

	You Rock! Great Job! (5)	You Got It! Keep Going! (4)	You're almost there, keep trying! (3)	Not Yet, keep trying! (2)
Planning	You have a clear plan and need almost no help from the teacher. Your tasks are written clearly in small detailed action steps. Any outsider can understand your plan.	You need a little help creating and managing tasks. Once you get that help you are able to complete the tasks with little teacher input. Your tasks are mostly written in small detailed action steps, with a little explanation an outsider can understand.	You need a lot of help developing and managing tasks. Your tasks are not clear small action steps.	You have not made an attempt to plan and develop tasks. You are trying to work on big goals without planning small steps first.
Communication	You frequently discuss with your group members/teacher/others. You listen to others' ideas and change your plan if needed based on your discussions. You give constructive opinions, ask questions and also listen to others during whole class discussions.	You frequently discuss with your group members/teacher/others. You listen to others' ideas and sometimes change your plan if needed. You sometimes give constructive opinions, ask questions and listen to others during whole class discussion.	You sometimes discuss with your group members/teacher/others. You seem distant when listening to ideas and don't make changes based on them. You rarely give opinions or ask questions in class discussion. When you do they seem off topic or like you weren't listening.	You do not discuss with others. You are not open to ideas about your work. You do not contribute opinions ask questions in whole class discussions.
Independent Initiative	You take responsibility for your learning, you meet all deadlines and finish tasks completely. You set goals and deadlines for yourself. You consider different and appropriate work strategies.	You take responsibility for your learning, you meet all deadlines and finish tasks completely. You sometimes set goals and deadlines for yourself. You need some guidance in different work strategies.	You sometimes take responsibility for your learning. Some work is late or not your best effort. You attempt to set goals and deadlines for yourself but don't follow through. You need a lot of guidance in different work strategies.	You do not take responsibility for your learning. Work is often late or not your best effort. You make no attempts to set goals or deadlines for yourself. You are not open to trying different work strategies.

Use of Class Time	You/Your group is working hard through the class time. You use your class time to share your ideas with your partner and/or teacher for advice so that you can make your work better. You're always on task and do not need redirecting.	You/Your group is working hard through the class time. You use your class time to share your ideas with your partner and/or teacher for advice so that you can make your work better. You are almost always on task and rarely need redirecting.	You/Your group is mostly working through the class time. You sometimes use your class time to share ideas with your partner/and or teacher. You are often on task and sometimes need redirecting.	You/Your group is sometimes working through the class time. You rarely use your class time to share ideas with your partner/and or teacher. You are often off task and need redirecting.
Open Mind	You listen and consider your peers' comments and suggestions. You constantly seek out new and different ways to improve your work.	You listen and consider your peers' comments and suggestions. With teacher direction you seek out new and different ways to improve your work.	You sometimes listen to and consider your peers' comments and suggestions. You are hesitant to try new and different ways to improve your work.	You rarely listen to and consider your peers' suggestions. You are unwilling to try new and different ways to improve your work.
Resources	You make use of a variety of resources including but not limited to databases, print sources, experts, blogs. You go beyond the top results from google searches. You critically evaluate your resources. You always give credit to resources used in your work.	With teacher direction you make use of a variety of resources including but not limited to databases, print sources, experts, blogs. You go beyond the top results from google searches. You critically evaluate your resources. You always give credit to resources used in your work.	You primarily use resources easily accessed by a simple google search. You have attempted to use one or two resources outside of google searching. You critically evaluate your resources only when required by the teacher. You need to be reminded to give credit to resources used in your work.	You only use resources easily accessed by a simple google search. You do not critically evaluate your resources. You do not give credit to resources used in your work.
Tenacity/Perseverance	You set ambitious, specific, measurable goals and have a clear idea of how you will complete them. When something goes wrong you re-evaluate, replan and continue moving forward.	You set reasonable specific, measurable goals and have a clear idea of how you will complete them. When something goes wrong you re-evaluate, replan and continue moving forward.	You attempt to set goals but they are either not specific, not measurable OR you do not have a clear idea of how you will complete them. When something goes wrong, you are able to re-evaluate and replan with teacher direction.	You do not set goals or make plans of how you will complete them. When something goes wrong you give up and need significant teacher intervention to get started again.