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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 | Has an in depth understanding of the criteria and how they link to the work they are doing | Is able to state the criteria, for the work they are doing  | Needs help stating the criteria. Make sure you know what is most important. | Is unable to state the criteria for this task. What do we need to do in order to be good viewers, listeners, readers, representers, speakers or writers? |
| Identify successes | Has a specific understanding of own strengths and how they relate to the goals of the work they are doing | Is able to describe the things that went well. | Needs a little help identifying some strengths. What went well for you? What did you find easy? | Is unable to recognize strengths on own. What did you do well? What can you do better? |
| Set goals | Is able to set goals independently. The goals are appropriate and display an ability to reflect deeply on own strengths and challenges | Is able to set goals, as a result of the group discussion, that link to strengths and challenges. | Needs a little help setting goals , even with group discussions, that relate to the work they are doing; has trouble linking future work to current work | Is unable to set goals that are appropriate and specific; needs to spend much more time practicing reflection. How could you be a better viewer, listener, reader, representer, speaker, and writer? |
| Take steps toward goals by applying strategies | Has a clear and deep understanding of how to progress toward goals and enthusiastically does so. | As a result of group discussion, is able to identify steps needed to address goals and then take those steps.  | Needs help imagining how to address goals and showing movement toward goals, even with group discussion. What areas need work? What strategies will you use? | Is unable to move toward goals. Think about the rubric for your work. What strategies do you need to apply? |
| Respond to feedback | Seeks feedback willingly and applies new information to the work they are doing; shows strong reflective practices and good listening skills | Approaches feedback with an open mind and a reflective manner; makes decisions about how to respond to feedback and apply it to the work they are doing | Is showing some skill in responding to feedback through reflection and good listening; needs a little help deciding how to apply feedback to work | Much help is needed in active listening and deciding how to apply feedback to work they are doing. What did you hear? How can you apply it? |

 Grade 2: Assess and Reflect Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

