Senior Seminar – 21st Century Skills Rubric

Self-direction	For each assignment (for which the trait can be demonstrated), the student:			
TRAITS	**ADVANCED**	**PROFICIENT**	**BASIC**	**NOVICE**
Systematic and comprehensive planning	Develops a plan which sets the priorities, includes a timeline, and identifies and assembles all of the skills, tools and resources needed	Develops a plan which sets some priorities, includes a timeline, and identifies and assembles most skills, tools and resources needed	Develops a plan which includes a timeline and identifies some skills, tools and resources needed	Develops a plan which needs details, as well as skills, tools and resources to be named
Self-instruction	Applies strategies independently and in new contexts for self-instruction, solving problems and seeking appropriate help as required by circumstances	Applies strategies and problem-solves with occasional instructor prompting; develops expertise needed to accomplish task	Applies strategies and problem-solves with frequent prompting from teacher; help required more to stay focused than to advance learning	Rarely uses resources effectively and needs consistent teacher guidance and refocusing
Resources	Independently identifies and effectively uses relevant resources	Selects and uses appropriate resources with minimal teacher guidance	Frequently requires teacher guidance to select and use resources effectively	Rarely uses resources effectively and needs consistent teacher guidance.
Effective and sustained effort	Independently maintains focus, seeks and uses feedback to accomplish tasks efficiently; adjusts the plan and perseveres to accomplish desired results.	Needs limited redirection and accepts feedback to accomplish tasks; makes some adjustments to the plan and perseveres to accomplish the results	Requires frequent redirection to focus on learning process and to accomplish tasks; begins to understand that adjust is needed to accomplish results	Consistently needs direction; requires refocusing to remain on task
Self-monitoring and reflection	Independently reflects upon learning and self-corrects; identifies strengths and weaknesses, using feedback and modifying work accordingly	Occasionally needs teacher guidance to monitor learning; self-corrects, identifying strengths and weaknesses and using feedback to modify work	Frequently requires teacher prompting and intervention to reflect on learning, as well as to identify strengths and weaknesses and to use feedback to modify work	Rarely monitors work; requires teacher guidance to identify strengths and weaknesses and to use feedback to modify work
Results are valuable	Independently arrives at high quality results which show a richer understanding and attainment of goals and/or plans	Shows results which demonstrate growth and align with intended outcomes of goals and/or plans	Shows results that fall short and gaps between what was proposed and what was achieved	Shows results that are inconsistent and do not clearly align to the goals

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Digital Communication	For each assignment (for which the trait can be demonstrated), the student:			
TRAITS	**ADVANCED**	**PROFICIENT**	**BASIC**	**NOVICE**
Electronic environments	Uses a wide range of features from various digital tools, media, and networks effectively and independently to express an idea in a new and creative way	Uses many features of various digital tools, media, and networks to capably express an idea	Uses a few features of basic digital tools to communicate a message; may require some teacher or mentor direction	Demonstrates minimal knowledge of digital tools and can use them only with direction to communicate a message
Media: Awareness of range of media	Independently conducts research to appropriately match technology to assignment; knowledgeable about a wide range of media and ways to combine them effectively	Conducts research of a range of media to make an informed judgment to match technology to assignment	Develops awareness of potential media options	Shows awareness of only a simplistic media option
Conventions and etiquette in media	Is proactive and creative in applying conventions and etiquette to a wide range of media and environments	Is adept in applying conventions and etiquette to a wide range of media and environments	Applies conventions and etiquette in a limited number of media and environments.	Has difficulty applying conventions and etiquette and can use them only with assistance.
Design elements	Independently and appropriately applies advanced elements of design of maximum impact on the audience	Appropriately applies elements of design to effectively reach the desired audience	Applies elements of design without effectively reaching the desired audience, with guidance	Is unable to apply elements of design
Responsible behavior	Uses digital media and networks responsibly; all communications are guided by high ethical standards	Is able to use digital media and online communications, usually exhibiting sensitivity and ethical behavior	Demonstrates little personal experience with digital media and communications, such that communications are occasionally unintentionally insensitive	Demonstrates little personal experience with digital media and communications; such that communications may, at times, be intentionally insensitive or abrasive

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Problem Solving	For each assignment (for which the trait can be demonstrated), the student:			
TRAITS	**ADVANCED**	**PROFICIENT**	**BASIC**	**NOVICE**
Identifying and addressing obstacles	Accurately and thoroughly identifies and addresses relevant constraints or obstacles, including those not immediately apparent	Accurately identifies and addresses the most important constraints or obstacles	Identifies and addresses some constraints or obstacles that are accurate along with some that are not accurate	Does not identify or address the most significant constraints and obstacles
Identifying solutions	Identifies creative but plausible solutions; solutions address the central difficulties posed by the constraint or obstacle	Proposes alternative solutions that appear plausible and that address the most important constraints or obstacles	Presents alternative solutions for dealing with the obstacles or constraints, but the solutions do not all address the important difficulties	Presents solutions that fail to address critical parts of the problem and/or assignment
Solving the problem	Engages in effective, valid, and exhaustive trials of plausible solutions, showing commitment and understanding of the problem and/or assignment	Engages in adequate trials of alternative solutions to determine their utility and effectiveness in solving the problem and/or assignment	Tries out alternatives, but the trials are incomplete and important elements are omitted or ignored	Does not satisfactorily test the selected solutions
Self-evaluation and reflection	Provides a clear, comprehensive reflection or self-evaluation of the reasoning that led to the selection of solutions; description includes a review of the decisions that produced the order of selection and how each alternative fared as a solution	Provides a reflection or self-evaluation of the process that led to the selection of solutions; description offers a clear, defensible rational for the ordering of alternatives, and the final selection	Reflects on processes that led to the selection of solutions; description does not provide a clear rational	Describes the methods for determining the relative value of possible solutions; does not provide reflection or a reasonable review of the strengths and weaknesses of the possible solutions that were tried and abandoned