

Capital City Public Charter School: 8th Grade Fall SLC Rubric for Crew Leaders

Student Name: Alejandra Amaya Date of presentation: 11/19/18 Score: 2.3

Learning Targets

- Courage: I offer and accept constructive feedback
- Courage: I can take social, emotional, academic and/or physical risks

Rubric			
1	2	3	4
Student's presentation lacks reflection and understanding of the target. Student speaks quietly and is difficult to follow. Student relies entirely on the presentation tool, struggles to explain themselves from memory, and struggles to make eye contact.	Student's presentation shows some reflection and understanding of the target. Student speaks clearly at times, but may struggle to use presentation tools effectively, explain themselves from memory, or make eye contact.	Student's presentation shows reflection and understanding of the target. Student speaks clearly and uses presentation effectively- (may read bullet points and descriptions verbatim, but makes eye contact and occasionally explains from memory.	Student's presentation shows deep reflection and understanding of the target. Student speaks eloquently and clearly, using presentation professionally (may read bullet points verbatim, but makes eye contact and also explains from memory).

Introduction	Target	1	2	3	4	Overall Score: <u>2.5</u>	Evidence
	Introduces themselves and welcomes their guests.			3			- title? Essential questions? - 30 rights - gave a few examples - very brief - good overview of The Giver - shows injustice in a community briefly described
	Provides a brief overview of the 8 th grade expedition. <i>say title</i>		2				
	Shares what they have learned about human rights.		2				
	Discusses <i>The Giver</i> and the connection to human rights.			3			
	Describes the prototype idea they have		2.5				

Artifact One: Mastery of Knowledge & Skills

Name of piece: Unit 1 HQ Assessment (science) Overall Score: 2.3

Targets		1	2	3	4	Evidence
Intro:	Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension.		2.5			- "I got good grades" - "I know the concept well" - some details provided - claim accurate + thorough - used learning target - broke down each assessment and your progress - I know how to research - read + comprehend - imagination
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.		2			
	Describes one strength in the artifact, pointing to evidence in their work.		2			
	Describes one weakness in the artifact, pointing to evidence in their work.		2			
	Discusses their data and states current strengths and areas for growth			3		
	Explains how this artifact contributes to the portrait of themselves as a student so far this year (MKS Dimension Reflection)		2.5			

Artifact Two: Character

Name of piece: Human Rights Quizzes

Overall Score: 2.1

Targets		1	2	3	4	Evidence
Intro: Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension			2			→ need to give more detail
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.		2			- videos - quizzes - test } briefly discussed
	Describes one strength in the artifact, pointing to evidence in their work.		2			→ relied too much on learning targets (use your own language)
	Describes one weakness in the artifact, pointing to evidence in their work.		2			
	Explains how this artifact contributes to the portrait of themselves as a student so far this year by referring specifically to Community Values (Character Dimension Reflection)		2.5			"shows I am passionate about rights" - discussed CU Tracker Data

High School Readiness

Overall Score: 2.5

Targets		1	2	3	4	Evidence
Discusses whether or not the two pieces that were shown demonstrate high school readiness			2.5			- shows I can focus to get work done - shows that I have passion
Specifically refers to BOTH pieces when discussing high school readiness			2.5			

Presentation of Grades

Overall Score: 2.0

Targets		1	2	3	4	Evidence
Student summarizes their mastery of knowledge and skills so far this year as evidenced by their grade report. Student takes responsibility for the current level of mastery.			2			very brief overview of each class. Did not discuss current levels of mastery of each class.
Reflecting on their mastery of knowledge and skills as evidenced by their grade report, the student clearly explains why they are experiencing success or challenges in each of their classes.			2			"My habits of scholars need to improve"

Goal-Setting & Closing

Overall Score: 2.3

Target		1	2	3	4	Evidence
Sets a relevant goal for each dimension of student achievement tied to artifacts, strengths, & weaknesses presented			2.5			"Make sure I have clear understanding of things"
Explains a clear process for achieving each goal			2			
Asks for appropriate support			2			
Thanks family & crew leader for attending			2.5			

CREW Leader Reflection

Record your notes here to share out in a moment.

STARS	STAIRS
<p>Things the student did particularly well:</p> <ul style="list-style-type: none">- You have a professional speaking tone	<p>Things the student can improve and strengthen before the next SLC in February:</p> <ul style="list-style-type: none">- Be more specific- use the rubric, so you don't leave any parts out

you have a professional
looking form

- Be more specific
- Use the words off the
- Don't have any parts
out

Capital City Public Charter School: 8th Grade Fall SLC Rubric for Crew Leaders

Student Name: Alejandra Amaya Date of presentation: Fall Score: _____

Learning Targets

- Courage:** I offer and accept constructive feedback
Courage: I can take social, emotional, academic and/or physical risks

Rubric			
1	2	3	4
Student's presentation lacks reflection and understanding of the target. Student speaks quietly and is difficult to follow. Student relies entirely on the presentation tool, struggles to explain themselves from memory, and struggles to make eye contact.	Student's presentation shows some reflection and understanding of the target. Student speaks clearly at times, but may struggle to use presentation tools effectively, explain themselves from memory, or make eye contact.	Student's presentation shows reflection and understanding of the target. Student speaks clearly and uses presentation effectively- (may read bullet points and descriptions verbatim, but makes eye contact and occasionally explains from memory).	Student's presentation shows deep reflection and understanding of the target. Student speaks eloquently and clearly, using presentation professionally (may read bullet points verbatim, but makes eye contact and also explains from memory).

Introduction					Overall Score:	Evidence
Target	1	2	3	4		
Introduces themselves and welcomes their guests.			✓			- I said my name and I welcome them for coming. - I didn't name the expedition or the guiding questions - I explained the giver and I explained the prototype
Provides a brief overview of the 8 th grade expedition.		✓				
Shares what they have learned about human rights.			✓			
Discusses <i>The Giver</i> and the connection to human rights.			✓			
Describes the prototype idea they have				✓		

Artifact One: Mastery of Knowledge & Skills

Name of piece:						Overall Score:	
Targets		1	2	3	4	Evidence	
Intro:	Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension	✓		✓		I explained everything and speacked clearly by I didn't do the last part.	
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.			✓			
	Describes one strength in the artifact, pointing to evidence in their work.			✓			
	Describes one weakness in the artifact, pointing to evidence in their work.			✓			
	Discusses their data and states current strengths and areas for growth		✓	✓			
	Explains how this artifact contributes to the portrait of themselves as a student so far this year (MKS Dimension Reflection)	✓		✓			

Artifact Two: Character

Name of piece:		Overall Score:				
Targets		1	2	3	4	Evidence
Intro: Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension				✓		
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.			✓		
	Describes one strength in the artifact, pointing to evidence in their work.			✓		
	Describes one weakness in the artifact, pointing to evidence in their work.			✓		
	Explains how this artifact contributes to the portrait of themselves as a student so far this year by referring specifically to Community Values (Character Dimension Reflection)	✓		✓		I didn't do it.

High School Readiness

Targets		Overall Score:				
Targets		1	2	3	4	Evidence
Discusses whether or not the two pieces that were shown demonstrate high school readiness.				✓		
Specifically refers to BOTH pieces when discussing high school readiness				✓		

Presentation of Grades

Targets		Overall Score:				
Targets		1	2	3	4	Evidence
Student summarizes their mastery of knowledge and skills so far this year as evidenced by their grade report. Student takes responsibility for the current level of mastery.				✓		
Reflecting on their mastery of knowledge and skills as evidenced by their grade report, the student clearly explains why they are experiencing success or challenges in each of their classes.				✓		

Goal-Setting & Closing

Target		Overall Score:				
Target		1	2	3	4	Evidence
Sets a relevant goal for each dimension of student achievement tied to artifacts, strengths, & weaknesses presented				✓		
Explains a clear process for achieving each goal				✓		
Asks for appropriate support				✓		
Thanks family & crew leader for attending				✓		

Name Alejandra Amaya

Crew Leader Mr. Shaw

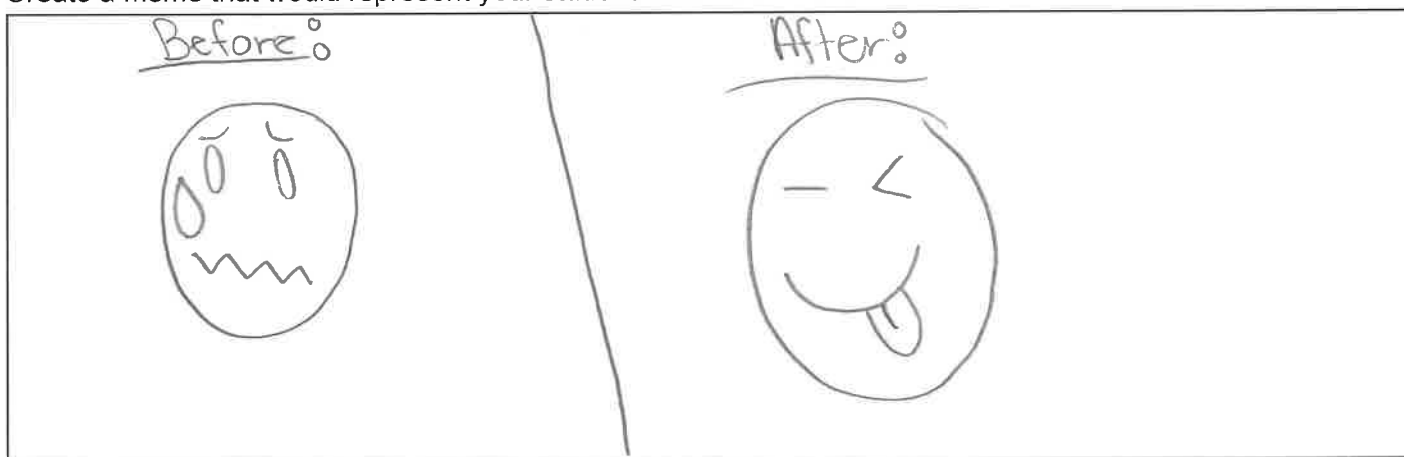
Date 12/1/18

SLC (Student-Led Conference) Reflection

Before you take a look at your crew leader's feedback, describe how you think your conference went:

I think it went good and it could be better but
for the first it went really good.

Create a meme that would represent your student-lead conference:



Now take a look at your rubric. What part of your conference were you **most** successful with? Why do you think you were successful?

Something I did well was speak professional
and everything was organized.

What is one way you improved from your conference in June (7th grade) to this conference?

Next time I could look back at the rubric
and make sure I have everything.

What part of your conference was **least** successful? Why do you think you were unsuccessful at this part?

I lost the fear on being able to complete everything while taking my time.

What are you most proud of from your student-led conference?

Something I am proud of is being able to be specific.

Were you well prepared for your conference? How can you be **more** prepared for your next conference?

I could have checked if I had everything.

Set **two SPECIFIC** goals for your student-lead conference in February:

1. Meet all expectations.

2. Be more specific.

Set **two SPECIFIC** goals for your grades for the second quarter:

1. I want to raise my HOS.

2. I want to raise my science

Capital City Public Charter School: 8th Grade Fall SLC Rubric for Crew Leaders

winter

Student Name:

Alejandra

Date of presentation:

2/8/19

Score:

2.8

Learning Targets

Courage: I offer and accept constructive feedback

Courage: I can take social, emotional, academic and/or physical risks

Rubric			
1	2	3	4
Student's presentation lacks reflection and understanding of the target. Student speaks quietly and is difficult to follow. Student relies entirely on the presentation tool, struggles to explain themselves from memory, and struggles to make eye contact.	Student's presentation shows some reflection and understanding of the target. Student speaks clearly at times, but may struggle to use presentation tools effectively, explain themselves from memory, or make eye contact.	Student's presentation shows reflection and understanding of the target. Student speaks clearly and uses presentation effectively (may read bullet points and descriptions verbatim, but makes eye contact and occasionally explains from memory).	Student's presentation shows deep reflection and understanding of the target. Student speaks eloquently and clearly, using presentation professionally (may read bullet points verbatim, but makes eye contact and also explains from memory).

Introduction Target	Overall Score: 3.0				Evidence
	1	2	3	4	
Introduces themselves and welcomes their guests.			3		Discussed title, questions, and explained answers to questions IF you want to change something you have to <u>do</u> something Connected to fieldwork Discussed both sides of issue
Provides a brief overview of the 8 th grade expedition.			3		
Shares one important lesson the expedition has taught them.			3		
Discusses the vignette writing project and how artists can raise awareness of human rights			3		
Discusses Guns in America unit (includes reference to 2nd amendment and human right #3 <i>The Right to Life</i>)			3		

Artifact One: Mastery of Knowledge & Skills

Name of piece:

One World Education Essay

Overall Score:

2.8

Targets		1	2	3	4	Evidence
Intro:	Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension			3		It shows I have deeper understanding of a topic, synthesize ideas Broke down <u>process</u> for creating piece in great detail counterclaim → I can understand the other point of view making evidence connect to my main claim very brief Research, process for a convincing essay
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.			3		
	Describes one strength in the artifact, pointing to evidence in their work.			3		
	Describes one weakness in the artifact, pointing to evidence in their work.			3		
	Discusses their data and states current strengths and areas for growth		2			
	Explains how this artifact contributes to the portrait of themselves as a student so far this year (MKS Dimension Reflection)			3		

Used engagement technique when sharing piece		4	Had us participate in a quiz game - very engaging		
Name of piece: Peer Mediation Camping Trip		Artifact Two: Character		Overall Score: 2.8	
Targets	1	2	3	4	Evidence
Intro: Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension			3		Shows I can develop a mindset for success in college & career
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.		3		- RAPP (Resolve All Problems Peacefully) - Broke down purpose of Blackburn camping trip
	Describes one strength in the artifact, pointing to evidence in their work.		2		
	Describes one weakness in the artifact, pointing to evidence in their work.		2		> Did not go into as much specific detail
	Discusses CV Tracker Data in a meaningful way			3	explained what it was and her data
	Explains how this artifact contributes to the portrait of themselves as a student so far this year by referring specifically to Community Values (Character Dimension Reflection)			3	- I am taking positive risks - leader in crew - self-discipline (cv checks)
Used engagement technique when sharing piece		4	- shared photos and talked - also had scenario activity		

Name of piece: Vignette		Artifact Three: High Quality Work		Overall Score: 3.1	explain in your own words as well
Targets	1	2	3	4	
Intro: Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension			2.5		Higher order thinking & multiple perspectives & transfer of understanding
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.		3		Broke down process in detail
	Describes one strength in the artifact, pointing to evidence in their work.		3		Introduce character and their thinking
	Describes one weakness in the artifact, pointing to evidence in their work.		3		use more metaphors
	Explains how this artifact contributes to the portrait of themselves as a student so far this year by referring specifically to Community Values (High Quality Work Dimension Reflection)			3	- multiple drafts, many changes - improving from first draft to last
Used engagement technique when sharing piece		4	Read vignette - image included - asked us to create story		

High School Readiness		Overall Score: 2.5			
Targets	1	2	3	4	Evidence
Discusses whether or not the THREE pieces that were shown demonstrate high school readiness.			2.5		- I can be focused - If I have passion, I can finish something
Specifically refers to ALL THREE pieces when discussing high school readiness			2.5		- could use more specific details
Wears professional clothing to the presentation			2.5		semi-casual

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Presentation of Grades					Overall Score: <u>2.5</u>
Targets	1	2	3	4	Evidence
Student summarizes their mastery of knowledge and skills so far this year as evidenced by their grade report. Student takes responsibility for the current level of mastery.			2.5		Very brief in some classes. Go into more detail.
Reflecting on their mastery of knowledge and skills as evidenced by their grade report, the student clearly explains why they are experiencing success or challenges in each of their classes.			2.5		

Goal-Setting & Closing					Overall Score: <u>3.0</u>
Target	1	2	3	4	Evidence
Sets a relevant goal for each dimension of student achievement tied to artifacts, strengths, & weaknesses presented			3		Clear goals + steps to achieve
Explains a clear process for achieving each goal			3		
Asks for appropriate support			3		
Thanks family & crew leader for attending			3		

CREW Leader Reflection

Record your notes here to share out in a moment.

STARS	STAIRS
<p>Things the student did particularly well:</p> <p>Your engagement strategies were outstanding!</p>	<p>Things the student can improve and strengthen before Portfolio Panel Presentation:</p> <p>When discussing HS Readiness say more about what is different between middle school and high school.</p>

Capital City Public Charter School: 8th Grade Fall SLC Rubric for Crew Leaders

Student Name: Alijandra Amaya Date of presentation: Winter Score: _____

Learning Targets

Courage: I offer and accept constructive feedback

Courage: I can take social, emotional, academic and/or physical risks

Rubric

1	2	3	4
Student's presentation lacks reflection and understanding of the target. Student speaks quietly and is difficult to follow. Student relies entirely on the presentation tool, struggles to explain themselves from memory, and struggles to make eye contact.	Student's presentation shows some reflection and understanding of the target. Student speaks clearly at times, but may struggle to use presentation tools effectively, explain themselves from memory, or make eye contact.	Student's presentation shows reflection and understanding of the target. Student speaks clearly and uses presentation effectively (may read bullet points and descriptions verbatim, but makes eye contact and occasionally explains from memory).	Student's presentation shows deep reflection and understanding of the target. Student speaks eloquently and clearly, using presentation professionally (may read bullet points verbatim, but makes eye contact and also explains from memory).

Introduction

Overall Score: _____

Target	1	2	3	4	Evidence
Introduces themselves and welcomes their guests.			✓		
Provides a brief overview of the 8 th grade expedition.			✓		
Shares one important lesson the expedition has taught them.			✓		
Discusses the vignette writing project and how artists can raise awareness of human rights		✓			
Discusses Guns in America unit (includes reference to 2nd amendment and human right #3 <i>The Right to Life</i>)			✓		

Artifact One: Mastery of Knowledge & Skills

Name of piece: _____

Overall Score: _____

	Targets	1	2	3	4	Evidence
	Intro: Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension			✓		Didn't talk about MKS data.
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.			✓		
	Describes one strength in the artifact, pointing to evidence in their work.			✓		
	Describes one weakness in the artifact, pointing to evidence in their work.			✓		
	Discusses their data and states current strengths and areas for growth	✓				
	Explains how this artifact contributes to the portrait of themselves as a student so far this year (MKS Dimension Reflection)	✓				

Used engagement technique when sharing piece

Artifact Two: Character

Name of piece:

Overall Score:

Targets		1	2	3	4	Evidence
Intro:	Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension			✓		
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.			✓		
	Describes one strength in the artifact, pointing to evidence in their work.			✓		
	Describes one weakness in the artifact, pointing to evidence in their work.			✓		
	Discusses CV Tracker Data in a meaningful way			✓		
	Explains how this artifact contributes to the portrait of themselves as a student so far this year by referring specifically to Community Values (Character Dimension Reflection)			✓		
Used engagement technique when sharing piece			✓			

Artifact Three: High Quality Work

Name of piece:

Overall Score:

Targets		1	2	3	4	Evidence
Intro:	Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as representative of that dimension			/		
Artifact	Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to evidence as they go.			✓		
	Describes one strength in the artifact, pointing to evidence in their work.			✓		
	Describes one weakness in the artifact, pointing to evidence in their work.			✓		
	Explains how this artifact contributes to the portrait of themselves as a student so far this year by referring specifically to Community Values (High Quality Work Dimension Reflection)			✓		
	Used engagement technique when sharing piece			✓		

High School Readiness

Overall Score:

Targets		1	2	3	4	Evidence
	Discusses whether or not the THREE pieces that were shown demonstrate high school readiness.			✓		
	Specifically refers to ALL THREE pieces when discussing high school readiness			✓		
	Wears professional clothing to the presentation			✓		

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Presentation of Grades

Overall Score: _____

Targets	1	2	3	4	Evidence
Student summarizes their mastery of knowledge and skills so far this year as evidenced by their grade report, Student takes responsibility for the current level of mastery.	✓		✓		<i>[Handwritten Signature]</i>
Reflecting on their mastery of knowledge and skills as evidenced by their grade report, the student clearly explains why they are experiencing success or challenges in each of their classes.	✓		✓		

Goal-Setting & Closing

Overall Score: _____

Target	1	2	3	4	Evidence
Sets a relevant goal for each dimension of student achievement tied to artifacts, strengths, & weaknesses presented			✓		
Explains a clear process for achieving each goal			✓		
Asks for appropriate support			✓		
Thanks family & crew leader for attending			✓		

CREW Leader Reflection

Record your notes here to share out in a moment.

STARS	STAIRS
Things the student did particularly well:	Things the student can improve and strengthen before Portfolio Panel Presentation:

Name Alyandra Amaya

Crew Leader Mr. Show

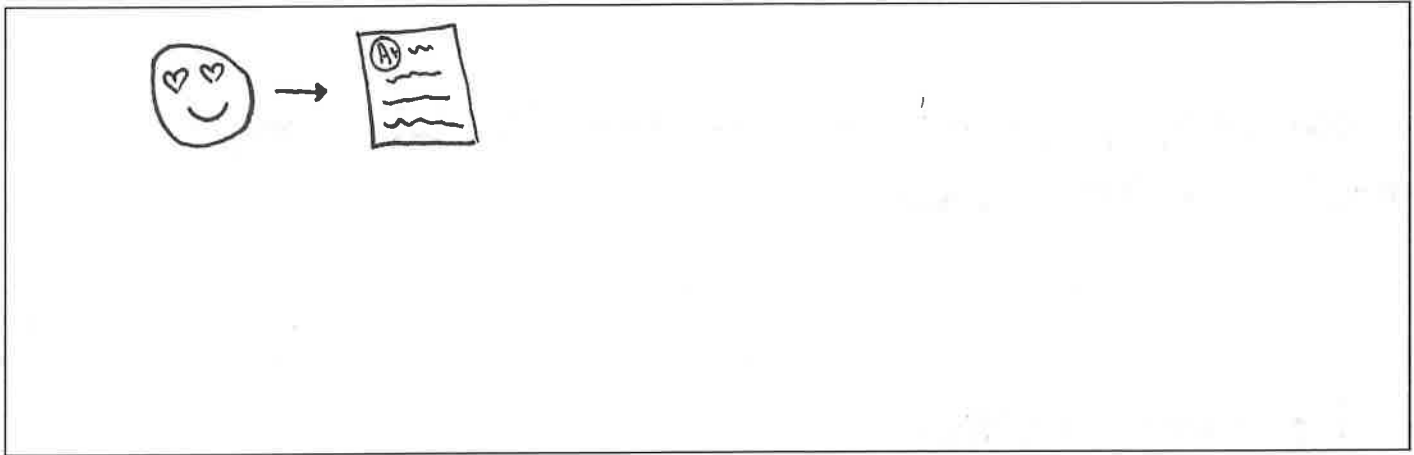
Date 2/21/19

SLC (Student-Led Conference) Reflection

Before you take a look at your crew leader's feedback, describe how you think your conference went:

I know that I improved alot in conference since the
last. I was able to engage and connect with the audience.

Create a meme that would represent your student-lead conference:



Now take a look at your rubric. What part of your conference were you **most** successful with? Why do you think you were successful?

Overall I was better when speaking about High
Quality Work. I was able to break down the process
and talked about my strengths and weaknesses.

What is one way you improved from your conference in ~~June (7th grade)~~ ^{November} to this conference?

Something I did was engage to the audience and speak
more clearly and with confidence.

What part of your conference was **least** successful? Why do you think you were unsuccessful at this part?

I was not able to show my reflections about each class.

What are you most proud of from your student-led conference?

I felt very confident about my student-led which made me feel less tense and able to speak easily.

Were you well prepared for your conference? How can you be more prepared for your ^{portfolio panel?} ~~next conference?~~

I was very prepared but next time I won't forget about the reflections.

Set two **SPECIFIC** goals for your student lead conference in February: Portfolio Panel in May:

1. Be more specific.

2. Be more confident.

Set two **SPECIFIC** goals for your grades for the ~~second~~ ^{third} quarter:

1. I will try to understand and try to master all of my school work.

2. I will try ~~not~~ to ask as many questions as I can/ be more engaging.