

Quality Criteria for Exhibitions—Prototypes

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Prototypes for Exhibitions of Skills/Disposition Standards

Disposition Collaboration	Skill Problem Solving	Skill Leadership	Skill Organization	Skill Creative Thinking
<p>Key Attribute: helping others to achieve a common goal</p> <p>Process criteria</p> <p>During their work students:</p> <ul style="list-style-type: none"> ■ Agree upon a common goal. ■ Restate in their own words what is to be accomplished. ■ Agree to work together. ■ Look at the steps that they will need to take to reach the goal. ■ Talk about how to best work together to reach the goal. ■ Assign work fairly. ■ Use supportive and helpful language in discussions. ■ Work <i>together</i> rather than just next to each other. <p>Impact criteria:</p> <ul style="list-style-type: none"> ■ Achieve a common goal in which every group member has an investment. 	<p>Key Attribute: defining the problem</p> <p>Process criteria:</p> <p>During their work students:</p> <ul style="list-style-type: none"> ■ Create a working problem statement, perhaps in the form of a question to be answered. ■ Ask and answer clarifying questions. ■ Create an orderly plan for attacking the problem. ■ List and categorize what they already know. ■ Identify sub questions within the problem. ■ Refrain from identifying a solution until they fully understand the problem. ■ Keep their thinking open by brainstorming ideas, then narrowing and focusing on quality ideas. <p>Impact criteria:</p> <ul style="list-style-type: none"> ■ Solve the problem that they defined. 	<p>Key Attribute: openly and constructively confronting problems and conflict</p> <p>Process criteria:</p> <p>During their work students:</p> <ul style="list-style-type: none"> ■ Openly identified and named a conflict or problem. ■ Clearly stated the nature of the conflict or problem. ■ Characterized the problem as a challenge rather than an unsurmountable obstacle. ■ Facilitated the process of getting all positions or dimensions of the problem on the table. ■ Perhaps facilitated the visible recording of key ideas. ■ Acted as a mediator to help the group to examine positions and underlying needs. ■ Treated all group members with respect. <p>Impact criteria:</p> <ul style="list-style-type: none"> ■ Facilitated a constructive solution. 	<p>Key Attribute: optimizing resources</p> <p>Process criteria:</p> <p>Your Research:</p> <ul style="list-style-type: none"> ■ Draws from a wide range of appropriate resources, going beyond standard school library reference material and classroom texts. ■ Distinguishes between credible resources and resources that are suspect. ■ Considers human resources. ■ Prioritizes resources according to their potential value. ■ Uses a tool to document the “plan of attack” for resources. ■ Effectively accesses the resources identified. ■ Appropriately acknowledges resources. <p>Impact criteria:</p> <ul style="list-style-type: none"> ■ Results in a defensible position in your upcoming presentation. 	<p>Key Attribute: Integrating seemingly unrelated ideas</p> <p>Process criteria:</p> <p>During their work students:</p> <ul style="list-style-type: none"> ■ Include known ideas in a brainstorm. ■ Do not dismiss familiar ideas simply because they are known and familiar. ■ Ask questions such as: “Is there some combination of this that will work for us?” or “Could we take a part from here and a part from there to make it work?” ■ Seek to apply familiar or known ideas in unconventional ways.. ■ Use a tool such as a mind map or concept map to explore and discover connections. ■ Use unconventional strategies to reach for connections. <p>Impact criteria:</p> <ul style="list-style-type: none"> ■ Can explain connections or combinations when challenged. ■ Achieve a creative result.