

Appendix B – Cross-Curricular Rubrics

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| 1. Applied Mathematics | 4. Oral Communication | 7. Teamwork |
| 2. Literacy (reading comprehension) | 5. Preparedness | 8. Timeliness |
| 3. Literacy (writing) | 6. Safety | |

	Applied Mathematics	Laboratory Technique
4.0	<ul style="list-style-type: none"> • Demonstrates a clear and strong understanding of arithmetic and algebra as it applies to physical science content. • Demonstrates a clear and strong understanding of the use of a calculator when used for course-relevant arithmetic. 	<ul style="list-style-type: none"> • Student demonstrates a clear and strong understanding of the laboratory techniques described in course materials, lab activities, and as modeled by the instructor.
3.0	<ul style="list-style-type: none"> • Demonstrates a sound understanding of arithmetic and algebra as it applies to physical science content. • Demonstrates a sound understanding of the use of a calculator when used for course-relevant arithmetic. 	<ul style="list-style-type: none"> • Student demonstrates a sound understanding of the laboratory techniques described in course materials, lab activities, and as modeled by the instructor.
2.0	<ul style="list-style-type: none"> • Demonstrates an adequate understanding of arithmetic and algebra as it applies to physical science content. • Demonstrates an adequate understanding of the use of a calculator when used for course-relevant arithmetic. 	<ul style="list-style-type: none"> • Student demonstrates an adequate understanding of the laboratory techniques described in course materials, lab activities, and as modeled by the instructor.
1.0	<ul style="list-style-type: none"> • Demonstrates an insufficient understanding of arithmetic and algebra as it applies to physical science content. • Demonstrates an insufficient understanding of the use of a calculator when used for course-relevant arithmetic. 	<ul style="list-style-type: none"> • Student demonstrates an insufficient understanding of the laboratory techniques described in course materials, lab activities, and as modeled by the instructor.
0	<ul style="list-style-type: none"> • Demonstrates no proficiency with arithmetic and algebra as it applies to physical science. 	<ul style="list-style-type: none"> • Demonstrates no proficiency in the understanding of laboratory techniques.
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	Literacy (reading comprehension)	Literacy (writing)
4.0	<ul style="list-style-type: none"> • Independently identifies the purpose of the text. • Demonstrates an insightful understanding of the relevant aspects of the topic. • Consistently and independently makes connections to other topics and texts. • Explores multiple possibilities of meaning, offering original ideas. 	<ul style="list-style-type: none"> • Content, organization, and style are consistent with the Cherry Hill Writing Rubric (9-12) for this mastery level (see Appendix A).
3.0	<ul style="list-style-type: none"> • Independently identifies the purpose of the text. • Demonstrates a literal understanding of the relevant aspects of the topic. • Frequently and independently makes connections to other topics and texts. • Explores multiple possibilities of meaning. 	<ul style="list-style-type: none"> • Content, organization, and style are consistent with the Cherry Hill Writing Rubric (9-12) for this mastery level (see Appendix A).
2.0	<ul style="list-style-type: none"> • Identifies the purpose of the text with some peer guidance. • Demonstrates a literal understanding of the relevant aspects of the topic. • Sometimes makes connections to other topics and texts with some guidance from the instructor or peers. • Identifies different meanings in the text. 	<ul style="list-style-type: none"> • Content, organization, and style are consistent with the Cherry Hill Writing Rubric (9-12) for this mastery level (see Appendix A).
1.0	<ul style="list-style-type: none"> • Identifies the purpose of the text with some guidance or class discussion. • Demonstrates an insufficient of the relevant aspects of the topic. • Requires guidance from the instructor or peers to make connections with other topics and texts. • Unable to make inferences even with assistance, or makes inferences which are irrelevant and/or illogical. 	<ul style="list-style-type: none"> • Content, organization, and style are consistent with the Cherry Hill Writing Rubric (9-12) for this mastery level (see Appendix A).
0	<ul style="list-style-type: none"> • Demonstrates no proficiency with reading comprehension. 	<ul style="list-style-type: none"> • Content, organization, and style are consistent with the Cherry Hill Writing Rubric (9-12) for this mastery level (see Appendix A).
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	Oral Communication	Preparedness
4.0	<ul style="list-style-type: none"> • Demonstrates a clear and strong command of grammatically correct English. Word choice enhances clarity and vividness. Vocabulary is appropriate for the topic and for the audience. • Vocal delivery is clear and dynamic, enhancing the understanding and interest of the listener. • Nonverbal delivery (eye contact, posture, and body language) enhances the understanding and interest of the listener. 	<ul style="list-style-type: none"> • Always shows up to class prepared for warm-up activities. • Always shows up to class with the required materials, including, but not limited to, a notebook, writing utensil, and calculator.
3.0	<ul style="list-style-type: none"> • Demonstrates a sound command of grammatically correct English. Word choice enhances clarity and vividness. Vocabulary is appropriate for the topic and for the audience. • Vocal delivery is clear and distinct, holding the understanding and interest of the listener. • Nonverbal delivery (eye contact, posture, and body language) somewhat enhances the understanding and interest of the listener. 	<ul style="list-style-type: none"> • Usually shows up to class prepared for warm-up activities. • Usually shows up to class with the required materials, including, but not limited to, a notebook, writing utensil, and calculator.
2.0	<ul style="list-style-type: none"> • Demonstrates an adequate command of grammatically correct English. Word choice enhances clarity and vividness. Vocabulary is appropriate for the topic and for the audience. • Vocal delivery is clear and audible. • Nonverbal delivery (eye contact, posture, and body language) neither enhances nor hinders the understanding and interest of the listener. 	<ul style="list-style-type: none"> • Sometimes shows up to class prepared for warm-up activities. • Sometimes shows up to class with the required materials, including, but not limited to, a notebook, writing utensil, and calculator.
1.0	<ul style="list-style-type: none"> • Demonstrates an insufficient command of grammatically correct English. Word choice enhances clarity and vividness. Vocabulary is appropriate for the topic and for the audience. • Vocal delivery is droning, indistinct, or inaudible, and may be disruptive to the speaker’s context. • Nonverbal delivery (eye contact, posture, and body language) does not enhance and may hinder the understanding and interest of the listener. 	<ul style="list-style-type: none"> • Rarely shows up to class prepared for warm-up activities. • Rarely shows up to class with the required materials, including, but not limited to, a notebook, writing utensil, and calculator.
0	<ul style="list-style-type: none"> • Demonstrates no proficiency with oral communications skills. 	<ul style="list-style-type: none"> • Never shows up to class prepared for warm-up activities. • Never shows up to class with the required materials, including, but not limited to, a notebook, writing utensil, and calculator.
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	Safety	Teamwork
4.0	<ul style="list-style-type: none"> • Always wears appropriate personal protection equipment in the laboratory. • Always practices safe handling of lab materials and equipment and properly disposes of waste materials. • Demonstrates a clear and strong understanding of the use and handling of laboratory equipment. • Always models good safety practices by observing and encouraging other students in the lab. 	<ul style="list-style-type: none"> • Demonstrates a clear and strong understanding of each of the four roles of the inquiry team. • Very effectively fulfills the role(s) assigned on a team. • Very effectively participates in the maintenance of a fair and reasonable division of labor on the team.
3.0	<ul style="list-style-type: none"> • Usually wears appropriate personal protection equipment in the laboratory. • Usually practices safe handling of lab materials and equipment and properly disposes of waste materials. • Demonstrates a sound understanding of the use and handling of laboratory equipment. • Usually models good safety practices by observing and encouraging other students in the lab. 	<ul style="list-style-type: none"> • Demonstrates a sound understanding of each of the four roles of the inquiry team. • Effectively fulfills the role(s) assigned on a team. • Effectively participates in the maintenance of a fair and reasonable division of labor on the team.
2.0	<ul style="list-style-type: none"> • Sometimes wears appropriate personal protection equipment in the laboratory. • Sometimes practices safe handling of lab materials and equipment and properly disposes of waste materials. • Demonstrates an insufficient understanding of the use and handling of laboratory equipment. • Sometimes models good safety practices by observing and encouraging other students in the lab. 	<ul style="list-style-type: none"> • Demonstrates an adequate understanding of each of the four roles of the inquiry team. • Moderately fulfills the role(s) assigned on a team. • Moderately participates in the maintenance of a fair and reasonable division of labor on the team.
1.0	<ul style="list-style-type: none"> • Rarely wears appropriate personal protection equipment in the laboratory. • Rarely practices safe handling of lab materials and equipment and properly disposes of waste materials. • Demonstrates a very limited understanding of the use and handling of laboratory equipment. • Rarely models good safety practices by observing and encouraging other students in the lab. 	<ul style="list-style-type: none"> • Demonstrates an insufficient understanding of each of the four roles of the inquiry team. • Only occasionally fulfills the role(s) assigned on a team. • Dominates or withdraws from the group activity rather than participating in the maintenance of a fair and reasonable division of labor on the team.
0	<ul style="list-style-type: none"> • Never wears appropriate personal protection equipment in the laboratory. • Never practices safe handling of lab materials and equipment and properly disposes of waste materials. • Demonstrates no understanding of the use and handling of laboratory equipment. • Never models good safety practices by observing and encouraging other students in the lab. 	<ul style="list-style-type: none"> • Does not participate in team activities.
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Timeliness	
4.0	<ul style="list-style-type: none"> • Always demonstrates timeliness with submission of assignments and keeping of appointments.
3.0	<ul style="list-style-type: none"> • Usually demonstrates timeliness with submission of assignments and keeping of appointments.
2.0	<ul style="list-style-type: none"> • Frequently demonstrates timeliness with submission of assignments and keeping of appointments.
1.0	<ul style="list-style-type: none"> • Rarely demonstrates timeliness with submission of assignments and keeping of appointments.
0	<ul style="list-style-type: none"> • Never demonstrates timeliness with submission of assignments and keeping of appointments.
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