

Assessment Rubric APPENDIX M

Each activity in this guide suggests assessment strategies that enable students to demonstrate what they have learned. A rubric is a scoring tool that you can use to evaluate student work. It typically provides descriptions of work products or behaviors as a means to assess proficiency at different skill levels.

The following assessment rubric template may be used with any of the activities in this guide. Feel free to adjust it for a given activity, to highlight specific content or skills you want students to focus on, or to target it to reflect the aptitude or skill level of your students.

In the four-level scale used here, Level 4 represents a mastery of content and skills that are above the proficiency level. Level 3 represents proficiency, while Level 2 represents progress toward—but not achievement of—proficiency. Level 1 represents beginning steps toward proficiency.

You can download an editable version of the rubric at plt.org/myk8guide

	Level 4 Mastery	Level 3 Proficiency	Level 2 Progressing	Level 1 Emerging
Work Product	- Complete, excellent quality with extra information. - Very creative. - Goes above and beyond requirements.	- Complete and creative. - Good quality. - All basic topics covered.	- Almost complete. - Shows some creativity. - Average quality. - Most topics included.	- Incomplete. - Lacking creativity. - Poor quality. - Not all topics included.
Content	- More than the required content is included and accurate. - More than the required vocabulary is used. - Communicates a complete understanding of concept, including multiple accurate details. - All sources correctly cited.	- Required content is included and accurate. - Required vocabulary is included. - Shares a basic understanding of concept, including 1 or 2 details. - Sources cited but not all correctly.	- Not all content is included, or content contains some inaccuracies. - Some vocabulary included. - Reflects slight understanding of the concept, with only vague details. - Sources cited are incomplete and/or cited incorrectly.	- Incomplete and inaccurate content. - Most of the required content is not included. - Little to no significant vocabulary included. - Does not reflect understanding of the concept, perhaps including conflicting details. - No sources cited.

APPENDIX M

Assessment Rubric (cont.)

	Level 4 Mastery	Level 3 Proficiency	Level 2 Progressing	Level 1 Emerging
Collaboration	- Outstanding group collaboration with tasks being shared equally. - All members are prepared and participate. - Group strategies used so that all group members' ideas are shared.	- Group collaboration with tasks being shared somewhat equally. - All members participate. - Group strategies attempted so most group members' ideas are shared.	- Limited group collaboration; tasks not shared equally. - Part of the group participates. - Group strategies attempted, but few students share their ideas.	- Group does not collaborate. - Only one member participates or there is very limited participation. - Group strategies are not attempted.
Presentation	- Good eye contact. - Speech is clear and loud enough for audience to hear. - Ideas are organized and connected with a clear flow of logic. - Gestures are used to emphasize main points. - Can answer questions.	- Eye contact most of the time. - Speech is clear most of the time. - Most ideas are connected and organized but no clear flow of logic. - Can answer most questions.	- Limited eye contact. - Speech is clear some of the time. - Does not connect ideas well. - Can answer a few questions.	- No eye contact, student reads presentation. - Does not speak clearly. - Unrehearsed and disorganized. - Cannot address audience questions.
Critical Thinking	- Critical thinking apparent, with student sharing multiple details. - Student asked for and listened to feedback and made adjustments as needed.	- Critical thinking apparent, with student sharing one or two details. - Student asked for some feedback.	- Some critical thinking apparent, with student offering vague statements. - Student did not ask for feedback.	- Critical thinking not apparent. - Student did not ask for feedback.