Students will think and communicate clearly and effectively.

Criteria	Advanced	Proficient	Needs Improvement	Failing
	4	3	2	1
Shows understanding	Indicates a sophisticated, accurate, and complete understanding of the information.	Indicates a fairly clear, accurate, and complete understanding of the information.	Indicates a partially clear, and somewhat accurate, understanding of the information. The response may include isolated details or omits some significant supporting details.	Shows an insufficient understanding and presents random, incomplete or irrelevant evidence.
Supports ideas with specific evidence	Includes relevant and specific information to clarify meaning and form conclusions.	Includes relevant but often-general information to clarify meaning and form conclusions.	Includes obvious information and may include some accurate and inaccurate information.	Does not include any information.
Standard English Conventions **(As appropriate for written and oral responses)**	Presents correctly with sophisticated command of standard English conventions of grammar, spelling, punctuation, and usage.	Presents correctly with solid command of standard English conventions of grammar, spelling, punctuation, and usage.	Presents with partial command of standard English conventions of grammar, spelling, punctuation, and usage.	Presents with limited command of standard English conventions of grammar, spelling, punctuation, and usage.

Students will read, write, and listen for understanding.

Criteria	Advanced	Proficient	Needs Improvement	Failing
	4	3	2	1
Understands vocabulary	Demonstrates a comprehensive speaking, listening, and/or written vocabulary and in-depth understanding of word parts and context as well as of subject-specific terminology.	Demonstrates a solid speaking, listening, and/or written vocabulary and general understanding of word parts and context as well as of subject-specific terminology.	Demonstrates a modest speaking, listening, and/or written vocabulary and partial understanding of word parts and context as well as of subject-specific terminology.	Demonstrates a limited speaking, listening, and/or written vocabulary and inadequate understanding of word parts and context as well as of subject-specific terminology.
Shows understanding	Demonstrates, orally or in writing, an in-depth understanding of concrete and abstract ideas and complex meanings in grade-appropriate text by clear, complete and accurate explanations with relevant and specific support.	Demonstrates, orally or in writing, an understanding of many concrete ideas and most abstract and implied ideas in grade-appropriate text by fairly clear, complete and accurate explanations with relevant but often general textual support.	Demonstrates, orally or in writing, an understanding of concrete ideas, but only partial understanding of abstract ideas and implied ideas in grade-appropriate text by partial, possible unclear explanations with relevant but often general and vague or even inaccurate textual support.	Demonstrates, orally or in writing, partial understanding of concrete ideas and inadequate understanding of abstract ideas and implied ideas in grade-appropriate text with minimal explanation of largely inaccurate evidence, and little, if any, relevant textual evidence.
Makes connections during reading	Connects complex ideas within texts, to life experiences, and/or the world or historical context with well-reasoned and well-supported arguments.	Connects ideas within texts, to life experiences, and/or the world or historical context with supporting arguments.	Connects some ideas within texts, to life experiences, and/or the world or historical context.	Rarely connects ideas within texts, to life experiences, and/or the world or historical context.
Accesses content and texts **(Study skills)**	Uses graphic organizers, text features, and/or structured note taking to organize and/or represent content of texts and class presentations.	Sometimes uses graphic organizers, text features, and/or structured note taking to organize and/or represent content of texts and class presentations.	Only uses graphic organizers, text features, and/or structured note taking to organize and/or represent content of texts and class presentations if given a partial outline to fill in along the way.	Seldom uses graphic organizers, text features, or notes to organize information from text or class presentations to help in studying or learning.

Students will work Independently and Collaboratively.

Criteria	Advanced	Proficient	Needs Improvement	Failing
	4	3	2	1
Initiative	Student always: Starts and completes tasks without prompting and seeks clarification when needed	Student consistently: Starts and completes tasks without prompting and seeks clarification when needed	Student occasionally: Starts and completes tasks without prompting and seeks clarification when needed	Student rarely: Starts and completes tasks without prompting and seeks clarification when needed
Efficiency	Student always: Submits work that is on time, organized, and of high quality	Student consistently: Submits work that is on time, organized, and of high quality	Student occasionally: Submits work that is on time, organized, and of high quality	Student rarely: Submits work that is on time, organized, and of high quality
Contribution	Student always: Generates and shares relevant ideas to support a positive learning environment	Student consistently: Generates and shares relevant ideas to support a positive learning environment	Student occasionally: Generates and shares relevant ideas to support a positive learning environment	Student rarely: Generates and shares relevant ideas to support a positive learning environment

Students Will Think Critically to Solve Problems

Criteria	Advanced	Proficient	Needs Improvement	Failing
	4	3	2	1
Identifies the Problem or Task	Consistently identifies the problem or task.	Usually identifies the problem or task.	Occasionally identifies the problem or task.	Seldom identifies the problem or task.
Applies Skills	Determines a strategy and effectively applies the appropriate skills	Determines a strategy and usually applies the appropriate skills	Determines a strategy and occasionally applies the appropriate skills.	Determines a strategy but seldom applies the appropriate skills.
Explains and Evaluates the Skills	Consistently explains and evaluates the process.	Usually explains and evaluates the process.	Occasionally explains and evaluates the process.	Seldom explains and evaluates the process.

Students will apply technology effectively.

Criteria	Advanced	Proficient	Needs Improvement	Failing
	4	3	2	1
Identifies technology in a project	Consistently identifies the technology used in an existing product.	Identifies the technology used in an existing product.	Sometimes identifies the technology used in an existing product. .	Seldom identifies the technology used in an existing product.
Determines technology to be used in a project	Consistently determines the technology to be used in a project.	Determines the technology to be used in a project.	Occasionally determines the technology to be used in a project.	Seldom determines the technology to be used in a project.
Applies technology to a project	Effectively applies the appropriate technology to a project and exhibits creativity.	Applies the appropriate technology to a project and exhibits some creativity.	Occasionally applies the appropriate technology to a project.	Seldom applies the appropriate technology to a project.
Explains and evaluates the use of technology in a project	Effectively explains and evaluates the use of technology in a project by resourcefully applying criteria.	Explains and evaluates the use of technology in a project by applying criteria.	Occasionally explains and the use of technology in a project by occasionally applying criteria.	Seldom explains and evaluates the use of technology in a project.