Assessment

Assessing Global Competencies

The following rubric highlights the key global competencies to evaluate as students complete an activity. It is not essential to evaluate all the competencies at once. Rather, at certain points during an activity, you may choose to evaluate one or more of the competencies. You may evaluate a small sampling of students for one activity and other groupings of students for subsequent activities.

Global Competencies Activity Rubric

|  | Level 1 | Level 2 | Level 3 | Level 4 |
| --- | --- | --- | --- | --- |
| Critical Thinking and Problem Solving | - demonstrates limited ability to acquire, process, analyze, and interpret information during completion of the activity | - demonstrates some ability to acquire, process, analyze, and interpret information during completion of the activity | - demonstrates good ability to acquire, process, analyze, and interpret information during completion of the activity | - demonstrates advanced ability to acquire, process, analyze, and interpret information during completion of the activity |
| Innovation, Creativity, and Entrepreneurship | - demonstrates limited ability to turn ideas into action, lead, take risks, think unconventionally, and test new strategies, techniques, or perspectives | - demonstrates some ability to turn ideas into action, lead, take risks, think unconventionally, and test new strategies, techniques, or perspectives | - demonstrates good ability to turn ideas into action, lead, take risks, think unconventionally, and test new strategies, techniques, or perspectives | - demonstrates advanced ability to turn ideas into action, lead, take risks, think unconventionally, and test new strategies, techniques, or perspectives |
| Self-Directed Learning | - demonstrates limited awareness of student’s own process of learning, with regard to motivation, perseverance, resilience, and self-regulation | - demonstrates some awareness of student’s own process of learning, with regard to motivation, perseverance, resilience, and self-regulation | - demonstrates good awareness of student’s own process of learning, with regard to motivation, perseverance, resilience, and self-regulation | - demonstrates advanced awareness of student’s own process of learning, with regard to motivation, perseverance, resilience, and self-regulation |
| Collaboration | - rarely provides suggestions and ideas to the group  - rarely listens to and values the suggestions or ideas of others  - rarely assumes shared responsibility for the completion of the activity | - sometimes provides suggestions and ideas to the group  - sometimes listens to and values the suggestions or ideas of others  - sometimes assumes shared responsibility for the completion of the activity | - usually provides suggestions and ideas to the group  - usually listens to and values the suggestions or ideas of others  - usually assumes shared responsibility for the completion of the activity | - always provides suggestions and ideas to the group  - always listens to and values the suggestions or ideas of others  - always assumes shared responsibility for the completion of the activity |
| Communication | - demonstrates limited ability in expressing thinking and understanding using various means: reading and writing, viewing and creating, listening and speaking  - demonstrates limited ability in using a variety of media appropriately, responsibly, safely, and with regard to digital footprint | - demonstrates some ability in expressing thinking and understanding using various means: reading and writing, viewing and creating, listening and speaking  - demonstrates some ability in using a variety of media appropriately, responsibly, safely, and with regard to digital footprint | - demonstrates good ability in expressing thinking and understanding using various means: reading and writing, viewing and creating, listening and speaking  - demonstrates good ability in using a variety of media appropriately, responsibly, safely, and with regard to digital footprint | - demonstrates advanced ability in expressing thinking and understanding using various means: reading and writing, viewing and creating, listening and speaking  - demonstrates advanced ability in using a variety of media appropriately, responsibly, safely, and with regard to digital footprint |
| Citizenship | - demonstrates limited ability in understanding diverse worldviews and perspectives  - demonstrates limited appreciation for the diversity of people and perspectives, and for the value of a more sustainable future for all | - demonstrates some ability in understanding diverse worldviews and perspectives  - demonstrates some appreciation for the diversity of people and perspectives, and for the value of a more sustainable future for all | - demonstrates good ability in understanding diverse worldviews and perspectives  - demonstrates good appreciation for the diversity of people and perspectives, and for the value of a more sustainable future for all | - demonstrates advanced ability in understanding diverse worldviews and perspectives  - demonstrates advanced appreciation for the diversity of people and perspectives, and for the value of a more sustainable future for all |

Self-Assessment

Scientific Investigation Skills

After completing an activity, read the following statements. For each statement, if applicable, write the rating that best represents your contribution.

Rating Scale  
1. Rarely 2. Sometimes 3. Usually 4. Often

Initiating and Planning

\_\_\_ I formulated questions.

\_\_\_ I made predictions.

\_\_\_ I planned experiments to answer my questions and test my predictions.

\_\_\_ I tested predictions by determining relationships between variables in my activity.

Performing and Recording

\_\_\_ I made observations.

\_\_\_ I gathered, organized, and recorded information from my activity.

Analyzing and Interpreting

\_\_\_ I analyzed the data or information from the activity.

\_\_\_ I identified patterns and relationships to draw conclusions.

Communication

\_\_\_ I was able to communicate with others my ideas, procedures, results, and conclusions.

\_\_\_ I communicated verbally, in writing, and with labelled diagrams.

Self-Assessment

Scientific Knowledge and Skills

After completing an activity, read the following statements. For each statement, if applicable, write the rating that best represents your contribution.

Rating Scale  
1. Rarely 2. Sometimes 3. Usually 4. Often

Knowledge and Understanding

\_\_\_ I gained knowledge from the activity.

\_\_\_ I learned new terms from the activity.

\_\_\_ I understand the concepts and the process of science explored in the activity.

Thinking and Investigation

\_\_\_ I identified the problem being investigated and asked questions to help study the problem.

\_\_\_ I gathered, recorded, and analyzed data and was able to draw conclusions from the data.

Communication

\_\_\_ I expressed myself verbally, in writing, and with labelled diagrams.

\_\_\_ While communicating, I used scientific information and terms learned from completing the activity.

Application

\_\_\_ I applied knowledge and understanding to familiar problems presented in the activity.

\_\_\_ I transferred knowledge to unfamiliar situations presented in the activity.