

## **FIXIT Assessment Rubrics**

***These rubrics can and should be adapted or expanded based on specific educational contexts, age groups, or subject areas. The key is to use clear, measurable criteria that can guide both instruction and assessment, helping students to develop these essential 21st-century content standards, social-emotional learning, and language proficiency skills.***

### 4C Skills Rubric

Critical Thinking

Communication

Collaboration

Creativity

### SEL Skills Rubric

Social Awareness

Relationship Skills

Self-Management

Self-Awareness

### Content Standards Rubric

Supporting an argument with evidence

Engage effectively in collaborative discussions with peers

Obtain information related to how individuals and communities can protect Earth's resources/environment

Evaluate information related to how individuals and communities can protect Earth's resources/environment

### Oral Language Proficiency Rubric

Linguistic Complexity

Language Forms

Vocabulary Use

### Educator Skill Evaluation

Creating a community of learners

[Engagement strategies](#)

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<b>4C Skills Rubric</b>	Exceeds expectations (5)	Meets expectations (4)	Approaching expectations (3)	Not yet meeting expectations (2)
<b>Critical Thinking</b>	Exhibits exceptional analytical skills; critically evaluates information from multiple sources; proposes innovative solutions.	Demonstrates a thorough understanding of the problem; identifies and evaluates all key components; makes clear and logical connections between ideas.	Analyzes the problem by identifying most of the key components; begins to make connections between ideas.	Demonstrates a basic understanding of the problem; identifies some, but not all, of the key components.
<b>Communication</b>	Communicates ideas with exceptional clarity and persuasiveness; uses sophisticated vocabulary and nuanced language; effectively tailors communication for different audiences.	Communicates ideas clearly and effectively; uses appropriate vocabulary and grammar; messages are well organized.	Communicates ideas clearly and effectively; uses appropriate vocabulary and grammar; messages are well organized.	Communicates ideas but lacks clarity; makes multiple errors in grammar or spelling that impede understanding.

Collaboration	Leads and enhances group activities through active contribution and collaboration; fosters a positive and inclusive environment; resolves conflicts constructively.	Actively contributes to group activities; consistently shows respect for others' ideas and perspectives; works towards group goals.	Contributes to group activities; shows respect for the ideas and perspectives of others most of the time.	Participates in group activities but may not contribute effectively; sometimes respects the ideas and perspectives of others.
Creativity	Exhibits exceptional creativity and inventiveness; consistently produces work that pushes boundaries; integrates diverse perspectives into novel solutions.	Regularly demonstrates originality and inventiveness; creates work that is novel and appropriate; seeks out new perspectives.	Shows some originality and inventiveness; produces work that occasionally deviates from the norm or standard expectations.	Demonstrates basic originality in work; attempts at new ideas or products are minimal and often rely on existing models.

<i>SEL Skills Rubric</i>	Exceeds expectations (5)	Meets expectations (4)	Approaching expectations (3)	Not yet meeting expectations (2)
Social Awareness	Anticipates and values diverse perspectives; actively seeks to understand and advocate for the feelings and needs of others, including those from different backgrounds and cultures.	Shows deep understanding of others' perspectives and emotions, including those from diverse cultures and contexts; demonstrates empathy and compassion consistently.	Identifies and shows understanding of others' perspectives and emotions; demonstrates empathy in familiar contexts.	Recognizes that people have different perspectives but may struggle to identify or understand those perspectives deeply.

<p><b>Relationship Skills</b></p>	<p>Exhibits strong leadership in promoting healthy relationships; models effective conflict resolution and communication skills; positively influences group dynamics.</p>	<p>Maintains healthy relationships through effective communication and cooperation; regularly demonstrates the ability to resolve conflicts constructively.</p>	<p>Demonstrates basic communication skills; beginning to develop healthy relationships with peers and adults; occasionally resolves conflicts appropriately.</p>	<p>Participates in social situations but may struggle with effective communication and understanding social cues.</p>
<p><b>Self-Management</b></p>	<p>Exhibits exceptional self-discipline and self-motivation; sets and achieves high goals, including long-term academic and personal goals; demonstrates high resilience and flexibility in adapting to change.</p>	<p>Consistently manages emotions and behaviors in various situations; sets and achieves personal and academic goals; demonstrates resilience in the face of challenges.</p>	<p>Shows increased control over impulses and emotions; sets simple goals and makes efforts towards achieving them with occasional success.</p>	<p>Occasionally demonstrates control over emotions and behaviors but may be overwhelmed by strong emotions; struggles with goal-setting and follow-through.</p>
<p><b>Self-Awareness</b></p>	<p>Exhibits deep self-reflection and understanding; consistently uses this awareness to guide positive behavior and growth; actively seeks feedback and new learning opportunities to enhance personal development.</p>	<p>Clearly understands and articulates own emotions, thoughts, and values; demonstrates strong awareness of personal strengths and areas for growth; shows understanding of how emotions and thoughts influence behavior.</p>	<p>Recognizes own emotions and thoughts more clearly; begins to understand how they influence behavior; shows some understanding of personal strengths and challenges.</p>	<p>Has basic awareness of personal feelings and thoughts but may struggle to articulate them or understand their impact on behavior.</p>

<p style="text-align: center;"><i>Content Standards Rubric</i></p>	<p>Exceeds expectations (5)</p>	<p>Meets expectations (4)</p>	<p>Approaching expectations (3)</p>	<p>Not yet meeting expectations (2)</p>
<p>Supporting an argument with evidence</p>	<p>Effectively establishes a strong foundation, providing comprehensive and relevant context. Consistently integrates a diverse array of pertinent evidence. Interpretations bridge evidence and ideas, showcasing an insightful connection enhancing the argument's impact.</p>	<p>Provides a clear and adequate backdrop that supports the evidence. Maintains an application of relevant evidence with somewhat limited variety. Interpretations effectively link evidence and ideas, ensuring a persuasive integration supporting the argument.</p>	<p>Presents a mostly accurate and detailed context for the argument, laying a solid groundwork for understanding. Employs relevant evidence to some degree as the range of evidence shows room for growth. Interpretations connect evidence and ideas, demonstrating a strong alignment between the two.</p>	<p>Offers some accurate context for the evidence and argument, though it may be limited. Attempts to substantiate ideas with evidence. Interpretations aim to connect evidence and ideas even when the evidence is minimal or the connections are not substantiated.</p>
<p>Engage effectively in collaborative discussions with peers</p>	<p>Excellently propels discussions, seamlessly incorporates a breadth of perspectives, identifies and resolves contradictions, and effectively synthesizes discussion outcomes to guide further inquiry or action.</p>	<p>Demonstrates solid ability to drive discussions, critically engage with various perspectives, and synthesize across a range of views to deepen understanding or clarify tasks.</p>	<p>Actively contributes to discussions by questioning and responding to broad themes, showing initial ability to integrate diverse perspectives and summarize key points of agreement and disagreement.</p>	<p>Recognizes the need for and contributes to setting discussion parameters, but may need guidance in actively advancing or synthesizing conversation elements.</p>

<p>Obtain information related to how individuals and communities can protect Earth's resources/environment</p>	<p>Obtain detailed information from a variety of reliable sources. Comprehensively cover how different human activities in agriculture, industry, and everyday life affect Earth's resources and environments. Explore in depth how specific communities apply scientific ideas to protect natural resources and their environments.</p>	<p>Obtain clear information from reliable sources. Accurately describe how human activities in agriculture, industry, and everyday life impact Earth's resources and environments. Correctly identify how communities use scientific ideas to protect natural resources and their environments.</p>	<p>Obtain basic information from a limited number of sources. Provide a general overview of the effects of human activities on Earth's resources and environments. Recognize some ways communities use scientific ideas to protect natural resources and their environments, but details are sparse.</p>	<p>Attempt to obtain information but may rely on sources of questionable reliability. Offer minimal and often vague details about how human activities affect Earth's resources and environments. They show limited understanding of how communities use scientific ideas for environmental protection.</p>
<p>Evaluate information related to how individuals and communities can protect Earth's resources/environment</p>	<p>Skillfully combine information from multiple sources to present detailed evidence. Provide a thorough analysis of both positive and negative environmental effects resulting from human activities. Offer in-depth explanations of how communities use scientific understanding to protect natural resources and their environments.</p>	<p>Effectively combine information from two or more sources to describe evidence. Accurately evaluate the environmental impacts of human activities, noting both positive and negative effects. Clearly explain how scientific ideas are used by communities to protect natural resources and environments.</p>	<p>Combine information from a few sources, offering basic evidence about environmental impacts. Recognize some positive and negative effects of human activities on the environment but lack detail. Outline how communities might use scientific ideas for protection of resources and environments but with limited clarity.</p>	<p>Minimally combine information, resulting in sparse or incomplete evidence. Show limited awareness of the environmental impacts of human activities. Provide vague or incorrect explanations of how communities use scientific ideas for environmental protection.</p>

<p><i>Oral Language Proficiency Rubric</i></p>	<p>Exceeds expectations (5)</p>	<p>Meets expectations (4)</p>	<p>Approaching expectations (3)</p>	<p>Not yet meeting expectations (2)</p>
<p><b>Linguistic Complexity</b></p>	<p>Fully comprehensible and fluent, matching the proficiency of peers meeting college- and career-readiness standards. Exhibits sustained, connected oral language with confidence and precision, tailored to purpose, audience, and situation.</p>	<p>Comprehensible and fluent, generally aligned with the speech of proficient peers. Maintains sustained, coherent expression of ideas appropriate to purpose, audience, and situation.</p>	<p>Generally comprehensible, though fluency may be compromised in complex speech. Shows developing or emerging connected language for expressing expanded or related ideas.</p>	<p>Generally comprehensible; however, fluency is often compromised in complex speech. Emerging expression of ideas; may show some connectivity.</p>
<p><b>Language Forms</b></p>	<p>Consistently conveys an appropriate perspective and register. Utilizes a full range of oral phrase and sentence patterns and grammatical structures relevant to content topics.</p>	<p>Clearly conveys an appropriate perspective and register. Exhibits a broad range of oral phrase and sentence patterns and grammatical structures.</p>	<p>Variable control in using oral language to convey meaning. Utilizes a range of oral phrase and sentence patterns and grammatical structures.</p>	<p>Inconsistent control of oral language to convey meaning. Relies on repetitive phrase patterns and formulaic grammatical structures.</p>
<p><b>Vocabulary Use</b></p>	<p>Demonstrates skilled control of oral language for effect. Shows precise usage of vocabulary, including</p>	<p>Controls oral language fluidly to convey meaning. Appropriately uses technical and abstract</p>	<p>Variable control in using oral language to convey meaning. Attempts or does use specific content words</p>	<p>Inconsistent control of oral language to convey meaning.</p>

	general, specific, or technical language appropriate to the context.	vocabulary, ensuring words and expressions have precise meanings related to content.	and expressions appropriately.	Uses general content, social, and instructional words and expressions.
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<b><i>Educator Skill Evaluation</i></b>	Exceeds expectations (5)	Meets expectations (4)	Approaching expectations (3)	Not yet meeting expectations (2)
<b>Creating a community of learners</b>	Demonstrates skills to build a strong community of learners that values diversity as a strength. Encourages collaboration and common goals.	Demonstrates an ability to generally foster a sense of community with some emphasis on diversity. Some collaborative efforts are evident.	Demonstrates an attempt to build a community of learners but lacks a strong focus on diversity or collaboration.	Demonstrates a struggle to describe how to foster a sense of community or to value diversity within the learning environment.
<b>Engagement strategies</b>	Demonstrates skills to employ many strategies to engage students as individuals.	Demonstrates use of some strategies to engage students, with most students actively participating in the learning process.	Engagement strategies shared are limited and do not have the potential to effectively reach all students.	Lacks demonstration of effective engagement strategies.



Adaptations for all students	Consistently adapts teaching strategies to meet the needs of all students, including those with diverse needs. Engages every student at their level of ability.	Frequently adapts teaching to meet the needs of most students. Demonstrates a good effort to engage students with diverse needs.	Occasionally adapts teaching, but efforts are inconsistent or only benefit a subset of students.	Rarely adapts teaching strategies, failing to meet the diverse needs of students.
Behavior management approach	Demonstrates a potential for a proactive and positive approach to behavior management. Anticipates potential issues and prevents them.	Demonstrates a potential to generally employ a positive approach, with occasional reactive measures. Some preventive strategies are evident.	Demonstrates the tendency to react to behaviors rather than prevent them. Limited use of positive strategies.	Demonstrates a reliance on punitive or negative reactions to behaviors without a clear strategy for prevention or improvement.

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