# Performance Task Rubrics

| Character | MASTERY | PROFICIENCY | GROWING | DEFICIENCY |
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| Overcoming challenges and obstacles | I provide evidence for how I worked through a challenge or obstacle. | I can explain how I worked through a challenge or obstacle. | I can name a strategy that I could use to work through a challenge or obstacle but did not apply it. | I do not yet know what to do when I encounter a challenge or obstacle. |
| Strategies for what to do when confused, frustrated, or need help | I provide examples of strategies I use when I feel confused, frustrated, or need help. | I can name strategies that I use when I feel confused, frustrated, or need help. | I can name a strategy, but do not know how to apply it when I feel confused, frustrated, or need help. | I do not yet know any strategies to help me when I feel confused, frustrated, or need help. |
| How actions impact others | I reflect on how my actions and behaviors impact other people and actively work to adjust my behaviors and actions. | I can reflect on how my actions and behaviors impact other people by providing specific examples. | I can explain how other people's actions influence me and reflect on how my actions and behaviors impact others when examples are given to me. | I am unaware or don't notice that my actions and behaviors impact others. |
| Community | I provide evidence of how my work serves my community. | I can explain how my work helps my community. | I can explain how I can adjust my work to better serve my community. | I need help identifying how my work can serve my community. |
| Why work matters | I know and explain why my work matters to me in my life beyond school. | I know and can explain why work matters in the context of school. | I can provide an example of work that matters to someone. | My work does not matter to me. |
| Responsibility for own learning | I provide examples of choices that impacted the work that I did and explain how they impacted the work. | I can explain how my work would be different if I had made a different choice. | I can provide an example of a choice that I made during my work. | I would rather have someone else make decisions for me, and just follow the directions. |
| Voice | I can use my unique voice to express my authentic self in my work, art, and play. | I can express my ideas and thinking through my work, art, and play. | I follow existing models of expression to share my ideas. | My work does not express my own ideas and thinking. |

| Cooperation | I show respect for others by creating space for them to be heard and seen, following prompts from my teacher, giving help when asked, greeting others, and providing kind, helpful, and specific feedback. I can do these things without needing to be reminded. | I show respect for others by listening, greeting them when they greet me, providing kind, helpful, and specific feedback, and following prompts from my teacher. Sometimes I need a reminder from my teacher. | I am working on being a good listener and following prompts from my teacher, but often need to be reminded. I am working to understand how to provide specific and helpful feedback. | I do not feel like I can work with other people, and/or I do not like following my teacher's directions. |
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| Collaboration | I work collaboratively with others by creating space for all voices to be heard and acknowledging unique perspectives, ideas, and expressions. | I work collaboratively with others by listening and sharing and utilizing my group's expertise. | I work collaboratively with others by filling a defined role. | I do not work collaboratively with others and feel like I cannot express my creative ideas when in a group. |
| Leave No Trace | I consistently practice all 7 Leave No Trace Principles, without needing to be reminded or prompted. I could teach LNT to someone else. | I consistently practice all 7 Leave No Trace Principles, but sometimes need to be reminded. | I sometimes practice all 7 Leave No Trace Principles on my own but usually need to be reminded. | I do not yet know the Leave No Trace Principles or how to practice them. |

| High-Quality Work | MASTERY | PROFICIENCY | GROWING | DEFICIENCY |
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| Growth of ideas | My work demonstrates (or I provide evidence of) how my ideas and opinions grew because of what I learned. | I can explain how my ideas and opinions grew because of what I learned. | I can recognize that my ideas and opinions change or evolve. | I have difficulty responding to different ideas and perspectives and am not willing to change my ideas. |
| Using feedback | I actively seek out feedback and show evidence of applying feedback in my work. | I can explain how I use feedback and/or self-reflection to improve my work. | I can receive feedback but don't always apply it to improve my work. | I have difficulty receiving feedback and often don't apply it to my work. |
| New skills | My work demonstrates that I practiced new skills to improve my work and challenge myself. | I can explain how I practiced new skills to improve my work. | I can name skills that I want to try but I chose not to use new skills or challenge myself at this time. | I do not know what to do to challenge myself |
| Revision | It is evident that I improved my work through multiple drafts, self-reflection, and applying feedback. | It is evident that I created multiple drafts and used revision to improve my work. | I created one draft for my work, or an outline, but did not use a process of revision to improve my work. | I did not create multiple drafts for my work. |
| Self-expression | I express myself and share unique parts of who I am through my work. My work demonstrates unique, authentic, and creative thinking. | My work demonstrates unique and creative thinking, and I am working to express myself more in my work. | My work demonstrates some creativity, but I find most of my inspiration from others. | I do not feel like I can express myself and unique parts of who I am through my work. |
| Organization and planning | I create and use systems and strategies that help me manage my time, set priorities, and meet deadlines. | I can explain how organization and planning helped me to meet deadlines. I need systems | I can explain how organization and planning would help me better structure my time. I need | I do not know how to use organization and planning to help me with my work, or how to get support. |

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| | | and strategies provided or outlined. | support to organize and plan. | |
| Craftsmanship | My work demonstrates careful attention to accuracy, detail, and beauty. I have demonstrated my best work and effort. | My work demonstrates attention to accuracy, detail, and beauty. | My work demonstrates that care was put into it, but I need to work on accuracy, detail, and/or beauty. | I do not care about the quality of my work. |

| Mastery of Knowledge and Skills | MASTERY | PROFICIENCY | GROWING | DEFICIENCY |
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| Understanding | My work demonstrates my understanding of a new topic. I can teach others about this topic. | My work demonstrates my understanding of a new topic. | My work demonstrates what I know about a new topic. I know that my work is missing some details about this topic. | My work does not demonstrate my understanding of a new topic. |
| Details | I use accurate details to support my ideas, taken from multiple resources that show varying perspectives. | I use accurate details to support my ideas, taken mostly from my notes and personal experience. | I use some details to support my ideas, but they are not completely relevant and are mostly from personal experience. | I do not use accurate details to support my ideas. |
| Extension of knowledge and skills | I apply things that I have learned to new contexts to create an original piece of work. I actively participate in new tasks and events to apply what I learn in new ways. | My work demonstrates that I apply things that I have learned to new contexts. I can explain how I used my knowledge and skills in new ways. | My work demonstrates that I apply things that I have learned to familiar contexts. I am working on being ready to apply what I know to new contexts. | I am only comfortable practicing what I know in known contexts. |
| Clarity | My work presents my ideas clearly so that others can understand my thinking. | My work presents my ideas so that others can understand the main idea of my thinking. | My work does not clearly present my ideas. Others can somewhat understand my thinking. | My work does not clearly present my ideas and others cannot understand my thinking. |
| Incorporating prior knowledge | My work incorporates elements from past expeditions in a new way. My work demonstrates that I am building upon prior knowledge and skills. | My work demonstrates that I am building upon prior knowledge and skills. | I can explain key ideas that I remember from past expeditions, but do not know how to incorporate them into my work. | My work does not demonstrate that I remember any key ideas from past expeditions. |

| Research | My work demonstrates that I learned about an unknown topic through independent research. | My work demonstrates that I learned about an unknown topic through research conducted with a partner or group. | My teacher provided resources for me to learn about a new topic. | My work does not demonstrate that I learned about an unknown topic through research. |
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