

Student Name \_\_\_\_\_

Design Challenge Name \_\_\_\_\_

## 21<sup>st</sup> Century Skills Rubric, Grades 3-5

The National Education Association has identified communication, collaboration, creativity, and critical thinking as the most important 21<sup>st</sup> Century Skills for K-12 education. Suggested parameters for using the rubric are as follows:

### Descriptor

**“Consistently”** means 76-100% of time

**“Often”** means 51-75% of the time

**“Sometimes”** means 26-50% of the time

**“Rarely”** means 1-25% of the time

### Final Grade based on Total Score

57-64- **A**

48-56- **B**

32-47- **C**

16-31- **D**

00-15- **F**

<b>Communication</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Oral Communication</b>	Student <u>consistently</u> articulates thoughts and ideas using oral communication skills.	Student <u>often</u> articulates thoughts and ideas using oral communication skills.	Student <u>sometimes</u> articulates thoughts and ideas using oral communication skills.	Student <u>rarely</u> articulates thoughts and ideas using oral communication skills.
<b>Written Communication</b>	Student <u>consistently</u> articulates thoughts and ideas using written communication skills.	Student <u>often</u> articulates thoughts and ideas using written communication skills.	Student <u>sometimes</u> articulates thoughts and ideas using written communication skills.	Student <u>rarely</u> articulates thoughts and ideas using written communication skills.
<b>Listening</b>	Student <u>consistently</u> listens to gain meaning.	Student <u>often</u> listens to gain meaning.	Student <u>sometimes</u> listens to gain meaning.	Student <u>rarely</u> listens to gain meaning.
<b>Collaboration</b>				
<b>Working with Others</b>	Student <u>consistently</u> listens to, shares with, and supports the efforts of the group.	Student <u>often</u> listens to, shares with, and supports the efforts of the group.	Student <u>sometimes</u> listens to, shares with, and supports the efforts of the group.	Student <u>rarely</u> listens to, shares with, and supports the efforts of the group.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Contributions</b>	Student <u>consistently</u> contributes to the group to accomplish a shared goal.	Student <u>often</u> contributes to the group to accomplish a shared goal.	Student <u>sometimes</u> contributes to the group to accomplish a shared goal.	Student <u>rarely</u> contributes to the group to accomplish a shared goal.
<b>Responsibility</b>	Student <u>consistently</u> assumes shared responsibility for the collaborative work.	Student <u>often</u> assumes shared responsibility for the collaborative work.	Student <u>sometimes</u> assumes shared responsibility for the collaborative work.	Student <u>rarely</u> assumes shared responsibility for the collaborative work.
<b>Respect</b>	Student <u>consistently</u> values the individual efforts made by each group member.	Student <u>often</u> values the individual efforts made by each group member.	Student <u>sometimes</u> values the individual efforts made by each group member.	Student <u>rarely</u> consistently values the individual efforts made by each group member.
<b>Creativity</b>				
<b>Flexibility</b>	Student <u>consistently</u> adapts or adjusts ideas when needed to solve a problem, address an issue, or make something new.	Student <u>often</u> adapts or adjusts ideas when needed to solve a problem, address an issue, or make something new.	Student <u>sometimes</u> adapts or adjusts ideas when needed to solve a problem, address an issue, or make something new.	Student <u>rarely</u> adapts or adjusts ideas when needed to solve a problem, address an issue, or make something new.
<b>Elaborate</b>	Student <u>consistently</u> develops and expands ideas.	Student <u>often</u> develops and expands ideas.	Student <u>sometimes</u> develops and expands ideas.	Student <u>rarely</u> develops and expands ideas.
<b>Curiosity</b>	Student <u>consistently</u> seeks additional information when solving a problem or encountering a new idea.	Student <u>often</u> seeks additional information when solving a problem or encountering a new idea.	Student <u>sometimes</u> seeks additional information when solving a problem or encountering a new idea.	Student <u>rarely</u> seeks additional information when solving a problem or encountering a new idea.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Risk-Taking</b>	Student is <u>consistently</u> willing to take chances and view failure as an opportunity to learn.	Student is <u>often</u> willing to take chances and view failure as an opportunity to learn.	Student is <u>sometimes</u> willing to take chances and view failure as an opportunity to learn.	Student is <u>rarely</u> willing to take chances and view failure as an opportunity to learn.
<b>Critical Thinking</b>				
<b>Identify Issue/Seek Information</b>	Student <u>consistently</u> identifies the issue and seeks information to understand the problem.	Student <u>often</u> identifies the issue and seeks information to understand the problem.	Student <u>sometimes</u> identifies the issue and seeks information to understand the problem.	Student <u>rarely</u> identifies the issue and seeks information to understand the problem.
<b>Imagine/Brainstorm a Plan</b>	Student <u>consistently</u> brainstorms solutions or strategies to solve a problem.	Student <u>often</u> brainstorms solutions or strategies to solve a problem.	Student <u>sometimes</u> brainstorms solutions or strategies to solve a problem.	Student <u>rarely</u> brainstorms solutions or strategies to solve a problem.
<b>Select/Develop a Plan</b>	Student <u>consistently</u> selects a problem solving strategy and develops a plan to use it.	Student <u>often</u> selects a problem solving strategy and develops a plan to use it.	Student <u>sometimes</u> selects a problem solving strategy and develops a plan to use it.	Student <u>rarely</u> selects a problem solving strategy and develops a plan to use it.
<b>Implement a Plan</b>	Student <u>consistently</u> uses a selected plan.	Student <u>often</u> uses a selected plan.	Student <u>sometimes</u> uses a selected plan.	Student <u>rarely</u> uses a selected plan.
<b>Improve/Evaluate a Plan</b>	Student <u>consistently</u> reflects in order to improve the plan.	Student <u>often</u> reflects in order to improve the plan.	Student <u>sometimes</u> reflects in order to improve the plan.	Student <u>rarely</u> reflects in order to improve the plan.

**21st Century Skills Total Score \_\_\_\_\_**