4C GRADING RUBRIC

	Low	Low/Medium	Medium/High	High
Collaboration	Students are unable to work in pairs or groups; no mechanisms for encouraging student sharing/dialogue within the activity.	Students are able to work in groups/pairs; formal tools and structures for collaboration are absent or limited.	Activity requires students to work in groups/pairs in order to accomplish learning objectives; collaborative tools and structures are available; opportunities for establishing norms, taking on roles, listening to others' perspectives are included.	Activity requires students to work in groups/pairs in order to accomplish learning objectives; collaborative tools and structures are available; activity includes support in using collaborative tools, norms, taking on roles, etc.; considering others' perspectives is necessary to accomplish the goals.
Communication	Students are passive recipients of information.	Students receive information, with opportunities to ask questions for clarification, explanation, etc.	Students engage with other students and/or adults in a dialogue as part of the learning activity. Technology use is not evident or is not clearly connected to the learning objectives.	Students initiate and sustain extended communication with each other as a core expectation of the learning activity; students' ideas are presented and open to question, challenge, analysis, or feedback; appropriate technology use is built in to enhance learning.
Critical Thinking	The activity asks students to produce simple/factual answers to structured questions generated or presented by the teacher. Explanation or justification of answers and conclusions is not required. Learning objectives are unclear or low on cognitive demand (tasks involve mainly recall, identification, listing, etc.)	The activity asks students to answer questions or produce work that is somewhat open-ended. Students are sometimes asked to explain how they arrived at their answers/conclusions. Learning objectives are slightly more advanced (tasks involve organizing, predicting, comparing, etc.)	Students are required to provide justification for their answers. Learning objectives are clear and require students to think in complex and strategic ways (tasks involve iteration/revision, citing evidence, constructing arguments, drawing conclusions, etc.)	Students are required to provide justification for their answers and for how they chose to approach their work. Learning objectives are clear and require students to extend their thinking even further (tasks involve synthesis, hypothesis testing, system design/creation, etc.)
Creativity	The activity does not provide students the opportunity to generate new ideas or multiple solutions (i.e., one way to approach the task leading to one correct answer). Student voice and choice not present.	The activity allows some choice and variability in either the approach or the solution, but not both. The task/problem is pre-set and not open to interpretation.	The activity includes some choice and variability in both the approach and the solution. Some aspects of the task/problem are flexible.	The activity includes substantial choice and variability in both the approach and the solution. Many aspects of the task/problem are flexible. Students are encouraged to take risks and have opportunities to respond to failure.

HUSKY ELEMENTS
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