

EVALUATION

There are 100 points available for this assignment. The following rubric will be used to evaluate your “Not Yet” story.

Criterion	Performance			
	EXEMPLARY 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Mindset	<p><i>Resilience:</i> Analyzes <u>two or more obstacles</u> in learning process.</p> <p><i>Expectations:</i> Articulates <u>high</u> expectations as a way to promote personal achievement.</p>	<p><i>Resilience:</i> Identifies <u>two or more obstacles</u> in learning process.</p> <p><i>Expectations:</i> Articulates <u>high</u> expectations as a way to promote personal achievement.</p>	<p><i>Resilience:</i> Identifies <u>one obstacles</u> in learning process.</p> <p><i>Expectations:</i> Articulates <u>modest</u> expectations as a way to promote personal achievement.</p>	<p><i>Resilience:</i> Does not <u>identifies any obstacles</u> in learning process.</p> <p><i>Expectations:</i> Articulates <u>only low</u> expectations as a way to promote personal achievement.</p>
Learning Strategies	<p>Insightfully uncovers how <u>misconceptions</u> about learning may have inhibited learning new subjects.</p> <p>Identifies <u>at least two</u> learning strategies that were used.</p>	<p>Identifies how <u>misconceptions</u> about learning may have inhibited learning new subjects.</p> <p>Identifies <u>one</u> learning strategy that was used.</p>	<p>Identifies <u>misconceptions</u> about learning, but does not connect how they inhibited learning new subjects.</p> <p>Identifies <u>one</u> learning strategy that was used.</p>	<p>Does not identify any <u>misconceptions</u> about learning.</p> <p><u>Does not identify any</u> learning strategies that were used.</p>
Reflectiveness on Learning	<p>Insightfully articulates how <u>at least 2 metacognitive</u> practices (e.g. self-reflection, self-monitoring, controlling mental processing, judging level of learning [bloom’s taxonomy]) impact learning.</p> <p><u>Meaningfully analyzes</u> how learning deeply is a complex process that changes with new experiences and reflection over time.</p> <p>Pictures a future self <u>with role</u> in a community.</p>	<p>Insightfully articulates how <u>at one metacognitive</u> practice (e.g. self-reflection, self-monitoring, controlling mental processing, judging level of learning [bloom’s taxonomy]) impacts learning.</p> <p>Identifies how learning deeply is a complex process that changes with new experiences and reflection over time.</p> <p>Pictures a future self, but does not connect it with a <u>role in</u> in a community.</p>	<p>Identifies <u>one metacognitive</u> practice (e.g. self-reflection, self-monitoring, controlling mental processing, judging level of learning [bloom’s taxonomy]) impacts learning.</p> <p>Identifies how learning deeply is complex but does not elaborate on how it changes over time.</p> <p>Pictures a future self, but does not connect it with a <u>role in</u> in a community.</p>	<p>Does not identify how <u>metacognitive</u> practices impact learning.</p> <p>Identifies that learning is complex, but does not elaborate on how it changes over time.</p> <p>Does not picture a future self, but does not connect it with a <u>role in</u> in a community.</p>
Presentation	<p>Storytelling</p> <p>Constructs a story that <u>insightfully demonstrates substantial change</u> in individual person (identity) and environment (general</p>	<p>Storytelling</p> <p>Constructs a story that <u>demonstrates change</u> in individual person (identity) and environment (general transformation) from beginning of</p>	<p>Storytelling</p> <p>Constructs a story that <u>demonstrates change</u> in individual person (identity) and environment (general transformation) from beginning of story to</p>	<p>Storytelling</p> <p>Constructs a story but <u>does not demonstrate change</u> in individual person (identity) and/or environment (general transformation) from beginning of story to</p>

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	<p>of the story are substantially high.</p> <p>Time and/or Length</p> <p><i>If Oral:</i> Stays within time frame of 5-6 minutes and presents with minimal use of notes.</p> <p><i>If Written:</i> Stays within length of 2.5-3.0 pages (double-spaced, 1" margins) and presents with minimal grammatical errors.</p> <p><i>If Audio Recording:</i> Stays within time frame of 5-6 minutes and audio is absent of background noise so that the narrator's voice is clear.</p>	<p>are.</p> <p>Time and/or Length</p> <p><i>If Oral:</i> Stays within time frame of 5-6 minutes and presents with minimal use of notes.</p> <p><i>If Written:</i> Stays within length of 2.5-3.0 pages (double-spaced, 1" margins) and presents with minimal grammatical errors.</p> <p><i>If Audio Recording:</i> Stays within time frame of 5-6 minutes and audio is absent of background noise so that the narrator's voice is clear.</p>	<p>Time and/or Length</p> <p><i>If Oral:</i> Does not stay within time frame of 5-6 minutes and presents with frequent use of notes.</p> <p><i>If Written:</i> Does not stay within length of 2.5-3.0 pages (double-spaced, 1" margins) and presents with occasional grammatical errors.</p> <p><i>If Audio Recording:</i> Does not stay within time frame of 5-6 minutes and audio is has background noise that interferes with narrator's voice.</p>	<p>Time and/or Length</p> <p><i>If Oral:</i> Does not stay within time frame of 5-6 minutes and presents with notes.</p> <p><i>If Written:</i> Does not stay within length of 2.5-3.0 pages (double-spaced, 1" margins) and presents with substantial grammatical errors.</p> <p><i>If Audio Recording:</i> Does not stay within time frame of 5-6 minutes and audio is has background noise that frequently interferes with narrator's voice.</p>