

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

Student Name: Jocelyn Date of presentation: 11/12/18 Score: 2.1

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: 2.0

Target	1	2	3	4	Evidence
Introduces themselves and welcomes their guests.			3		<p>→ did not state title or give much detail</p> <p>- why we have them > be more <u>specific</u></p> <p>- what are they</p> <p>- need more detail about book</p> <p>- did not discuss</p>
Provides a brief overview of the 8 th grade expedition.		2			
Shares what they have learned about human rights.		2			
Discusses <i>The Giver</i> and the connection to human rights.		2			
Describes the prototype idea they have	1				

Artifact One: Mastery of Knowledge & Skills

Name of piece:

Overall Score: 2.0

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			<p>make sure to → state <u>why</u> it is a mastery of knowledge + skills piece</p> <p>Explained some <u>details</u>, but very general</p> <p>> Did not discuss in much detail</p> <p>reviewed, but did not say much about it</p>
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	2			
Describes one weakness in the artifact, pointing to evidence in their work.	2	2			
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)		2			

Artifact Two: Character

Name of piece: Math

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				3		- I chose this for character because it shows my effort and struggle to achieve my goal
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			- Some details, but very general
	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			
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		discussed CV tracker data Caught ya

High School Readiness

Overall Score: 2.0

Targets		1	2	3	4	Evidence
Discusses whether or not the two pieces that were shown demonstrate high school readiness.			2			Very general. state <u>specifically</u> what it means to be ready
Specifically refers to BOTH pieces when discussing high school readiness			2			for high school and <u>how</u> your pieces show this.

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			- Talked meaningfully about math, science, humanities.
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			- needed to discuss grades in <u>all</u> classes

Goal-Setting & Closing

Overall Score: 2.5

Target	1	2	3	4	Evidence
Sets a relevant goal for each dimension of student achievement tied to artifacts, strengths, & weaknesses presented			3		- clear goal: participate more in class > need more detail
Explains a clear process for achieving each goal.		2			
Asks for appropriate support		2			
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> <ul style="list-style-type: none">- Very organized PowerPoint- You chose relevant pieces for each dimension of achievement	<p>Things the student can improve and strengthen before the next SLC in February:</p> <ul style="list-style-type: none">- Be more specific when discussing your learning. The more detail you give, the better.

to more specific work -
discussing your learning
the more detail you
give, the better

very organized & concise -
You chose relevant points
to reference back to
the assignment

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

Student Name: Jocelyn Date of presentation: 11/26/18 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.	X	X			
Provides a brief overview of the 8 th grade expedition.		X			
Shares what they have learned about human rights.		X			
Discusses <i>The Giver</i> and the connection to human rights.		X			
Describes the prototype idea they have	X				

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	X				I didnt explained my strength and weakness more better than I did. I didnt say the learning target
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.		X			
Describes one strength in the artifact, pointing to evidence in their work.	(15)				
Describes one weakness in the artifact, pointing to evidence in their work.	(15)				
Discusses their data and states current strengths and areas for growth	X				
Explains how this artifact contributes to the portrait of themselves as a student so far this year (MKS Dimension Reflection)		X			

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		X				
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.	(1.5)				
	Describes one strength in the artifact, pointing to evidence in their work.	X				
	Describes one weakness in the artifact, pointing to evidence in their work.	X				
	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)	(1.5)				

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.			X			I could have explained more on my high school readiness
Specifically refers to BOTH pieces when discussing high school readiness		(1.5)				I didnt explain well on my both pieces

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.		(1.5)				I didnt explained it very good
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.		(1.5)				Should have said why I have that grade.

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		(1.5)				I set a goal for my self but not two.
Explains a clear process for achieving each goal			X			
Asks for appropriate support			X			
Thanks family & crew leader for attending			X			

Name Joelyn

Crew Leader Mr Show

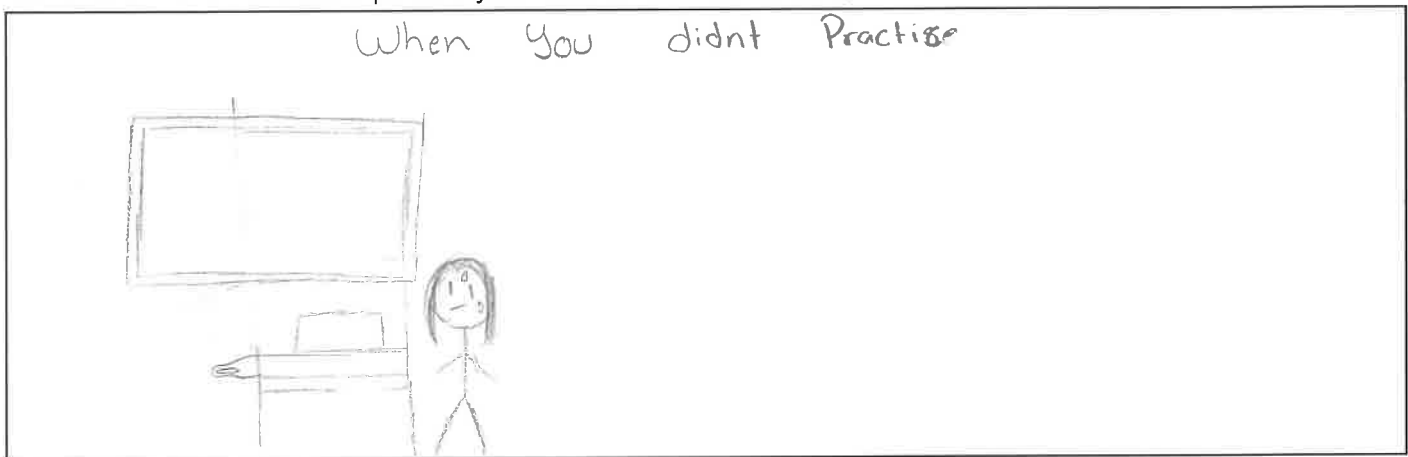
Date 12/4/18

SLC (Student-Led Conference) Reflection

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

My conference went OK but I could have done better
on the details and explain more of the whole process on
how I got to that spot.

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?

One thing that I did good on the intro on my math
piece also when I did my goal part.

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

One thing that I have improved on is on how
loud I speak when talking.

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

Something that was least successful was on the details when I talk about something.

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

The proud part was that I speak louder from the one on the past. Like in 7th grade I didn't speak loud.

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

I was not well prepared for my conference. I will practice more to make it better for next time.

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

1. A goal that I have is to explain more on my work

2. _____

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

1. I want to get a higher grade on my science class

2. I also _____

Capital City Public Charter School: 8th Grade ^{winter} Fall SLC Rubric for Crew Leaders

Student Name: Jocelyn

Date of presentation: 2/8/19

Score: 2.2

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:				Evidence
		1	2	3	4	
	Introduces themselves and welcomes their guests.		2.5			say your name - talk to guests
	Provides a brief overview of the 8 th grade expedition.			3		→ good job listing important details
	Shares one important lesson the expedition has taught them.		2			→ did not explicitly talk about
	Discusses the vignette writing project and how artists can raise awareness of human rights		2.5			→ add more detail
	Discusses Guns in America unit (includes reference to 2nd amendment and human right #3 <i>The Right to Life</i>)		2.5			

Artifact One: Mastery of Knowledge & Skills

Name of piece: Unit 2 Assessment (Humanities)

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			why did you choose Mks?
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			- Find theme - analyze story
	Describes one strength in the artifact, pointing to evidence in their work.		2			→ Needed to be prompted
	Describes one weakness in the artifact, pointing to evidence in their work.		2			
	Discusses their data and states current strengths and areas for growth			2.5		
	Explains how this artifact contributes to the portrait of themselves as a student so far this year (MKS Dimension Reflection)	1				did not talk about

Used engagement technique when sharing piece | 1 | | | | did not show piece / engage

Artifact Two: Character

Name of piece: **Science Project (screen)** 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			why Character? - used tools I had to make a screen > Needed Prompting Did not discuss → discussed, but did not show
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.		2.5			
	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 CV Tracker Data in a meaningful way			3		
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)		1				
Used engagement technique when sharing piece			2			

Artifact Three: High Quality Work

Name of piece: **Mars Project** Overall Score: **2.0**

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			why HQW? Discussed process in more detail than MKS, Character > Needed Prompting Did Not Discuss Images on PPT
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.		2.5			
	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			
	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)	1				
Used engagement technique when sharing piece			2			

High School Readiness

Overall Score: **2.3**

Targets	1	2	3	4	Evidence
Discusses whether or not the THREE pieces that were shown demonstrate high school readiness.		2.5			Discussed pieces and connected to HS Readiness, but need more specific detail
Specifically refers to ALL THREE pieces when discussing high school readiness		2.5			
Wears professional clothing to the presentation		2			

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

Student Name: Uccelyn Date of presentation: winter Score: 3.0

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		✓			
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	✓				
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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.	✓					
	<u>Discusses CV Tracker Data in a meaningful way</u>						
	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

Targets		Overall Score:				
		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		✓				

Name Jocelyn

Crew Leader Mr Shaw

Date _____

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 my conference went bad because I forgot
some things on my presentation and I could have
dressed more better.

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?

One good thing was the brief overview of the
8th grade expedition

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

I think I did a little better on explaining
my work

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

The Part that went bad was my growth and weakness of my piece.

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

The most proud part is when I explained or how loud I talk on it.

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

I practiced but I got nervous and then I forgot something. Look at the rubric.

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

1. I want to do good on my Portfolio Panel

2. I want to pass my Portfolio Panel

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

1. I want to get better grades in my classes

2. I want to be passing all my classes.