**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.  |