**5C’S RUBRIC**

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|  | **1**  **Emergent**  **Learner** | **2**  **Approaching Proficient** | **3**  **Proficient** | **4**  **Exceeds**  **Proficient** |
| **CREATIVITY** | Needs support and scaffolding to complete a creative project. | Copies or recreates an existing product with little to no support. Adds very few details of their own. | Generates new ideas and creates unique products and solutions to problems. | Finds unique solutions to problems. Creates unique uses for products. Looks at challenges from multiple perspectives. |
| **COLLABORATION** | Focuses predominantly on own ideas. Responds negatively to alternative ideas to their own. | Listens to the ideas of others. Prefers own ideas to those of others. Is positive towards others but struggles to compromise. | Engages in an exchange of ideas. Compromises. Incorporates various ideas into solutions. | Celebrates and amplifies the ideas of others. Creates solutions that include as many voices and opinions as possible. |
| **CRITICAL THINKING** | Expresses an awareness of a problem. Is unsure of possible causes or solutions to the problem. | Identifies problems or parts of problems. Can implement a solution, but has trouble generating ideas for solutions. | Analyzes pros and cons of multiple solutions. Tests and makes improvements throughout the problem-solving process. | Uses cognitive tools to assess solutions. For example, pros and cons list or a parts-to-whole chart. Identifies what works and what does not work. Modifies based on tests and results. |
| **COMMUNICATION** | Communication is incomplete or unclear. | Attempts to communicate thoughts and ideas through writing, drawing or speaking. Some ideas are not completely clear. | Effectively and clearly communicates thoughts and ideas through at least one modality including, but not limited to, writing, drawing or speaking. | Effectively and clearly communicates thoughts and ideas through multiple modalities including but not limited to writing, drawing and speaking. |
| **COMPASSION** | Working to identify and manage strong emotions in oneself. Learning to respond appropriately to emotional communication from others. | Emotional responses to others are mostly appropriate. Does not always manage their own emotions. | Listens and responds appropriately to emotional communication. Provides positive feedback and support when appropriate. Manages their own emotions. | Listens and responds appropriately to emotional communication. Accepts responsibility for own actions. Manages their own emotions. Helps others manage their emotions. |