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| **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 mediaand 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 |