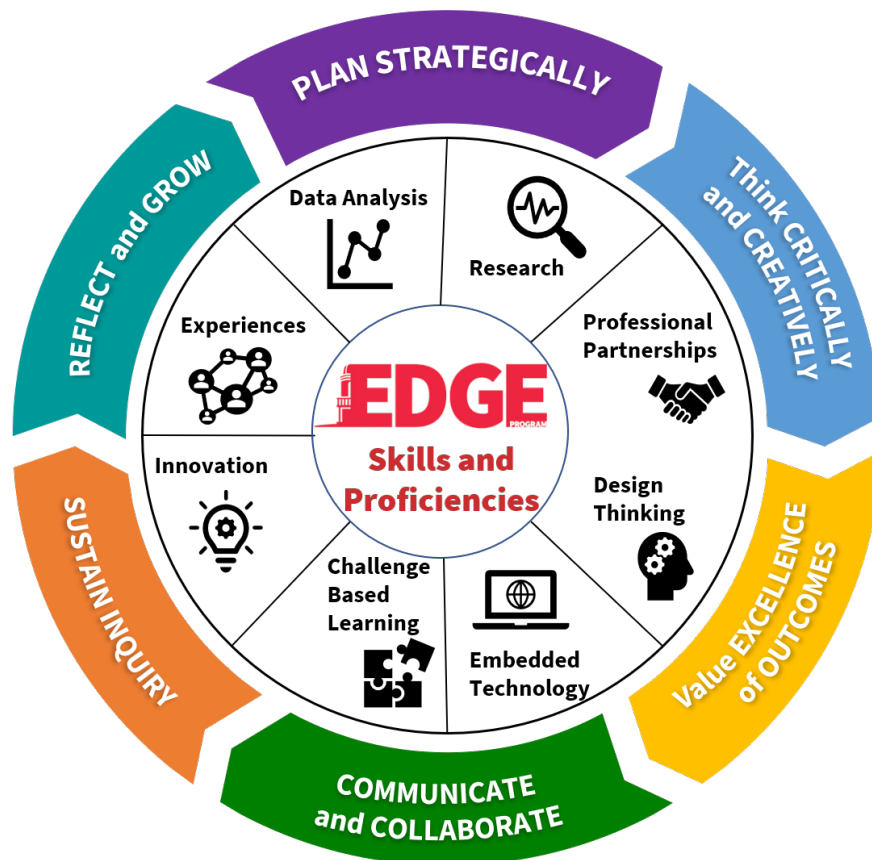


# *Measuring EDGE Skills and Proficiencies*



A Guide for Teacher and Student Understanding of  
the EDGE Skills and Proficiencies

**The *EDGE Skills and Proficiencies* have been developed through conversation with our teachers and business partners, post-secondary institutions, and research spanning the World Health Organization and Economic Forum to the Partnership for 21<sup>st</sup> Century Skills (P21). Together, they have helped us to define exactly what Beechwood students need to be successful today, tomorrow, and beyond.**

**These skills are broken into 3 main categories**

## Learning Skills



**Critical Thinking**



**Creativity**



**Collaboration**

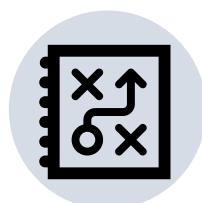


**Communication**

## Life Skills



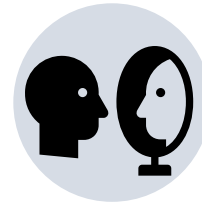
**Sustain Inquiry**



**Plan Strategically**



**Value Excellence  
in Outcomes**



**Reflect and Grow**

## Literacy Skills



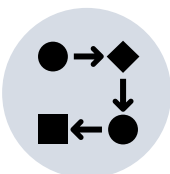
**Civic  
Responsibility**



**Global  
Awareness**



**Social  
Emotional**



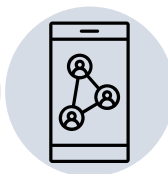
**Flexibility**



**Leadership**



**Technology**



**Media**

Note: These Literacy Skills are woven into the instruction throughout the program

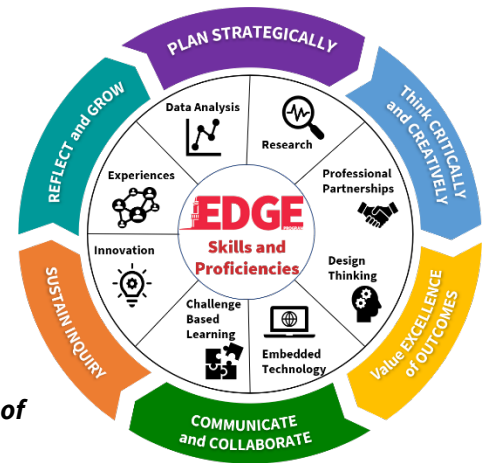
# Introduction

What you will find collected here is a series of rubrics and explanations that we may use together to measure the growth of our students and their development of the EDGE Skills and Pr.

## EDGE Skills and Proficiencies Overview

### What are the EDGE Skills and Proficiencies?

The Skills and Proficiencies are a collection of skills necessary for a student to be successful in the 21st Century while they are in school, when they enter the workforce, and in their everyday lives. They are sometimes referred to as ‘soft skills’, but with the rapidly changing nature of the world and the needs of businesses and post-secondary institutions, they are no longer ‘soft’ they are at the Core of successful students and adults.



These Skills are:

Communicate and Collaborate	Plan Strategically	Sustain Inquiry
Value Excellence in Outcomes	Reflect and Grow	Think Critically and Creatively

### Progression of Skills and Proficiencies in Elementary

To focus on the development of the Skills and Proficiencies, they need to be broken down. Much like teaching reading and math to younger students, there is a progression in which certain initial skills are introduced and developed before adding others. This does not mean that other Skills and Proficiencies are not present in the earlier grades, in fact, they will all be present in some form, they are just not the focus. Students will be working with them but not formally measuring them. The continuum on the next page is meant to show how the skills of the Skills and Proficiencies progress through the grade levels. Though each Skills is not taught at each grade level, the continuum provides a guideline for understanding how the progression of the skills proceeds through the grade levels.

# EDGE Skills and Proficiencies Learning Continuum Grades

## K-6

Typically, by the end of the year, each student will:

	K	1-2	3-4	5-6
<b>Think Critically and Creatively</b>	<ul style="list-style-type: none"> <li>Use imagination in new ways</li> <li>Identify and use creative ways to approach a problem</li> <li>Predict the outcome of a situation</li> <li>Describes thinking and reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Builds on what they know to create new ideas</li> <li>Generates many ideas and possibilities for a problem</li> <li>Adds detail to basic ideas to make them more complex</li> <li>Compare ideas to think more broadly</li> </ul>	<ul style="list-style-type: none"> <li>Use creative thinking strategies to develop a variety of solutions</li> <li>Expand on known ideas to create new and imaginative combinations</li> <li>Apply logic to make analytic decisions</li> <li>Use evidence when drawing a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Challenge existing ideas and generate alternative solutions</li> <li>Postpone judgement to consider all alternatives</li> <li>Prioritize ideas</li> <li>Justify thinking</li> <li>Examine ideas and test conclusions</li> </ul>
<b>Communicate and Collaborate</b>	<ul style="list-style-type: none"> <li>Attempt to share ideas with others</li> <li>Begin to listen to other voices</li> <li>Seeks feedback from adults</li> <li>Stay on task in a group</li> <li>Start becoming flexible in their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas productively and with purpose</li> <li>Gain more understanding of audience and purpose</li> <li>Attempt to adapt to various group responsibilities</li> <li>Understand that others have opinions</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate the ideas of others into their own work</li> <li>Seek feedback throughout process</li> <li>Understand purpose and audience to choose correct tools of communication</li> <li>Consistently contribute to group outcome</li> </ul>	<ul style="list-style-type: none"> <li>Seek and value the input of others</li> <li>Adapt to various roles and responsibilities</li> <li>Be respectful during disagreements</li> <li>Consistently contribute to group outcome</li> <li>Be able to give and receive constructive criticism</li> </ul>
<b>Sustain Inquiry</b>	<ul style="list-style-type: none"> <li>Follow the lead of the teacher through inquiry process</li> <li>With teacher guidance, student tests their solution</li> <li>Complete research with prompting from teachers</li> </ul>	<ul style="list-style-type: none"> <li>Given prompts and resources, students can begin to share the inquiry process</li> <li>With regular prompting, students test their solution</li> <li>Use research as part of a solution</li> </ul>	<ul style="list-style-type: none"> <li>Given a topic or challenge, students can lead themselves through the inquiry process</li> <li>With little prompting, students test their solution</li> <li>Research is an integral part of solution</li> </ul>	<ul style="list-style-type: none"> <li>If given a challenge, students can choose the process and develop solution</li> <li>Solution is tested as a part of the development stage</li> <li>Research informs each stage of the development of solution</li> </ul>
<b>Reflect and Grow</b>	<ul style="list-style-type: none"> <li>Identify whether they are pleased with the outcome</li> <li>Identifying the thinking used to solve the problem in a given situation</li> <li>When prompted by a teacher, discuss areas of growth</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate whether they have accomplished their goal</li> <li>Describe their thinking strategies used in the task</li> <li>Use information from previous tasks to inform current task</li> <li>Identify areas of growth</li> </ul>	<ul style="list-style-type: none"> <li>Identify their thinking process</li> <li>Reflect on and test process to solve challenge</li> <li>Improve solution throughout process using reflection and analysis</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate effectiveness of ideas and solutions against criteria</li> <li>Consider constructive criticism and adjust thinking</li> </ul>
<b>Value Excellence in Outcomes</b>	<ul style="list-style-type: none"> <li>Begin showing concern for the desired outcome</li> </ul>	<ul style="list-style-type: none"> <li>Develop a care for the desired outcome</li> <li>Show concern for the package they deliver and the intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Meet demands of the task</li> <li>Package solution with intention for intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Show care and pride in packaged solution</li> <li>Show advanced quality of work</li> </ul>
<b>Plan Strategically</b>	<ul style="list-style-type: none"> <li>Share thinking about possible ideas</li> <li>Consider the viewpoints of others</li> </ul>	<ul style="list-style-type: none"> <li>Complete an outline of a task and be able to break it into manageable sections</li> <li>Ask questions to clarify task and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Use prior knowledge and evidence to choose a course of action</li> <li>Judge feasibility of solution including risks and benefits</li> <li>Collect and compare facts and opinions from a wide variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>Apply thinking and reasoning strategies for specific purposes</li> <li>Pose questions to clarify information for client needs</li> <li>Assess if there is enough reasoning to justify a claim</li> </ul>

**Note: The areas shaded in grey represent grade levels where the Skills and Proficiencies are not specifically taught. The criteria are included in the continuum for the teacher's reference as the Skills will manifest them throughout the year so that teachers may give feedback to students**

# EDGE Skills and Proficiencies Learning Continuum

## Grades 7-12

Typically, by the end of the year, each student will:

	7-8	9-10	11-12
Think Critically and Creatively	<ul style="list-style-type: none"> <li>Generate alternatives and innovative solutions even when information is limited</li> <li>Consider new alternatives to problems using previous solutions</li> <li>Critically analyze information and evidence according to criteria such as validity and evidence</li> <li>Communicate in various formats (in-person, digital, non-verbal)</li> </ul>	<ul style="list-style-type: none"> <li>Speculate on creative options to modify ideas when circumstances change</li> <li>Create and connect complex ideas in new ways to form solutions</li> <li>Critically analyze independently sourced information to determine bias and reliability</li> <li>Demonstrate increasing complexity of communication forms (in-person, digital, non-verbal) more focused on purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Understands changing circumstances and plan for them</li> <li>Create and connect complex and abstract ideas to form solutions</li> <li>Analyze information presented in abstract formats for meaning and use in problem solving</li> <li>Communication is used to make sense of complex problems for a variety of audiences and purpose in-person, digital, and non-verbal</li> </ul>
Communicate and Collaborate	<ul style="list-style-type: none"> <li>Seek and value the input of people outside of common influence</li> <li>Anticipate group roles and responsibilities to plan for them in a group or individually</li> <li>Begin to learn to deescalate confrontation</li> <li>Begin to anticipate the needs of a group to make it more effective</li> <li>Be able to give pointed and relevant feedback</li> </ul>	<ul style="list-style-type: none"> <li>Expand the circle of input to those in professional positions</li> <li>Anticipate group roles and responsibilities to proactively plan for them in a group or individually</li> <li>Deescalate situations as they occur in group work</li> <li>Anticipate the needs of a group</li> <li>Provide clarity and actionable feedback</li> </ul>	<ul style="list-style-type: none"> <li>Communicates and collaborates with professionals and group to make meaning, show empathy, and share ideas</li> <li>Effectively deal with group conflict</li> <li>Plans for the needs of a group to problem solve and provide feedback to accomplish a task</li> </ul>
Sustain Inquiry	<ul style="list-style-type: none"> <li>When given a challenge, students are willing to try multiple processes to solve</li> <li>Solution is anticipated before being tested</li> <li>Research is a constant process throughout the problem solving phase</li> </ul>	<ul style="list-style-type: none"> <li>Uses prior knowledge to determine process appropriate to challenge</li> <li>Pathways for solutions are abandoned more quickly if they are not working</li> <li>Research includes experts in the field appropriate to solution</li> </ul>	<ul style="list-style-type: none"> <li>Uses feedback and testing to guide solution</li> <li>Solution pathways solve problem within parameters</li> <li>Research is evaluated consistently, and it informs the process of consulting professionals</li> </ul>
Reflect and Grow	<ul style="list-style-type: none"> <li>Evaluates effectiveness of ideas and solutions and changes practice based on evaluation</li> <li>Seeks constructive feedback and criticism of work</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates effectiveness of ideas based on experience and plans solutions accordingly</li> <li>Seeks constructive feedback throughout the cycle of development</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on feedback from peers, teachers, and other adults including professionals to understand personal characteristics and skill sets. Use this to grow social capability and personal development</li> </ul>
Value Excellence in Outcomes	<ul style="list-style-type: none"> <li>Seeks feedback to make work better</li> <li>Work consistently meets expectations of challenge</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback throughout development process to increase quality of work</li> <li>Work often exceeds expectation of the challenge</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback from multiple sources to produce work that consistently meets expectations</li> </ul>
Plan Strategically	<ul style="list-style-type: none"> <li>Tries new thinking and reasoning strategies to solve specific problems</li> <li>Poses precise questions to clarify client information</li> <li>Understands when a claim is incorrect and tries new thinking</li> </ul>	<ul style="list-style-type: none"> <li>Is able to apply multiple thinking and reasoning strategies to problems in new ways to seek solution</li> <li>Probes client to fully understand their wants/needs</li> <li>Uses prior experience to plan ahead with strategies and strategic thinking</li> </ul>	<ul style="list-style-type: none"> <li>Uses feedback and testing to guide solution</li> <li>Solution pathways solve problem within parameters</li> <li>Research is evaluated consistently, and it informs the process of consulting professionals</li> </ul>

## ***How will we measure this?***

***In order to create a more fully developed picture of a student's skills, we need to look at several pieces of data: Anecdotal to document what goes on during a challenge, self-assessment to measure where students perceive their understanding; Rubrics to measure the output of the challenge to see the Skills in action and to know how students are applying their knowledge; Reflection to develop metacognition; and Growth Goals to develop a plan of action for student ownership of learning.***

## ***Procedure***

- ***As students are completing a challenge, teachers will record anecdotal data\****
- ***After the challenge is completed, teachers fill out the rubric, discuss their findings with individuals and the class if possible and students fill out self-assessment.***
- ***Based on their rubric feedback and their self-assessment, students fill out the Foundational Growth Goals sheet to determine their area of growth. This provides a focus between challenges where students can focus on specific growth goals. Teachers can use the additional rubrics to give more specific feedback on the Skills***
- ***Before the next challenge, students should revisit their last growth goals sheet to then measure against their growth on the next challenge***
- ***Repeat the same process as before, this time specific feedback should be given on Foundational Growth Goals as well as the general rubric.***
- ***Student products are examined during grade level meetings.***

## ***What does that look like?***

***As mentioned above, we have developed rubrics to measure the output of a challenge and see the progression of the Skills and Proficiencies. These rubrics are different in that they are not meant to give a grade or be a final assessment. They are meant to provide the basis for a conversation between the teacher and the student and self-reflection on the part of the student. They will be used to create Foundational Growth Goals and one piece of data in the overall measurement of a student's growth.***

***Since the Skills and Proficiencies represent essential skills needed by students to be successful, we have developed a system of rubrics that show exactly what skills students need to grow in as they move through the grade levels. This allows for a teacher to not only measure overall Core Skills development, but also specific skills within each Foundational Skill. For instance, if a student needs to grow in the Skill of Communication and Collaboration, there is a rubric to determine exactly what aspect they need to grow in allowing the teacher to craft learning experiences to help the student grow.***

***Students and teachers use these rubrics as part of an assessment system to develop Foundational Growth Goals. These Goals serve as a focus for both student and teacher in the time between one challenge and another. Students understand the specific skills upon which they need to focus, and teachers can help design experiences to better the understanding of those skills. Upon reaching the next challenge, students use their Growth Goal to focus on and measure their growth.***



Each of the Skills and Proficiencies is contained in the rubric allowing students and teachers to measure all or some of the Skills. Growth goals are generated from the rubrics.

This is the place to start, teachers ask themselves these essential questions to guide their feedback. The rubric is also inverted to show where we want students to be rather than the traditional lowest possible ranking

**Task Rubric Grades 4-8**

**Guiding Questions**  
 ← YES - NO →  
 Is the solution a creative addition or improvement?  
 Is the solution surprising or unexpected?

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Minimal Effort	Incomplete Attempt
<b>Think Critically and Creatively</b>	<ul style="list-style-type: none"> <li>- Solution thinks differently about the problem and entirely unique</li> <li>- Solution solves the problem from a unique point of view</li> </ul>	<ul style="list-style-type: none"> <li>- Solution is creative</li> <li>- Solution is unique</li> </ul>	<ul style="list-style-type: none"> <li>- Solution is somewhat creative</li> <li>- Solution is somewhat unique</li> </ul>	<ul style="list-style-type: none"> <li>- Solution is not creative</li> <li>- Solution is not unique</li> </ul>	<ul style="list-style-type: none"> <li>- Only duplicates existing solution</li> <li>- Original solution was the only solution considered</li> <li>- Thinks inside the box</li> </ul>
<b>Plan and be Strategic</b>	<ul style="list-style-type: none"> <li>- Very effectively uses a strategic planning approach</li> <li>- Uses resources efficiently and with great effect; uses unique resources</li> </ul>	<ul style="list-style-type: none"> <li>- Uses strategic planning approach</li> <li>- Clearly identifies resources and audience</li> <li>- Effective use of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Somewhat uses strategic planning approach</li> <li>- Somewhat identifies resources and audience</li> <li>- Somewhat effective use of resources</li> </ul>	<ul style="list-style-type: none"> <li>- Does not use strategic planning approach</li> <li>- Does not identify resources and audience</li> <li>- Does not use resources effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Shows little to no strategic planning processes</li> <li>- Demonstrates almost no understanding of their purpose or audience</li> <li>- Little evidence of proper resource utilization</li> </ul>
<b>Communicate and Collaborate</b>	<ul style="list-style-type: none"> <li>- Intentional questioning process throughout with intention to purpose</li> <li>- Puts multiple solutions through iterative process</li> <li>- Research is thorough and explores new avenues of</li> </ul>	<ul style="list-style-type: none"> <li>- Intentional questioning process</li> <li>- Solution had gone through the iterative process</li> <li>- Research throughout process is thoughtful and effective</li> </ul>	<ul style="list-style-type: none"> <li>- Somewhat intentional questioning process</li> <li>- Somewhat iterative process</li> <li>- Somewhat thoughtful and effective research</li> </ul>	<ul style="list-style-type: none"> <li>- Does not use intentional questioning process</li> <li>- Does not use iterative process</li> <li>- Does not use thoughtful and effective research</li> </ul>	<ul style="list-style-type: none"> <li>- Does not pose questions about a problem throughout the process</li> <li>- Does not seek to test solution</li> <li>- Little to no research throughout process</li> </ul>
<b>Reflecting and Growing</b>	<ul style="list-style-type: none"> <li>- Product shows a process of improvement from first idea to final solution</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly effective attempt to improve product over time</li> </ul>	<ul style="list-style-type: none"> <li>- Somewhat effective attempt to improve product over time</li> </ul>	<ul style="list-style-type: none"> <li>- Does not attempt to improve product over time</li> </ul>	<ul style="list-style-type: none"> <li>- Final product shows no concern for the desired outcomes</li> <li>- There is little to no effort or care put into final product</li> </ul>

**Communicate and Collaborate**

Final product shows no concern for the desired outcomes  
 There is little to no effort or care put into final product

The wording of the criteria is meant to further clarify what it means to understand the EDGE Skills and Proficiencies. This wording can form the basis for further instruction around Skill and to also measure growth.

# **EDGE Skills and Proficiencies Rubrics**

## **Teacher and Student Rubric Grades K-8**

*This rubric serves as a guidebook for anyone in grades K-8 working with the Skills and Proficiencies. It represents the goal of where we want students to be with the Core Concepts by the end of 8<sup>th</sup> grade. Unlike other rubrics, it is made to be used both as a whole and separated by Skill to focus on one at a time. Teachers who find a student needing feedback in a Skill or group of Skills can use this rubric as a means of feedback to foster growth and to measure progress. Students can use their rubric not only at the end of a project to self-evaluate, but also throughout the year as they encounter other projects and learning that require these skills during their regular studies.*

## **Teacher and Student K-1 Thinking Critically and Creatively; Communication and Collaboration**

*The Skill of Thinking Critically and Creatively is the most important first step for a student. Critical and Creative thinking is important because mastery of the rest of the Core Concepts relies on creativity. The same for Critical and Creative Thinking: without the ability to communicate, students lose the ability to express themselves, be part of a group and contribute to its success. Together, these Foundational Concepts are broken down into their sub skills for the same purpose as above to give students and teachers specific and actionable feedback on their growth in these skills.*

## **Teacher/Student Skills and Proficiencies Rubric Grade 2-4**

*Like the rubric for any grade above, this rubric is meant to be used as a whole or broken up into specific Skill or groups of Skills. It builds on the ideas of the K-1 rubrics to grow the students even more and provide feedback to students and teachers to ensure that growth happens.*

## **Teacher/Student Skills and Proficiencies Rubric Grades 9-12**

*As with all of the rubrics, these are meant to be used by teachers and students before, during, and after challenges or when feedback is needed. The complexity and specificity of these rubrics has increased to show the nuance of the various skills and to show what we expect to see from a student at the time of their graduation.*



**EDGE Skills and Proficiencies Rubric Teacher Grades K-8**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Guiding Questions</b> ← YES - NO→	<b>Approaching Expectations</b>	<b>Incomplete Attempt</b>
<b>Think Critically and Creatively</b>	<ul style="list-style-type: none"> <li>- Solution thinks differently about the problem and entirely unique</li> <li>- Solution solves the problem from a unique point of view</li> </ul>	<ul style="list-style-type: none"> <li>- Solution is unique and while it may 'borrow' from existing solutions, it does not rely on them</li> <li>- Creates viable solution</li> </ul>	<p><i>Is the solution a creative addition or improvement?</i></p> <p><i>Is the solution surprising or unexpected?</i></p>	<ul style="list-style-type: none"> <li>- Moderately enhances an existing solution</li> <li>- Borrows heavily from other existing solution to create solution</li> <li>- Somewhat interesting</li> </ul>	<ul style="list-style-type: none"> <li>- Only duplicates existing solution</li> <li>- Original solution was the only solution considered</li> <li>- Thinks inside the box</li> </ul>
<b>Plan Strategically</b>	<ul style="list-style-type: none"> <li>- Very effectively uses a strategic planning approach</li> <li>- Uses resources efficiently and with great effect; uses unique resources</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a strategic approach to planning</li> <li>- Clearly addresses purpose and audience</li> <li>- Effective use of resources</li> </ul>	<p><i>Is there evidence of strategic planning?</i></p> <p><i>Does the solution consider the purpose and audience?</i></p>	<ul style="list-style-type: none"> <li>- There is an attempt to use strategic planning processes</li> <li>- Misunderstands purpose and audience</li> <li>- Uses resources, but not effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Shows little to no strategic planning processes</li> <li>- Demonstrates almost no understanding of their purpose or audience</li> <li>- Little evidence of proper resource utilization</li> </ul>
<b>Sustain Inquiry</b>	<ul style="list-style-type: none"> <li>- Intentional questioning process throughout with intention to purpose</li> <li>- Puts multiple solutions through iterative process</li> <li>- Research is thorough and explores new avenues of thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Intentional questioning process</li> <li>- Solution had gone through the iterative process</li> <li>- Research throughout process is thoughtful and effective</li> </ul>	<p><i>Is there evidence of Design Thinking being used?</i></p> <p><i>Was there evidence of continued investigation of the problem?</i></p>	<ul style="list-style-type: none"> <li>- Poses a few questions about the project, but not intentional</li> <li>- Ineffectively seeks to test solution</li> <li>- Does research throughout process but not effective</li> </ul>	<ul style="list-style-type: none"> <li>- Does not pose questions about a problem throughout the process</li> <li>- Does not seek to test solution</li> <li>- Little to no research throughout process</li> </ul>
<b>Communicate and Collaborate</b>	<ul style="list-style-type: none"> <li>- Efficient communication that involves all stakeholders</li> <li>- Collaboration is shared leadership</li> <li>- Communication efficiently changes with the various needs of the project</li> </ul>	<ul style="list-style-type: none"> <li>- Communication is effective and clear</li> <li>- Collaboration leads to new ideas and thinking</li> <li>- Communication forms are tailored to the need of the project</li> </ul>	<p><i>Was communication effective and intentional?</i></p> <p><i>Is there evidence of collaboration with experts/classmates?</i></p>	<ul style="list-style-type: none"> <li>- Communication occurs, but it is not always effective</li> <li>- Collaboration occurs but is not effective</li> <li>- Alternate communication forms are used</li> </ul>	<ul style="list-style-type: none"> <li>- Lines of communication are non-existent or poor</li> <li>- Collaboration is not effective</li> <li>- Only one form of communication is used</li> </ul>
<b>Value Excellence in Outcomes</b>	<ul style="list-style-type: none"> <li>- Demands of task are exceeded and expanded</li> <li>- Quality of work demonstrates exceptional care and passion; work outside of class is evident</li> </ul>	<ul style="list-style-type: none"> <li>- Product completely meets demands of task</li> <li>- Final product shows care and pride; there are obvious signs that product is best output</li> </ul>	<p><i>Does the solution meet all the demands of the task?</i></p> <p><i>Is there evidence of pride/dignity in the solution?</i></p>	<ul style="list-style-type: none"> <li>- Product meets only the basic needs of the task</li> <li>- There is some evidence of effort and care put into development of final product</li> </ul>	<ul style="list-style-type: none"> <li>- Final product shows no concern for the desired outcomes</li> <li>- There is little to no effort or care put into final product</li> </ul>
<b>Reflect and Grow</b>	<ul style="list-style-type: none"> <li>- Product shows a process of improvement from first idea to final solution</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly effective attempt to improve product over time</li> </ul>	<p><i>Does the solution show growth mindset and use feedback from others?</i></p>	<ul style="list-style-type: none"> <li>- Attempts to improve product over time, but was ineffective</li> </ul>	<ul style="list-style-type: none"> <li>- There is little to no evidence of improvement of product over time</li> </ul>

**EDGE Skills and Proficiencies Rubric Student Grades K-8**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Guiding Questions</b> ←YES - NO→	<b>Approaching Expectations</b>	<b>Incomplete Attempt</b>
<b>Think Critically and Creatively</b>	<ul style="list-style-type: none"> <li>- Solution thinks differently about the problem and is entirely unique</li> <li>- Solution solves the problem from a unique point of view</li> </ul>	<ul style="list-style-type: none"> <li>- Solution is unique and while it may ‘borrow’ from existing solutions, it does not rely on them</li> <li>- Creates viable solution</li> </ul>	<p><i>Is the solution a creative addition or improvement?</i></p> <p><i>Is the solution surprising or unexpected?</i></p>	<ul style="list-style-type: none"> <li>- Moderately enhances an existing solution</li> <li>- Borrows heavily from other existing solution to create solution</li> <li>- Somewhat interesting</li> </ul>	<ul style="list-style-type: none"> <li>- Only duplicates existing solution</li> <li>- Original solution was the only solution considered</li> <li>- Thinks inside the box</li> <li>-</li> </ul>
<b>Plan Strategically</b>	<ul style="list-style-type: none"> <li>- Very effectively uses a strategic planning approach</li> <li>- Uses resources efficiently and with great effect; uses unique resources</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a strategic approach to planning</li> <li>- Clearly addresses purpose and audience</li> <li>- Effective use of resources</li> </ul>	<p><i>Is there evidence of strategic planning?</i></p> <p><i>Does the solution consider the purpose and audience?</i></p>	<ul style="list-style-type: none"> <li>- There is an attempt to use strategic planning processes</li> <li>- Misunderstands purpose and audience</li> <li>- Uses resources, but not effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Shows little to no strategic planning processes</li> <li>- Demonstrates almost no understanding of their purpose or audience</li> <li>- Little evidence of proper resource utilization</li> </ul>
<b>Sustain Inquiry</b>	<ul style="list-style-type: none"> <li>- Intentional questioning process throughout with intention to purpose</li> <li>- Puts multiple solutions through iterative process</li> <li>- Research is thorough and explores new avenues of thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Intentional questioning process</li> <li>- Solution had gone through the iterative process</li> <li>- Research throughout process is thoughtful and effective</li> </ul>	<p><i>Is there evidence of Design Thinking being used?</i></p> <p><i>Was there evidence of continued investigation of the problem?</i></p>	<ul style="list-style-type: none"> <li>- Poses a few questions about the project, but not intentional</li> <li>- Ineffectively seeks to test solution</li> <li>- Does research throughout process but not effective</li> </ul>	<ul style="list-style-type: none"> <li>- Does not pose questions about a problem throughout the process</li> <li>- Does not seek to test solution</li> <li>- Little to no research throughout process</li> </ul>
<b>Communicate and Collaborate</b>	<ul style="list-style-type: none"> <li>- Efficient communication that involves all students and partners</li> <li>- Leaders share leadership tasks throughout</li> <li>- Communication efficiently changes with the various needs of the project</li> </ul>	<ul style="list-style-type: none"> <li>- Communication is effective and clear</li> <li>- Collaboration leads to new ideas and thinking</li> <li>- Communication meets the needs of the project</li> </ul>	<p><i>Was communication effective and intentional?</i></p> <p><i>Is there evidence of collaboration with experts/classmates?</i></p>	<ul style="list-style-type: none"> <li>- Communication occurs, but it is not always effective</li> <li>- Collaboration occurs but is not effective</li> <li>- More than one form of communication is used</li> </ul>	<ul style="list-style-type: none"> <li>- Lines of communication are non-existent or poor</li> <li>- Collaboration is not effective</li> <li>- Only one form of communication is used; ie. Face to face, protocols, email, etc.</li> <li>-</li> </ul>
<b>Value Excellence in Outcomes</b>	<ul style="list-style-type: none"> <li>- All parts of task are exceeded and expanded</li> <li>- Quality of work demonstrates exceptional care and passion; work outside of class is evident</li> </ul>	<ul style="list-style-type: none"> <li>- Product completely meets demands of task</li> <li>- Final product shows care and pride; there are obvious signs that product is best output</li> </ul>	<p><i>Does the solution meet all the demands of the task?</i></p> <p><i>Is there evidence of pride/dignity in the solution?</i></p>	<ul style="list-style-type: none"> <li>- Product meets only the basic needs of the task</li> <li>- There is some evidence of effort and care put into development of final product</li> </ul>	<ul style="list-style-type: none"> <li>- Final product does not meet desired outcomes</li> <li>- There is little to no effort or care put into final product</li> </ul>
<b>Reflect and Grow</b>	<ul style="list-style-type: none"> <li>- Final product shows that continuous feedback and growth were constant</li> </ul>	<ul style="list-style-type: none"> <li>- Final product shows significant change from first with use of feedback</li> </ul>	<p><i>Does the solution show growth mindset and use feedback from others?</i></p>	<p><i>Final product looks different from first, but it did not use feedback well</i></p>	<ul style="list-style-type: none"> <li>- There is no evidence of feedback in the final product</li> </ul>

**EDGE Skills and Proficiencies Rubric Teacher K-1 Thinking Critically and Creatively**

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<b>Guiding Questions</b> ←YES - NO→	<b>Approaching Expectations</b>	<b>Needs Growth</b>
<b>Creative Thinking and Innovation</b>					
<b>Creative Thinking</b>		<ul style="list-style-type: none"> <li>- Ideas are completely new</li> <li>- Takes time to decide on which solution is the best or tries out different ideas and solutions</li> </ul>	<p><i>Is there a unique point of view on the solution?</i></p> <p><i>Is there evidence of thinking out of the box?</i></p>	<ul style="list-style-type: none"> <li>- Some new ideas</li> <li>- Quickly decide which idea is best</li> <li>- Moderately better than original solution</li> </ul>	<ul style="list-style-type: none"> <li>- Ideas are not new or original</li> <li>- Picks the first idea and does not consider others</li> <li>- Duplicates existing solution</li> </ul>
<b>Taking Risks</b>		<ul style="list-style-type: none"> <li>- Many or most of the solution was original</li> <li>- Ask questions about the idea to make it better</li> </ul>	<p><i>Is the idea used the student's idea or someone else's?</i></p> <p><i>Is there ownership?</i></p>	<ul style="list-style-type: none"> <li>- Some aspects of solution were original</li> <li>- Solution only modifies an existing solution</li> <li>- Asks questions only about the process</li> </ul>	<ul style="list-style-type: none"> <li>- Idea was not original</li> <li>- Only one solution was considered</li> <li>- Lacked curiosity to find a solution</li> </ul>
<b>Critical Thinking</b>					
<b>Communication</b>		<ul style="list-style-type: none"> <li>- Can explain all aspects of the process</li> <li>- Facts and details are complete and relevant</li> <li>- Can answer all questions about solution</li> </ul>	<p><i>Can the student communicate their idea?</i></p> <p><i>Are facts and details present in the communication?</i></p>	<ul style="list-style-type: none"> <li>- Can explain aspects of the process</li> <li>- Facts and details are present but incomplete</li> <li>- Can answer some questions about solution</li> </ul>	<ul style="list-style-type: none"> <li>- Cannot explain the process at all</li> <li>- Facts and details are missing or non-existent</li> <li>- Cannot answer questions about solution</li> </ul>
<b>Understanding Purpose</b>		<ul style="list-style-type: none"> <li>- Correctly explains all details of the challenge</li> <li>- Clearly addresses purpose and audience</li> <li>- Solution is unique, reasoning is clear</li> </ul>	<p><i>Is there a sense of purpose?</i></p> <p><i>Does the student understand the challenge?</i></p>	<ul style="list-style-type: none"> <li>- Can explain most details of the challenge</li> <li>- Purpose and audience is not clear</li> <li>- Understands the 'why'</li> </ul>	<ul style="list-style-type: none"> <li>- Does not understand the details of the challenge</li> <li>- Cannot determine purpose and audience</li> <li>- Cannot answer 'why'</li> </ul>
<b>Using Feedback to Grow</b>		<ul style="list-style-type: none"> <li>- Actively uses feedback to modify solution</li> <li>- Seeks multiple sources of feedback</li> </ul>	<p><i>Does the student ask others to give feedback?</i></p> <p><i>Does the solution change over time?</i></p>	<ul style="list-style-type: none"> <li>- Seeks feedback, does not inform final solution</li> <li>- Uses pieces of feedback to slightly modify final solution</li> </ul>	<ul style="list-style-type: none"> <li>- Does not seek feedback</li> <li>- Other feedback is ignored</li> </ul>

# Thinking Critically and Creatively

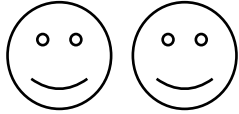
K-1

1. I helped think of new ideas for the project and tested them

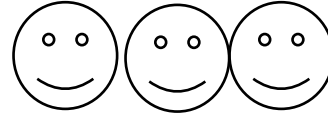
Still learning



2. Sometimes



3. Almost always

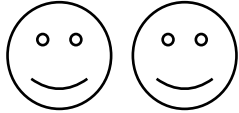


2. I tried my own idea

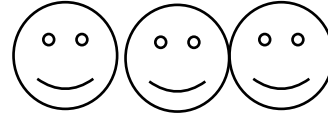
Still learning



2. Sometimes



3. Almost always

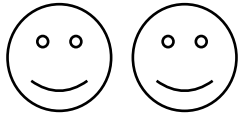


3. I can explain why my idea is good using facts and details

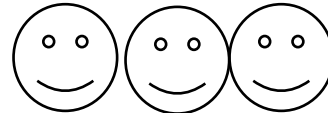
Still learning



2. Sometimes



3. Almost always

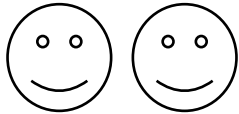


4. I can explain why we are doing the project

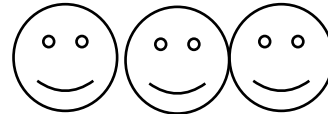
Still learning



2. Sometimes



3. Almost always

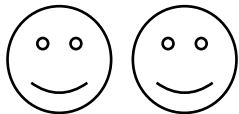


5. I used feedback from my friends and teacher to improve my work

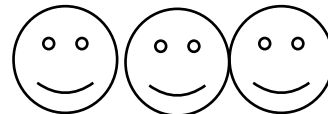
Still learning



2. Sometimes



3. Almost always



**EDGE Skills and Proficiencies Rubric Teacher K-1 Communication and Collaboration**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Guiding Questions</b> ←YES - NO→	<b>Approaching Expectations</b>	<b>Needs Growth</b>
<b>Communicating</b>					
<b>Listening</b>		<ul style="list-style-type: none"> <li>- Others' ideas are incorporated into my own</li> <li>- Feedback and clarification are done without prompting</li> </ul>	<p><i>Is there active listening?</i></p> <p><i>Is there evidence of understanding before speaking?</i></p>	<ul style="list-style-type: none"> <li>- Take other idea into consideration</li> <li>- Seeks clarification and or feedback when directed</li> </ul>	<ul style="list-style-type: none"> <li>- Does not listen to others' ideas, only considers own ideas</li> <li>- Does not listen to seek clarification or feedback</li> </ul>
<b>Clarity and Concision</b>		<ul style="list-style-type: none"> <li>- Expresses ideas clearly</li> <li>- Can convey meaning in an accurate and concise manner</li> </ul>	<p><i>Is the information presented clear?</i></p> <p><i>Does the information get to the point of the matter?</i></p>	<ul style="list-style-type: none"> <li>- Expresses ideas but not clearly</li> <li>- Can convey ideas accurately, but not in a concise manner</li> </ul>	<ul style="list-style-type: none"> <li>- Does not express ideas clearly</li> <li>- Does not convey ideas accurately</li> </ul>
<b>Purpose and Audience</b>		<ul style="list-style-type: none"> <li>- Clearly understood purpose and audience and choose the best tools for communication</li> </ul>	<p><i>Is there evidence that the purpose and the audience is understood?</i></p>	<ul style="list-style-type: none"> <li>- Misreading of audience and purpose</li> <li>- Does not choose the best tools to meet needs</li> </ul>	<ul style="list-style-type: none"> <li>- No understanding of purpose and audience</li> <li>- Does not utilize tools to create meaning</li> </ul>
<b>Collaboration</b>					
<b>Flexibility and Adaptability</b>		<ul style="list-style-type: none"> <li>- Values the input of others during process</li> <li>- Seeks the ideas of others while developing ideas</li> <li>- Adapts to varied roles and responsibilities</li> </ul>	<p><i>Is there evidence of new thinking and ideas?</i></p> <p><i>Can they change roles and responsibilities in a group?</i></p>	<ul style="list-style-type: none"> <li>- Some ability to change thinking</li> <li>- Sometimes others have good ideas</li> <li>- Attempts to adapt to varied responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Unwilling to change ideas or think differently</li> <li>- Unable to recognize that others have good ideas</li> <li>- Cannot adapt to varied roles and responsibilities</li> </ul>
<b>Empathy</b>		<ul style="list-style-type: none"> <li>- Able to see other students' points of view</li> <li>- Sees value in opinions other than their own</li> <li>- Respectful even when there is disagreement</li> </ul>	<p><i>Is there evidence of value in other points of view?</i></p> <p><i>Is respect given to others?</i></p>	<ul style="list-style-type: none"> <li>- Can sometimes see other points of view</li> <li>- Understands that others have opinions</li> <li>- Respectful of others not their opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Cannot see other points of view</li> <li>- Does not acknowledge others have opinions</li> <li>- Does not respect others or their opinions</li> </ul>
<b>Group Contribution</b>		<ul style="list-style-type: none"> <li>- Stays on task throughout challenge</li> <li>- Is aware of role in group</li> <li>- Consistently contributes to group outcome</li> </ul>	<p><i>Is there awareness of group roles and task?</i></p> <p><i>Do they contribute consistently to the product?</i></p>	<ul style="list-style-type: none"> <li>- Difficulty staying on task</li> <li>- Struggles to understand role in group</li> <li>- Inconsistently contributes to group outcome</li> </ul>	<ul style="list-style-type: none"> <li>- Does not stay on task</li> <li>- Does not understand role in group</li> <li>- Rarely contributes to group outcome</li> </ul>

# Communication and Collaboration

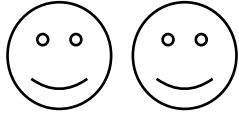
K-1

1. I am a good listener to others

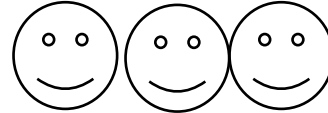
Still learning



2. Sometimes



3. Almost always

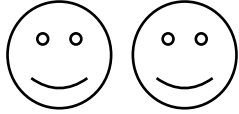


2. I can explain my idea well

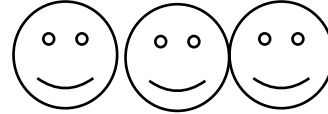
Still learning



2. Sometimes



3. Almost always

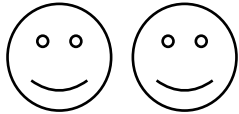


3. I can tell you who this project is for

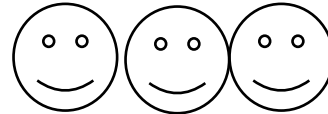
Still learning



2. Sometimes



3. Almost always

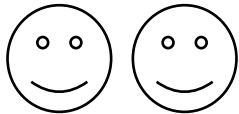


4. I ask others to help me improve my idea

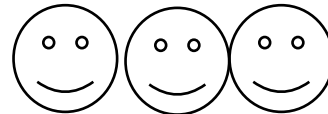
Still learning



2. Sometimes



3. Almost always

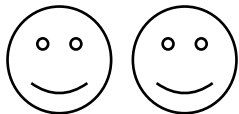


5. I am kind to others when they have ideas that are different from mine

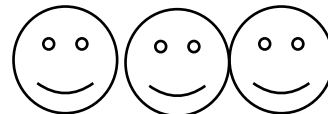
Still learning



2. Sometimes



3. Almost always

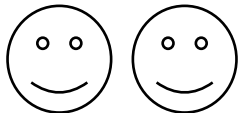


6. I am a good team member

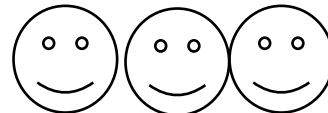
Still learning



2. Sometimes



3. Almost always



**EDGE Skills and Proficiencies Teacher/Student Rubric Grades 2-4**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Guiding Questions</b> ←YES - NO→	<b>Approaching Expectations</b>	<b>Incomplete Attempt</b>
<b>Think Critically and Creatively</b>	<ul style="list-style-type: none"> <li>- Solution thinks differently about the problem and is entirely unique</li> <li>- Solution solves the problem from a unique point of view</li> </ul>	<ul style="list-style-type: none"> <li>- Solution is unique and while it may 'borrow' from existing solutions, it does not rely on them</li> <li>- Creates viable solution</li> </ul>	<p>Is the solution a creative addition or improvement?</p> <p>Is the solution surprising or unexpected?</p>	<ul style="list-style-type: none"> <li>- Moderately enhances an existing solution</li> <li>- Borrows heavily from other existing solution to create solution</li> <li>- Somewhat interesting</li> </ul>	<ul style="list-style-type: none"> <li>- Only duplicates existing solution</li> <li>- Original solution was the only solution considered</li> <li>- Thinks inside the box</li> </ul>
<b>Plan Strategically</b>	<ul style="list-style-type: none"> <li>- Very effectively uses a strategic planning approach</li> <li>- Uses resources efficiently and with great effect; uses unique resources</li> </ul>	<ul style="list-style-type: none"> <li>- Uses a strategic approach to planning</li> <li>- Clearly addresses purpose and audience</li> <li>- Effective use of resources</li> </ul>	<p>Is there evidence of strategic planning?</p> <p>Does the solution consider the purpose and audience?</p>	<ul style="list-style-type: none"> <li>- There is an attempt to use strategic planning processes</li> <li>- Misunderstands purpose and audience</li> <li>- Uses resources, but not effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Shows little to no strategic planning processes</li> <li>- Demonstrates almost no understanding of their purpose or audience</li> <li>- Little evidence of proper resource utilization</li> </ul>
<b>Sustain Inquiry</b>	<ul style="list-style-type: none"> <li>- Intentional questioning process throughout with intention to purpose</li> <li>- Puts multiple solutions through iterative process</li> <li>- Research is thorough and explores new avenues of thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Intentional questioning process</li> <li>- Solution had gone through the iterative process</li> <li>- Research throughout process is thoughtful and effective</li> </ul>	<p>Is there evidence of Design Thinking being used?</p> <p>Was there evidence of continued investigation of the problem?</p>	<ul style="list-style-type: none"> <li>- Poses a few questions about the project, but not intentional</li> <li>- Ineffectively seeks to test solution</li> <li>- Does research throughout process but not effective</li> </ul>	<ul style="list-style-type: none"> <li>- Does not pose questions about a problem throughout the process</li> <li>- Does not seek to test solution</li> <li>- Little to no research throughout process</li> </ul>
<b>Communicate and Collaborate</b>	<ul style="list-style-type: none"> <li>- Efficient communication that involves all students and partners</li> <li>- Leaders share leadership tasks throughout</li> <li>- Communication efficiently changes with the various needs of the project</li> </ul>	<ul style="list-style-type: none"> <li>- Communication is effective and clear</li> <li>- Collaboration leads to new ideas and thinking</li> <li>- Communication meets the needs of the project</li> </ul>	<p>Was communication effective and intentional?</p> <p>Is there evidence of collaboration with experts/classmates?</p>	<ul style="list-style-type: none"> <li>- Communication occurs, but it is not always effective</li> <li>- Collaboration occurs but is not effective</li> <li>- More than one form of communication is used</li> </ul>	<ul style="list-style-type: none"> <li>- Lines of communication are non-existent or poor</li> <li>- Collaboration is not effective</li> <li>- Only one form of communication is used; ie. Face to face, protocols, email, etc.</li> </ul>
<b>Value Excellence in Outcomes</b>	<ul style="list-style-type: none"> <li>- All parts of task are exceeded and expanded</li> <li>- Quality of work demonstrates exceptional care and passion; work outside of class is evident</li> </ul>	<ul style="list-style-type: none"> <li>- Product completely meets demands of task</li> <li>- Final product shows care and pride; there are obvious signs that product is best output</li> </ul>	<p>Does the solution meet all the demands of the task?</p> <p>Is there evidence of pride/dignity in the solution?</p>	<ul style="list-style-type: none"> <li>- Product meets only the basic needs of the task</li> <li>- There is some evidence of effort and care put into development of final product</li> </ul>	<ul style="list-style-type: none"> <li>- Final product does not meet desired outcomes</li> <li>- There is little to no effort or care put into final product</li> </ul>
<b>Reflect and Grow</b>	<p>Final product shows that continuous feedback and growth were constant</p>	<ul style="list-style-type: none"> <li>- Final product shows significant change from first with use of feedback</li> </ul>	<p>Does the solution show growth mindset and use feedback from others?</p>	<p>Final product looks different from first, but it did not use feedback well</p>	<ul style="list-style-type: none"> <li>- There is no evidence of feedback in the final product</li> </ul>



**EDGE Skills and Proficiencies Rubric Grades 9-10**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Guiding Questions</b> ←YES - NO→	<b>Approaching Expectations</b>	<b>Incomplete Attempt</b>
<b>Think Critically and Creatively</b>	<ul style="list-style-type: none"> <li>Anticipates potential change and thinks through multiple creative options</li> <li>Complex ideas come together to form unique solutions to difficult problems</li> <li>Able to deftly manage multiple sources to manage bias and increase reliability of solution</li> <li>Communication is completely focused on the purpose and audience and used to great effect</li> </ul>	<ul style="list-style-type: none"> <li>Speculate on creative options to modify ideas when circumstances change</li> <li>Create and connect complex ideas in new ways to form solutions</li> <li>Critically analyze independently sourced information to determine bias and reliability</li> <li>Demonstrate increasing complexity of communication forms (in-person, digital, non-verbal) more focused on purpose and audience</li> </ul>	<p>Does the solution seem to be creative?</p> <p>Is there evidence of newly connected ideas in solution?</p> <p>Does the work seemed to be focused on the intended purpose and audience?</p>	<ul style="list-style-type: none"> <li>Does not speculate on creative options to modify ideas when circumstances change</li> <li>Can only connect simple ideas</li> <li>Can only analyze information given for bias and reliability</li> <li>Occasionally demonstrates complexity of communication forms, but they may not always be effective or appropriate</li> </ul>	<ul style="list-style-type: none"> <li>When faced with change, cannot think of options or alternatives</li> <li>Struggles to make connections between ideas</li> <li>Relies completely on the analyzation of others when material is complex and does not determine bias</li> <li>Struggles to find correct and/or appropriate forms of communication and relies on one form whether is it effective communication or not</li> </ul>
<b>Plan Strategically</b>	<ul style="list-style-type: none"> <li>Applies multiple thinking strategies due to planning and conversations with client</li> <li>Anticipates the needs of the client and questions clarify their thinking</li> <li>Does not solely rely on prior experience to strategically plan</li> </ul>	<ul style="list-style-type: none"> <li>Can apply multiple thinking and reasoning strategies to problems in new ways to seek solution</li> <li>Probes client to fully understand their wants/needs</li> <li>Uses prior experience to plan with strategy and strategic thinking</li> </ul>	<p>Have they used multiple strategies to solve the problem?</p> <p>Is prior experience used as a tool to plan?</p>	<ul style="list-style-type: none"> <li>Applies thinking and reasoning strategies, but the effect is limited</li> <li>Does not ask effective questions of the client</li> <li>Does not effectively use prior experience to plan</li> </ul>	<ul style="list-style-type: none"> <li>Very rarely applies thinking and reasoning strategies</li> <li>Does not ask questions of the client and does not understand their wants/needs</li> <li>Uses no prior experience and does not plan for complications</li> </ul>
<b>Sustain Inquiry</b>	<ul style="list-style-type: none"> <li>Consistently reflects on process to determine appropriateness to solution</li> <li>Pathways are formally evaluated for their effectiveness to the process</li> <li>Research is ongoing and involves multiple experts</li> </ul>	<ul style="list-style-type: none"> <li>Uses prior knowledge to determine process appropriate to challenge</li> <li>Pathways for solutions are abandoned more quickly if they are not working</li> <li>Research includes experts in the field appropriate to solution</li> </ul>	<p>Are processes analyzed to determine their effectiveness?</p> <p>Is there a fixed or growth mindset?</p>	<ul style="list-style-type: none"> <li>Incorrectly identifies prior processes appropriate to challenge</li> <li>Even if they are not working, pathways are not abandoned</li> <li>Very little research and none of it involves experts</li> </ul>	<ul style="list-style-type: none"> <li>Does not search through prior experiences for guidance</li> <li>There is little to no evidence that there is a pathway in existence to guide solution</li> <li>Research is nonexistent and solution revolves around the experience of the student and/or group</li> </ul>
<b>Communicate and Collaborate</b>	<ul style="list-style-type: none"> <li>Input on the process and product of various professionals are sought throughout the process</li> <li>Group roles are fluid and members work where work needs to be done</li> <li>Conflict is anticipated and dealt with immediately</li> <li>Each group member knows their performance level from their leader</li> </ul>	<ul style="list-style-type: none"> <li>Expand the circle of input to those in professional positions</li> <li>Anticipate group roles and responsibilities to proactively plan for them in a group or individually</li> <li>Deescalate situations as they occur in group work</li> <li>Anticipate the needs of a group</li> <li>Provide clarity and actionable feedback</li> </ul>	<p>Was communication effective and intentional?</p> <p>Are group dealings proactive or reactionary?</p>	<ul style="list-style-type: none"> <li>Circle of input is limited to those participating in the project</li> <li>Group roles are inconsistent and not focused on the solution</li> <li>Conflict is relatively common</li> <li>Group members rarely receive feedback</li> </ul>	<ul style="list-style-type: none"> <li>There is little to no input on the outcomes of the project</li> <li>Little evidence of group roles and or planning</li> <li>Conflict interferes with the function of the group</li> <li>Group members do not receive feedback and are not aware of their level of contribution</li> </ul>
<b>Value Excellence in Outcomes</b>	<ul style="list-style-type: none"> <li>Actively seeks feedback from multiple perspectives or experiences</li> <li>Work not only exceeds, but adds to the expectations of the challenge</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback throughout development process to increase quality of work</li> <li>Work often exceeds expectation of the challenge</li> </ul>	<p>Is there concern for the quality of the outcome?</p> <p>Does the work meet expectations?</p>	<ul style="list-style-type: none"> <li>Only seeks feedback when asked and shows little concern for the quality of the work</li> <li>Work just barely meets the expectations of the challenge</li> </ul>	<ul style="list-style-type: none"> <li>Does not listen to feedback and has no care for the quality of their work</li> <li>Work only somewhat approaches the expectations of the challenge</li> </ul>
<b>Reflecting and Growing</b>	<ul style="list-style-type: none"> <li>Evaluates effectiveness of ideas, shares them with others seeking feedback on their effectiveness</li> <li>Applies learning from all areas to improve on solutions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates effectiveness of ideas based on experience and plans solutions accordingly</li> <li>Seeks constructive feedback throughout the cycle of development</li> </ul>	<p>Did they share their work with others?</p> <p>Is there evidence of growth?</p>	<ul style="list-style-type: none"> <li>May evaluate the effectiveness of their ideas, but does nothing with it</li> <li>Is not willing to share ideas to receive feedback, reflect, and grow from them</li> </ul>	<ul style="list-style-type: none"> <li>Does not evaluate their ideas and shows no signs of reflecting or growing</li> <li>Will not share ideas with others throughout development process</li> </ul>

**EDGE Skills and Proficiencies Rubric Grades 11-12**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Guiding Questions</b> ← YES - NO →	<b>Approaching Expectations</b>	<b>Incomplete Attempt</b>
<b>Think Critically and Creatively</b>	<ul style="list-style-type: none"> <li>Anticipates changing circumstances and plans for them</li> <li>Connects complex and abstract ideas into creative solutions</li> <li>Analyzes abstract information from multiple unrelated sources into problem solving</li> <li>Communication is presented in-person, digitally and non-verbally in creative and innovative ways</li> </ul>	<ul style="list-style-type: none"> <li>Understands changing circumstances and plans for them</li> <li>Create and connect complex and abstract ideas to form solutions</li> <li>Analyze information presented in abstract formats for meaning and use in problem solving</li> <li>Communication is used to make sense of complex problems for a variety of audiences and purpose in-person, digital, and non-verbal</li> </ul>	<p><i>Is there evidence of flexible thinking?</i></p> <p><i>Is abstract thinking present?</i></p> <p><i>Are creative problem-solving tactics used?</i></p>	<ul style="list-style-type: none"> <li>Reacts to changing circumstances</li> <li>Mainly relies on concrete ideas to form solutions</li> <li>Attempts to use abstract information, but struggles to use it for problem solving</li> <li>Struggles to use creative solutions for communicating solutions to complex problems</li> </ul>	<ul style="list-style-type: none"> <li>Does not react or ignores changing circumstances</li> <li>Only uses concrete ideas to form solutions</li> <li>Cannot use abstract information to solve problems</li> <li>Solutions to complex problems are not communicated with any consideration of purpose and audience.</li> </ul>
<b>Plan Strategically</b>	<ul style="list-style-type: none"> <li>Uses thinking and reasoning strategies to make problem solving more efficient</li> <li>Prioritizes client needs to create the most effective solution</li> <li>Analyzes and revises strategies as a continuous process</li> </ul>	<ul style="list-style-type: none"> <li>Knows which thinking and reasoning strategies work with specific problem types</li> <li>Understands and plans for needs that are not directly stated by client</li> <li>Makes new strategies and reasoning practices to solve problems</li> </ul>	<p><i>Have they used multiple strategies to solve the problem?</i></p> <p><i>Is prior experience used as a tool to plan?</i></p>	<ul style="list-style-type: none"> <li>Struggles to know which thinking and reasoning strategies work with problems</li> <li>Knows the needs of the client but struggles to address them</li> <li>Applies the same strategic processes to all problems</li> </ul>	<ul style="list-style-type: none"> <li>Does not know which thinking and reasoning strategies work with which problem types</li> <li>Does not take the needs of the client into consideration</li> <li>Cannot apply strategic processes to problem/solution process</li> </ul>
<b>Sustain Inquiry</b>	<ul style="list-style-type: none"> <li>Adapt processes to the feedback, direction, and testing of solution</li> <li>Solution pathways are very efficient</li> <li>Research is complex and is evaluated consistently, and it informs the process of consulting professionals</li> </ul>	<ul style="list-style-type: none"> <li>Uses feedback and testing to guide solution</li> <li>Solution pathways solve problem within parameters</li> <li>Research is evaluated consistently, and it informs the process of consulting professionals</li> </ul>	<p><i>Are processes analyzed to determine their effectiveness?</i></p> <p><i>Is there a fixed or growth mindset?</i></p>	<ul style="list-style-type: none"> <li>Stays with initial processes despite feedback and testing results</li> <li>Solution pathways are inefficient</li> <li>Research is only occasionally evaluated and not vetted by professionals</li> </ul>	<ul style="list-style-type: none"> <li>There is very little process, feedback or testing of multiple solutions</li> <li>Solutions do not meet the timelines of the project</li> <li>Research is ineffective and experts and not called during solution process</li> </ul>
<b>Communicate and Collaborate</b>	<ul style="list-style-type: none"> <li>Communicates and collaborates with professionals and group with precise clarity and with increasing complexity</li> <li>Anticipate conflict within a group and learn to plan for it</li> <li>Plan for the needs of a group to efficiently problem solve</li> <li>Provide challenging feedback</li> </ul>	<ul style="list-style-type: none"> <li>Communicates and collaborates with professionals and group to make meaning, show empathy, and share ideas</li> <li>Effectively deal with group conflict</li> <li>Plans for the needs of a group to problem solve and provide feedback to accomplish a task</li> </ul>	<p><i>Was communication effective and intentional?</i></p> <p><i>Are group dealings proactive or reactionary?</i></p>	<ul style="list-style-type: none"> <li>Communicates with professionals to share ideas</li> <li>Group conflict interferes with the solution to the problem</li> <li>The various needs of group members often inhibit the effectiveness of the group as a whole</li> </ul>	<ul style="list-style-type: none"> <li>Does not seek the feedback of others either peer group or professionals</li> <li>Group conflict overtakes the problem-solving process</li> <li>Group members needs are not addressed or communicated leading to conflict and negating any solutions developed</li> </ul>
<b>Value Excellence in Outcomes</b>	<ul style="list-style-type: none"> <li>Seeks feedback from intentional sources (peer, professional) to consistently produce work that exceeds expectations</li> </ul>	<ul style="list-style-type: none"> <li>Seeks feedback from multiple sources to produce work that consistently meets expectations</li> </ul>	<p><i>Is there concern for the quality of the outcome?</i></p> <p><i>Does the work meet expectations?</i></p>	<ul style="list-style-type: none"> <li>Rarely seeks feedback from sources to produce with that approaches expectations</li> </ul>	<ul style="list-style-type: none"> <li>Does not ever seek feedback on work and does not complete attempt at solution</li> </ul>
<b>Reflecting and Growing</b>	<ul style="list-style-type: none"> <li>Consistently reflect on feedback from peers, teachers, and other adults including professionals to analyze personal characteristics and skills sets that contribute to or limit personal and social capability throughout problem solving process</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on feedback from peers, teachers, and other adults including professionals to understand personal characteristics and skill sets. Use this to grow social capability and personal development</li> </ul>	<p><i>Did they share their work with others?</i></p> <p><i>Is there evidence of growth?</i></p>	<ul style="list-style-type: none"> <li>Rarely reflects on the feedback of peers and others to grow personal characteristics and skill sets.</li> </ul>	<ul style="list-style-type: none"> <li>Almost never reflects on feedback from anyone and does not seek to grow and better skill sets and other personal characteristics</li> </ul>