



Project Name: _____ PPSID: _____

Youth Name: _____ Youth D.O.B.: _____ PCAPS Client ID #: _____

Rubric Instructions: Complete a rubric for each youth who participated in the project. Use your observations throughout the project to evaluate the youth's competency level in each area by the end of the project. Circle the appropriate box that describes the youth's competency level.

DHS OST 21 st Century Skills Rubric					
Competency	Emerging	Proficient	Mastery	Breakthrough	Optional Comments/ Observations
<p>Goal Setting:</p> <p>Did the youth set and meet the project goals?</p>	Youth can identify one goal related to the project and worked to meet the goal.	Youth can identify one or more goal(s) related to the project and has met at least one goal related to the project.	Youth can identify group and personal goals related to the project and met at least one goal . Throughout the project, youth worked to meet goals and demonstrated an understanding of the steps needed to meet the goals.	Youth can identify group and personal goals related to the project and met most/all project goals. Throughout the project, youth worked to meet goals and assisted others to meet group goals.	
<p>Collaboration:</p> <p>How was the youth's teamwork and interaction with peers and/or adults?</p>	Youth did not consistently contribute to group tasks related to the project. Youth had trouble working cooperatively with peers and/or adults.	Youth worked cooperatively with peers and adults to complete project tasks.	Youth worked cooperatively with peers and adults to complete project tasks. Additionally, youth demonstrated leadership skills within the group.	Youth worked cooperatively with peers and adults to complete project tasks. Additionally, youth demonstrated flexibility when working within a team. For example, leading on some activities and taking direction well on other activities. Youth encouraged positive collaboration among other group members.	
<p>Critical Thinking And Problem Solving:</p> <p>Did the youth demonstrate the ability to solve problems or think deeply about the project topic?</p>	Youth did not demonstrate critical thinking or problem solving skills .	Youth demonstrated critical thinking or problem solving skills on some occasions , but did not demonstrate both consistently.	Youth demonstrated strong critical thinking and problem solving skills . Youth developed strong habits of mind such as the ability to use data to make decisions, ask thoughtful questions, strive for accuracy, apply previous knowledge, etc.	Youth consistently demonstrated excellent problem solving and critical thinking skills . Youth has exceptional habits of mind and additional characteristics which demonstrate that problem solving and critical thinking skills can be applied to multiple contexts .	



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<p>Communication:</p> <p>Did the youth present his/her work and communicate his/her thoughts well?</p> <p>Examples of clear communication might include: appropriate use of formal language vs. slang, correct pronunciation, correct spelling, clarity in thought, ability to project and enunciate during public speaking, and following grammar rules.</p>	<p>Youth oral and written communication skills need significant improvement to meet grade level standards.</p>	<p>Youth needs some improvement in either written or oral communication to meet grade level standards.</p>	<p>Youth mastered grade level standards for both oral and written communication. During oral presentation, student used high-level vocabulary, and changed the volume and tone to make the presentation interesting. Youth's written communication was clear and flows smoothly, with high-level vocabulary and no spelling or grammatical errors.</p>	<p>In addition to meeting grade level standards, youth's presentation was polished and professional. Youth's written communication was advanced for his/her grade level.</p>	
<p>Active Learning and Engagement:</p> <p>Did the youth actively engage in the project and take ownership of his/her learning?</p>	<p>Youth was minimally engaged in the project activities. The youth did not demonstrate the ability to use inquiry to explore the project topics. The youth did not demonstrate an understanding of the process of developing the project.</p>	<p>Youth engaged in most project activities. Youth demonstrated some ability to use inquiry to learn about the project topic (ex. asked some questions or explored driving question). Youth acted as passive observer at some points in the project/learning process.</p>	<p>Youth was actively engaged in all project activities and demonstrated strong inquiry skills. Youth understood the project/learning process and demonstrated responsibility for his/her learning. Youth did all the cognitive work, with only process-related support from the facilitator.</p>	<p>Youth was actively engaged and involved in the facilitation of project activities. Youth developed strong inquiry skills and was able to understand and communicate the learning/project process to others. Youth took responsibility for his/her learning and supported others in that process as well.</p>	