

Critical Multi-literacies Criteria	beginning	developing	advanced
Agency/empowerment Was project driven by student interests? To what extent did project work to empower student or community voice?	creates a project based on suggestions made by teacher and research is guided by teacher support project has a plan to engage the community, but engagement with community not fully enacted student reflects on extent to which project developed self or community empowerment but reflection is superficial and undeveloped	creates a project based on personal choice but research is guided by teacher support project attempts engages community, but attempt needs to be more fully developed student reflects on extent to which project developed self or community empowerment and identifies areas for improvement but reflection is superficial and undeveloped	creates a project based on personal choice and independent decisions, while completing independent research project authentically engages the community in student-created space student reflects on extent to which project developed self or community empowerment and identifies areas for improvement
Critical Inquiry Is project driven by students' questions? To what extent is project driven by praxis or "reflection and action upon the world in order to transform it."	project only poses critique or solution to real-world problem in your community, but not both and therefore is undeveloped attempts to develop a theory for change but thinking is undeveloped.	project attempts to pose critique and/or solution to real-world problem in your community, but attempt is undeveloped develops a clear, realistic theory for change	project effectively poses critique and solution to real-world problem in your community <i>offers a direct solution/action for the problem</i> develops AND enacts a clear, realistic theory for change
Knowledge of cultural/community history Does the project acknowledge the real history of the community through specific examples? Does the project legitimize the lived experiences of people of color? Acknowledging history includes data and events referring to: <i>-educational, social, linguistic, navigational, familial, and aspirational capital</i>	Acknowledges history of community, summarizes experiences of people, project acknowledges only your experiences and does not consider those of your community nor does it recognize the community's cultural wealth	Addresses history of the community (through specific examples) and its influence on society and citizens, project attempts to legitimize experiences of people in the community and build on community cultural wealth but attempt is superficial and lacks understanding of community's history with problem	Use specific, detailed examples to analyze implication and history of the community, project legitimizes experiences of people in the community and build on community's cultural wealth: linguistic, social, familial, navigational, aspirational, or resistance capital
Critical Synthesis Does the project use precedent or analogy to explain circumstances? This includes: <i>- awareness of causes and effects of context through analysis</i> <i>- utilizes multiple sources and creates a multi-genre product?</i>	Summarizes critical theories may have an incomplete or tangential view of individual theories	Interprets theory to develop a solution, makes a connection to context of paper Uses theories as a lens to examine, hypothesize, and problem solve	Evaluate and question the theories to address the problem, offers a clear solution/action that is driven by understanding of theories and community issues
Collaboration <i>Do group members share a collective vision and hold each other accountable to their vision?</i> <i>Do group members follow through with their commitments to each other and the larger community?</i>	Few group members consistently uphold a collective vision about how to enact change Few group members hold each other accountable to the work, meet deadlines, and follow-through with commitments Few group members demonstrate knowledge of content, literacy tools, and group's vision for change	Most but not all group members consistently uphold a collective vision about how to enact change Most but not all group members hold each other accountable to the work, meet deadlines, and follow-through with commitments Most but not all group members demonstrate knowledge of content, literacy tools, and group's vision for change	ALL group members consistently uphold a collective vision about how to enact change ALL group members hold each other accountable to the work, meet deadlines, and follow-through with commitments ALL group members demonstrate knowledge of content, literacy tools, and group's vision for change
Engages multiple literacy tools: web 2.0; video; digital photography; verbal & written communication; popular media; mobile devices; performance art	demonstrates limited understanding of how tool can be used to engage audience, convey a message, and effectuate change	demonstrates beginning understanding of how tool can be used to engage audience, convey a message, and effectuate change	demonstrates understanding of how tool can be used to engage audience, convey a message, and effectuate change literacy tool chosen works effectuate change