	Learning & Innovation			
	Creativity and Innovation			
	Work Creatively with Others			
	4 **Exceeds** **Standard**	**3** **Meet** **Standard**	**2** **Approaching** **Standard**	**1** **Not at** **Standard**
1.A.1 **Use a wide range of idea creation techniques (brainstorming etc…)**	Engages in multiple idea creation techniques and fully participates by offering insightful questions and listening well to others in the group.	Engages in idea creation techniques and participates by offering ideas	Did not offer ideas during the idea creation, but listened actively to other group members	Did not actively participate in idea creation
1.A.2 **Creates new and worthwhile ideas using both incremental and radical concepts**	Consistently develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using both existing and new knowledge, as well as existing and new resources	Develops new and valuable ideas using existing knowledge and resources	Does not attempt to develop new and valuable ideas
1.A.3 **Elaborates, refines, analyzes and evaluates their own ideas in order to improve and maximize creative efforts**	Extensive reflection of own ideas and incorporates changes in creative efforts demonstrating an understanding of the value of analysis and implementation of change	Reflects on own ideas and incorporates changes in creative efforts to improve the value of their work	Reflects on own ideas and attempts to incorporate changes in creative efforts to improve the value of their work	Attempts to reflect on own ideas

Learning & Innovation

Creativity and Innovation

Work Creatively with Others

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
1.B.1 **Develop, implement and communicate new ideas to others effectively**	Develops, implements and communicates new ideas to others effectively in a variety of conditions	Develops, implements and communicates new ideas to others effectively	Develops, implements and attempts to communicate new ideas to others	Develops new ideas, but does not effectively implement or communicate ideas with others
1.B.2 **Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work**	Consistently and thoroughly listen to diverse views and incorporate in work	The ability to listen to diverse views and incorporate in work	Listens to diverse views but does not effectively incorporate in work	Does not listen to other views
1.B.3 **Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas**	Consistently demonstrates creativity and is realistic about the limits of the situation in a variety of situations	Demonstrates creativity and is realistic about the limits of the situation	Demonstrates creativity but does not have a realistic understanding of the limits of the situation	Does not demonstrate creativity
1.B.4 **View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes**	Embraces the idea that attempting/experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts	Understands the importance of attempting/experimenting is an important part of the path to success, but does not understand this includes failed attempts as well	Does not understand how failed attempts are part of the process that leads to success

Learning & Innovation				
Creativity and Innovation				
Implement Innovations				
	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
1.C.1 **Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur**	Continuously applies creative ideas to make a real and useful contribution to their work	Applies creative ideas to make a real and useful contribution to their work	Develops creative ideas, but does not make a contribution	Attempts to develop creative ideas

Learning & Innovation				
Critical Thinking and Problem Solving				
Reason Effectively				
	4 Exceeds Standard	**3 Meet Standard**	**2 Approaching Standard**	**1 Not at Standard**
2.A.1 Use various types of reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions	Uses various types of reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Attempts to use reasoning as appropriate to the situation

	4 **Exceeds Standard**	3 **Meet Standard**	2 **Approaching Standard**	1 **Not at Standard**
	Learning & Innovation			
	Critical Thinking and Problem Solving			
	Use Systems Thinking			
2.B.1 **Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems**	Recognizes and is able to manipulate parts of a system to come together to accomplish something	Recognizes how the parts of a system work together to accomplish something	Identifies parts of a system but cannot explain how they work together	Is only able to identify the parts as one, rather than each part individually

Learning & Innovation

Critical Thinking and Problem Solving

Make Judgments and Decisions

		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
2.C.1	**Effectively analyze and evaluate evidence, arguments, claims and beliefs**	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs	Is effective in analyzing and evaluating evidence, arguments, claims and beliefs	Is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs
2.C.2	**Effectively analyze and evaluate major alternative points of view**	Embraces learning about material from different points of view and is non-judgmental in analyzing the material	When analyzing and evaluating material is non-judgmental	Believes they are able to analyze and evaluate material from a different point of view without being judgmental, but is not successful	Does not respect the view point of others while analyzing and evaluating material from a different point of view
2.C.3	**Effectively synthesizes and makes connections between information and arguments**	Is able to apply the connections between information and arguments in order to support a perspective	Is able to understand and make the connections between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Does not attempt to understand the connection between information and arguments
2.C.3	**Effectively interpret information and draw conclusions based on the best analysis**	Is able to look at complex information and successfully draw conclusions and apply to situation	Is able to look at information and successfully draw conclusions	Looks at information and sometimes is able to draw conclusions	Looks at information, and rarely is able to draw a conclusion
2.C.4	**Reflect critically on learning experiences and processes**	Thoroughly reflects critically on learning experiences and processes and applies to future work	Reflects critically on learning experiences and processes	Attempts to reflect on learning experiences and processes	Does not reflect on learning experiences and processes

Learning & Innovation				
Critical Thinking and Problem Solving				
Solve Problems				
	4 **Exceeds** **Standard**	**3** **Meet Standard**	**2** **Approaching** **Standard**	**1** **Not at** **Standard**
2.D.1 **Effectively solve different kinds of non-familiar problems in both conventional and innovative ways**	Effectively develops and utilizes multiple techniques to engage in problem solving and can articulate reason for choosing	Effectively utilizes multiple techniques to engage in problem solving	Effectively problem solves but does not utilize multiple techniques	Is not successful in utilizing problem solving techniques
2.D.2 **Effectively identify and ask significant questions that clarify various points of view and lead to better solutions**	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions in a variety of conditions	Effectively identify and ask significant questions that clarify various points of view and lead to better solutions	Asks questions with the purpose of reaching a better solution, but fails to consider other points of view	Does not attempt to make inquiries to understand other points of view for the purpose of reaching a better solution

		Learning & Innovation		
		Communication and Collaboration		
		Communicate Clearly		
		4 **Exceeds** **Standard**	**3** **Meet** **Standard**	**2** **Approaching** **Standard**	**1** **Not at** **Standard**
3.A.1	**Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts**	Worked creatively to craft and present a comprehensive multimedia presentation that uses both verbal and nonverbal communication.	Communicated thoughts and ideas by crafting and presenting a multimedia presentation using both verbal and nonverbal communication.	Creates a multimedia presentation but does not effectively address/communicate using both verbal and nonverbal communication	Either creates a multimedia presentation but does not present, or fails to complete the multimedia presentation, thus does not communicate using both verbal and nonverbal communication
3.A.2	**Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions**	Thoughtfully reflected on and identified constructive ways to apply the knowledge, values, attitudes and intentions of the message	Effectively reflected on the meaning, values, attitudes and intentions of the message	Attempts to listen to the message and reflect on the meaning of the message, but misses key information, values, attitudes or intentions and misses the importance of the message	Listens to the message but does not demonstrate understanding of the message by not reflecting on the meaning
3.A.3	**Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)**	Effectively uses communication to inform, instruct, motivate and persuade on multiple occasions using both verbal and nonverbal communication	Uses communication to inform, instruct, motivate and persuade	Communicates only to inform or instruct	Communicates only to inform and does not demonstrate communicating for other purposes
3.A.4	**Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact**	Worked creatively to craft a comprehensive product using multiple media and technologies and thoughtfully reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies and reflected on the effectiveness and impact of the product	Crafted a product using multiple media and technologies but did not effectively reflect on the effectiveness and impact of the product	Attempted but did not complete crafting a product using multiple media and technologies and did not effectively reflect on the effectiveness and impact of the product
3.A.5	**Communicate effectively in diverse environments (including multi-lingual)**	Communicates effectively with others in diverse environments using both verbal and nonverbal communication	Communicates effectively with others in diverse environments	Communicates with others in a diverse environment, but fails to communicate effectively with others	Fails to communicate with others in a diverse environment

		4 **Exceeds Standard**	3 **Meet Standard**	2 **Approaching Standard**	1 **Not at Standard**
Learning & Innovation					
Communication and Collaboration					
Collaborate with Others					
3.B.1	**Demonstrate ability to work effectively and respectfully with diverse teams**	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
3.B.2	**Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal**	Always listens to ideas and demonstrates compromise allowing the group to meet its full potential.	Is willing to compromise with group to accomplish a common goal.	Attempts to compromise with group to accomplish a common goal, but sometimes interferes group from meeting its full potential.	Typically does not compromise with group to accomplish a common goal, and often interferes with group from meeting its full potential.
3.B.3	**Assume shared responsibility for collaborative work, and value the individual contributions made by each team member**	Motivates all members to share in contributions equally by valuing all members' ideas and contributions.	Participates and contributes to group's work equally. Values all members' ideas and contributions.	Attempts to share responsibility of groups' work, but ends up completing most of the work, without utilizing input of others in group.	Either does most or very little of the group's work and does not share or respect others' ideas.

Information, Media & Technology Skills

Information Literacy

Access and Evaluate Information

		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
4.A.1	Access information efficiently (time) and effectively (sources)	Identifies the key concepts of the research being conducted, acts on informed decisions to revise the search and selects information based on reliability of resource in order to access information efficiently and effectively	Considers more than one strategy or tool when engaged in the digital information fluency process if the first strategy or tool is ineffective	Demonstrates an attitude of adaptability to respond to inconclusive or ineffective search results and continues process without giving up	Completes simple research strategies and sources, often not retrieving accurate or complete information
4.A.2	Evaluate information critically and competently	Thoroughly evaluates the reliability of the source and the information researched, using internal and external validation	Thoroughly evaluates information researched, using internal and external validation	Evaluates information researched but not thoroughly	Does not evaluate information

Information, Media & Technology Skills

Information Literacy

Use and Manage Information

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
4.B.1 Use information accurately and creatively for the issue or problem at hand	Is highly effective in relating various sources to each other and applies them to solve an issue or problem at hand	Uses information accurately and creatively for the issue problem at hand	Applies the information correctly, but is not accurate or creative in solving the issue or problem at hand	Does not utilize information collected to solve issue or problem at hand
4.B.2 Manage the flow of information from a wide variety of sources	Is able to apply large amounts of quality information from a variety of sources to make decisions and/or conclusions	Is able to access and collect large amounts of quality information from a variety of sources	Accesses only one or two sources of information	Is not able to access quality information
4.B.3 A fundamental understanding of the ethical/legal issues surrounding the access and use of information	When accessing and using information acts ethically and within the legal limitations	Understands the ethical and legal limitations when accessing and using information	Understands there is a need for ethical and legal limitations	Does not understand the need for the law and/or ethics in regards to information literacy

Information, Media & Technology Skills

Media Literacy

Analyze Media

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
5.A.1 Understand both how and why media messages are constructed, and for what purposes	Effectively creates messages using media, such as video, visual aids etc… to communicate for multiple purposes	Effectively uses and creates messages using media, such as video, visual aids etc… to communicate a message	Can create a message, such as video, visual aids etc…, but does not understand how to use it to communicate a message effectively	Attempts to create a message, such as video, visual aids etc…, but does not do so effectively
5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors	Understands and creates media that can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages	Explores how media can influence beliefs and behaviors, while considering diverse values and points of view in interpreting messages	Explores how media can influence beliefs and behaviors, but does not acknowledge diverse values and points of view	Does not understand the power of media in relationship to beliefs and behaviors in relation to interpreting a message
5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media	Uses various forms of media with a full understanding of appropriate use from both a ethical and legal standpoint	Uses a form of media both legally and ethically	Uses media but does not always understand the legal and/or ethical issues	Uses media but does not have a regard to legal/ethical use

Information, Media & Technology Skills

Media Literacy

Create Media Products

		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
5.B.1	**Understand and utilize the most appropriate media creation tools, characteristics and conventions**	Creates products using innovative digital tools to compose, illustrate and communicate original ideas or research	Creates products using digital tools to compose, illustrate and communicate information	Attempts to create a product using digital tools to compose, illustrate and communicate information but does not complete	Does not attempt or does not understand how to utilize digital tools
5.B.2	**Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments**	Consistently communicates both verbally and non-verbally, with a deep understanding and respect of cultural differences	Understands and effectively uses proper verbal and non-verbal communication in respect to cultural differences	Understands there are cultural differences, but does not effectively communicate in a diverse environment	Disregards cultural differences and does not effectively communicate in a diverse environment

Information, Media & Technology Skills
Information, Communications and Technology (ICT Literacy)
Apply Technology Effectively

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
6.A.1 Use technology as a tool to research, organize, evaluate and communicate information	Effectively and consistently applies the use and understanding of technology as a tool for learning and communicating the learning	When collecting, organizing, evaluating and communicating research, technology is effectively utilized	Uses technology to collect, organize, evaluate and/or communicate information, but does not do so on a consistent basis	Does not use technology effectively to collect, organize, evaluate and/or communicate information
6.A.2 Use digital technologies, communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy	Effectively and consistently uses technology, communication and relationships to successfully operate in a knowledge economy (creating, evaluating and trading knowledge)	Uses technology as a tool to communicate and connect with others to access and successfully utilize information to operate in a knowledge economy (creating, evaluating and trading knowledge)	Uses technology to communicate and connect with others but does not utilize it as a tool to operate in a knowledge economy (creating, evaluating and trading knowledge)	Does not utilize technology to communicate and connect with others effectively
6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies	Manages data researched and applied from information technology ethically and legally	Manages data researched and applied from information technology ethically and legally	Uses information technology, but does not completely understand the ethical and legal obligations of accessing	Uses information technology, but disregards ethical and legal obligations

		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
**Life and Career Skills**
**Flexibility and Adaptability**
**Adapt to Change**
7.A.1	**Adapt to varied roles, job responsibilities, schedules and contexts**	Adapts to varied roles, job responsibilities, schedules and contexts in a variety of conditions	Adapts to varied roles, job responsibilities, schedules and contexts	Attempts to adapt to varied roles, job responsibilities, schedules and contexts	Attempts to adapt to varied roles, job responsibilities, schedules or contexts
7.A.2	**Work effectively in a climate of ambiguity and changing priorities**	Works effectively in a climate of ambiguity and changing priorities in a variety of conditions	Works effectively in a climate of ambiguity and changing priorities	Attempts to work effectively in a climate of ambiguity and changing priorities	Attempts to work effectively in a climate of ambiguity and changing priorities

Life and Career Skills				
Flexibility and Adaptability				
Be Flexible				
	4 **Exceeds** **Standard**	**3** **Meet** **Standard**	**2** **Approaching** **Standard**	**1** **Not at** **Standard**
7.B.1 Incorporate feedback effectively	Incorporates feedback effectively in a variety of conditions	Incorporates feedback effectively	Attempts to incorporates feedback effectively	Attempts to incorporate feedback, but not effectively
7.B.2 Deal positively with praise, setbacks and criticism	Deals positively with praise, setbacks and criticism in a variety of conditions	Deals positively with praise, setbacks and criticism	Attempts to deal positively with praise, setbacks and criticism	Attempts to deal positively with praise or setbacks and criticism
7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments in a variety of conditions	Understands, negotiates and balances diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Attempts to understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments	Attempts to understand, negotiate and balance diverse views and beliefs to reach workable solutions, but not in a multi-cultural environments

Life and Career Skills

Initiative and Self-Direction

Manage Goals and Time

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
8.A.1 Set goals with tangible and intangible success criteria	Sets goals with tangible and intangible success criteria in a variety of conditions	Sets goals with tangible and intangible success criteria	Attempts to set goals with tangible and intangible success criteria	Attempts to set goals with tangible or intangible success criteria
8.A.2 Balance short-term and long-term goals	Balances short-term and long-term goals in a variety of conditions	Balances short-term and long-term goals	Attempts to balance short-term and long-term goals	Attempts to balance short-term or long-term goals
8.A.3 Utilize time and manage workload efficiently	Completes tasks ahead of schedule by creating a plan and scheduling time to complete the work.	Completes work on time by taking advantage of the time provided and by using time management skills.	Occasionally completes work on time.	Never completes work on time and uses does not use time management skills.

		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
Life and Career Skills					
Initiative and Self-Direction					
Work Independently					
8.B.1	**Monitor, define, prioritize and complete tasks without direct oversight**	Monitors, defines, prioritizes and complete tasks without direct oversight in a variety of conditions	Monitors, defines, prioritizes and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks without direct oversight	Attempts to monitor, define, prioritize and complete tasks with direct oversight

Life and Career Skills

Initiative and Self-Direction

Be Self-directed Learners

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
8.C.1 Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise in a variety of conditions	Goes beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise	Attempts to go beyond basic mastery of skills and/or curriculum, but does not explore and expand one's own learning and opportunities to gain expertise
8.C.2 Demonstrates initiative to advance skill levels towards a professional level	Demonstrates initiative to advance skill levels towards a professional level in a variety of conditions	Demonstrates initiative to advance skill levels towards a professional level	Attempts to demonstrate initiative to advance skill levels towards a professional level	Attempts to demonstrate initiative to advance skill levels, but not on a personal level
8.C.3 Demonstrates commitment to learning as a lifelong process	Demonstrates commitment to learning as a lifelong process in a variety of conditions	Demonstrates commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning , but not as a lifelong process
8.C.4 Reflect critically on past experiences in order to inform future progress	Reflect critically on past experiences in order to inform future progress in a variety of conditions	Reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences, but not in order to inform future progress

		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
Life and Career Skills					
Social And Cross-Cultural Skills					
Interact Effectively with Others					
9.A.1	**Know when it is appropriate to listen and when to speak**	While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrated in a variety of settings	While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrate	At times speaks when it is not appropriate and does not listen when it is appropriate	Often needs to be reminded of appropriate times to speak and appropriate times to listen
9.A.2	**Conducts self in a respectable, professional manner**	Demonstrates professional appearance for various settings, as well as utilizes time management skills consistently	Demonstrates professional appearance and utilizes time management skills	Attempts to demonstrate professional appearance and or utilizes time management skills	Does not demonstrate professional appearance or time management skills

		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
	Life and Career Skills				
	Social And Cross-Cultural Skills				
	Work Effectively in Diverse Teams				
9.B.1	**Respects cultural differences and works effectively with people from a range of social and cultural backgrounds**	Always respects, interacts, and works positively with individuals from other social and cultural groups and seeks opportunities to learn from diverse perspectives.	Respects, interacts, and works positively with individuals from other social and cultural groups.	With guidance can generally respect, interact, and work positively with individuals from other social and cultural groups.	Exhibits no respect, poor interaction, and an inability to work positively with individuals from other social or cultural groups.
9.B.2	**Respond open-mindedly to different ideas and values**	Different ideas are appreciated and diverse opinions are sought out while developing a common understanding.	Different ideas and diverse opinions are accepted.	Different ideas and diverse opinions are sometimes ignored however when acknowledged can be resolved.	Differences and diverse opinions are rejected and/or ignored and sometimes result in arguments.
9.B.3	**Leverage social and cultural differences to create new ideas and increase both innovation and quality of work**	Demonstrates a high level of cultural and social understanding and respect for the uniqueness of others. Encourages discussions to develop new ideas through active listening and offers opinions for increasing innovation and quality of work.	Demonstrates an appreciation of cultural and social understanding and respect for the uniqueness of others. Actively discusses avenues to develop ideas and presents encouraging opinions for increasing innovation and quality of work upon request.	Demonstrates a limited appreciation of cultural and social understanding and respect for the uniqueness others. At times appears indifferent to the others. Supports own ideas, and appears not to be flexible to improve innovation and the quality of work.	Demonstrates no appreciation of cultural and social understanding and respect for the uniqueness others. Demonstrates intolerance and lacks social interaction skills.

Life and Career Skills				
Productivity and Accountability				
Manage Projects				
	4 **Exceeds** **Standard**	**3** **Meet** **Standard**	**2** **Approaching** **Standard**	**1** **Not at** **Standard**
10.A.1 Set and meet goals	Goals and strategies were defined as specific measurable goals and strategies were detailed.	Goals and strategies were defined and met.	Goals and strategies were defined but not met.	Goals and strategies were incomplete.
10.A.2 Prioritizes, plans and manages work to achieve the intended result	A detailed project plan was developed. The plan clearly prioritizes each aspect of the project and gives clear direction on how the project should be managed.	A project plan was determined and managed effectively.	A project plan was provided, but does not include details regarding how the work will be prioritized and/or managed.	A project plan was not developed.

Life and Career Skills

Productivity and Accountability

Produce Results

10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:

		4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
10.B.1.a	**Works positively and ethically**	Consistently applies ethics to all aspects of work. Has a positive outlook and creates a positive work environment for all involved while working on projects.	Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others. Applies values and ethics to all work completed	Occasionally has a negative attitude towards tasks, projects and/or others. At times does not apply ethics while working on tasks and projects.	Typically is negative toward tasks, projects and/or others. Does not consider ethics while working on tasks/projects or with others.
10.B.1.b	**Manages time and projects effectively**	Consistently stays focused, prioritizes tasks, recognizes time constraints, estimates time to completion, and avoids distractions while meeting deadlines, using time effectively.	Develops a timeline of the work to be completed and stays focused throughout the process.	Occasionally off task in regards to accomplishing timeline. Thus, only a portion of the work is completed	Always off task and does not complete the work to be done.
10.B.1.c	**Demonstrates the ability to multi-task**	Effectively manages several tasks at the same time and is able to accomplish task prior to prescribe deadlines.	Is able to manage tasks at the same time within designated time constraints.	Manages several tasks at the same time, but struggles to complete assigned tasks on time or in an efficient manner.	Is unable to manage several tasks at the same time.
10.B.1.d	**Participate actively, as well as be reliable and punctual**	Consistently provides useful ideas when participating in the group and in classroom discussion and is reliable, and always on time.	Provides useful ideas when participating in the group and in classroom discussion and is reliable and punctual.	Sometimes participates in group and classroom discussions. Is not always on time or reliable.	Does not participate in group or classroom discussion. Cannot be counted on and is consistently late.
10.B.1.e	**Present oneself professionally and with proper etiquette**	Behavior and attire are consistently appropriate for the occasion. Always acts respectfully towards others.	Displays professional and responsible behavior and dresses appropriately for the occasion. Acts respectfully towards others.	Does not always display professional and responsible behavior. Sometimes dresses appropriately for the occasion. Occasionally acts respectfully towards others.	Does not display professional or responsible behavior. Rarely dresses appropriately for the occasion. Often does not act respectfully towards others.
10.B.1.f	**Collaborate and cooperate effectively with teams**	Consistently listens to others and their ideas; helping them to develop their ideas while giving them full credit; helping the team reach its full potential	Listens to others' points of view; always uses appropriate and respectful language; tries to make a definite effort to understand others' ideas.	Sometimes listens to others, and often assumes others' ideas will not work; tries to work well with the team.	Is argumentative with others'; does not listen to groups opinions and ideas; wants things done their way and does not listen to alternate approaches.

21st Century Skills Standards Rubrics

10.B.1.g	**Respects and appreciates team diversity**	Consistently listens to others. All statements, responses and body language, are respectful and appropriate. Always listens to, shares with, and supports the efforts of others.	Listens to, shares and supports others. Statements and responses are respectful and appropriate body language was exhibited.	Most statements, responses and body language are respectful; occasionally had a negative tone. Does not always listen to, share with, and support the efforts of others.	Statements, responses and/or body language were consistently not respectful. Rarely listens to, shares with, and supports the efforts of others
10.B.1.h	**Is accountable for results**	Consistently and accurately completes tasks and takes responsibility for work.	Takes responsibility for work completed.	Sometimes takes limited responsibility for not completing work.	Does not take responsibility for completed on uncompleted work.

Life and Career Skills

Leadership and Responsibility

Guide and Lead Others

	4 Exceeds Standard	3 Meet Standard	2 Approaching Standard	1 Not at Standard
11.A.1 Uses interpersonal and problem-solving skills to influence and guide others toward a goal	Effectively communicates and motivates others to solve group problems while accomplishing a goal	Effectively communicates and motivates others to work toward a goal	Attempts to work with others to reach a goal, but fails to communicate effectively to solve a problem or motivate others	Shows no sign of interest in achieving a goal
11.A.2 Leverages the strengths of others to accomplish a common goal	Consistently encourages and motivates others to use their strengths to contribute to and achieve a common goal.	Encourages others to use their strengths to contribute to and achieve a common goal.	Show limited encouragement to others in achieving a common goal.	Is negative towards others in achieving a common goal.
11.A.3 Inspire others to reach their very best via example and selflessness	Sets aside personal needs and inspires others to perform to their best abilities no matter the obstacles or considering their own success.	Provides inspiration by demonstrating to others to perform at their best abilities no matter the obstacles before them.	Sometimes inspires others to perform at their best abilities but sometimes allows selfish needs to take precedent.	Fails to inspire others.
11.A.4 Demonstrates integrity and ethical behavior in using influence and power	When in a position of power, behaves ethically and with integrity to motivate others to work to their full potential	Does not abuse their leadership position to benefit themselves by being ethical and demonstrating integrity	At times puts personal needs and does not apply ethics and integrity to their decisions or actions.	When in position of power, shows no signs of integrity or ethical behavior

Life and Career Skills

Leadership and Responsibility

Be Responsible to Others

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Not at Standard
11.B.1 Acts responsibly with the interests of the larger community in mind	Was an integral part of a community organization or event and thoughtfully reflected on the importance of their involvement within the community.	Contributed to a community organization or event and reflected on the importance of their involvement within the community.	Participates, but does not contribute to community organization or event and attempted to reflect on their involvement within the community.	Does not contribute to a community organization or event but reflects on the importance of involvement within the community.