

ASSESSMENT

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. Student progress in each learning unit will be assessed using the following criteria:

APPLICATIONS OF LEARNING

	LEARNING	PROGRESSING	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
COMMUNICATING Express and interpret information and ideas.	Working with the teacher I was able to plan and create a written and/or visual project.	Once the teacher and I worked together to plan the project out, I was able to create a written and/or visual presentation that demonstrated good craftsmanship and the audience understood my topic.	I was independently able to plan my project and create a quality written and/or visual presentation. My project demonstrated good craftsmanship, contained no errors, and the audience could easily understand my topic and ideas.	I was independently able to develop a complex, creative, original, high quality, written and/or visual presentation. My project was of excellent craftsmanship, and the audience quickly understood my topic and ideas.
MAKING CONNECTIONS/CRITICAL THINKING Recognize and apply connections of important information and ideas within and among learners.	I can explain the process of critical thinking and can explain why it is important to look at connections between important information and ideas.	I can use critical thinking to explain how and why my project or topic connects with other ideas.	I can determine how my topic and/or project connects with many other ideas and can clearly explain the connections and their impact on one another.	I can determine many complex connections of my topic and/or project. I can identify which of the connections are most important and explain why.
USING TECHNOLOGY/INFORMATION PROCESSING Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.	Working with the teacher, I gathered, analyzed and used information.	With some teacher encouragement, I gathered, analyzed, and applied accurate information from three sources. I identified my sources.	I independently gathered, analyzed and applied accurate and complete information from three sources, including technology. I documented my sources.	I independently gathered, analyzed and applied accurate, complex, and complete information from four or more sources, including technology. I correctly and completely documented my sources.

<p>WORKING ON TEAMS/ INDIVIDUAL RESPONSIBILITY Learn and contribute productively as individuals and as members of groups.</p>	<p>With frequent teacher prompts and direct guidance, I remained focused on learning activities and goals.</p>	<p>With minimal teacher input, I was able to complete my task and follow through with my project plan and goals.</p>	<p>I independently stayed focused, completed tasks in a timely fashion, and followed through with my goals.</p>	<p>I independently recognized additional components of the task and determined appropriate follow through. I demonstrated persistence in accomplishing my goal.</p>
<p>SOLVING PROBLEMS Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.</p>	<p>Working with the teacher, and when given the information, I can identify a problem in a situation.</p>	<p>With some teacher help, I can explain a problem in a situation and suggest a solution.</p>	<p>I can independently explain the benefits and risks associated with my solution to a problem, as well as recognize and apply connections to real world problem solving.</p>	<p>I can independently explain and predict benefits and risks associated with my solution to a problem, recognize and apply connections to real world problem solving, and explain and support how I made the predictions/connections.</p>

Adapted from the Rockwood School District gifted program.