

Ownership of Learning

| | Exemplary | Proficient | Progressing | Emerging |
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| Perseveres through failure/ challenges | <p>Applies innovative approaches to challenging work.</p> <p>When you don't get the "right" answer quickly, you try to solve it using strategies others may not have thought of.</p> | <p>Perseveres through challenges.</p> <p>You keep trying to solve a problem, even when you don't get the "right" answer quickly.</p> | <p>With encouragement, attempts to persevere through challenges.</p> <p>You get frustrated when you don't get the "right" answer quickly, and you need some encouragement to continue trying.</p> | <p>Aware of challenges, but struggles to face them.</p> <p>If something seems too hard, you give up pretty quickly, even if you are getting encouragement from others.</p> |
| Responds to teacher feedback | <p>Applies prior feedback to improve performance on similar assignments and learning experiences (without teacher prompting).</p> | <p>Applies feedback to improve current performance.</p> | <p>Applies some feedback to improve performance.</p> | <p>Does not apply feedback to improve performance.</p> |
| Asks questions to clarify expectations/ content | <p>Asks questions to clarify expectations/ content without being prompted by the teacher.</p> <p>When you aren't sure you understand something (information or directions), you make sure you ask the teacher.</p> | <p>Asks questions to clarify expectations/ content when prompted by the teacher.</p> <p>When you aren't sure you understand something (information or directions), wait for the teacher ask you if you understand before you ask your question.</p> | <p>Asks questions to clarify expectations/ content that may not always be relevant.</p> <p>Questions that start with phrases like, "this isn't exactly about this topic, but..." or are asked just to try and make your classmates laugh are best asked AFTER class.</p> | <p>Does not ask questions to clarify expectations/ content.</p> <p>You just don't ask questions, even when you don't understand the material or the directions.</p> |
| Demonstrates "personal best" effort | <p>Demonstrates his/her best effort.</p> <p>You ALWAYS do your very best on your work the first time around. You don't take advantage of the revision/retake policy by barely putting in any effort the first time because you know you'll be able to revise it later. When working in class, you do your best all of the time, not just when the teacher is near you.</p> | <p>Demonstrates his/her best effort with occasional guidance from teacher.</p> <p>You try to do your very best on your work the first time around. Sometimes, though, you find yourself not doing your best or not following directions in class unless the teacher is near you or reminding you of the assignment expectations.</p> | <p>Requires teacher guidance to demonstrate effort.</p> <p>You need to have a teacher reminding you to stay on task and making sure you are doing what you needs to be done. This is the only way to make sure you are putting in your best effort.</p> | <p>Does not typically demonstrate effort even with teacher guidance.</p> <p>It doesn't matter how much the teacher tries to assist you, you are just going to do the bare minimum, or not do the work at all.</p> |

Work Completion

| | Exemplary | Proficient | Progressing | Emerging |
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| Finishes work | Finishes what he/she began independently of reminders. | Finishes what he/ she began with occasional reminders. | Struggles to finish what he/she began with assistance and/or repeated reminders | Does not finish what he/she began even with assistance and/or repeated reminders. |
| Submission deadlines | Meets submission deadlines. | Meets submission deadlines, but on occasion is late. | Struggles to meet submission deadlines, even with assistance and/or repeated reminders. | Does not meet submission deadlines, even with assistance and/or repeated reminders. |

Work Habits

| | Exemplary | Proficient | Progressing | Emerging |
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| Is organized; has | Plans ahead using organizational skills | Uses organizational skills, but on | Developing organizational skills, but | Requires direct assistance to |

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| all necessary materials | and comes to class with all necessary materials. | occasion does not have all necessary materials. | requires repeated reminders to gather necessary materials. | organize self. |
| Follows instructions for learning | <p>Internalizes routines to anticipate instructions ahead of time (a “self-starter”).</p> <p>The teacher gives the instructions for that day’s activity (they are also written on the worksheet you are using). You are instructed to begin. When you finish, you remember that, during the last few activities, you went right on to the analysis questions. You do that today as well.</p> | <p>Follows instructions for learning independently with teacher or peer prompting.</p> <p>The teacher gives the instructions for that day’s activity (they are also written on the worksheet you are using). You are instructed to begin. When you finish, you aren’t sure what to do next. The teacher tells you to work on the analysis questions. Your group works together to answer these questions.</p> | <p>Requires repeated reminders to follow instructions for learning.</p> <p>The teacher gives the instructions for that day’s activity (they are also written on the worksheet you are using). You are instructed to begin. When you finish, you aren’t sure what to do next, so you chat with your group mates. The teacher comes over and tells you to work on the analysis questions. You continue your conversation. The teacher comes over again to tell you to work on the analysis questions. Your group works together to answer these questions.</p> | <p>Requires direct assistance to follow instructions for learning.</p> <p>The teacher gives the instructions for that day’s activity (they are also written on the worksheet you are using). You are instructed to begin. When you finish, you aren’t sure what to do next, so you chat with your group mates. The teacher comes over and tells you to work on the analysis questions. You sit there and don’t work on anything until the teacher comes back and takes your group question by question through the analysis questions.</p> |
| Demonstrates responsible use of technology | N/A | Demonstrates responsible use of technology. | Attempts to use technology responsibly, but needs monitoring. | Exhibits irresponsible use of technology. |

| Collaboration | | | | |
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| | Exemplary | Proficient | Progressing | Emerging |
| Working with others | Exhibits leadership qualities to create group cohesiveness. | Works well with a variety of students. | Is only able to work with specific students or groups. | Requires teacher support when working with others |

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| | When you work with your group, you make sure everyone has an equal voice and no one is treated as a “more important” or ‘less important” member of the group. You make sure the group move ahead in an activity unless all of the members are ready to. If someone doesn’t understand something, you explain it to him/her. | It doesn’t matter who you are grouped with, you are respectful towards your group members. You make sure your group stays on task and gets the work done. In group conversations, everyone has a voice and is encouraged to share. | When you are in a group with your friends, everything runs smoothly. When you are in a group with people other than your friends, you get frustrated with them, you aren’t always respectful, you let members fall behind in the activity, or you don’t let everyone have a voice during conversations. The teacher may need to intervene sometimes. | You have a very difficult time working with others. You either want to do the work and answer questions your way, or you want your group mates to do all of the work and you are just going to copy it down. To get group work done, you need the teacher to intervene regularly. |
| Sharing ideas | Encourages others to share their ideas and builds upon the ideas of others. | Shares ideas and respectfully listens to others. | Shares own ideas. | Shares ideas minimally or not at all. |
| Works to achieve group goals | Holds all group members accountable for their fair share of the work. | Takes responsibility for a fair share of the work. | Needs prompting to complete a fair share of the group work. | Contributes minimally and/or avoids a fair share of the group work. |