

Student Name _____

Design Challenge Name _____

21st Century Skills Rubric, Grades K-2

The National Education Association has identified communication, collaboration, creativity, and critical thinking as the most important 21st 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**

Communication				
	4	3	2	1
Oral Communication	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.
Written Communication	Student <u>consistently</u> articulates thoughts and ideas using written communication skills as are developmentally appropriate.	Student <u>often</u> articulates thoughts and ideas using written communication skills as are developmentally appropriate.	Student <u>sometimes</u> articulates thoughts and ideas using written communication skills as are developmentally appropriate.	Student <u>rarely</u> articulates thoughts and ideas using written communication skills as are developmentally appropriate.
Listening	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.
Collaboration				
Working with Others	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.

	4	3	2	1
Contributions	Student <u>consistently</u> contributes to the group to accomplish a goal.	Student <u>often</u> contributes to the group to accomplish a goal.	Student <u>sometimes</u> contributes to the group to accomplish a goal.	Student <u>rarely</u> contributes to the group to accomplish a goal.
Responsibility	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.
Respect	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.
Creativity				
Flexibility	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.
Elaborate	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.
Curiosity	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.
Risk-Taking	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.

	4	3	2	1
Critical Thinking				
Identify Issue/Ask Questions	With guidance, student <u>consistently</u> identifies the issue and asks questions to understand the problem.	With guidance, student <u>often</u> identifies the issue and asks questions to understand the problem.	With guidance, student <u>sometimes</u> identifies the issue and asks questions to understand the problem.	With guidance, student <u>rarely</u> identifies the issue and asks questions to understand the problem.
Imagine/Brainstorm a Plan	With guidance, student <u>consistently</u> brainstorms solutions or strategies to solve a problem.	With guidance, student <u>often</u> brainstorms solutions or strategies to solve a problem.	With guidance, student <u>sometimes</u> brainstorms solutions or strategies to solve a problem.	With guidance, student <u>rarely</u> brainstorms solutions or strategies to solve a problem.
Select/Develop a Plan	With guidance, student <u>consistently</u> selects a problem solving strategy or develops a plan to use.	With guidance, student <u>often</u> selects a problem solving strategy or develops a plan to use.	With guidance, student <u>sometimes</u> selects a problem solving strategy or develops a plan to use.	With guidance, student <u>rarely</u> selects a problem solving strategy or develops a plan to use.
Implement a Plan	With guidance, student <u>consistently</u> uses a selected plan.	With guidance, student <u>often</u> uses a selected plan.	With guidance, student <u>sometimes</u> uses a selected plan.	With guidance, student <u>rarely</u> uses a selected plan.
Improve/Evaluate a Plan	With guidance, student <u>consistently</u> reflects in order to improve the plan.	With guidance, student <u>often</u> reflects in order to improve the plan.	With guidance, student <u>sometimes</u> reflects in order to improve the plan.	With guidance, student <u>rarely</u> reflects in order to improve the plan.

21st Century Skills Total Score _____