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|  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Establish criteria** | You have an in depth understanding of the criteria for your given text form and how these criteria link to the work you are doing. You can explain how each part leads to a strong whole. | You are able to suggest and/ or discuss criteria for the text form you are engaging in. You spend time with rubrics in order to plan for growth. | You need a little help remembering and/ or understanding some of the criteria. Ask questions if you need to so this becomes more independent. | You are having trouble stating the criteria for this project on your own. Go back to the elements of strong, comprehending, responding, assessing and reflecting. |
| **Identify successes** | You have a specific understanding of your own strengths and knowledge and how they relate to the goals of the work you are doing. You can explain how you arrived at these strengths in order to apply them to your next work. | You are able to describe the things that went well in detail. You can give examples within your work. You can share self-knowledge and insights gained. | You need a little help identifying all of your strengths. Think about what you felt most connected to. How can the rubric help you with this skill? | You are unable to recognize your strengths on your own. Go back to the criteria on the rubric. Compare them to your work. Where do you feel most strong?  |
| **Set goals** | Your goals are appropriate and specific and display an ability to reflect deeply on your own strengths and challenges. You clearly understand the importance of new knowledge and skill development and this impacts the goals you set. | On your own, you are able to set goals that link to strengths and challenges. You can explain the importance of new knowledge to self and others. | You need a little help setting goals that relate to the work you are doing; continue to work on linking future work to current work. | You are having trouble setting goals that are appropriate and specific; Spend much more time practicing reflection. Listen to someone else reflect and set goals. |
| **Use strategies to take steps toward goals** | You have a clear and deep understanding of how to progress toward goals and you enthusiastically do so. You are willing to take risks and try new strategies to improve. You can clearly explain how skills and strategies improve comprehension. | You can identify steps needed to address your goals and then take those steps. You understand strategies that lead to stronger composing and comprehending and can explain this connection. | You need help imagining how to address goals. Try journaling strategies you have used so you can draw on this information when setting new goals. | You are having trouble independently moving toward goals. What do we mean by strategies? What steps help us progress in our learning? Ask for ideas. |
| **Respond to feedback** | You seek feedback willingly and apply new information to the work you are doing; you show strong reflective practices and good listening skills. | You approach feedback with an open mind and a reflective manner; you make decisions about how to respond to feedback and apply it to the work you are doing | You are showing some skill in responding to feedback through reflection and good listening; you need a little help deciding how to apply feedback to your work.  | Much help is needed in active listening and deciding how to apply feedback to work you are doing. How does feedback help us get better? Why do we mean by open-mindedness?  |
| **Give feedback** | You are very skilled at giving feedback in order to help others. You willingly seek to offer assistance but do so in a respectful and open way. You are encouraging in your language and non-verbal cues. | You can give relevant feedback about others’ contributions and work. You celebrate special accomplishments through positive language.  | With some help, you can give feedback to others. Continue to think about the criteria and how you can help others without hurting them. Keep practicing so this becomes natural. | You are having trouble giving feedback to others that is helpful. What does good feedback sound like? Have you ever been given good advice? How did that sound? How can the rubric help you? |

**ELA A30 Assess and Reflect** Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_