Name:

Date:

GLE1/2/3/4OR

**Evaluation Rubric**

Course Culminating Activities

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|  |  | **Novice**  (50-59%) | **Apprentice**  (60-69%) | **Practioner**  (70-79%) | **Expert**  (80-100%) |
| **Understanding (20%)** | Strengths & Needs | Self-assessment does not correspond to performance | May show some gaps in self-assessment | Realistic self-assessment. | Insightful self-assessment. |
| School/Work Opportunities | Plan shows some idea of how to attain the chosen career but there are few realistic volunteer/work/education goals and/or does not accurately represent the skills, abilities and interests of the student. | A fairly clear plan with realistic volunteer/work/education goals for reaching the chosen career that roughly represents the skills, abilities and interests of the student. | A fairly clear plan with realistic volunteer/work/education goals for reaching the chosen career that represents the skills, abilities and interests of the student fairly well. | A clear and accurate plan with realistic volunteer/work/education goals for reaching the chosen career that accurately represents the skills, abilities and interests of the student. Student may even have a back-up plan. |
| Text | Identifies main idea/problem but may have difficulty expressing these clearly. | Identifies main idea/problem but may miss less important details. | Identifies main idea & supporting details or all story elements (character, setting, problem, solution). | Insightfully identifies the main idea & supporting details or all story elements (character, setting, problem, solution). |
| Data/ Problem/ Process | Inaccurately interprets/limited understanding. | Displays only a vague understanding. | Identifies most of the relevant patterns /information/steps. | Demonstrates full understanding. May even be insightful. |
| **Thinking (20%)** | Goal-Setting & Reflection | **Unable** to set realistic goal(s) and/or to determine progress toward goal. Fails to take advice from others and/or to acknowledge need for future goals. | Begins **without completely defined goal**; has limited understanding of how strengths and limitations contribute to goal; **has difficulty in determining progress toward goal**; can modify plan effectively only with input from others; identifies next steps only with direct assistance. | Sets **attainable goal**(s) with realistic expectations; may require some guidance; **modifies plan effectively based on self-reflection as well as input from others**; identifies next steps with some prompting. | Sets **challenging goal**(s) with clear priorities based on personal strengths, limitations; **independently and effectively modifes plan based on self-reflection**; independently identifies next steps. |
| Process: Read/Write/Problem Solve /Research) | Ineffective use of process or requires a lot of assistance. | Somewhat effective use of process. Requires some teacher assistance. | Effective use of process. Requires minimal teacher direction. | Proficient and/or independent use of process |
| Strategy/ Technology Use | Student uses few strategies/technology with limited skill and requires a lot of assistance. | Student uses some strategies/technology with some skill and requires some teacher assistance. | Student effectively uses a variety of strategies/technology and requires minimal teacher direction. | Student independently uses a variety of strategies/technology. |

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|  |  | **Novice**  (50-59%) | **Apprentice**  (60-69%) | **Practioner**  (70-79%) | **Expert**  (80-100%) |
| **Communication (20%)** | Writing Organization & Conventions | There is **no real lead** to set-up what follows, **no real conclusion** to wrap things up; topic sentences & transitions are **confusing** or absent; s**equencing is random** and needs lots of **work**. **Extensive editing** **still required** for publication. | The **introduction** may not create a strong sense of anticipation; the **conclusion** may not tie-up all loose ends; **topic sentences** & t**ransitions sometimes work** but are sometimes unclear; **sequencing** shows **some logic**, but not under control enough that it consistently supports the development of ideas. The structure may be predictable and **taking attention away from the content. Moderate editing still required** polishing the text for publication. | The text has a **recognizable introduction and conclusion**; **topic sentences, sequencing & transitions** make the writer’s points **easy to follow**. **Some editing may still be required** to polish the text for publication. | An **inviting introduction** draws the reader in; a **satisfying conclusion** leaves the reader with a sense of closure and resolution; **Thoughtful transitions** clearly show how ideas connect; Details seem to fit where they're placed; **sequencing is logical** and **effective**. The piece is **very close to being ready to publish**. |
| Visuals | Visuals do not support or further illustrate (and may even undermine) key ideas presented in the text. They may be **misleading, indecipherable, or unrelated to the text** | **Attempt made to integrate visuals** but there may be little sign of mutual reinforcement. There is no attention paid to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphics. | Visuals and content combine effectively to deliver a high impact message with the graphics and the words reinforcing each other. | The combination of visuals with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplished with either alone. The mixture brings about synergy and dramatic effects which reach the intended audience. |
| Employment Application Tools | Tools lack professionalism and/or are too generic/inaccurate. | Tools look professional but do not accurately represent the student. | Effective tools are professional, accurate & unique to student. | Effective tools really sell the student. |
| Math Solutions | Shows few of the steps undertaken in calculations, may forget to use or use incorrect terminology or notations; may include a diagram, which incorrectly represents the problem or is unclear and difficult to interpret. | Shows some of the steps undertaken in calculations, uses nearly correct mathematical terminology or notations, may include a diagram which is flawed or unclear; | Shows all major steps undertaken in calculations, using specialized language and symbols including specific measurements and quantities; may include a nearly complete, appropriate diagram; | Clear, unambiguous explanation and/or description; may include an appropriate and complete diagram; uses appropriate mathematical terminology and notations; |
| **Application (40%)** | Growth | Unclear or contradictory evidence of growth. | Some evidence of growth in a few skills/areas. | Evidence of growth in key skills/areas. | Clear evidence of growth in several/key skills/areas. |

**U** .2 X \_\_\_\_\_% = \_\_\_\_\_% **T** .2 x \_\_\_\_\_% = \_\_\_\_\_% **C** .2 x \_\_\_\_\_% = \_\_\_\_\_% **A** .4 x \_\_\_\_\_% = \_\_\_\_\_% **TOTAL** \_\_\_\_\_%