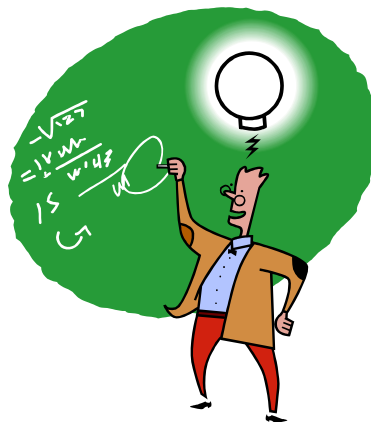


Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
Funded by the US Department of Education
2004-2009**



Rubrics

**North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program**

The American Association For Gifted Children at Duke University

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)

Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)

Progressing (IBs frequently demonstrated by extending and refining learning through analysis)

Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)

Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully).

Student Name _____ Grade _____ Date _____

Intelligent Behavior Persisting (Motivation) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|--|--|--------------------------------|-------------|----------------------|-------------|
| Stays on task a reasonable length of time | A B C D | A B C D | A B C D | A B C D | A B C D |
| Looks for multiple ways to accomplish a task. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Analyzes and evaluates task by seeking new knowledge while verifying results. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Demonstrates diligence and determination in pursuing issues, problems or challenges despite obstacles and/or “setbacks” in order to achieve acceptable resolution/product. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher’s Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)
Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)
Progressing (IBs frequently demonstrated by extending and refining learning through analysis)
Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)
Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior Listening With Understanding/Empathy Rubric (Interpersonal/Intrapersonal Insight)

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|--|--|--------------------------------|-------------|----------------------|-------------|
| Has little or no empathy beyond literal awareness of others' problems, issues or challenges. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Begins to show limited understanding of different perspectives. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Starts analyzing different perspectives to understand and to empathize with different views. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Ask questions to advance personal understanding of different viewpoints. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)

Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)

Progressing (IBs frequently demonstrated by extending and refining learning through analysis)

Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)

Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Thinking Flexibly (Reasoning/Problem Solving) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|--|---|---|--------------------|------------------------------|--------------------|
| Is flexible in thought. Brainstorms obvious or common knowledge approaches. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Requires some guidance and intervention through coaching from teacher(s) and/or peers. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Demonstrates flexibility of thought in multiple/diverse settings. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Demonstrates effectively (may be inventive) strategies for recognizing and solving issues, problems and challenges. He/she is a responsible high risk-taker. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by **Mastery Learner (A)**, **Interpersonal Learner (B)**, **Understanding Learner (C)** and **Self-Expressive Learner (D)**. The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)

Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)

Progressing (IBs frequently demonstrated by extending and refining learning through analysis)

Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)

Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Thinking About Thinking MetaCognition (Reasoning/Memory) Rubric
 Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|---|--|--------------------------------|-------------|----------------------|-------------|
| Limited understanding of how one thinks/stores information or arrives at a solution/decision. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Gathers and organizes materials/resources prior to embarking on a task/decision making. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Develops plan(s) to clearly progress from one point to the next point. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Habitually notes information others miss when evaluating and reflecting on effectiveness of solutions/products. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)
Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)
Progressing (IBs frequently demonstrated by extending and refining learning through analysis)
Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)
Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Questioning and Posing Problems (Inquiry) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|--|--|--------------------------------|-------------|----------------------|-------------|
| Inquires and asks questions on topics of interest. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Gathers information from multiple perspectives. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Ask complex questions to create new problems to explore. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Initiates further exploration on a topic in order to refine or expand understanding. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)
Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)
Progressing (IBs frequently demonstrated by extending and refining learning through analysis)
Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)
Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Applying Past Knowledge (Insight) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|---|---|---|--------------------|------------------------------|--------------------|
| Recognizes and uses available resources/materials to complete a task. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Recognizes alternatives processes to achieve the desired task. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Recognizes and connects prior knowledge to text. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Makes and applies text-to-text connections. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Makes and applies text to world connections. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)
Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)
Progressing (IBs frequently demonstrated by extending and refining learning through analysis)
Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)
Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Thinking/Communicating With clarity/Precision (Communication) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|---|---|---|--------------------|------------------------------|--------------------|
| Expresses ideas clearly through different modes (e.g., graphs, structures, paintings, drawings, words, music, dance, etc.). | A B C D | A B C D | A B C D | A B C D | A B C D |
| Expands on ideas through comparing/contrasting and sequencing of data. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Elaborates upon complex and novel ideas that demonstrate continual growth and understanding. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)
Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)
Progressing (IBs frequently demonstrated by extending and refining learning through analysis)
Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)
Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Creating, Imagining & Innovating (Imagination) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|--|--|--------------------------------|-------------|----------------------|-------------|
| Explores resources, manipulatives and other educational tools freely. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Tries to do/complete tasks in different, unusual and imaginative ways. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Analyses ideas and/or products in new ways using fluency and flexibility. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Reflects on new products and/or ideas by analyzing, evaluating and creating. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)
Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)
Progressing (IBs frequently demonstrated by extending and refining learning through analysis)
Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)
Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Taking Responsible Risks (Problem Solving) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|--|--|--------------------------------|-------------|----------------------|-------------|
| Avoids difficult/challenging tasks. Rarely questions concepts/ideas or establishment. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Uses a variety of strategies to address problems. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Frequently addresses problems with a deep understanding of how to use appropriate thinking skills and decision-making processes. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Seeks and poses relevant questions that revolve around personal, prior knowledge and/or societal problems/ concerns/ issues encountered. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)

Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)

Progressing (IBs frequently demonstrated by extending and refining learning through analysis)

Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)

Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Finding Humor (Humor) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|---|--|--------------------------------|-------------|----------------------|-------------|
| Creates things that are funny (e.g., cartoons, stories, games, songs, plays, etc.). | A B C D | A B C D | A B C D | A B C D | A B C D |
| Displays exceptional keen sense and use of humor in ways that entertain, delight and surprise others. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Recognizes, creates, and/or evaluates whimsical ideas/situations that may or may not be humorous depending on perspective(s). | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher's Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)
Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)
Progressing (IBs frequently demonstrated by extending and refining learning through analysis)
Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)
Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)

Student Name _____ Grade _____ Date _____

Intelligent Behavior

Remaining Open to Continuous Learning (Interest) Rubric

Literary Selection _____

Assignment _____

| | Readiness Exploratory/ Discovery | Early Emergent/ Emergent | Progressing | Early Independent | Independent |
|---|---|---|--------------------|------------------------------|--------------------|
| Collects special items of interest. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Takes advantage of opportunities (individually or collectively) to continue to pursue and learn on item(s) of interest. | A B C D | A B C D | A B C D | A B C D | A B C D |
| Expresses passionate and sometimes unusual keen interest in topics, relationships and/or ideas of interest. Seeks the “what if...” to create the new and unusual. | A B C D | A B C D | A B C D | A B C D | A B C D |

These activities are noted by Mastery Learner (A), Interpersonal Learner (B), Understanding Learner (C) and Self-Expressive Learner (D). The A, B, C, and D are conveniently located on each rubric task rotation activities in order to allow the teacher to align appropriate activities with the intelligent behavior and the observable degree of development with the behaviors when working on the activities. By circling the appropriate letter, the teacher indicates which activity, learning style and degree of development of the observable intelligent behavior the student has demonstrated.

Additional Comments _____

Teacher’s Signature _____

Readiness Exploratory/Discovery (IBs Explored & Sporadically Demonstrated)
Early Emergent/Emergent (IBs Occasionally Demonstrated by acquiring & integrating knowledge through application)
Progressing (IBs frequently demonstrated by extending and refining learning through analysis)
Early Independent (IBs occasionally Demonstrated by synthesizing & evaluating knowledge meaningfully)
Independent (IBs consistently demonstrated by synthesizing & evaluating knowledge. Uses newly created information/product meaningfully.)