

Working Rubrics: Assessing the Process (used to record processes and strategies as students work)

You can assess these aspects by **observing and conferencing** with groups as they work on their project. These aspects will affect the final product, but may not be readily evident in the students' presentation of their project at the end.

Information literacy - using range of information technology tools	Uses a very limited range of technology tools at a basic level	Uses some appropriate technology tools with developing skill	Uses appropriate technology tools competently	Uses well-chosen technology tools at a relatively sophisticated level
- making good choices about the information they use	Do not evaluate information for accuracy, relevance, completeness (generally accepts all information)	Evaluates some aspects of the information; may not notice some flaws	Evaluates information for accuracy, relevance, completeness	Evaluates information thoroughly for accuracy, relevance, completeness, and bias
Collaboration - showing commitment and valuing collaboration	Works alone whenever possible	Willing to engage with others in collaborative work	Welcomes and looks for opportunities to engage with others in collaborative work	Shows strong commitment to collaboration as a way of dealing with complex and challenging work
- demonstrating effective collaborative skills	Very limited group or collaborative skills	Developing group/ collaborative skills; often inconsistent	Appropriate group/ collaborative skills	Highly effective group/ collaborative skills
- using technology tools to collaborate (e.g., wikis)	Does not use collaborative tools appropriately	Uses technology to collaborate as directed	Uses technology to collaborate; shows interest in learning more	Uses a range of technology to collaborate; shows strong interest in learning more
Reasoning - considering more than one perspective	Does not consider alternative perspectives or situations	May be able to identify one alternate perspective	Considers at least one alternate perspective	Considers alternative perspectives; insightful
- showing flexible thinking (e.g., considers more than one solution; adjusts decisions about presenting)	Tends to be inflexible (sees only one way; not open to different paths)	Shows little flexibility; tends to accept the most obvious or first solution (reluctant to see options)	Shows some flexibility; tries to persist beyond the most obvious or first solution	Shows flexibility; fluency; persists beyond obvious or 'stock' solutions
Reflecting - using criteria and feedback to self-assess; set goals	Does not use criteria and feedback appropriately	Uses criteria and feedback; some difficulty providing evidence	Uses criteria and feedback; provides some evidence	Uses criteria and feedback effectively; provides evidence; shows insight