**2019-20 Competency & Connections Rubric – Architecture & 3D Design**

Competency Rubrics are to be read from the top to the bottom in order of importance. This means that an assessment begins by looking at the top of the Exemplary level at their course level. If they do not demonstrate all of the outcomes at that level then the level below it is considered.

At Intermediate and Advanced levels all of the outcomes at the prior levels are to be considered when assessing those categories.

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| Student Self Assessment 1 |  |
| Teacher Assessment 1 |  |
| Student Self Assessment 2 |  |
| Teacher Assessment 2 |  |

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| Information Management | Exemplary | Skilled | Competent | Basic | Developing | Limited |
| Advanced | Student has clearly organized a professionally presentable website portfolio that could be presented in a job interview comfortably and it would get you most jobs. | Student has a complete website portfolio documenting all high school Architecture & 3D Design projects in an effective manner. | Student has a complete website portfolio documenting this year’s Architecture & 3D Design projects in an effective manner. | Student has a complete website portfolio documenting this year’s Architecture & 3D Design projects in an occasionally vague manner. | Student’s website portfolio is incomplete but they have achieved at least a Basic level of Information Management at the Intermediate level. | Student website portfolio is populated with documents that show no consistent organization or understanding of file formatting. |
| Intermediate | Student has a complete website portfolio documenting all current and last year’s Architecture & 3D Design projects in a clear, clean and obvious pattern of organization. | Student’s website portfolio follows an effective, pattern of organization and contains most of this and last year’s work. | Student’s website portfolio follows a mostly clear pattern of organization. They have some documentation of their work present from Introductory. | Student’s website portfolio follows a complete but somewhat disorganized pattern of organization. | Student’s website portfolio follows an insufficient pattern of organization for Intermediate but they have achieved at least a Basic level of Information Management at the Introductory level. | Student website portfolio is populated with documents that show no consistent organization or understanding of file formatting. |
| Introductory | Student’s website portfolio is 100% complete to date.  All files are named properly.  All files are in the correct file format. | Student’s website portfolio is <100% complete.  <100% files are named properly.  <100% files are in the correct file format. | Student’s website portfolio is <75% complete.  <75% files are named properly.  <75% files are in the correct file format. | Student’s website portfolio is <50% complete.  <50% files are named properly.  <50% files are in the correct file format. | Student’s website portfolio is <25% complete.  <25% files are named properly.  <25% files are in the correct file format. | Student website portfolio is populated with documents that show no consistent organization or understanding of file formatting. |

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| Personal Management | Exemplary | Skilled | Competent | Basic | Developing | Limited |
| Advanced | Student strives for personal achievement independently.  They pursue feedback after trying multiple angles of research first. | Student strives for personal achievement mostly independently.  They always pursue feedback after trying some research first. | Student strives for personal achievement much of the time when prompted.  They often pursue feedback after trying some research first. | Student occasionally strives for personal achievement. They rarely pursue feedback after trying some research first. | Student does not strive for personal achievement. They do not pursue feedback or try to research topics. | Student is not achieving Intermediate goals to the Basic level. |
| Intermediate | Student takes personal initiative for achieving personal excellence. | Student takes personal initiative for achieving personal excellence with teacher prompting. | Student infrequently takes personal initiative for achieving personal excellence and often requires teacher prompting. | Student does not take personal initiative in class but completes assigned work. | Student does not take personal initiative in class and does not complete assigned work. | Student is not achieving Introductory goals to the Basic level. |
| Introductory | Timesheet is 100% complete.  No unexcused absences.  On time every day.  Student asks clear questions when struggling.  Student takes responsibility to complete all parts of modules. | Timesheet is >50% complete.  1-2 unexcused absences or lates.  Student asks questions when struggling.  Student takes responsibility to complete most parts of modules. | Timesheet is >25% complete.  3-6 unexcused absences or lates.  Student responds quickly to assistance when struggling.  Student takes responsibility to complete a majority of parts in a module. | Timesheet is incomplete. 6-10 unexcused absences or lates.  Student responds to assistance when struggling.  Student takes responsibility to complete a basic parts in a module. | >10 unexcused absences or lates.  Student does not ask for assistance when struggling.  Student does not complete basic parts in a module. | Frequent unexcused absences or lates.  Student does not respond to assistance.  Student completes few parts in a module. |

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| Communication and Collaboration | Exemplary | Skilled | Competent | Basic | Developing | Limited |
| Advanced | Student has effectively taken a leadership role in multiple group projects and has effectively worked with those groups to the completion of the project. | Student has effectively taken a leadership role in a single group project and has effectively worked with that group to the completion of the project. | Student has effectively taken a contributor role in multiple group projects and has effectively worked with those groups to the completion of the project. | Student has effectively taken a contributor role in a single group project and has effectively worked with that group to the completion of the project. | Student has chosen to not engage with groups though their Communication skills are effective enough to complete individual projects effectively. | Student has made an insufficient achievement at the Introductory and Intermediate level |
| Intermediate | Student demonstrates a clear and effective ability to communicate ideas in critique settings.  They are sought out in group work because of their ability to lead or work with a team. | Student demonstrates a clear ability to communicate ideas in critique settings.  They are effective in group work because of their ability to lead or work with a team. | Student demonstrates a somewhat clear ability to communicate ideas in critique settings.  They are inconsistently effective in group work because of their ability to lead or work with a team. | Student demonstrates an occasionally clear ability to communicate ideas in critique settings.  They are a neutral influence in group work because of their ability to lead or work with a team. | Student rarely demonstrates clear ability to communicate ideas in critique settings.  They are negative influences on groups and usually prefer to work alone in group work. | Student rarely shows effort in presentations or takes part in group work. |
| Introductory | Student communicates at least once per class personally to advocate for their learning outcomes as necessary.  Student’s blog work shows a clear and conscious effort to present knowledge. | Student communicates at least 3-4 times per week personally to clarify their learning outcomes as necessary.  Student’s blog work shows a clear and conscious effort to present knowledge. | Student communicates at least 1-2 times per week personally to clarify their learning outcomes as necessary.  Student’s blogwork shows a clear and conscious effort to present knowledge. | Student communicates at infrequently personally to clarify learning outcomes as necessary.  Student’s blog work shows a clear and conscious effort to present knowledge. | Student communicates at rare personally to clarify learning outcomes as necessary.  Student’s blog work shows little effort to present knowledge. | Student has made an insufficient effort to communicate their learning needs through any medium. |

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| Innovation and Creativity | Exemplary | Skilled | Competent | Basic | Developing | Limited |
| Advanced | Student has tested original ideas to completion.  Problems solved are clearly articulated in their engineering journal. | Student has tested original ideas to prototype.  Problems solved are articulated in their engineering journal. | Student has tested novel but not original ideas to completion.  Problems solved are somewhat articulated in their engineering journal. | Student has tested novel but not original ideas to prototype.  Problems solved are rarely articulated in their engineering journal | There are no examples of the student testing a project to prototype but they have achieved at least a Basic level of Innovation and Creativity at the Intermediate level. | Student’s projects, while complete, demonstrate an unclear understanding of the process of innovation, creativity and the Design Thinking process. |
| Intermediate | There are clear examples throughout the semester of innovative practices and creative thinking in the student’s ePortfolio. | There are some examples of innovative practices and creative thinking in the student’s ePortfolio. | There are few examples of innovative practices and creative thinking in the student’s ePortfolio. | There are no examples of innovative practices and creative thinking in the student’s ePortfolio, but they have achieved at least a Competent level of Innovation and Creativity at the Introductory level. | There are no examples of innovative practices and creative thinking in the student’s ePortfolio, but they have achieved at least a Basic level of Innovation and Creativity at the Introductory level. | Student’s projects, while complete, demonstrate an unclear understanding of the process of innovation, creativity and the Design Thinking process. |
| Introductory | Student’s projects include clear innovative and creative solutions to problems encountered throughout the semester  Student’s blog shows clear understanding of the Design Thinking process. | Student’s projects include some original innovative and creative solutions to problems encountered  Student’s blog shows some clear understanding of the Design Thinking process. | Student’s projects include a few examples of innovative and creative solutions to problems encountered  Student’s blog shows sporadic understanding of the Design Thinking process. | Student’s projects include no examples of innovative and creative solutions to problems encountered  Student’s blog shows some understanding of the Design Thinking process. | Student’s projects include innovative and creative solutions to problems encountered  Student’s blog shows clear understanding of the Design Thinking process. | Student’s projects, while complete, demonstrate an unclear understanding of the process of innovation, creativity and the Design Thinking process. |

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| Complex Problem Solving | Exemplary | Skilled | Competent | Basic | Developing | Limited |
| Intermediate/ Advanced | Student has demonstrated and consistently documented Computational and Design Thinking concepts while solving problems on a semester-long project. | Student has demonstrated and documented Computational and Design Thinking concepts while solving problems on a multi credit project. | Student has demonstrated Computational and Design Thinking concepts while solving problems on a semester-long project. Documentation is not complete for projects attempted. | Student has demonstrated Computational and Design Thinking concepts while solving problems on a multi-credit project. | Student has demonstrated Computational and Design Thinking concepts while solving problems on a single credit project. | The student has shown an insufficient understanding of Computational and Design Thinking concept. |
| Introductory | Student’s Personal project is 100% complete.  Website shows clear understanding of applying Design Thinking concepts to final project. | Student’s Personal project is <100% complete. Website shows mostly clear understanding of applying Design Thinking concepts to final project. | Student’s Personal project is <75% complete.  Website shows some understanding of applying Design Thinking concepts to final project. | Student’s Personal project is <50% complete.  Websire shows infrequent understanding of applying Design Thinking concepts to final project. | Student’s Personal project is <25% complete.  Website shows little understanding of applying Design Thinking concepts to final project. | Student’s Personal project is incomplete.  Student’s Design Thinking is incomplete. |

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| Career Connections | Exemplary | Skilled | Competent | Basic | Developing | Limited |
| Advanced | The student has actively taken steps to get into a post secondary institution, career training, or entry into the career market. | The student has clearly articulated plans to get into a post secondary institution, career training, or entry into the career market. | The student has superficial plans to get into a post secondary institution, career training, or entry into the career market. | The student has a superficial knowledge on how to get into a post secondary institution, career training, or entry into the career market. | The student has superficial knowledge of a career cluster that they would be interested in. | The student has no knowledge of potential career clusters to explore. |
| Intermediate | The student has a clearly articulated plan for multiple post secondary and/or career paths. | The student has a clearly articulated plan for a single post secondary and/or career path. | The student has a superficial plan for multiple post secondary and/or career paths. | The student has a superficial plan for a single post secondary and/or career path. | The student has an incomplete plan for future career prospects. | The student has not completed any career planning. |
| Introductory | The student has identified and researched multiple career and post secondary choices.  They have articulated how these choices are connected to their interests. | The student has identified and researched a single career and/or post secondary choices.  They have articulated how this choice is connected to their interests. | The student has identified and researched a single career and/or post secondary choices.  They have not articulated how this connects to their interests. | The student has identified and researched a single career and/or post secondary choices in a superficial way.  They have not articulated how this connects to their interests. | The student has an incomplete career or post-secondary exploration. | The student has not completed any career exploration. |