

## ASSESSMENT DESCRIPTION

Assessment Details	
<b>Course Code</b>	ECE 3213
<b>Course Name</b>	TEACHING SCIENCE IN EARLY CHILDHOOD
<b>Course Teacher</b>	Marwa Eltanahy
<b>Assessment Strategy</b>	Course Work – Oral Presentation
<b>Assessment Description</b>	In this assessment task, you will be required to work with a partner/group and develop a 10-15-minute presentation about Play-based learning activities in science that you have applied during TP weeks. Through the assessment, you will demonstrate your understanding of the several types of inquiry and explain the key features of Inquiry-based Learning (IBL) to your colleagues.
<b>Instructions</b> Success Criteria:	<ul style="list-style-type: none"> <li>• 10 to 15-minute presentation with a partner</li> <li>• You should implement 1-2 IBL activities in your science class during TP, to be presented in class. Your presentation should include the following:               <ol style="list-style-type: none"> <li>1. Summarize the (Play-based learning activity (s) you applied in an inquiry context for ECE Science class discussing their use/applications, implementation, advantages/disadvantages.</li> <li>2. Compare the main features of the IBL activities you applied.</li> <li>3. Explain how can you change the type of inquiry learning applied in any of these activities to be more advanced and more engaging to students.</li> <li>4. Use creative methods to design and present IBL activities</li> <li>5. Attach pictures from your class to show students' work</li> </ol> </li> <li>6. Use appropriate design formatting and organization of your presentation to meet the task requirements.</li> </ul>
<b>CLOs</b>	<p><b>CLO3</b> Implement developmentally appropriate, play-based science activities which address commonly held misconceptions in young children.</p> <p><b>CLO4</b> Compare the diverse levels of inquiry.</p>
<b>NAEYC Competencies</b>	4b, 5a
<b>TELS-ECE Elements</b>	3.1, 3.2, 4.1, 5.1
<b>Weighting</b>	30%
<b>Duration/Word Limit</b>	10-15 min
<b>Submission Week</b>	12
<b>Grading Criteria</b>	Your grade will be determined using the relevant criteria from the attached Analytic Rubric.
<b>Late Penalty</b>	Unless special circumstances are agreed with the course teacher regarding late submission, work submitted 1 working day late will be deducted 10%, 2 days late 20%, 3 days late 30% and any work submitted more than 3 days late will get a zero mark.

<b>Academic Honesty</b>	<p>Breaches of Academic Honesty will be treated with the utmost seriousness. You are reminded the penalties for cheating or plagiarism include dismissal from the HCT.</p> <p>(for more information please refer to <a href="#">Academic and Student Regulations</a>, <a href="#">HCT Academic Honesty Policy</a>, <a href="#">Student Handbook</a>)</p>
-------------------------	--

### ASSESSMENT COVER PAGE

<b>Course Name</b>	TEACHING SCIENCE IN EARLY CHILDHOOD	<b>Course Code</b>	ECE 3213
<b>Instructor Name</b>	Marwa Eltanahy	<b>CRN</b>	
<b>Task Title</b>			
<b>Due Date</b>		<b>Date Submitted</b>	

<b>Student Name</b>	
<b>Student ID</b>	

	<b>Final Grade</b>	
<b>General Comments</b>		

#### Late Penalty:

Unless special circumstances are agreed with the course teacher regarding late submission, work submitted 1 working day late will be deducted 10%, 2 days late 20%, 3 days late 30% and any work submitted more than 3 days late will get a zero mark.

#### Academic Honesty:

**Breaches of Academic Honesty will be treated with the utmost seriousness. You are reminded the penalties for cheating or plagiarism include dismissal from the HCT.**

(for more information please refer to [Academic and Student Regulations](#), [HCT Academic Honesty Policy](#), [Student Handbook](#))

#### Student Declaration:

This assignment is entirely my own work except where I have duly acknowledged other sources in the text and listed those sources at the end of the assignment. I have not previously submitted this work to the HCT. I understand that I may be orally examined on my submission.

## GRADING ANALYTIC RUBRIC

GRADING/ MARKING CRITERIA	ACHIEVEMENT INDICATORS																													
	Achievement that <b>does not meet</b> requirements		Achievement that <b>minimally</b> meets the course requirements			Achievement that <b>satisfactorily</b> meets the course requirements			Achievement that is <b>significantly above</b> the course requirements		Achievement that is <b>outstanding</b> relative to the course requirements																			
	Assessment has not been submitted at all, is not-existent or not carried out	Clearly does not meet the requirements	Achievement that narrowly fails to meet the requirements			Achievement that satisfactorily meets the course requirements			Achievement that is significantly above the course requirements		Achievement that is outstanding relative to the course requirements																			
<b>GPA Range</b>	0 – 0.99		1.0 – 1.99			2.0 – 2.99			3.0 – 3.69		3.7 – 4.0																			
<b>Letter Grade</b>	F		D	D+	C-	C	C+	B-	B	B+	A-	A																		
<b>Gradebook Percentage</b>	0 -29	30 - 59	60 – 63	64 – 66	67 – 69	70 – 73	74 – 76	77 – 79	80 – 83	84 – 86	87 – 89	90 - 100																		
<b>GPA</b>	0		1.0	1.3	1.7	2.0	2.3	2.7	3.0	3.3	3.7	4.0																		
CONTENT AND KNOWLEDGE CRITERIA – 20%																														
<b>Attention to Purpose and Questions</b>  <i>Addresses the purpose and questions related to the assignment/ task for the presentation</i>  <i>(Presents two play-based</i>	<i>Does not address the question and/or assignment task.</i>		<i>Displays some knowledge but is not linked to the questions in the assignment/task</i>			<i>Attempts to address the questions, but there is digression and some misunderstanding.</i>			<i>Makes a sound attempt at addressing questions. Some minor digression or misunderstanding</i>			<i>Addresses the purpose of the questions clearly.</i>		<i>Addresses the questions clearly, systematically, and comprehensively.</i>																
	<b>No attempt</b> or submitted work represents an unsuccessful attempt that displays truly little knowledge of inquiry-based-activities with no		Represents an <b>unsuccessful attempt</b> that provides a very general understanding of inquiry-based-activities with no relevant evidence and numerous			Represents an <b>extremely limited attempt</b> that presents general explanation of the inquiry-based activities			Represents a <b>limited attempt</b> that provides general explanation of the inquiry-based activities presented			Represents a <b>developing attempt</b> that provides general explanation of the inquiry-based activities presented with <b>insufficient</b>			Represents an <b>improved attempt</b> that provides some specific explanations <b>of at least one Inquiry-based</b>			Represents an <b>adequate attempt</b> that provides fair explanation of <b>at least one Inquiry-based</b> activity with <b>insignificant digressions</b>			Represents a <b>satisfactory attempt</b> that provides some meaningful explanation of <b>at least one Inquiry-based</b> activity with <b>insignificant</b>			Represents a <b>good presentation</b> addressing <b>two inquiry-based learning</b> activities with sufficient details and		Represents a <b>very good presentation</b> addressing <b>two inquiry-based learning</b> activities with sufficient details and		Represents an <b>excellent presentation</b> addressing <b>two inquiry-based learning</b> activities systematically and		Represents an <b>outstanding presentation</b> addressing <b>two inquiry-based learning</b> activities systematically and comprehensivel

<p><i>learning activities to address scientific misconception in ECE)</i></p> <p><b>25% NAEYC Competencies:</b> 4b, 5a <b>TELS-ECE Elements:</b> 3.1, 3.2, 4.1, 5.1</p> <p><b>CLOs</b> 3,4</p>	evidence-based reflection	digressions and/or inaccuracies	presented <b>with no evidence and frequent</b> digressions and/or inaccuracies of most of the criteria of the presentation	<b>with little evidence and clear</b> digressions and/or inaccuracies for many of the criteria of the presentation	<b>evidence and noticeable</b> digressions and/or inaccuracies of more than half of the criteria	activity with some <b>relevant evidence</b> despite some digressions and/or misunderstanding for some features of IBL	and/or misunderstandings of <b>a few features of IBL</b>	<b>digressions and/or inaccuracies for one feature of IBL</b>	<b>only minor digressions and/or inaccuracies.</b>	only minor inaccuracies or omissions	comprehensively with almost no inaccuracies.	y with <b>full accuracies</b>
<p><b>Depth of subject knowledge</b></p> <p><i>Displays knowledge of topic/subject/theory including range, depth, and accuracy of subject.</i></p> <p><i>(Understands diverse types of IBL presented through theoretical/practical knowledge of two play-based activities)</i></p> <p><b>20% NAEYC Competencies:</b> 4b, 5a <b>TELS-ECE Elements:</b> 3.1, 3.2, 4.1, 5.1</p>	<p><i>Fails to include any relevant knowledge</i></p> <p><b>No attempt</b> or submitted work and shows almost no knowledge of the main types of IBL its activities in ECE science classes.</p>	<p><i>Displays significant gaps in knowledge and/or misunderstanding of facts, terminology, and theory.</i></p> <p>Demonstrates <b>some significant gaps</b> in knowledge related to the main types of IBL and its activities in ECE science classes. No use of theoretical/practical knowledge</p>	<p><i>Attempts to show some understanding of knowledge with limited relevant terminology, theory, or subject knowledge</i></p> <p>Demonstrates <b>insufficient understanding</b> of the main types of IBL and its activities in ECE science classes. No theoretical evidence used.</p>	<p>Demonstrates <b>basic understanding</b> of the main types of IBL and its activities in ECE science classes. Little theoretical evidence used to support understanding</p>	<p>Demonstrates <b>developing understanding</b> of the main types of IBL and its activities in ECE science classes. Little theoretical and practical evidence used to support understanding</p>	<p><i>Demonstrates factual/conceptual understanding and appropriate terminology with minor omissions.</i></p> <p>Demonstrate an <b>improved understanding</b> of the main types of IBL and its activities in ECE science classes. Limited theoretical evidence used to support understanding</p>	<p>Demonstrates <b>an adequate understanding</b> of the main types of IBL and its activities in ECE science classes. Some theoretical and practical evidence used to support understanding</p>	<p>Demonstrates <b>satisfactory understanding</b> of the main types of IBL and its activities in ECE science classes. Some theoretical and practical evidence/examples used to support knowledge claims. There are some omissions.</p>	<p>Demonstrates <b>good depth of knowledge of the main types of IBL</b> and its activities in ECE science classes. Some theoretical and practical evidence/examples used to support knowledge claims. However, there are only minor inaccuracies.</p>	<p>Demonstrates <b>accomplished and very good depth of knowledge of the main types of IBL</b> and its activities in ECE science classes. Includes theoretical and practical evidence/examples used to support knowledge claims. There are limited</p>	<p><i>Demonstrates the depth of subject knowledge clearly, systematically, and comprehensively</i></p> <p>Demonstrate <b>excellent depth of subject knowledge</b> of the main types of IBL and its activities in ECE science classes. Includes theoretical and practical evidence/examples used to support knowledge claims. There are no errors and omissions.</p>	<p>Demonstrates an <b>outstanding depth of subject knowledge.</b> Systematic, and comprehensive knowledge of the main types of IBL and its activities in ECE science classes, disadvantages/advantages of different IBL types which includes theoretical evidence and practical examples to support claims.</p>

CLOs 3,4											omissions and errors.		
<b>Depth of Analysis</b>  <i>Demonstrates solid understanding of the problem or situation, considering relevant facts and evidence of critical thinking</i>  <i>(Compare and explain the main characteristics, advantages, and disadvantages of diverse types of IBL).</i>  <b>15%</b>  <b>NAEYC Competencies:</b> 4b, 5a <b>TELS-ECE Elements:</b> 3.1, 3.2, 4.1, 5.1  <b>CLOs</b> 3,4	<i>Fails to show critical thinking or analysis.</i>	<i>Demonstrates very limited critical thinking or analysis to compare and contrast alternative positions</i>	<i>Demonstrates limited critical thinking or analysis to compare and contrast alternative positions</i>			<i>Demonstrates some critical thinking and/or analysis to compare and contrast alternative positions, and/or generate arguments or inferences</i>			<i>Demonstrates critical thinking and/or analysis to compare and contrast alternative positions, and/or generate arguments or inferences citing evidence to support their position</i>		<i>Demonstrates critical thinking and/or analysis to compare and contrast alternative positions clearly, coherently, appropriately. Arguments and/or inferences are clear and comprehensive</i>		
	No attempt or has not submitted work; provides no evidence of analysis of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science classes.	Demonstrates <b>extremely limited critical analysis</b> of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science classes.	Demonstrates <b>limited analysis and no explanation of the characteristics</b> , advantages, and disadvantages of main types of IBL and its activities in ECE science classes.	Demonstrates <b>limited analysis</b> of and <b>inaccurately explained</b> the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science classes.	Demonstrates <b>developing analysis and extremely limited explanation</b> of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science classes.	<b>Demonstrates improved analysis and limited explanation</b> of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science class, although there are <b>minor omissions, and some inaccuracies</b>	Demonstrates <b>adequate critical analysis</b> and some explanation of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science class, there are <b>no omissions, but a few inaccuracies.</b>	Demonstrates <b>satisfactory critical analysis and below average explanation</b> of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science class, there are <b>no omissions, but a few inaccuracies.</b>	Demonstrates <b>good critical analysis and average explanation</b> of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science class, there are <b>no omissions, but minor inaccuracies</b>	Demonstrates <b>a very good critical analysis and above average explanation</b> of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science class with <b>no omissions or inaccuracies</b>	Demonstrates <b>an excellent coherent, and appropriate critical analysis and very meaningful explanation</b> of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science class. Supported by clear and comprehensive evidence and examples.	Demonstrates <b>an outstanding, clear, coherent, and appropriate analysis</b> of the characteristics, advantages, and disadvantages of main types of IBL and its activities in ECE science class. Excellent meaningful explanation supported by clear and comprehensive evidence and examples.	
<b>LANGUAGE CRITERIA – 10%</b>													
<b>Vocabulary</b>	<i>Does not use language conventions</i>	<i>Demonstrates a very limited use</i>	<i>Demonstrates a developing use of language conventions</i>			<i>Demonstrates satisfactory use of language conventions</i>			<i>Demonstrates an accomplished use of</i>		<i>Demonstrates exemplary use of language conventions in the writing</i>		

<p>(Vocabulary and Mechanics)</p> <p>Demonstrates a developing use of Science Vocabulary</p> <p>(Proper use of scientific terminology, spelling, and punctuation)</p> <p>10%</p> <p>NAEYC Competencies: 4b, 5a</p> <p>TELS-ECE Elements: 3.1, 3.2, 4.1, 5.1</p> <p>CLOs 3,4</p>		of language conventions							language conventions with only some minor digressions		
	<p><b>No attempt</b> or fails to use correct science vocabulary</p> <p>No attempt or fails to use punctuation correctly and spelling mistakes impede understanding</p>	<p>Demonstrates <b>extremely limited</b> range of correct science vocabulary</p> <p>Demonstrates overall incorrect use of full stops and other punctuation is inaccurate and spelling errors sometimes impede understanding</p>	<p>Demonstrates an <b>extremely limited range</b> of correct science vocabulary</p> <p>Demonstrates limited use of full stops and capital letters and other punctuation errors persist, and spelling errors sometimes impede understanding</p>	<p>Demonstrates a <b>limited range of correct</b> science vocabulary</p> <p>Demonstrates <b>some challenges with the use</b> of full stops and capital letters, but other punctuation errors persist, and spelling errors do not clearly impede understanding</p>	<p>Demonstrates <b>developing range of correct</b> science vocabulary</p> <p>Demonstrates <b>ability to correctly use of full stops</b> and capital letters and question marks but other punctuation errors persist, and spelling errors do not impede understanding</p>	<p>Demonstrates an <b>improved range of</b> science vocabulary despite some misconceptions</p> <p><b>Demonstrates improving use of punctuation</b> and spelling though errors persist, but without much impact on understanding</p>	<p>Demonstrates <b>an adequate range of correct</b> science vocabulary despite some inaccuracies or</p> <p>Demonstrates <b>adequate use of punctuation and spelling</b>, and the committed errors have only limited impact understanding</p>	<p>Demonstrates <b>a satisfactory range of correct</b> science vocabulary</p> <p>Demonstrates <b>satisfactory use of punctuation</b> and spelling, and committed errors do not affect understanding</p>	<p>Demonstrates <b>a good use of correct science vocabulary</b></p> <p>Demonstrates <b>overall good command</b> of punctuation and spelling with <b>only occasional non-intrusive errors</b> which do not affect meaning or understanding</p>	<p>Demonstrates <b>a very good use of conventions, and correct science vocabulary</b></p> <p>Demonstrates <b>a very good command of punctuation</b> and spelling with <b>only non-intrusive errors</b> which do not affect meaning or understanding</p>	<p>Demonstrate <b>Excellent use</b> of science vocabulary and conventions</p> <p><b>Demonstrates well-developed command of spelling and punctuation errors with rare non-intrusive errors</b> which do not affect meaning or understanding</p>

**PRESENTATION – 20% Design and Delivery**

<p><b>Presentation Tool</b></p> <p>Presents work according to the requirement specified in the task instructions with the appropriate tool selected.</p> <p>Follows design and format assignment requirements including correct</p>	<p>Fails to present work according to the task instructions.</p>	<p>Presentation is disorganized, lacks appropriate support from visual tool, and barely meets the task instructions.</p>	<p>Minimally meets visual aspects of the task, but some omissions and/or inaccuracies are evident.</p>			<p>Presentation of work is generally satisfactory and has some visual impact</p>			<p>Presentation clearly has a strong visual effect covering the task instructions to a good standard.</p>		<p>Presentation is accurate, attractive, and creates a strong visual impact which enhances the message.</p>	
	<p>Does not follow correct formatting</p>	<p>Demonstrates <b>extremely inappropriate</b> design and formatting</p>	<p>Demonstrates <b>a very limited understanding and ability to</b> meet design and formatting requirements.</p>	<p>Demonstrates a <b>limited understanding and ability to</b> meet formatting requirements.</p>	<p>Demonstrates <b>a developing understanding</b> and ability to meet formatting requirements.</p>	<p>Demonstrates <b>improved formatting</b>, but there are some errors or and falls <b>slightly below</b></p>	<p>Demonstrates <b>adequate formatting with some</b> errors or omissions, but <b>meets most of</b></p>	<p>Demonstrates <b>satisfactory formatting with some</b> errors or omissions, but meets most of</p>	<p>Demonstrates <b>good and correct formatting</b> requirements with only <b>minor</b></p>	<p>Demonstrates <b>a very good and accomplished design</b> formatting requirements</p>	<p>Demonstrates <b>excellent design and formatting</b> and meets the task requirements. There are <b>very</b></p>	<p>Demonstrates <b>outstanding design and formatting</b> and organization and meets the task</p>

<p><i>use of technology to present information</i></p> <p><b>10%</b></p> <p><b>NAEYC Competencies:</b> 4b, 5a</p> <p><b>TELS-ECE Elements:</b> 3.1, 3.2, 4.1, 5.1</p> <p><b>CLOs</b> 3,4</p>			<p>There are issues with use of headings, visuals, organization, formatting of slides, and neatness</p>	<p>There are issues with organization, use of visuals, formatting of slides, and neatness</p>	<p><b>There are issues with organization of slides and number of words on slides</b></p>	<p><b>the requirements due to organization, formatting, use of headings, visuals, and neatness of slides</b></p>	<p><b>the requirements.</b> Few visuals used in the presentation.</p>	<p>the requirements. Some more effective visuals could be added.</p>	<p><b>digressions in the requirements which minimally impacts the overall effectiveness of the presentation</b></p>	<p>with only <b>minor digressions in the</b> requirement of the formatting of the slides, but this does not impact the overall effectiveness the presentation</p>	<p><b>minimal errors or omissions in the slides</b></p>	<p>requirements. There are <b>no errors or omissions</b> in the slides</p>
<p><b>Delivery</b></p> <p><i>Displays oral presentation skills considering spoken language, style, and audience engagement.</i></p> <p><i>Planning and preparing the delivery of the oral presentation; using communication skills, use of time, and participation of all members.</i></p> <p><b>10%</b></p> <p><b>NAEYC Competencies:</b> 4b, 5a</p>	<p><i>Fails to speak intelligibly resulting in a presentation that the audience cannot understand.</i></p> <p>Fails to plan and deliver an oral presentation; using communication skills, use of time, and participation of all members.</p>	<p><i>Delivery is disorganized with slow or fast speech resulting in some breakdown in communication.</i></p> <p>Unsatisfactory delivery of the oral presentation demonstrates below average or poor communication skills. Substantially over/under the time limit to present and/or not all members presented. Complete lack of preparation was evident.</p>	<p><i>Pace, audibility, intonation, vocabulary, grammar, and pronunciation are minimally acceptable.</i></p> <p>Ineffective in delivering the oral presentation, but demonstrates below average or poor communication skills. Over/under the time limit to present and/or not all members presented. Lack of preparation was evident</p>	<p>Somewhat effective in planning of the oral presentation, but demonstrates below average or poor communication skills. Slightly over/under the time limit to present and/or not all members presented. Lack of preparation was evident</p>	<p>Demonstrates a developing level of ability to plan and deliver an oral presentation using communication skills, use of time, and participation of all members. Planning was evident but more preparation and practice was needed.</p>	<p>Improved delivery of the oral presentation. However, demonstrated poor communication skills. Slightly over/under the time limit. Two or more members presented more than others. More preparation was needed.</p>	<p>Adequate delivery of the oral presentation demonstrating average communication skills. Slightly over/under the time limit. Two or more members presented more than others. More preparation was needed.</p>	<p>Satisfactory delivery of the oral presentation. However, members demonstrated satisfactory communication skills. Slightly over/under the time limit. Two or more members presented more than others. More preparation was needed</p>	<p>Good delivery of oral presentation demonstrating good communication skills and generally close to the time limit. All group members presented, but one member did not present as much. Preparation was evident for the most part.</p>	<p>Accomplished delivery of oral presentation demonstrating good communication skills and generally close to the time limit. All group members presented and preparation was evident for the most part.</p>	<p>Highly effective delivery of a well-polished oral presentation within the time limit. All group members presented equally and effectively. Preparation was strongly evident. Persuasive communication skills with minor language mistakes.</p>	<p>Outstanding delivery of a well-polished oral presentation within the time limit. All group members presented equally. Preparation was strongly evident. Strong communication skills.</p>

TELS-ECE Elements: 3.1, 3.2, 4.1, 5.1												
CLOs 3,4												
<b>21<sup>st</sup> CENTURY LEARNING SKILLS - 10%</b>												
<b>Collaboration</b> <i>Shows suitable behavior for working with others and in diverse teams</i>  <i>(Shows great effort in engaging to tasks, interacting with the partner, and giving substantial and quality contributions to the assessment.)</i>	<i>Fails to collaborate with others</i>	<i>Demonstrates minimal collaboration</i>	<i>Demonstrates inconsistent collaboration</i>			<i>Demonstrates productive and positive collaboration but requires some guidance</i>			<i>Demonstrates productive and positive collaboration with minimal guidance</i>		<i>Demonstrates initiative and respects team members. Contributes ideas and solutions to problems or conflict</i>	
<b>10%</b>  <b>NAEYC Competencies:</b> 4b, 5a <b>TELS-ECE Elements:</b> 3.1, 3.2, 4.1, 5.1  <b>CLOs</b> 3,4	No attempt or records show failure to collaborate with others	Demonstrates minimal and ineffective collaboration only in response to the teacher's instruction	Demonstrates limited, inconsistent, and ineffective collaboration only in response to the teacher's instruction	Demonstrates limited and inconsistent collaboration usually in response to the teacher's instruction	Demonstrates developing ability to collaborate; insufficient and inconsistent collaboration usually in response to the teacher's instruction	Demonstrates improving collaboration; positive collaboration but usually with guidance from the teacher and/or peers	Demonstrates adequate collaboration; was productive and positive collaboration but with some guidance from the teacher and/or peers	Demonstrates satisfactory collaboration; was productive and positive collaboration but with little guidance from the teacher and/or peers	Demonstrates productive and positive collaboration with minimal guidance from the teacher and/or peers	Demonstrates accomplished and consistent productive and positive collaboration with no clear guidance	Demonstrates excellent initiative, respect to team members, and often contributing ideas and solutions to problems or conflicts	Demonstrates outstanding initiative, respect to team members, and contributing regularly to team work



