

Collaboration Rubric (Based of Kagan's P.I.E.S. principles)

	Developing	Proficient	Accomplished	Distinguished
Use artifacts or rubrics to assess collaborative level	<p>P: Positive Interdependence Students see each other on the "same side," they encourage and help each other.</p>	<p>P and I: Individual accountability. Each student has some sort of public performance.</p>	<p>P, I, and E: Equal Participation: Equal times, equal turns, equal status.</p>	<p>P, I, E, and S: Simultaneous Interaction. 25% to 100% of students actively engaged at one time.</p>

Critical Thinking (Bloom's Taxonomy, Revised)

	Developing	Proficient	Accomplished	Distinguished
Critical thinking at Longview school is attached to Bloom's Taxonomy (revised).	<p>Student shows the ability to REMEMBER, recall facts and basic concepts being taught.</p> <p>REMEMBERING is displayed through defining, duplicating, listing, memorizing, recalling, repeating or restating information learned.</p>	<p>Student is able to REMEMBER and UNDERSTAND, or explain ideas or concepts.</p> <p>UNDERSTANDING is displayed through classification, description, identification, explanation, recognition, translation, or the paraphrasing of new ideas/information.</p>	<p>Student is able to APPLY, use information in new situations, and ANALYZE, draw connections among ideas and information.</p> <p>In order to APPLY, students must execute, implement, solve, use, demonstrate, interpret or operate.</p> <p>In order to ANALYZE, students must differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, or test ideas and or concepts.</p>	<p>Student is able to EVALUATE, justify a stand or decision, and CREATE, produce new or original work related to information and concepts being taught.</p> <p>In order to EVALUATE, students must appraise, argue, defend, judge, select, support, value, or critique a stand or decision.</p> <p>In order to CREATE, students must design, assemble, construct, develop, formulate, author or investigate using the concepts delivered through instruction.</p>

Communication Rubric based on NEA's definition.

	Developing	Proficient	Accomplished	Distinguished
<p>Communication in the Classroom between: Peers and Teachers, through student artifacts, using appropriate media.</p>	<p>Students are expressing thoughts and opinions with peers and teachers</p>	<p>Students are expressing thoughts and opinions with peers and teachers while using media</p>	<p>Students are expressing thoughts clearly, crisply articulating opinions, communicating coherent instructions, motivating others through powerful speech while effectively using appropriate media to communicate</p>	<p>Students are expressing thoughts clearly, crisply articulating opinions, communicating coherent instructions, motivating others through powerful speech while effectively using appropriate media to communicate</p> <p>And</p> <p>Eliciting feedback from teachers and/or peers to revise a final product.</p>

Creativity and Innovation Rubric based on NEA's definition of Creativity.

	Developing	Proficient	Accomplished	Distinguished
Creativity and Innovation at Longview	Used no idea creation techniques to create new and worthwhile ideas or Elaborate, refine, analyze, and evaluate original ideas to improve upon the concept.	Used a limited amount of idea creation techniques to create new and worthwhile ideas or Elaborate, refine, analyze, and evaluate original ideas to improve upon the concept.	Use a wide range of idea creation techniques to create new and worthwhile ideas or Elaborate, refine, analyze, and evaluate original ideas to improve upon the concept.	Act on and share creative ideas, using appropriate media, to make a tangible and useful contribution to the field in which the innovation will occur