

200 21ST CENTURY RUBRICS

The following rubrics are proposed for adaptation by students, teachers, and schools. They are by no means meant to be complete. It is possible to create a customized rubric for specific assignments by selecting and combining items from several individual rubrics. For example, for her third-grade class, Ms. Harbinger compiles her own rubric for an immigrant experience project in which students are required to do research, collaborate, synthesize, use ICT, and present what they learned. An example of this type of project rubric is shown at the end of this section.

Thinking

Critical Thinking

<i>Skill/Knowledge</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Basic</i>	<i>Novice</i>	<i>Score/Weight</i>
Apply	Purposefully seeks and uses information and data from multiple sources and prior experience in relation to real-world situations.	Finds and uses a few selected facts, sources, and evidence to understand the present and make plan.	Uses selected data and pieces of information that are provided in relation to learning in the present.	Misunderstands facts, data, and principles and needs help to meaningfully utilize them.	
Evaluate	Adeptly appraises evidence. Compares and contrasts multiple criteria and perspectives and thoughtfully connects them to the present object, setting, and performance.	Understanding of the evaluation criteria is evident but not fully utilized and explained. Able to make some connections to learning.	Has difficulty demonstrating that they understand the evaluation criteria and accurately using them.	Evaluation of the object, setting, or performance doesn't clearly relate to given criteria or standards.	
Uses Data to Develop Critical Insights	Uses accurately selected data to draw conclusions that are aligned with facts.	Demonstrates the use of data to draw conclusions and form insights.	Tries but has difficulty selecting data and using them to draw conclusions.	Unable to apply and use data independently in a meaningful way.	
Analyze	Identifies main issues, establishes priorities among details, and sees unstated implications. Comprehends complex ideas and multiple perspectives.	Identifies and understands the main issue but reasoned judgments are undeveloped.	Describes the main issue inaccurately. Unable to thoughtfully scrutinize it in an objective manner.	With help, can grasp a straightforward issue and draw simple conclusions.	
Synthesize	Identifies and compares components of arguments to generate a new and cohesive summary. Skilled at combining parts into wholes.	Able to put together two divergent ideas, see straightforward patterns, and summarize them.	Can see the ideas related to one viewpoint and uses them to generate a summary.	Relationships between ideas are elusive except at a rudimentary level.	