

Rubric to assess college students mentoring and group facilitation skills

	Expert	Intermediate	Beginner
Communication	Spoke to the entire group, established eye contact with each of the high school students in their group to try to ensure the students were paying attention. Stopped talking if the high school students were not paying attention and attempted to get them back on track.	Spoke initially only after getting the attention of all high school students in the group but did not attempt to reestablish contact if a high school student looked away or was otherwise distracted.	Spoke to the group without making sure all of the high school students were paying attention.
Engagement	Gave each high school student in the group responsibility for some particular aspect of the investigation. Asked questions to determine the degree to which the high school students understood the goals of the investigations and what they were doing.	Assigned some tasks to the high school students but performed several of the tasks. Asked some leading questions but primarily allowed students to work.	Performed many of the tasks in the investigation while the high school students stood and watched. Did not attempt to gauge the level of understanding through questioning the students.
Ability to guide the investigation	Explained the procedure with sufficient detail so high school students understood what they were doing and why. Responded accurately to questions from the high school students.	Explained some aspects of the investigations with sufficient detail so high school students were able to readily conduct most of the investigation. Could not respond to all questions accurately, needed to ask others for assistance.	Did not fully understand the investigation and was unable to answer questions accurately.
Safety	Wore safety goggles while working in the lab to set an example and made sure the students in the group wore their goggles as well.	Wore goggles most of the time and frequently reminded high school students to wear goggles and gloves as needed.	Did not ensure high school students were wearing their personal protective equipment or did not set an

	Made sure high school students handling the lake water samples wore gloves and that the gloves were disposed of properly at the end of the investigation.		appropriate example for the students.
Mentoring	Talked with the high school group about being a college student in a way that encouraged the high school students to consider attending college. Answered the high students' questions about college. Gave examples from their own lives when appropriate to help the high school students develop a sense of the differences between high school and college and how to best prepare for and succeed in college.	Talked to the high school students about college to a limited degree. Focus was primarily on the investigation and not offering insight about preparing for and succeeding in college.	Spoke to the high school students only about the investigation.