of the presentation topic.
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Performance Area		1-Emerging	2-Developing	3-Proficient	4-Accomplished
COM 17 Self-Regulation/ Reflection	Reflection	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.	I am honest with myself and can reflect accurately on the success of my communication. ISTE 6	In my reflection, I can identify action items to improve my communication.
			Where was my communication strong?	Where was my communication strong?	What improvements in my communication will I make for next time?
			Where was my communication weak?	Where was my communication weak?	
			How much support did I need to make my communication effective?	What other supports could I have utilized to enhance my communication?	

Belpre City Schools 6-12 Collaboration Rubric

Last Revised 3-10-2022

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

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
COL 1 Leadership & Initiative	Scope and Relevance	I frequently misunderstand the scope and relevance of the group's work.	I can demonstrate a limited understanding of the scope and relevance of the group's work.	I can demonstrate a clear understanding of the scope and relevance of the group's work.	I can provide leadership to the group in defining the mission and vision for the work.
COL 2 Leadership & Initiative	Goals and Deadlines (POG Goal Oriented)	I refrain from contributing to discussion about the group's goals and deadlines.	I offer minor contributions to the establishment of the group's goals and deadlines.	I offer significant contributions to the establishment of the group's goals and deadlines. (SL.1) ISTE 7c	I diplomatically make contributions that challenge the mission and vision to meet the group's goals and deadlines.
COL 3 Leadership & Initiative	Initiative	I can fulfill roles and responsibilities with prompting and coaching.	I can describe the duties and/or roles of all team members. I can fulfill my roles and responsibilities.	I know my team's strengths and choose roles that best fit each member. (SL.11-12.1) ISTE 7c	I understand and can perform each role on the team. I can discern and verbalize which team member is appropriately matched for each role.
COL 4 Leadership & Initiative	Leadership (POG Leaders & Collaborators)	I am not interested in being a leader, nor have I gained the skills or confidence to lead.	I can fulfill my own assigned tasks, but I am challenged by leadership and have a hard time trusting others to do their part.	I can respectfully organize and divide the work, monitor progress, and trust other members of my team to fulfill their tasks. ISTE 7c	I share leadership; I know when to lead and when to follow.

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
COL 5 Cooperation	Cooperation	I sometimes follow agreed-upon norms for respectful discussions and decision-making.	I follow agreed-upon norms for respectful discussions and decision-making. I consistently accept and fulfill individual roles within group.	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) ISTE 7c	I consistently enhance group productivity by making compromises, building consensus among team members, and setting a positive tone in words and actions. I accommodate the learning needs of group members.

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
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COL 6 <i>Flexibility</i>	Diverse Ideas	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.	I understand and acknowledge the value of diverse ideas and opinions expressed by group members. (SL.1c,d) ISTE 7c	I can evaluate diverse ideas and opinions shared by team members. I show respect and empathy for the ideas, opinions, values, and feelings of other group members.
COL 7 <i>Flexibility</i>	Flexibility	I can explain my own ideas and opinions, but I rarely show a willingness to change my ideas or opinions based on the information exchanged.	I can sometimes show a willingness to change my ideas or opinions based on the information exchanged.	I can consistently show a willingness to change my ideas or opinions based on the information exchanged. (SL.1d) ISTE 7c	I can use information exchanged to expand my ideas/opinions and incorporate multiple perspectives.

<i>Performance Area</i>	<i>Topic of Focus</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
COL 8 <i>Responsibility & Productivity</i>	Responsibility (POG Leaders & Collaborators)	I am hesitant to accept responsibilities.	I am willing to accept responsibilities.	I accept responsibilities with a positive attitude. (SL.1b) ISTE 7c	I show excitement about the task at hand. I inspire and motivate the group.
COL 9 <i>Responsibility & Productivity</i>	Offering Help	I rarely help others in need or am unable to recognize when someone needs help.	I sometimes recognize when others need help but am unsure of how to assist.	I recognize when others need help and willingly assist. (SL.1d) ISTE 7b	I provide suggestions regarding resources that can assist others in their work.
COL 10 <i>Responsibility & Productivity</i>	Preparedness	I am rarely well prepared for group work. I consistently submit work late.	I am sometimes well prepared for group work. I complete some individual action items on time.	I am well prepared for group work. I complete all individual action items on time. (SL.1a) ISTE 7b	I am well prepared for group work and can anticipate next steps for the project.
COL 11 <i>Responsibility & Productivity</i>	Project Management (POG Goal Oriented)	With support, I track the group's progress toward established goals and deadlines.	I prioritize and track the group's progress toward established goals and deadlines.	I accurately monitor individual and team progress toward goals, making sufficient corrections and adjustments when needed. ISTE 1a	I employ a wide range of project management strategies that enhance the group's effectiveness (e.g., creates timelines, identifies or sets goals, prioritizes and allocates tasks, organizes resource-gathering, monitors progress, and keeps group on task).

<i>Performance Area</i>	<i>Topic of Focus</i>	<i>1-Emerging</i>	<i>2-Developing</i>	<i>3-Proficient</i>	<i>4-Accomplished</i>
COL 12 <i>Use of Tech Tools Collaboration</i>	Productivity	I am unaware of the technological tools available and how to use them for collaboration.	I am beginning to show awareness of the technological tools available and how they can be used for collaboration.	I am aware of the range of current technological tools and how I can effectively and responsibly use them for collaboration. (SL.5) ISTE 7b	I consistently use selected tools appropriately and responsibly in a manner that enhances the group's productivity.

COL 13 <i>Use of Tech Tools Collaboration</i>	Use of Tech Tools	I show a lack of comfort and confidence in collaborating using technological tools, but I can be guided to do so.	I am beginning to demonstrate comfort and confidence in collaborating using technological tools.	I can consistently collaborate using technological tools. (SL.5) ISTE 7a & b	I show a deep understanding of the current technological tools and can coach others as they learn.
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Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
COL 14 <i>Feedback</i>	Offering Feedback	I refrain from offering feedback.	I am beginning to show confidence in offering feedback to team members.	I consistently provide constructive feedback that is helpful, focused on ideas, and respectful of the person. (SL.8.1c)	I show a high comfort level in providing useful feedback.
COL 15 <i>Feedback</i>	Constructive Feedback	I respond to constructive feedback with a negative and/or disengaged attitude (e.g., become defensive or provide vague, confusing commentary).	I sometimes accept constructive feedback but show minimal appreciation for it.	I receive constructive feedback and use it to influence my work. (SL.8.1c)	I proactively seek constructive feedback, and use it to improve my work.

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
COL 16 <i>Self-Reflection & Group Evaluation</i>	Self-Reflection	With support, I am learning how to reflect honestly on the success of my collaboration.	I reflect on the success of my collaboration with partial accuracy or honesty.	I am honest with myself and can reflect accurately on the success of my collaboration. 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 <i>Self-Reflection & Group Evaluation</i>	Group Evaluation	With support, I am learning how to reflect honestly on the success of our group's collaboration.	I reflect on the success of our group's collaboration with partial accuracy or honesty.	I am honest with my group and can reflect accurately on the success of the group's collaboration. ISTE 1a	In my reflection, I can identify action items to improve our group's collaboration.
				Where was my group's collaboration strong?	What improvement 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 6-12 Creativity Rubric

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

Performance Area	Topic of Focus	1-Emerging	2-Developing	3-Proficient	4-Accomplished
CR1 Creativity: Idea Generation	Quantity of Brainstorming	I can participate in brainstorming, but I am stuck on one idea.	I can participate in a brainstorming process that generates two ideas.	I can participate in a brainstorming process that generates multiple ideas.	I can participate in a brainstorming process that generates a high volume of ideas.
CR2 Creativity: Idea Generation	Quality of Brainstorming	I can offer ideas, but they may not be original or diverse.	With support, I can begin to offer original and diverse ideas.	My ideas are original. They answer "What if?" and "Yes, and..." I can think about things in different contexts, which helps me generate ideas. ISTE 3d	I can take an original, unique, and imaginative approach to idea generation. I can offer diverse ideas and can use a metaphor to communicate it.

Performance Area		1-Emerging	2-Developing	3-Proficient	4-Accomplished
CR 3 Creativity: Idea Design and Refinement	Idea Classification	With support, I can sort, arrange, categorize, and prioritize ideas.	I can sort, arrange, categorize, and prioritize ideas.	I can sort, arrange, categorize, and prioritize ideas in ways that turn options into creatively productive outcomes. ISTE 4a	I can refine, strengthen, or develop ideas by analyzing possibilities in forward-thinking ways. I can regularly revise and revisit ideas to improve them (e.g., "tinkering").
CR 4 Creativity: Idea Design and Refinement	Feedback	I do not review feedback.	With support, I can review feedback and translate the feedback into logical "next steps."	I can review feedback and translate the feedback into logical "next steps." ISTE 4a	I can use feedback to make revisions that significantly improve the quality of ideas.

Performance Area		1-Emerging	2-Developing	3-Proficient	4-Accomplished
CR5 Creativity: Openness and Courage to Explore	Courage to Explore	With 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)	I do not yet have a vision of the end product or performance.	I can share a vision of the end product or performance, but it is not yet clear.	I can share a clear vision of the end product or performance.	
CR7 Creativity: Openness and Courage to Explore	Perseverance	With support, I can sometimes persevere when presented with challenge.	I can sometimes persevere when presented with challenges.	I can consistently persevere when presented with challenges. ISTE 4d	I consistently challenge existing boundaries and ideas. I display hope and keep going until I succeed.
CR8 Creativity: Openness and Courage to Explore	Risk Taking	I am very uncomfortable taking risks in which failure is a part of the experience.	I can take some risks and show some resilience in situations in which failure is part of the experience.	I can comfortably take risks and show resilience in situations in which failure is part of the experience, displaying a willingness to grow. ISTE 4d	I can confidently "fail forward," take calculated risks, and adapt plans.

Performance Area		1-Emerging	2-Developing	3-Proficient	4-Accomplished
CR9 Creativity: Works Collaboratively With Others	Working Collaboratively with Others (POG Leaders & Collaborators)	I can sometimes collaborate with others, but I prefer to work independently.	I can work collaboratively with others by communicating ideas and feedback.	I can work collaboratively with others by communicating ideas and feedback effectively. (SL 8.1) ISTE 7c	I can make connections and use feedback to build upon others' ideas, generating new and unique insights. I can initiate collaborative, creative activities or challenges and am an "idea leader."

Performance Area		1-Emerging	2-Developing	3-Proficient	4-Accomplished
CR10 Creativity: Creative Production and Innovation of Ideas	Product/Performance Execution (POG Goal Oriented)	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.	I can use my ideas to create a product or performance and explain how it is directly related to the challenge or problem. ISTE 4c	I can use my ideas to create a product or performance that is original, imaginative, and directly related to the challenge or problem.
CR11 Creativity: Creative Production and Innovation of Ideas	Process Explanation	I cannot explain the process that I used to create my product or performance.	I cannot fully explain the process that went into creating my product or performance.	I can explain the process that went into creating my product or performance. ISTE 7b	

Performance Area		1-Emerging	2-Developing	3-Proficient	4-Accomplished
CR12 Creativity: Self-Regulation and Reflection	Analysis & Reflection		I cannot analyze and reflect on my own creativity and innovation with accuracy.	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?	