

Project Rubric: It Takes A Village

Standard/Content/Skill Being Assessed	Feedback for Improvement	Succeeding - Proficient	Feedback Where Work Exceeds the Standard
<i>Skills</i>			
Work with others to complete a task or progress towards a common goal. (Collaboration)		<i>Determine your standard for proficient "Collaboration" here.</i>	
Reflects on project process and new learning throughout the project. (Reflection)		<i>Determine your standard for proficient "Reflection" here.</i>	
Applies valid reasoning, informed judgment, and identifies a problem within a system to form ideas or solve problems. (Critical Thinking)		<i>Determine your standard for proficient "Critical Thinking" here.</i>	
Generates questions and uses research to contribute to a collaborative discussion. (Inquiry-Based Discussions)		<i>Determine your standard for proficient "Inquiry-Based Discussions" here.</i>	
<i>Formative Assessments</i>			
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.7.1) <i>Food Security During COVID-19 QFT activity Final Reflection</i>		Present personal views as well as those of others, adapting ideas to incorporate multiple interpretations of a situation and/or text.	
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS.ELA-LITERACY.SL.7.1.C) Critique compelling questions that reflect an enduring issue in the field. (SS.9-12.1.2) <i>QFT Activity</i>		Use background knowledge, personal experience, and information presented in the film to generate both closed and open questions about food security and natural disasters. Evaluate which questions are strongest and most important to answer today.	

<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS.ELA-LITERACY.RI.7.3)</p> <p><i>A Broken Food System</i></p>		<p>After reading a nonfiction article, clearly explain what choices and events led to Hawaii’s current food system and how individuals can effect change on that system.</p>	
<p><i>Final Product (Simulation Student Document - Preparation, Actions, and Reflection)</i></p>			
<p>Gather information and cite evidence. (CCSS.ELA- LITERACY.W.8.8)</p> <p><i>Simulation Document, Preparation Paragraph</i></p>		<p>Gathered relevant information from multiple print and digital sources. Showed evidence of assessing the credibility of each source. Quoted or paraphrased to avoid plagiarism and provided basic bibliographic information.</p>	
<p>Write arguments focused on discipline-specific content. (CCSS.ELA-LITERACY.WHST.6-8.1)</p> <p><i>Simulation Document, Preparation Paragraph</i></p>		<p>Clearly introduced your claim. Your claim is fully explained and supported with logical reasoning. Writing is formal and ends with a clear concluding statement.</p>	
<p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS.ELA-LITERACY.SL.7.1.A)</p> <p><i>Simulation Document, Actions and Reflections</i></p>		<p>Actions were based on accurate analysis of storm data and critical thinking about how humans might respond, as well as student research on the topic. Reflection on actions showed an understanding of the forecast and impact.</p>	