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**Teamwork**

*Interacting with others and building on each other’s individual strengths and skills, working towards a common goal.*

|  | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Interaction** | Engage in **infrequent** interactions or communications among **some** of team members. |  | Engage in **sporadic** interactions or communications among **most** team members |  | Engage in continuous interactions or communications among **all** team members. |
| **Contributions** | Consider contributions, strengths, and skills of **few** team members. A **single individual dominates**. |  | Consider contributions, strengths, and skills of **most** team members. |  | Consider contributions, strengths, and skills of **all** team members. |
| **Progress** | Make **little** progress towards a common goal, **rarely** on task. |  | Make **moderate** progress towards a common goal, **mostly** on task. |  | Make **steady** progress towards a common goal, **completely** on task. |
| **Cohesiveness** | **Minimally** unite and function as a cohesive unit. |  | **Partially** unite and function as a cohesive unit. |  | **Effectively** unite and function as a cohesive unit. |

Explain your best and worst aspects of teamwork:











**Information**

**Processing**

*Evaluating, interpreting, and manipulating or*

*transforming information.*

|  | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Evaluate** | **Minimally** evaluate, or simply recognize, information for relevance or importance to the task. |  | **Partially** evaluate information for relevance or importance to the task. |  | **Effectively** evaluate information for relevance or importance to the task. |
| **Interpret** | **Inaccurately** interpret information. |  | Interpret information with **some errors.** |  | **Correctly** interpret information. |
| **Transform** | **Minimally** manipulate or transform information from one to another. |  | **Partially** manipulate or transform information from one to another. |  | **Effectively** manipulate or transform information from one to another. |

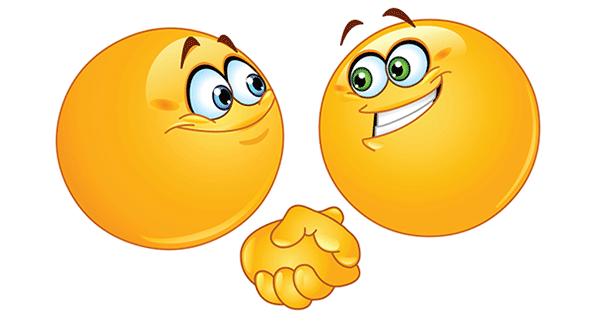
Explain your best and worst aspects of information processing:













**Oral Communication**

*Exchanging information and understanding through speaking,*

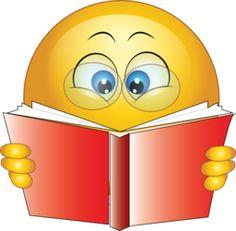
*listening, and non-verbal behaviors.*

|  | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Speaking** | Express **incomplete** thoughts about concepts with **irrelevant or** **ineffective** language. |  | Express **partially complete** thoughts about concepts with **somewhat relevant and effective** language. |  | Express **complete** thoughts about concepts with **relevant or** **effective** language. |
| **Listening** | **Minimally**  listen to group members as they explain their ideas with frequent interruption. |  | **Partially**  listen to group members as they explain their ideas with frequent interruption. |  | **Effectively**  listen to group members as they explain their ideas with frequent interruption. |
| **Non-verbal** | **Minimally** show exchange through non-verbal cues (turning towards each other, nodding, gesturing) when others speak. |  | **Partially** show exchange through non-verbal cues (turning towards each other, nodding, gesturing) when others speak. |  | **Clearly** show exchange through non-verbal cues (turning towards each other, nodding, gesturing) when others speak. |
| **Response** | **Minimally** promote exchange of information by responding to other’s ideas, explaining and checking for understanding. |  | **Partially** promote exchange of information by responding to other’s ideas, explaining and checking for understanding. |  | **Effectively** promote exchange of information by responding to other’s ideas, explaining and checking for understanding. |

Explain your best and worst aspects of communication:









**Problem Solving**

*Identifying, Planning, and executing a strategy that goes beyond routine action to find a solution to a situation or question.*

|  | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Analysis** | **Minimally** analyze the problem and identify a few pieces of key information, variables, etc. needed to solve it. |  | **Partially** analyze the problem and identify some key information, variables, etc. needed to solve it. |  | **Effectively** analyze the problem and identify a all information, variables, etc. needed to solve it. |
| **Strategy** | Arrive at a strategy that is **not functional.** |  | Arrive at a strategy that is **functional** but **not optimal.** |  | Arrive at a strategy that is **functional and optimal.** |
| **Execution** | Have **serious** flaws in implementing the strategy. |  | Have **minor** flaws in implementing the strategy. |  | **Implementing strategy effectively.** |
| **Solution** | Address a **few parts**  of the problem and/or reach a **conclusion that is not reasonable.** |  | Address a **most parts**  of the problem and reach a **reasonable conclusion** |  | Address a **all parts**  of the problem and/or reach a **reasonable conclusion.** |

Explain your best and worst aspects of problem solving:



**Written Communication**

*Conveying information and understanding to an intended audience through written materials (paper, electronic, etc).*

|  | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Audience (language)** | **Ignores** intended audience or uses **unsuitable** language for the audience. |  | **Considers** intended audience but uses **some unsuitable** language for the audience. |  | **Considers** intended audience and uses **suitable** language for the audience. |
| **Audience (relevance)** | **Poorly** conveys the topic’s relevance or importance to the audience. |  | **Adequately** conveys the topic’s relevance or importance to the audience. |  | **Effectively** conveys the topic’s relevance or importance to the audience. |
| **Organization Cohesion** | Uses **disjointed** sequence of ideas. |  | Uses **logical** sequence of ideas. |  | Uses **logical and effective** sequence of ideas. |
| **Subject Area**  **Conventions** | Uses language that is **inconsistent** with the norms, formal rules, and informal rules of the subject area. |  | Uses language that is **somewhat consistent** with the norms, formal rules, and informal rules of the subject area. |  | Uses language that is **completely consistent** with the norms, formal rules, and informal rules of the subject area. |
| **Visual Representations** | Constructs and uses visual representations **ineffectively and inappropriately.** |  | Constructs and uses visual representations **somewhat effectively.** |  | Constructs and uses visual representations **effectively and appropriately.** |
| **Presentation Formatting** | Format and appearance **impede readability.** |  | Format and appearance **support readability.** |  | Format and appearance **enhance readability.** |
| **Writing Mechanics** | Uses **poor** sentence/ paragraph structures; contains **many errors** in spelling, grammar, or word usage. |  | Uses **some poor** sentence/ paragraph structures; contains **some errors** in spelling, grammar, or word usage. |  | Uses **effective** sentence/ paragraph structures; contains **few errors** in spelling, grammar, or word usage. |
| **Purpose** | **Does not clearly convey** the writing’s purpose. |  | **Clearly conveys** the writing’s purpose, but the purpose and content are **not** **well** **aligned**. |  | **Clearly conveys** the writing’s purpose. And it is **well aligned**. |



Explain your best and worst aspects of metacognition:

**Critical Thinking**

*Analyzing, evaluating, or synthesizing relevant information to form an argument or reach a conclusion to a situation or question.*

|  | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| **Analysis** | Evaluate or rank information **incorrectly** in terms of the usefulness (importance) in supporting a conclusion. |  | Evaluate or rank information **with some errors** in terms of the usefulness (importance) in supporting a conclusion. |  | **Effectively** evaluate or rank information in terms of the usefulness (importance) in supporting a conclusion. |
| **Synthesis** | **Minimally** synthesize and examine different types of information to create a new understanding or project outcome. |  | **Partially** synthesize and examine different types of information to create a new understanding or project outcome. |  | **Effectively** synthesize and examine different types of information to create a new understanding or project outcome. |
| **Argument** | Construct **weak** arguments: make claims (take a position) and provide **minimal or irrelevant** evidence to support it. |  | Construct arguments: make claims (take a position) and provide **incomplete, but relevant,** evidence to support it. |  | Construct **effective** arguments; make claims (take a position) and provide **complete and relevant** evidence to support it. |
| **Critique** | Provide a **weak** analysis to **minimally** compare or critique results or arguments. |  | Provide **some** analysis to **partially** compare or critique results or arguments. |  | Provide a **compelling** analysis to compare or critique results or arguments. |

Explain your best and worst aspects of critical thinking:

