

Process Rubric

STRENGTHS					IMPROVEMENTS	
PROCESS SKILL GOALS	0	1	2	3	Identify at least one strength related to the process skill goals. Explain why they are strengths.	Identify at least one improvement related to process skill objectives. Explain why this would be an improvement.
1a Stated clearly and appropriately on Activity Submission Form; reviewer can assess whether process skill goals have been achieved .						
1b No more than two process skill goals (cooperative, affective, or cognitive).						
1c Activity is likely to promote student development of targeted process skills.						
COOPERATIVE STRUCTURE	0	1	2	3	Identify at least one strength related to the cooperative structure. Explain why they are strengths.	Identify at least one improvement related to the cooperative structure. Explain why this would be an improvement.
2a Students are clearly encouraged to work cooperatively .						
2b Activity structure and/or classroom implementation plan provide for engagement of all students .						
2c Product(s) from group efforts clearly result from cooperative effort .						
SELF-ASSESSMENT	0	1	2	3	Identify at least one strength related to self-assessment. Explain why they are strengths.	Identify at least one improvement related to self-assessment. Explain why this would be an improvement.
3a Students assess what they have learned in terms of content .						
3b Students assess what they have learned in terms of targeted process skills (cooperative, affective, and/or cognitive).						

Assessment key 0 = No explicit evidence regarding this indicator. 1 = Some evidence of meeting this goal, but significant improvement needed.

2 = Satisfactory evidence of meeting this goal, and improvements should be considered. 3 = Substantial or exemplary evidence of meeting this goal. Improvements are not essential.