

Soft skills

Evaluation and Assessment Tools



Office of General Education

King Mongkut's Institute of Technology Ladkrabang

Preface

The manual for teaching and evaluating soft skills was created as a guideline for instructor of the general education subjects of King Mongkut's Institute of Technology Ladkrabang.

There are 11 learning outcomes as follows:

1. Analytical and Critical Thinking
2. Complex problem-solving
3. Creative Thinking
4. Interpersonal Management
5. Integrity and Perseverance
6. Active Learning & Learning Strategies
7. Resilience, Stress Tolerance & Flexibility
8. Leadership and Social Influence
9. Effective Communication
10. Entrepreneurship and Investment
11. Digital Quotient Literacy and Digital Media Production

This manual consists of 3 types of assessment tools: Holistic Rubrics, Analytic Rubrics and Single-Point Rubrics.

The Office of General Education sincerely hope that instructors will be able to use this manual for organizing learning activities and evaluating learning outcomes to develop soft skills for students.

The Office of General Education

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Soft Skills Assessment Tools

for General Education Courses

There are 3 types of assessment tools based on 11 learning outcomes as follows:

Type xA (Holistic Rubrics)

The Holistic Rubrics emphasize integrated assessment based on evaluation and judgment of overall value. It can be used to assess student learning outcomes quickly and easily in a limited time; however, the finer details may not be as well-assessed as the Analytic Rubrics.

Type xB (Analytic Rubrics)

The Analytic Rubrics emphasize analytical assessment based on separated elements of the issues being evaluated. It may take a considerable amount of time to evaluate students.

Type xC (Single-Point Rubrics)

The Single-Point Rubrics emphasize on providing feedback under the standard criteria to students. The focus is on providing information that is benefit to the student improvement and development.

*Note: x denotes 11 learning outcomes.



1

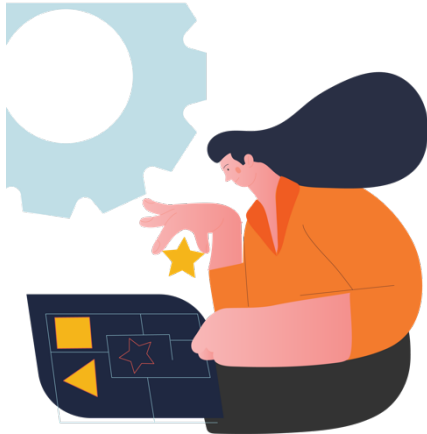
Analytical and Critical Thinking

Definition

The ability to identify the importance, relationships, and principles of content, events, or stories. It also includes the ability to assess problematic information or ambiguous situations logically and carefully. Hence, the decision and action are appropriately supported by assessment, interpretation, and data analysis.



There are 4 elements as follows:



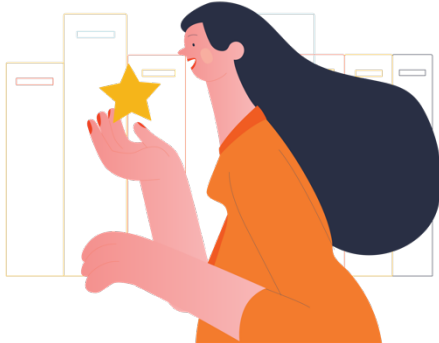
1.1 Identifying Importances

The ability to determine the characteristics, importances, or elements of content, events, or stories in terms of cause and effect.



1.2 Identifying Relationships

The ability to recognize information within questions, events, or stories and the ability to reasonably explain the relationship or connection of contents, events, or stories.



1.3 Identifying Principles

The ability to explain principles supporting the connection of contents, events, or stories with knowledge, concepts, and theories in a reasonable and reliable manner.



1.4 Assessing Situations

The ability to analyse, interpret, evaluate, and draw conclusions from data to clearly support the contents, events, or stories.

Analytical and Critical Thinking Rubrics

Type 1A (Holistic Rubrics)

4	3	2	1
The student can determine the characteristics, importances, or elements of content, events, or stories; identify and explain principles supporting the connection of contents, events, or stories; and clearly analyse, interpret, evaluate, and draw conclusions from supported data.	The student can determine the characteristics, importances, or elements of content, events, or stories; and identify and explain principles supporting the connection of contents, events, or stories; <u>but cannot clearly analyse, interpret, evaluate, and draw conclusions from supported data.</u>	The student can determine the characteristics, importances, or elements of content, events, or stories; and explain the connection of contents, events, or stories; <u>but neither the supporting concepts, and theories are unreasonable or lack credibility; nor can clearly analyse, interpret, evaluate, and draw conclusions from supported data.</u>	The student cannot demonstrate analytical and critical thinking abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Analytical and Critical Thinking Rubrics

Type 1B (Analytic Rubrics)

Components	4	3	2	1
1.1 Identifying Importances	Student can determine the characteristics, importances, or elements of content, events, or stories in terms of cause and effect.	Student can determine the characteristics, importances, or elements of content, events, or stories <u>without clarify the cause and effect.</u>	Student can determine content, events, or stories <u>without the characteristics, importances, or elements.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
1.2 Identifying Relationships	Student can recognize information within questions, events, or stories and explain the relationship or connection of contents, events, or stories clearly and logically.	Student can recognize information within questions, events, or stories <u>but cannot logically explain the relationship or connection of contents, events, or stories.</u>	Student can recognize information within questions, events, or stories <u>but cannot clearly and logically explain the relationship or connection of contents, events, or stories.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
1.3 Identifying Principles	Student can explain principles supporting the connection of contents, events, or stories with knowledge, concepts, and theories in a reasonable and reliable manner.	Student can explain principles supporting the connection of contents, events, or stories with knowledge, concepts, and theories <u>in an unreasonable or unreliable manner.</u>	Student can connect contents, events, or stories <u>without supporting principles or theories.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
1.4 Assessing Situations	Student can analyse, interpret, evaluate, and draw conclusions from data to clearly support the contents, events, or stories.	Student can analyse, interpret, evaluate, and draw conclusions from data <u>but cannot clearly support the contents, events, or stories.</u>	Student can analyse data <u>but cannot clearly evaluate and draw conclusions.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Analytical and Critical Thinking Rubrics

Type 1C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>1.1 Identifying Importances (..... / Points) Student can determine the characteristics, importances, or elements of content, events, or stories in terms of cause and effect.</p>	
	<p>1.2 Identifying Relationships (..... / Points) Student can recognize information within questions, events, or stories and explain the relationship or connection of contents, events, or stories clearly and logically.</p>	
	<p>1.3 Identifying Principles (..... / Points) Student can explain principles supporting the connection of contents, events, or stories with knowledge, concepts, and theories in a reasonable and reliable manner.</p>	
	<p>1.4 Assessing Situations (..... / Points) Student can analyse, interpret, evaluate, and draw conclusions from data to clearly support the contents, events, or stories.</p>	

2

Complex Problem-Solving

Definition

The ability to find ways to manage problems and prevent repeated complications using causal synthesis from the relationship between various groups of factors and also identify patterns of change considering the relationship of various impacts using systems thinking and conceptual thinking of elements that are related or influence each other.



There are 4 elements

as follows:

2.1 Situation Analysis

The ability to clearly identify ongoing situations or events that have an impact and require clear and detailed management, prioritization, and planning; and manage operations in the most efficient and effective way.



2.2 Systems Thinking

The ability to think holistically of a structure of interactive hierarchical network in which all parts are connected both directly and indirectly.



2.3 Creative Solutions

The ability to invent complex problem-solving methods by thinking of new and different methods or searching for existing processes and integrating them with existing and new ideas.



2.4 Being Flexible

The ability to look for a variety of solutions to problems without sticking to traditional patterns and adjust ideas to deal with emerging situations.



Complex Problem-Solving Rubrics**Type 2A (Holistic Rubrics)**

4	3	2	1
The student can clearly identify ongoing situations and plan, prioritise, and manage operations structurally with new, different, and flexible methods.	The student can clearly identify ongoing situations and plan, prioritise, and manage operations structurally <u>without new, different, or flexible methods.</u>	The student can clearly identify ongoing situations <u>but cannot manage operations structurally.</u>	The student cannot demonstrate complex problem-solving abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Complex Problem-Solving Rubrics

Type 2B (Analytic Rubrics)

Components	4	3	2	1
2.1 Situation Analysis	The student can clearly identify ongoing situations or events that have an impact and require clear and detailed management, prioritization, and planning; and manage operations in the most efficient and effective way.	The student can clearly identify ongoing situations or events that have an impact and require clear and detailed management, prioritization, and planning; <u>but cannot manage operations in the most effective way.</u>	The student can clearly identify ongoing situations or events; <u>but cannot manage, prioritize, or plan operations in the most efficient and effective way.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
2.2 Systems Thinking	The student can think holistically of a structure of interactive hierarchical network in which all parts are connected both directly and indirectly.	The student can think holistically of a structure of interactive hierarchical network; <u>but cannot connect all parts together.</u>	The student can think holistically; <u>but cannot provide a structure of hierarchical network.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
2.3 Creative Solutions	The student can invent complex problem-solving methods by thinking of new and different methods or searching for existing processes and integrating them with existing and new ideas.	The student can invent complex problem-solving methods by thinking of new and different methods; <u>but cannot integrate them with existing ideas.</u>	The student can invent complex problem-solving methods; <u>but the methods are not new nor different.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
2.4 Being Flexible	The student can look for a variety of solutions to problems without sticking to traditional patterns and adjust ideas to deal with emerging situations.	The student can look for a variety of solutions to problems without sticking to traditional patterns; <u>but cannot adjust ideas to match emerging situations.</u>	The student can look for a variety of solutions to problems; <u>but stick to traditional patterns or solutions.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Complex Problem-Solving Rubrics

Type 2C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>2.1 Situation Analysis (..... / Points) The student can clearly identify ongoing situations or events that have an impact and require clear and detailed management, prioritization, and planning; and manage operations in the most efficient and effective way.</p>	
	<p>2.2 Systems Thinking (..... / Points) The student can think holistically of a structure of interactive hierarchical network in which all parts are connected both directly and indirectly.</p>	
	<p>2.3 Creative Solutions (..... / Points) The student can invent complex problem-solving methods by thinking of new and different methods or searching for existing processes and integrating them with existing and new ideas.</p>	
	<p>2.4 Being Flexible (..... / Points) The student can look for a variety of solutions to problems without sticking to traditional patterns and adjust ideas to deal with emerging situations.</p>	

3

Creative Thinking

Definition

The ability to see relationships between things and expand those thinking beyond existing concepts to new ideas that have never been seen before by being open to learning and accepting different opinions. It also includes the ability to connect and develop new ideas based on the conventional knowledges.



There are 4 elements as follows:



3.1 Initiative Thinking

The ability to think of new and different things or adapt and apply new ideas which may have never been thought of before.



3.2 Agile Thinking

The ability to quickly figure out the appropriate answer from various options in a limited amount of time.



3.3 Flexible Thinking

The ability to think of variety of answers for different situation.



3.4 Meticulous Thinking

The ability to think and expand the first idea to gain clarity and completeness.

Creative Thinking Rubrics

Type 3A (Holistic Rubrics)

4	3	2	1
The student can think of new things quickly or adapt new ideas to find answers in a variety of ways in a limited time; and able to expand the ideas clearly and completely in every aspect.	The student can think of new things quickly or adapt new ideas to find answers in a variety of ways in a limited time; <u>but cannot expand the first idea to cover every aspect clearly and completely.</u>	The student can think of new things or adapt new ideas to find answers in a variety of ways; <u>however, slowly or cannot keep up with a time limitation.</u>	The student cannot demonstrate creative thinking abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Creative Thinking Rubrics

Type 3B (Analytic Rubrics)

Components	4	3	2	1
3.1 Initiative Thinking	The student can think of new and different things or adapt and apply new ideas which may have never been thought of before.	The student can think of new and different things; <u>but cannot adapt or apply new ideas.</u>	The student can think of new idea; <u>but the idea is not different from the idea which has been thought of before.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
3.2 Agile Thinking	The student can quickly figure out the appropriate answer from various options in a limited amount of time.	The student can figure out the appropriate answer from various options; <u>but cannot keep up with a time limitation.</u>	The student can figure out the answer; <u>however, from limited options.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
3.3 Flexible Thinking	The student can think of variety of answers for different situation.	The student can think of variety of answers; <u>but only for a few situations.</u>	The student can think of answers <u>which are not different.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
3.4 Meticulous Thinking	The student can think and expand the first idea to gain clarity and completeness.	The student can think and expand the first idea to gain clarity; <u>but lack completeness.</u>	The student can think and expand the first idea; <u>but lack clarity and completeness.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Creative Thinking Rubrics

Type 3C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>3.1 Initiative Thinking (..... / Points) The student can think of new and different things or adapt and apply new ideas which may have never been thought of before.</p>	
	<p>3.2 Agile Thinking (..... / Points) The student can quickly figure out the appropriate answer from various options in a limited amount of time.</p>	
	<p>3.3 Flexible Thinking (..... / Points) The student can think of variety of answers for different situation.</p>	
	<p>3.4 Meticulous Thinking (..... / Points) The student can think and expand the first idea to gain clarity and completeness.</p>	

4

Interpersonal Management

Definition

The ability to create interaction and understanding between individuals including understanding others, listening to each other, listening attentively, creating mutual understanding, conversing to build relationships, persuading, and behaving.



There are 4 elements as follows:



4.1 Working with Others

The ability to cooperate with others, interact socially, realize the importance of each other, express respect, and listen to the opinions of others.



4.2 Adjusting to Workplace

The ability to adapt to the changes of people and environments and ability to adjust one's own work style to match the group's work methods.



4.3 Social Responsibility

The ability to decently follow rules or group resolutions, carry out productively assigned duties, and admit a result of the group's actions.



4.4 Managing Human Relations

The ability to live with others by interacting and responding to each other, control one's own behaviour so that both words and reactions are positive towards co-workers, and appropriately communicate with the right method at the right time.

Interpersonal Management Rubrics

Type 4A (Holistic Rubrics)

4	3	2	1
The student can cooperate with others, interact socially, adapt to changes, follow rules or group resolutions, carry out duties, admit a result of the group's actions, interact and respond to each other, control one's own behaviour, and communicate appropriately.	The student can cooperate with others, adapt to changes, follow rules or group resolutions, carry out duties, admit a result of the group's actions, and control one's own behaviour; <u>but cannot interact and respond to each other or communicate appropriately.</u>	The student can adequately cooperate with others and adapt to some changes; <u>but cannot follow rules or group resolutions, carry out duties, admit a result of the group's actions, control one's own behaviour, interact and respond to each other, or communicate appropriately.</u>	The student cannot demonstrate interpersonal management abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Interpersonal Management Rubrics

Type 4B (Analytic Rubrics)

Components	4	3	2	1
4.1 Working with Others	The student can cooperate with others, interact socially, express respect, and listen to the opinions of others.	The student can cooperate with others, interact socially; <u>but lack respect to others.</u>	The student can cooperate with others; <u>but lack social interaction and respect to others.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
4.2 Adjusting to Workplace	The student can adapt to the changes of people and environments and adjust one's own work style to match the group's work methods.	The student can adapt to the changes of people and environments and adjust one's own work style; <u>but cannot match with the group.</u>	The student can adapt to the changes of people and environments; <u>but cannot adjust one's own work style.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
4.3 Social Responsibility	The student can follow rules or group resolutions, carry out productively assigned duties, and admit a result of the group's actions.	The student can follow rules or group resolutions and carry out assigned duties; <u>but do not admit a result as a group.</u>	The student can follow rules or group resolutions; <u>but do not carry out assigned duties nor do admit a group's result.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
4.4 Managing Human Relations	The student can interact and respond to each other, control one's own behaviour, react positive towards co-workers, and appropriately communicate with the right method at the right time.	The student can interact and respond to each other, control one's own behaviour, and react positive towards co-workers; <u>but communicate inappropriately.</u>	The student can interact and respond to each other; <u>but cannot control one's own behaviour towards co-workers.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Interpersonal Management Rubrics

Type 4C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>4.1 Working with Others (..... / Points) The student can cooperate with others, interact socially, express respect, and listen to the opinions of others.</p>	
	<p>4.2 Adjusting to Workplace (..... / Points) The student can adapt to the changes of people and environments and adjust one's own work style to match the group's work methods.</p>	
	<p>4.3 Social Responsibility (..... / Points) The student can follow rules or group resolutions, carry out productively assigned duties, and admit a result of the group's actions.</p>	
	<p>4.4 Managing Human Relations (..... / Points) The student can interact and respond to each other, control one's own behaviour, react positive towards co-workers, and appropriately communicate with the right method at the right time.</p>	

5

Integrity and Perseverance

Definition

The characteristics expressed through working behaviour that demonstrates honesty, integrity, determination, and diligence in performing duties according to the public's rules and regulations.



There are 2 elements as follows:



5.1 Honesty

The behaviour that shows respect for public rules, respect for others, and self-respect and endure responsibility of assigned tasks by adhering to and standing up for what is right.



5.2 Perseverance

The behaviour that shows commitment to works or assigned duties to the best of one's own abilities and consistency in following up on the progress of works or assigned duties.

Integrity and Perseverance Rubrics
Type 5A (Holistic Rubrics)

4	3	2	1
The student shows respect for public rules, respect for others, and self-respect, commit to works or assigned duties, adhere to what is right, and consistently follow up on the progress of works or assigned duties.	The student shows respect for public rules, respect for others, and self-respect, commit to works or assigned duties, and adhere to what is right; <u>but inconsistently follow up on the progress of works or assigned duties.</u>	The student shows respect for public rules, respect for others, and self-respect; <u>but do not commit to works or assigned duties nor adhere to what is right and inconsistently follow up on the progress of works or assigned duties.</u>	The student cannot demonstrate integrity and perseverance characteristics according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Integrity and Perseverance Rubrics

Type 5B (Analytic Rubrics)

Components	4	3	2	1
5.1 Honesty	The student shows respect for public rules, respect for others, and self-respect and endure responsibility of assigned tasks by adhering to and standing up for what is right.	The student shows respect for public rules, respect for others, and self-respect and endure responsibility of assigned tasks; <u>but do not adhere to or stand up for what is right.</u>	The student shows respect for public rules, respect for others, and self-respect; <u>but do not commit to assigned tasks or adhere to what is right.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
5.2 Perseverance	The student shows commitment to works or assigned duties to the best of one's own abilities and consistently follow up on the progress of works or assigned duties.	The student shows commitment to works or assigned duties to the best of one's own abilities; <u>but inconsistently in the following up on the progress.</u>	The student shows <u>lack of commitment to works or assigned duties and inconsistently in the following up on the progress.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 7-8 = good level of analytical thinking and critical thinking.
- 4-6 = fair level of analytical thinking and critical thinking.
- 2-3 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Integrity and Perseverance Rubrics

Type 5C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>5.1 Honesty (..... / Points) The student shows respect for public rules, respect for others, and self-respect and endure responsibility of assigned tasks by adhering to and standing up for what is right.</p>	
	<p>5.2 Perseverance (..... / Points) The student shows commitment to works or assigned duties to the best of one's own abilities and consistently follow up on the progress of works or assigned duties.</p>	

6

Active Learning & Learning Strategies

Definition

The ability to plan and set learning goals, to learn with a variety of learning strategies, to search for knowledge by oneself, to identify further learning contents, to integrate old and new knowledges, and to apply the knowledge in both studies and daily life.

with new experiences; analyse the importance of knowledges and synthesize new body of knowledge; and apply the knowledge in both studies and daily life.



There are 4 elements as follows:



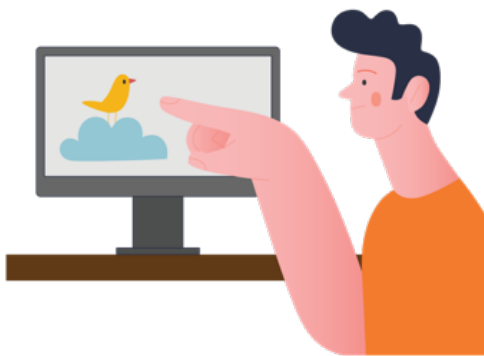
6.1 Lesson Planning

The ability to set learning objectives, prioritize learning contents, and determine an appropriate and feasible time period to achieve the learning objectives.



6.2 Learning Methods

The ability to determine self-learning methods suitable with the content, time, and resources; and the ability to evaluate and adjust the learning methods for different situations.



6.3 Knowledge Acquisition

The ability to research and acquire knowledge; to recognize the appropriate resources for learning; to identify further learning contents; and to reflect and evaluate the progress of one own learning.



6.4 Constructionism

The ability to integrate old and new knowledges; connect previous experiences

mActive Learning & Learning Strategies Rubrics

Type 6A (Holistic Rubrics)

4	3	2	1
The student can set learning objectives, determine suitable learning methods, adjust the learning methods for different situations, research and acquire knowledge, evaluate the learning progress, integrate old and new knowledges, analyse the importance of knowledges, and apply the knowledge.	The student can set learning objectives, determine suitable learning methods, adjust the learning methods for different situations, research and acquire knowledge, and evaluate the learning progress; <u>but cannot integrate old and new knowledges, analyse the importance of knowledges, or apply the knowledge.</u>	The student can set learning objectives, determine suitable learning methods, and adjust the learning methods for different situations; <u>but cannot research and acquire knowledge, evaluate the learning progress, integrate old and new knowledges, analyse the importance of knowledges, or apply the knowledge.</u>	The student cannot demonstrate active learning & learning strategies abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Active Learning & Learning Strategies Rubrics

Type 6B (Analytic Rubrics)

Components	4	3	2	1
6.1 Lesson Planning	The student can set learning objectives, prioritize learning contents, and determine an appropriate and feasible time period to achieve the learning objectives.	The student can set learning objectives and prioritize learning contents; <u>but cannot achieve learning objectives in a limited time period.</u>	The student can set learning objectives; <u>but cannot prioritize learning contents or achieve learning objectives in a limited time period.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
6.2 Learning Methods	The student can determine self-learning methods suitable with the content, time, and resources and evaluate and adjust the learning methods for different situations.	The student can determine self-learning methods suitable with the content, time, and resources; <u>but cannot evaluate and adjust the learning methods for different situations.</u>	The student determines self-learning methods <u>that is not suitable with the content, time, and resources.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
6.3 Knowledge Acquisition	The student can research and acquire knowledge, recognize the appropriate resources for learning, identify further learning contents, and reflect and evaluate the progress.	The student can research and acquire knowledge, recognize the appropriate resources for learning, and identify further learning contents; <u>but cannot reflect and evaluate the progress.</u>	The student can research and acquire knowledge; <u>but cannot recognize the appropriate resources or identify further learning contents.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
6.4 Constructionism	The student can integrate old and new knowledges, analyse the importance of knowledges, synthesize new body of knowledge, and apply the knowledge.	The student can integrate old and new knowledges, analyse the importance of knowledges, and synthesize new body of knowledge; <u>but cannot apply the knowledge.</u>	The student can integrate old and new knowledges; <u>but cannot analyse the importance of knowledges or synthesize new body of knowledge.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Active Learning & Learning Strategies Rubrics

Type 6C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>6.1 Lesson Planning (..... / Points) The student can set learning objectives, prioritize learning contents, and determine an appropriate and feasible time period to achieve the learning objectives.</p>	
	<p>6.2 Learning Methods (..... / Points) The student can determine self-learning methods suitable with the content, time, and resources and evaluate and adjust the learning methods for different situations.</p>	
	<p>6.3 Knowledge Acquisition (..... / Points) The student can research and acquire knowledge, recognize the appropriate resources for learning, identify further learning contents, and reflect and evaluate the progress.</p>	
	<p>6.4 Constructionism (..... / Points) The student can integrate old and new knowledges, analyse the importance of knowledges, synthesize new body of knowledge, and apply the knowledge.</p>	

7

Resilience, Stress Tolerance & Flexibility

Definition

The ability to cope, endure, and adapt to obstacles and pressure from problems or changing environments; to accept reality; to review whatever befall and look to benefits from obstacles; and confront pressure and problem in various situations.



There are 3 elements as follows:



7.1 Accepting Reality

The ability to honestly look at problems or obstacles, compare events with surrounding circumstances, and think and rethink of solutions to further problems.



7.2 Self-Reflection

The ability to realize one own strengths and weaknesses, and analyse cause-and-effect in order to determine one own solutions.



7.3 Recovery

The ability to put problems aside and look for different avenues, and utilize self-strength to match the faced situations.

Resilience, Stress Tolerance & Flexibility Rubrics
Type 7A (Holistic Rubrics)

4	3	2	1
The student can honestly look at problems or obstacles, compare events with surrounding circumstances, analyse cause-and-effect, think and rethink of solutions, realize one own strengths, and utilize self-strength to match the situations.	The student can honestly look at problems or obstacles, compare events with surrounding circumstances, analyse cause-and-effect, think and rethink of solutions, and realize one own strengths; <u>but cannot utilize self-strength to match the situations.</u>	The student can honestly look at problems or obstacles, compare events with surrounding circumstances; <u>but cannot analyse cause-and-effect, think solutions, or realize one own strengths.</u>	The student cannot demonstrate resilience, stress tolerance & flexibility abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Resilience, Stress Tolerance & Flexibility Rubrics

Type 7B (Analytic Rubrics)

Components	4	3	2	1
7.1 Accepting Reality	The student can honestly look at problems or obstacles, compare events with surrounding circumstances, and think and rethink of solutions to further problems.	The student can honestly look at problems or obstacles, and compare events with surrounding circumstances; <u>but cannot think of solutions to further problems.</u>	The student can honestly look at problems or obstacles; <u>but cannot compare events with surrounding circumstances or think of solutions.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
7.2 Self-Reflection	The student can realize one own strengths and weaknesses, and analyse cause-and-effect in order to determine one own solutions.	The student can realize one own strengths and weaknesses, and analyse cause-and-effect; <u>but cannot determine one own solutions.</u>	The student can realize one own strengths; <u>but cannot analyse cause-and-effect or determine one own solutions.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
7.3 Recovery	The student can put problems aside and look for different avenues, and utilize self-strength to match the faced situations.	The student can put problems aside and look for different avenues, and utilize self-strength; <u>but cannot match the faced situations.</u>	The student can put problems aside and look for different avenues; <u>but cannot utilize self-strength to match the faced situations.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 10-12 = good level of analytical thinking and critical thinking.
- 7-9 = fair level of analytical thinking and critical thinking.
- 4-6 = average level of analytical thinking and critical thinking.
- 0-3 = poor level of analytical thinking and critical thinking.

Resilience, Stress Tolerance & Flexibility Rubrics	Type 7C (Single-Point Rubrics)
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Areas of Improvement	Evaluated Components	Above and Beyond
	<p>7.1 Accepting Reality (..... / Points)</p> <p>The student can honestly look at problems or obstacles, compare events with surrounding circumstances, and think and rethink of solutions to further problems.</p>	
	<p>7.2 Self-Reflection (..... / Points)</p> <p>The student can realize one own strengths and weaknesses, and analyse cause-and-effect in order to determine one own solutions.</p>	
	<p>7.3 Recovery (..... / Points)</p> <p>The student can put problems aside and look for different avenues, and utilize self-strength to match the faced situations.</p>	

8

Leadership and Social Influence

Definition

The ability to create cooperation in work, lead and influence other people to change their behaviour or attitude in a positive way to bring about change in society for the better, courageously lead the change, take responsibility for the results of actions, and be a role model in behaviour and attitudes.



There are 4 elements as follows:



8.1 Creating Cooperation

The ability to divide work, assign duties, manage work, manage team member relationships, motivate team members to work energetically and feel included, be enthusiastic, and respect others.



8.2 Persuasion

The ability to motivate or create team values, encourage people to change behaviour or attitude in a positive way, guide others appropriately to see the value and benefits of changing behaviour or attitude in a positive way.



8.3 Leading Change

The ability to analyse changes that may occur, analyse the advantages, disadvantages, and impacts of the change, analyse potential resistance toward changes, persuade others to see the value of change, and take responsibility for one own decision.



8.4 Being a Role Model

The behaviour that shows responsibility in assigned duties, be punctual, honour and respect the roles and responsibilities of co-workers.

Leadership and Social Influence Rubrics
Type 8A (Holistic Rubrics)

4	3	2	1
The student can create cooperation, manage team member relationships, motivate team members, guide others to see the value of change, take responsibility, and honour roles and responsibilities of co-workers.	The student can create cooperation, manage team member relationships, motivate team members, and guide others to see the value of change; <u>but do not take responsibility or honour roles and responsibilities of co-workers.</u>	The student can create cooperation, manage team member relationships; <u>but cannot motivate team members or guide others to see the value of change.</u>	The student cannot demonstrate leadership and social influence abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Leadership and Social Influence Rubrics

Type 8B (Analytic Rubrics)

Components	4	3	2	1
8.1 Creating Cooperation	The student can create cooperation in work, manage team member relationships, and motivate team members to work, feel included, and respect others.	The student can create cooperation in work, manage team member relationships, and motivate team members to work; <u>but cannot make team member feel included or respect others.</u>	The student can create cooperation in work; <u>but cannot motivate team members.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
8.2 Persuasion	The student can create team values, encourage changes, and guide others to see the benefits of change.	The student can create team values and encourage changes; <u>but cannot clearly guide others to see the benefits of change.</u>	The student can create team values; <u>but cannot encourage changes.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
8.3 Leading Change	The student can analyse the impacts of the change, persuade others to change, and take responsibility.	The student can analyse the impacts of the change and persuade others to change; <u>but do not take responsibility.</u>	The student can analyse the impacts of the change; <u>but cannot persuade others to change.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
8.4 Being a Role Model	The student can take responsibility in assigned duties, and honour and respect the roles and responsibilities of co-workers.	The student can take responsibility in assigned duties; <u>but do not honour responsibilities of co-workers.</u>	The student can take responsibility in assigned duties; <u>but do not honour or respect the roles and responsibilities of co-workers.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Leadership and Social Influence Rubrics

Type 8C (Single-Point Rubrics)

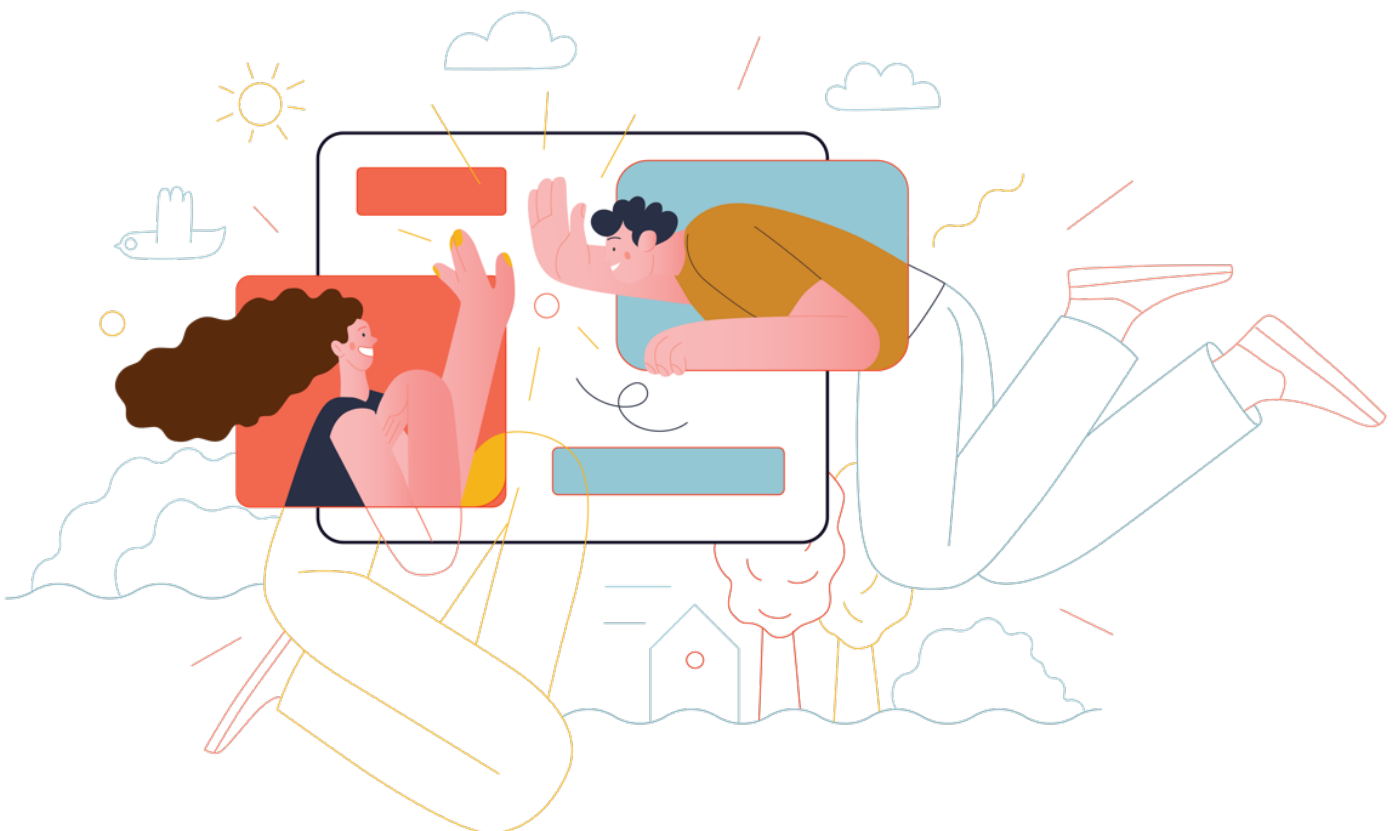
Areas of Improvement	Evaluated Components	Above and Beyond
	<p>8.1 Creating Cooperation (..... / Points) The student can create cooperation in work, manage team member relationships, and motivate team members to work, feel included, and respect others.</p>	
	<p>8.2 Persuasion (..... / Points) The student can create team values, encourage changes, and guide others to see the benefits of change.</p>	
	<p>8.3 Leading Change (..... / Points) The student can analyse the impacts of the change, persuade others to change, and take responsibility.</p>	
	<p>8.4 Being a Role Model (..... / Points) The student can take responsibility in assigned duties, and honour and respect the roles and responsibilities of co-workers.</p>	

9

Effective Communication

Definition

The ability to send and receive messages that convey one's thoughts, knowledge, and attitudes within the intricate tapestry of cultural and situational appropriations; to clearly comprehend the core of the message, to express and communicate with the receiver in a direct and effective manner.



There are 4 elements

as follows:



9.1 Communication in Alignment with Culture and Context

The ability to capture, sort, and categorize core issue of the received messages appropriate to the culture and situation.



9.2 Communication with Appropriate Tools

The ability to choose communication tools and strategies appropriate to the type of message, audience, culture, and situation.



9.3 Verbal and Nonverbal Communications

The ability to use words, gestures, expressions, and eye contact to convey messages that are appropriate to the culture and situation.



9.4 Interacting with Others

The ability to summarize core of the received message and respond clearly and directly with supporting reasons and to resolve immediate misunderstanding when listeners reflect opinions that differ from those communicated.

Effective Communication Rubrics	Type 9A (Holistic Rubrics)
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4	3	2	1
The student can capture core issue of the received messages, choose appropriate communication tools that can convey messages clearly and directly with supporting reasons, and resolve immediate listener's misunderstanding.	The student can capture core issue of the received messages and choose appropriate communication tools that can convey messages clearly and directly with supporting reasons; <u>but cannot resolve immediate misunderstanding.</u>	The student can capture issues of received messages and communicate with the receiver; <u>but cannot express clearly and directly with supporting reasons.</u>	The student cannot demonstrate effective communication abilities according to the rubric level 1-3.

<p>Interpretation</p> <ul style="list-style-type: none"> ○ 4 = good level of analytical thinking and critical thinking. ○ 3 = fair level of analytical thinking and critical thinking. ○ 2 = average level of analytical thinking and critical thinking. ○ 1 = poor level of analytical thinking and critical thinking.
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Effective Communication Rubrics

Type 9B (Analytic Rubrics)

Components	4	3	2	1
9.1 Communication in Alignment with Culture and Context	The student can capture, sort, and categorize core issue of the received messages appropriate to the culture and situation.	The student can capture, sort, and categorize core issue of the received messages; <u>but do not consider culture and situation.</u>	The student can capture, sort, and categorize <u>vague idea of the received messages.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
9.2 Communication with Appropriate Tools	The student can choose communication tools and strategies appropriate to the type of message, audience, culture, and situation.	The student can choose communication tools and strategies appropriate to the type of message; <u>but do not consider audience, culture, and situation.</u>	The student chooses communication tools and strategies <u>without consider type of message, audience, culture, and situation.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
9.3 Verbal and Nonverbal Communications	The student can use words, gestures, expressions, and eye contact to convey messages that are appropriate to the culture and situation.	The student can use words, gestures, expressions, and eye contact to convey messages <u>but do not consider the culture and situation.</u>	The student uses <u>only some type of words, gestures, expressions, and eye contact to convey messages.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
9.4 Interacting with Others	The student can summarize core of the received message, respond clearly and directly with supporting reasons, and resolve immediate misunderstanding.	The student can summarize core of the received message and respond clearly and directly with supporting reasons; <u>but cannot resolve immediate misunderstanding.</u>	The student can summarize core of the received message; <u>but cannot</u> respond clearly and directly with supporting reasons.	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Effective Communication Rubrics

Type 9C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>9.1 Communication in Alignment with Culture and Context (..... / Points) The student can capture, sort, and categorize core issue of the received messages appropriate to the culture and situation.</p>	
	<p>9.2 Communication with Appropriate Tools (..... / Points) The student can choose communication tools and strategies appropriate to the type of message, audience, culture, and situation.</p>	
	<p>9.3 Verbal and Nonverbal Communications (..... / Points) The student can use words, gestures, expressions, and eye contact to convey messages that are appropriate to the culture and situation.</p>	
	<p>9.4 Interacting with Others (..... / Points) The student can summarize core of the received message, respond clearly and directly with supporting reasons, and resolve immediate misunderstanding.</p>	

10

Entrepreneurship and Investment

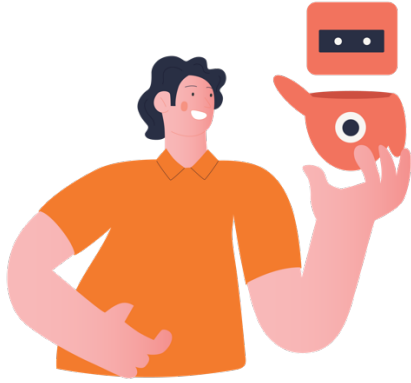
Definition

The ability to apply knowledge in planning and innovative design thinking from exploring and analysing contextual situations or challenges, to analyse strengths, weaknesses, and risks of the business, to manage finances and investments, to navigate setbacks and seeking growth with moral and ethical considerations.



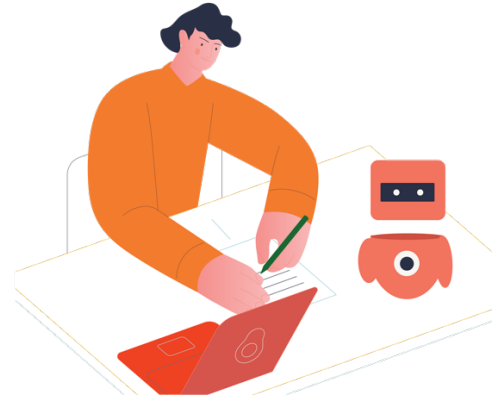
There are 4 elements

as follows:



10.1 Innovative Design Thinking

The ability to apply knowledge to create innovations by analysing challenges, defining clear problem statements, brainstorming, creating prototypes, and testing solutions, to analyse trend of change, and to envision opportunities to apply technology to meet consumer demands.



10.2 Business Planning

The ability to analyse strengths, weaknesses, risks, competitors, and the business environment, to plan the resources for business startup, to set achievable and measurable goals, to prepare contingency plans for unexpected situations, and to ensure business resilience.



10.3 Financial Management and Investment

The ability to plan for investment, to understand the sources of investment, and to analyse returns of investments.



10.4 Morality and Ethics in Entrepreneurship

The behaviour that demonstrates doing what is right, straightforward, legal, and verifiable in origin.

Entrepreneurship and Investment Rubrics
Type 10A (Holistic Rubrics)

4	3	2	1
The student can apply knowledge to create innovations, analyse risks of the business, set business goals, prepare contingency plans, and analyse returns of investments with moral and ethical considerations.	The student can apply knowledge to create innovations, analyse risks of the business, set business goals, and prepare contingency plans; <u>but cannot analyse returns of investments with moral and ethical considerations.</u>	The student can apply knowledge to create innovations; <u>but cannot analyse risks of the business, set business goals, or prepare contingency plans.</u>	The student cannot demonstrate entrepreneurship and investment abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Entrepreneurship and Investment Rubrics

Type 10B (Analytic Rubrics)

Components	4	3	2	1
10.1 Innovative Design Thinking	The student can analyse demand and trend of change and envision opportunities to apply technology to meet consumer demands.	The student can analyse demand and trend of change; <u>but cannot envision opportunities to apply technology.</u>	The student can <u>only analyse demand or trend of change.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
10.2 Business Planning	The student can analyse business risk, plan the resources, prepare contingency plans, and ensure business resilience using design thinking method.	The student can analyse business risk, plan the resources, and prepare contingency plans; <u>but cannot ensure business resilience.</u>	The student can analyse business risk and plan the resources; <u>but cannot prepare contingency plans.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
10.3 Financial Management and Investment	The student can plan for investment, understand the sources of investment, and analyse returns of investments	The student can plan for investment and understand the sources of investment; <u>but cannot analyse returns of investments</u>	The student can plan for investment <u>but do not understand the sources of investment.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
10.4 Morality and Ethics in Entrepreneurship	The student always demonstrates righteous, straightforward, and legal behaviours.	The student demonstrates righteous and legal behaviours <u>but not straightforward.</u>	The student demonstrates legal behaviours <u>but not righteous nor straightforward.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Entrepreneurship and Investment Rubrics

Type 10C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>10.1 Innovative Design Thinking (..... / Points) The student can analyse demand and trend of change and envision opportunities to apply technology to meet consumer demands.</p>	
	<p>10.2 Business Planning (..... / Points) The student can analyse business risk, plan the resources, prepare contingency plans, and ensure business resilience using design thinking method.</p>	
	<p>10.3 Financial Management and Investment (..... / Points) The student can plan for investment, understand the sources of investment, and analyse returns of investments</p>	
	<p>10.4 Morality and Ethics in Entrepreneurship (..... / Points) The student always demonstrates righteous, straightforward, and legal behaviours.</p>	

11

Digital Quotient Literacy and Digital Media Production

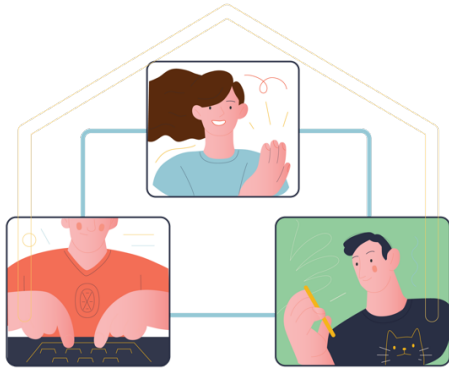
Definition

The ability to navigate the digital world safely, to leverage current hardware and software technologies optimally in work, to produce digital media and seize online business opportunities, and to thrive in the digital era.



There are 4 elements

as follows:



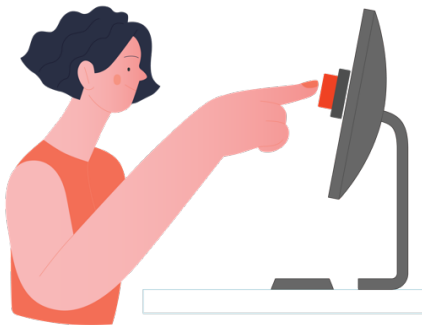
11.1 Digital Literacy

The ability to express feelings, attitudes, and positive thoughts related to life in the online world, accept technological changes, and prepare to learn and use new technologies in daily lives.



11.2 Security Awareness

The ability to deal with cyberbullying, understand how to protect oneself, safeguard personal information, stay informed about and manage online harassment, know laws and regulations related to computer and social media use, and prepare to handle basic online-related problems.



11.3 Screen Time Management

The ability to self-regulate when using digital devices and technologies, manage time effectively, strike a balance between screen time and other daily activities without negatively impacting one's own health and relationships.



11.4 Digital Media Production

The ability to possess skills self-taught how to use technology, produce digital media, and understand and use digital tools, devices, and technologies to create business opportunities or communicate and collaborate.

Digital Quotient Rubrics**Type 11A (Holistic Rubrics)**

4	3	2	1
The student can accept technological changes, prepare to learn and use new technologies, understand how to safeguard oneself online, know online-related laws, manage online time effectively, and possess skills to produce digital media.	The student can accept technological changes, prepare to learn and use new technologies, understand how to safeguard oneself online, and know online- related laws; <u>but cannot manage time or produce digital media.</u>	The student can accept technological changes, prepare to learn and use new technologies; <u>but cannot safeguard oneself online nor aware of online-related laws.</u>	The student cannot demonstrate digital quotient literacy and digital media production abilities according to the rubric level 1-3.

Interpretation

- 4 = good level of analytical thinking and critical thinking.
- 3 = fair level of analytical thinking and critical thinking.
- 2 = average level of analytical thinking and critical thinking.
- 1 = poor level of analytical thinking and critical thinking.

Digital Quotient Rubrics

Type 11B (Analytic Rubrics)

Components	4	3	2	1
11.1 Digital Literacy	The student can express oneself online positively, accept technological changes, and prepare to learn and use new technologies in daily lives.	The student can express oneself online positively and accept technological changes; <u>but do not prepare to learn new technologies.</u>	The student can express oneself online positively; <u>but cannot accept the effect of technologies to the changes in daily life.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
11.2 Security Awareness	The student can deal with cyber treats, stay informed and manage online harassment, and understand online-related laws.	The student can deal with cyber treats and manage online harassment; <u>but do not understand online-related laws.</u>	The student can deal with cyber treats <u>but cannot manage online harassment.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
11.3 Screen Time Management	The student can self-regulate devices and technologies usages and manage time effectively.	The student can self-regulate devices and technologies usages; <u>but cannot manage time effectively.</u>	The student <u>uses devices and technologies extensively.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.
11.4 Digital Media Production	The student can self-taught how to use technology and produce digital media using digital tools.	The student can self-taught how to use technologies; <u>but cannot produce digital media.</u>	The student <u>has a basic understanding of digital tools.</u>	The student cannot demonstrate abilities according to the rubric level 1-3.

Interpretation

- 13-16 = good level of analytical thinking and critical thinking.
- 9-12 = fair level of analytical thinking and critical thinking.
- 5-8 = average level of analytical thinking and critical thinking.
- 0-4 = poor level of analytical thinking and critical thinking.

Digital Quotient Rubrics

Type 11C (Single-Point Rubrics)

Areas of Improvement	Evaluated Components	Above and Beyond
	<p>11.1 Digital Literacy (..... / Points) The student can express oneself online positively, accept technological changes, and prepare to learn and use new technologies in daily lives.</p>	
	<p>11.2 Security Awareness (..... / Points) The student can deal with cyber treats, stay informed and manage online harassment, and understand online- related laws.</p>	
	<p>11.3 Screen Time Management (..... / Points) The student can self-regulate devices and technologies usages and manage time effectively.</p>	
	<p>11.4 Digital Media Production (..... / Points) The student can self-taught how to use technology and produce digital media using digital tools.</p>	