

Mindmap Rubric – Formative Assessment – Student Group Interview

Criteria	Performance Indicators				
	0 – not using and requires extensive assistance	1 – beginning with some assistance	2 – developing independence	3 - applying	4 - innovating
Depth of Content (Knowledge)	I cannot complete this task without considerable assistance from teachers or peers	Main ideas and some knowledge is evident	Main ideas and key terms / definitions shown	Shows understanding of the content and some extension of key ideas	Shows extensive understanding of the content and extension of key ideas Can translate ideas to other areas of thinking
Central Image (Communication)		Image is present but it is not relevant.	Image is present and has some relevance.	Image is present and relevant to the theme	Image is meaningful and demonstrates the links to the theme through metaphor or symbolism
Main Ideas with key images (Communication)		Statements are evident rather than key words, little or no use of images.	Key words are used with some images and may have mistakes evident	Images and key words show a clear connection to the content and understanding	Images and key words demonstrate understanding and careful selection of dynamic comprehension
Colour Coding and / or links to show thinking (Meta-cognition / thinking about our thinking)		Some evidence of colour-coding to show process	Colour coding and some links in thinking is evident but some aspects may be inconsistent	Clearly uses colour-coding and links to demonstrate thinking process	Effective use of colour-coding and links to clarify connections in learning and thinking process
Ideas radiating out from the central image from most to least complex (application)		Some ideas radiate out from the central image. Information is not always organized systematically	Ideas radiate from the centre but ideas may not be organized from most to least complex	Ideas clearly radiate from the centre and are generally organized systematically from most to least complex	Ideas clearly and systematically radiate from the centre from most to least complex
Discussion about knowledge and thinking processes (Meta-cognition / thinking about our thinking)		Requires considerable prompting from staff and / or peers to contribute to the discussion	Requires little prompting from staff and / or peers to contribute to discussion	Answers questions and contributes to discussion thoughtfully using relevant vocabulary	Can mentor and prompt peers during discussion and can frame questions for further conversation

