

PEIRCE EXHIBITION RUBRIC

	Demonstrates Learner Profile Attributes	Learns Through Inquiry	Self Assess (Self Monitoring and Self Adjusting)	Utilizes ATL Skills	Sets Learning Goals and Success Criteria	Considers Action on Inquiry	Reflects Upon and Modifies Inquiry	Collaborates to Plan Learning and Teaching
Excelling	Students effectively and appropriately used the language of the learner profile on several occasions in their written work, visual work, collaborative group work. They exemplified the profile in their actions and with their peers as observed by mentors, teachers and peers and throughout their journal reflections.	Students developed questions in their inquiry associated with all of the key concepts. These questions were appropriate to the central idea and lines of inquiry, and helped guide the progress of their inquiry. Students looked at the political, cultural, and/or economic factors of their inquiry. These factors were considered locally and/or globally with varying perspectives	Students decide what they need to know and the knowledge and skills they need to develop in order to answer their questions. Students develop, monitor, and adjust the steps they need to take to ensure that their inquiry is well executed. Students incorporate feedback to monitor, adjust, and achieve their learning goals.	Students were able to apply and recognize their use of the ATL skills as indicated in their written work, visual work, collaborative group work, and research, and through their journal reflections.	Students partnered with their teachers and mentors to design learning goals and success criteria that answers the questions "Where am I going in my learning?" and "What do I need to do to get there?" Students regularly revisited their goals to monitor progress which is evident in their journal reflections.	Students had a detailed plan for action that clearly addressed a need in one of the 5 domains (participation, advocacy, social justice, social entrepreneurship, or lifestyle choices) as defined by their inquiry. This action was developed and implemented within the group and was successful in making a difference in the community. Evidence of this action is displayed or practiced at Exhibition.	Students met the requirements for exhibition, developing and organizing their inquiry, participating fully in its implementation. This would be evident in their reflection journals and in their ability to record thinking and reflection processes, and to identify strengths and areas for improvement..	Students worked collaboratively within groups, with a mentor and their teachers, to openly exchange ideas and approaches to their inquiry. This is evident in their willingness to listen to differing opinions, consider alternative approaches and participate in discussions. The student is an active partner in constructing meaning.
Proficient	Students usually used the language of the learner profile on several occasions in their written work, visual work, collaborative group work. They often demonstrated the profile in their actions and with their peers as observed by mentors, teachers and peers and throughout their journal reflections.	Students developed most of their questions in their inquiry associated with most of the key concepts. These questions were connected to the central idea and lines of inquiry, and helped guide the progress of their inquiry. Students looked at most of the political, cultural, and/or economic factors of their inquiry. These factors were considered with varying perspectives.	Students decide what they need to know and the knowledge and skills they need to develop in order to answer their questions most of the time. Students develop, monitor, and adjust the steps they need to take to ensure that their inquiry is well executed most of the time. Students incorporate feedback to monitor, adjust, and achieve their learning goals most of the time.	Students were able to apply and recognize their use of most of the ATL skills as indicated in their written work, visual work, collaborative group work, and research, and through their journal reflections.	Students partnered with their teachers and mentors to design learning goals and success criteria that answers the questions "Where am I going in my learning?" and "What do I need to do to get there?" Students sometimes revisited their goals to monitor progress which is evident in their journal reflections.	Students had a plan for action that addressed a need in one of the 5 domains (participation, advocacy, social justice, social entrepreneurship, or lifestyle choices) as defined by their inquiry. This action was developed within the group. Evidence of this action is displayed or practiced at Exhibition	Students met most of the requirements for exhibition, developing and organizing their inquiry, participating fully in its implementation. This was evident in their ability to find sources and answers to their inquiry as well as their ability to stay on task and ask for help when necessary.	Students usually worked collaboratively within groups or with a mentor to openly exchange ideas and approaches to their inquiry. This is evident in listening to differing opinions, considering alternative approaches and participating in discussions. The students were sometimes active partners in constructing meaning.
Basic	Students used some of the language of the learner profile in their written work, visual work, collaborative group work. They had difficulty consistently recognizing and exemplifying these attributes as indicated by their actions and journal reflections.	Students developed a few questions in their inquiry associated with two or fewer concepts. These questions sometimes confused the understanding of the central idea and lines of inquiry. Students had difficulty considering global or varying perspectives in their inquiry. They rarely considered different factors in their inquiry and were often focused on a factual understanding of a topic.	Students decide what they need to know and the knowledge and skills they need to develop in order to answer their questions some of the time. Students develop, monitor, and adjust the steps they need to take to ensure that their inquiry is well executed some of the time. Students incorporate feedback to monitor, adjust, and achieve their learning goals some of the time.	Students had some difficulty with 5 or more ATL skills as indicated in their written work, visual work, collaborative group work, and research, and through their journal reflections	Students partnered with their teachers and mentors to design learning goals and success criteria that answers the questions "Where am I going in my learning?" and "What do I need to do to get there?" Students minimally revisited their goals to monitor progress which is evident in their journal reflections.	The students attempt at action only partially addresses their inquiry. This action was not fully developed in one of the 5 domains (participation, advocacy, social justice, social entrepreneurship, or lifestyle choices)	Students met few of the requirements for exhibition and did not consistently participate willingly in the inquiry. This would be evident in their work with a mentor or ability or consistently comply with direction from teachers or group members. Students often required guidance in order to participate in the process	Students had difficulty when trying to cooperatively listen to suggestions or alternative views. They had difficulty in participating in discussions or posing questions to mentors or group members. These Choices limited or narrowed their inquiry to the point that it limited their understanding of the central idea. The students made an attempt at being a partner in constructing meaning.
Insufficient	Students failed to use the language of the learner profile in their written work, visual work, collaborative group work. They have difficulty recognizing and exemplifying these attributes as indicated by their actions and journal reflections.	Students developed a limited number of questions in their inquiry associated with two or fewer concepts. These questions were inconsistent and may have confused the understanding of the central idea and lines of inquiry. Students did not consider global or varying perspectives in their inquiry. They did not consider different factors in their inquiry and were limited to factual understanding of a topic.	Students rarely decide what they need to know and the knowledge and skills they need to develop in order to answer their questions. Students rarely develop, monitor, and adjust the steps they need to take to ensure that their inquiry is well executed. Students rarely incorporate feedback to monitor, adjust, and achieve their learning goals.	Students had great difficulty with 5 or more ATL skills as indicated in their written work, visual work, collaborative group work, and research, and through their journal reflections	Students partnered with their teachers and mentors to design learning goals and success criteria that answers the questions "Where am I going in my learning?" and "What do I need to do to get there?" Students revisited their goals inconsistently to monitor progress which is evident in their journal reflections.	The students attempt at action did not clearly address their inquiry. This action was not fully developed in one of the 5 domains (participation, advocacy, social justice, social entrepreneurship, or lifestyle choices)	Students did not meet the requirements for exhibition and did not participate willingly in the inquiry. This would be evident in their inability to work with a mentor or to comply with direction from teachers or group members. Students required constant guidance and failed to participate in the process	Students were unwilling to listen to suggestions or alternative views. They did not participate in discussions or pose questions to mentors or group members. These choices inhibited or narrowed their inquiry to the point that it inhibited their understanding of the central idea. The student did not make an attempt to be a partner in constructing meaning.

**Students will be guiding their assessment by adding parts that they may be additionally assessed on as a group.