Capital Çity Public Charter School: 8th Grade Fall SLC Rubric for Crew Leaders Date of presentation: 11/12/18 Score: 2. Learning Targets Courage: I offer and accept constructive feedback Courage: I can take social, emotional, academic and/or physical risks Rubric Student's presentation lacks Student's presentation shows Student's presentation shows Student's presentation shows deep reflection and understanding of some reflection and understanding reflection and understanding of reflection and understanding of the of the target. Student speaks target. Student speaks clearly and the target. Student speaks the target. Student speaks quietly. and is difficult to follow. Student clearly at times, but may struggle uses presentation effectively- (may eloquently and clearly, using read bullet points and descriptions presentation professionally (may relies entirely on the presentation to use presentation tools tool, struggles to explain effectively, explain themselves verbatim, but makes eye contact read bullet points verbatim, but themselves from memory, and from memory, or make eye and occasionally explains from makes eye contact and also struggles to make eye contact. contact. memory. explains from memory). **Overall Score:** Introduction Target 2 3 4 Evidence Introduces themselves and welcomes their guests, ... 46 - why we have them > be more - what are they 2 Provides a brief overview of the 8th grade expedition. Shares what they have learned about human rights. 2 - need more detail about Discusses *The Giver* and the connection to human rights. - Did not discuss 1 Describes the prototype idea they have Artifact One: Mastery of Knowledge & Skills Name of piece: 2 3 **Targets** state why it is a mustery of knowledge + skills piece Intro: Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as 2 representative of that dimension () [] [] Explained some details, but very general Artifact Tells the story of the artifact describes learning, describes steps followed, and identifies content 2 and skills they were supposed to learn, pointing to evidence as they go. Did not discuss in much dial Describes one strength in the artifact, pointing to evidence in their work. Describes one weakness in the artifact, pointing to reviewed, but did not say much about it evidence in their work. 14 0 HA gorney (body restitue 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: 2 3 Intro: Explains the dimension of student achievement they will be presenting and why they chose to present the artifact as 3 representative of that dimension Artifact Tells the story of the artifact- describes learning, describes steps followed, and identifies content 2 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. discussed CV tracker deter Explains how this artifact contributes to the portrait of themselves as a student so far this year. by referring specifically to Community Values Caught ya (Character Dimension Reflection) ve british while the his **High School Readiness** Superior Sea of respect to any some works Overall Score: very general. State specifica Discusses whether or not the two pieces that were shown demonstrate high school readiness. what it means to be ready high school and how Specifically refers to BOTH pieces when discussing high school readiness 22 water for Great your pieces show this. Presentation of Grades Overall Score: Evidence Targets ! 3 4 - Talked meaningfully about Student summarizes their mastery of knowledge and skills so far this year as evidenced by their grade report. Student takes math, science, humanities. responsibility for the current level of mastery. weeded to discuss grades in all classes Reflecting on their mastery of knowledge and skills asevidenced by their grade report, the student clearly explains why they are experiencing success or challenges in each of their Goal-Setting & Closing Overall Score: Evidence Target - clear goal: participate more in class > need more detail Sets a relevant goal for each dimension of student achievement tied to arufacts, strengths, & weaknesses presented Explains a clear process for achieving each goal. ** 6 6 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: - Very organized PowerPoint - You Chose velevant pieces for each dimension of achievement	Things the student can improve and strengthen before the next SLC in February: - Be more specific when discussing your learning. The more detail you give, the better.

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The more specific when discussing your learning, the more defail you give, the heater.

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

Student Name: decign	Date of presentation: Score:
Learning Targets	

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

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

Introduction	U.				Overall Score:
Target	1	2	3	4	Evidence
Introduces themselves and welcomes their guests.		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	e of piece:					Overall Score:
	Targets	1	2_	3	4	Evidence
be present	lains the dimension of student achievement they will ing and why they chose to present the artifact as ative of that dimension	X				I didn't explained my Strength and Weaknes
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			more better then I did. I didn't sous the
	Describes one strength in the artifact, pointing to evidence in their work.	•	6)			learning target
	Describes one weakness in the artifact, pointing to evidence in their work.	(3)			
	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			2

Artifact Two: Character

Name	of piece:					Overall Score:
	Targets	1	2	3	4	Evidence
be presenti	ains the dimension of student achievement they will ing and why they chose to present the artifact as tive 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.		5)			
	Describes one strength in the artifact, pointing to evidence in their work.		X	y -		
.:	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)	(.	9			
	High Sch	ool F	Read	ines	s	Overall Score:
T	Targets	1	2	3	4	Evidence
	whether or not the two pieces that were shown e high school readiness.		V			I sould have explained were on my high school
Specifically readiness	refers to BOTH pieces when discussing high school	6	9			I didn't explain well on my both Pieces
	Presenta	tion	of G	rade	s	Overall Score:
	Targets	1	2	3	4	Evidence
ar this year	nmarizes their mastery of knowledge and skills so as evidenced by their grade report. Student takes ty for the current level of mastery.	(:				I didn't explained it very good
evidenced b	n their mastery of knowledge and skills as y their grade report, the student clearly explains e experiencing success or challenges in each of their					Should have said why I have that grade.
	Goal-Sett	ing &	& Clo	sing		
	Target	1	2	3	4	Overall Score:
	ant goal for each dimension of student achievement acts, strengths, & weaknesses presented	(:	3)			I set a goal for my Self but not two.
Explains a cl	ear process for achieving each goal		X			
sks for app	ropriate support		X			
hanks fami	ly & crew leader for attending					

SLC (Student-Led Conference) Reflection

Before you take a look at your crew leader's feedback, describe how you think your conference went: MS Conference went OK but I could have done better the detail's and explain more of the whole Prooce an how I got to that SPot. Create a meme that would represent your student-lead conference: When you didn't Practise 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 Snal 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 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
Sprake 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 mak it better for
next time.
Set two SPECIFIC goals for your student-lead conference in February:
1. 1. 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
School Closs
2. I also

Capital City Public Charter School: 8th Grade Fall SLC Rubric for Crew Leaders Student Name: Joce YN Date of presentation: 23 19 **Learning Targets** Courage: I offer and accept constructive feedback Courage: I can take social, emotional, academic and/or physical risks Rubric Student's presentation lacks Student's presentation shows Student's presentation shows Student's presentation shows reflection and understanding of some reflection and reflection and understanding of deep reflection and the target. Student speaks understanding of the target. the target. Student speaks clearly understanding of the target. Student-speaks-eloquently-andquietly and is difficult to follow. Student speaks clearly at times, and uses presentation effectively-Student relies entirely on the but may struggle to use (may read bullet points and clearly, using presentation presentation tool, struggles to presentation tools effectively, descriptions verbatim, but makes professionally (may read bullet points verbatim, but makes eye explain themselves from explain themselves from eye contact and occasionally explains from memory. memory, and struggles to make memory, or make eye contact. contact and also explains from eye contact. memory). Introduction Overall Score: 1 2 3 Target name - talk to quests Introduces themselves and welcomes their guests. good job listing important details lid not explicitly talk about Provides a brief overview of the 8th grade expedition. Shares one important lesson the expedition has taught them. Discusses the vignette writing project and how artists can raise 2.5 awareness of human rights , add more detail Discusses Guns in America unit (includes reference to 2nd 5 amendment and human right #3 The Right to Life) Artifact One: Mastery of Knowledge & Skills (Humanitis) Overall Score: Assessment Name of piece: 2 3 4 **Targets** Intro: Explains the dimension of student achievement they will why did you choose Mks? 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

oid not talk about

Explains how this artifact contributes to the

(MKS Dimension Reflection)

portrait of themselves as a student so far this year

	Used engagement technique when sharing piece	-			-	did not show piece engage
	Artifact T		S.	1	er	
Name		cre	eh	_	T	Overall Score: 2.1
Intra: Evni	Targets ains the dimension of student achievement they will	1	2	3	4	Evidence
	ng and why they chose to present the artifact as		1			why Character? - used tods I had to
	tive of that dimension		1	-		why character.
Artifact	T-ll-sh-street file of the street					1,10 = 1,10
пшасс	Tells the story of the artifact- describes learning, describes steps followed, and identifies content					- used tods I had to
	and skills they were supposed to learn, pointing to		1	り		make a screen
	evidence as they go.		_			
	Describes and strongth in the autifact and in the					<u>.</u>
	Describes one strength in the artifact, pointing to evidence in their work.					100.0
			2			7 Negapting
	Describes one weakness in the artifact, pointing to					/ President
	evidence in their work.		2	-		122
	Discusses CV Tracker Data in a meaningful way			3		
	Explains how this artifact contributes to the			_		f I
	portrait of themselves as a student so far this year	h	١.,			Did Not discuss
	by referring specifically to Community Values (Character Dimension Reflection)	•				
	(Character Difficultion Reflection)					
	Used engagement technique when sharing piece		2	,		-discussed, but did not
Name	of piece: Mars Project					Overall Score: (2.0)
ntro: Expl	Targets ains the dimension of student achievement they will	1	2	3	4	Overall Score: Svidence
ntro: Expl e presenti	Targets ains the dimension of student achievement they will ng and why they chose to present the artifact as	1	2	3	4	Overall Score: Svidence
ntro: Expl e presenti	Targets ains the dimension of student achievement they will	1	2	3	4	Overall Score: (2.0)
ntro: Expl e presenti epresenta	Targets ains the dimension of student achievement they will ng and why they chose to present the artifact as	1	2	3	4	Overall Score: (2.0) Evidence Why HQW?
ntro: Expl e presenti epresenta	Targets ains the dimension of student achievement they will ng and why they chose to present the artifact as tive of that dimension Tells the story of the artifact- describes learning, describes steps followed, and identifies content	1	2	17	4	Overall Score: (2.0) Evidence Why HQW?
ntro: Expl e presenti epresenta	Targets ains the dimension of student achievement they will ng and why they chose to present the artifact as tive of that dimension Tells the story of the artifact- describes learning, describes steps followed, and identifies content and skills they were supposed to learn, pointing to	1	2	3 .5	4	Overall Score: Svidence
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ntro: Expl e presenti epresenta	Targets ains the dimension of student achievement they will ng and why they chose to present the artifact as tive of that dimension 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	1	2 2 2	17	4	Overall Score: (2.0) Evidence Why HQW? Discussed process in more detail than MKS, Character Needed Prompting
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ntro: Expl e presenta epresenta rtifact	Targets ains the dimension of student achievement they will ing and why they chose to present the artifact as tive of that dimension 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	1	2 2 2	17	4	Overall Score: (2.0) Evidence Why HQW? Discussed process in more detail than MKS, character Needed Prompting Needed Prompting Mayes on PPT
ntro: Expl e presenta epresenta rtifact	Targets ains the dimension of student achievement they will ing and why they chose to present the artifact as tive of that dimension 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		2 2 2 2	5		Overall Score: (2.0) Evidence Why HQW? Discussed process in more detail than MKS, Character Needed Prompting
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ntro: Expl e presenta epresenta rtifact Hij	Targets ains the dimension of student achievement they will ing and why they chose to present the artifact as tive of that dimension 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		2 2 2 2	5		Overall Score: (2.0) Evidence Why HQW? Discussed process in more detail than MKS, Character Needed Prompting Needed Prompting Needed Prompting Overall Score: (2.3) Evidence
ntro: Expl e presenta epresenta rtifact Hij	Targets ains the dimension of student achievement they will ing and why they chose to present the artifact as tive of that dimension 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 gh School Readiness Targets whether or not the THREE pieces that were shown		2 2 2 2	5		Overall Score: (2.0) Evidence Why HQW? Discussed process in more detail than MKS, Character Needed Prompting Needed Prompting Overall Score: (2.3) Evidence Discussed pieces and
ntro: Expl e presenta epresenta rtifact Hij iscusses w emonstrat	Targets ains the dimension of student achievement they will ing and why they chose to present the artifact as tive of that dimension 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 gh School Readiness Targets whether or not the THREE pieces that were shown he high school readiness.		2 2 2 2	5		Overall Score: (2.0) Evidence Why HQW? Discussed process in more detail than MKS, Character Needed Prompting Needed Prompting Overall Score: (2.3) Evidence Discussed pieces and
ntro: Expl e presenta epresenta artifact Hij discusses w emonstrat	Targets ains the dimension of student achievement they will ing and why they chose to present the artifact as tive of that dimension 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 gh School Readiness Targets whether or not the THREE pieces that were shown high school readiness.		2 2 2 2	5		Overall Score: (2.0) Evidence Why HQW? Discussed process in more detail than MKS, Character Needed Prompting Needed Prompting Overall Score: (2.3) Evidence Discussed pieces and
ntro: Expl e presenta epresenta rtifact Hij iscusses we monstrat	Targets ains the dimension of student achievement they will ing and why they chose to present the artifact as tive of that dimension 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 gh School Readiness Targets whether or not the THREE pieces that were shown high school readiness.		2 2 2 2	5		Overall Score: (2.0) Evidence Why HQW? Discussed process in more detail than MKS, Character Needed Prompting Needed Prompting Needed Prompting Overall Score: (2.3) Evidence

Presentation of Grades			,		Overall Score: 2.3
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		Talked about each briefly
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			> pot much detail
Goal-Setting & Closing					Overall Score: (2.2)
Target	1	2	3	4	Evidence
Sets a relevant goal for each dimension of student achievement tied to artifacts, strengths, & weaknesses presented		2	5		- Study More - Make more notes
Explains a clear process for achieving each goal		2			- Make more notes NGEDS to be more specific
Asks for appropriate support		2			NGEDS to be more
Thanks family & crew leader for attending		2			specific

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:

Capital City Public Charter School: 8th Grade Fall SLC Rubric for Crew Leaders Student Name: Uceun Date of presentation: Learning Targets Courage: I offer and accept constructive feedback Courage: I can take social, emotional, academic and/or physical risks Rubric Student's presentation shows Student's presentation shows Student's presentation lacks Student's presentation shows reflection and understanding of reflection and understanding of some reflection and deep reflection and the target. Student speaks clearly understanding of the target. the target. Student speaks understanding of the target. quietly and is difficult to follow. Student-speaks-clearly-at-times, and uses presentation effectively--Student-speaks-eloquently-andbut may struggle to use (may read bullet points and clearly, using presentation Student relies entirely on the descriptions verbatim, but makes professionally (may read bullet presentation tools effectively, presentation tool, struggles to explain themselves from explain themselves from eye contact and occasionally points verbatim, but makes eye contact and also explains from explains from memory. memory, and struggles to make memory, or make eye contact. eye contact. memory). Overall Score: Introduction 2 3 Evidence Target Introduces themselves and welcomes their guests. Provides a brief overview of the 8th 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 The Right to Life) Artifact One: Mastery of Knowledge & Skills Overall Score: Name of piece: Evidence Targets 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 Tells the story of the artifact- describes learning, Artifact 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

Discusses their data and states current strengths

Explains how this artifact contributes to the portrait of themselves as a student so far this year

evidence in their work.

and areas for growth

(MKS Dimension Reflection)

	Artifact T	wo:	Ch	arac	ter	
Name	e of piece:	_	-	_	,	Overall Score:
be presenti	Targets ains the dimension of student achievement they will ing and why they chose to present the artifact as tive of that dimension	1	2	3	4	Evidence
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			
	Describes one strength in the artifact, pointing to evidence in their work.	1				
	Describes one weakness in the artifact, pointing to evidence in their work.	1				
	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)		1			
	Used engagement technique when sharing piece	1	1			
Namo	Artifact Three:	Hi	gh Q	uali	ty W	
Name	of piece: Targets	1	2	3	4	Overall Score:
be presentir	ains the dimension of student achievement they will ng and why they chose to present the artifact as ive of that dimension	1	2	3	4	Evidence
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			
	Describes one strength in the artifact, pointing to evidence in their work.	V				
	Describes one weakness in the artifact, pointing to evidence in their work.	1				207 6.7
	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)		J			
	Used engagement technique when sharing piece	1				
Ш	h School Readiness					-
ing	Targets	1	2	.3	1	Overall Score:
Discusses wl demonstrate	hether or not the THREE pieces that were shown be high school readiness.	ı	1	.3	4	Evidence
Specifically r school readir	refers to ALL THREE pieces when discussing high ness	1				
Wears profe	ssional clothing to the presentation	1	-			

Used engagement technique when sharing piece

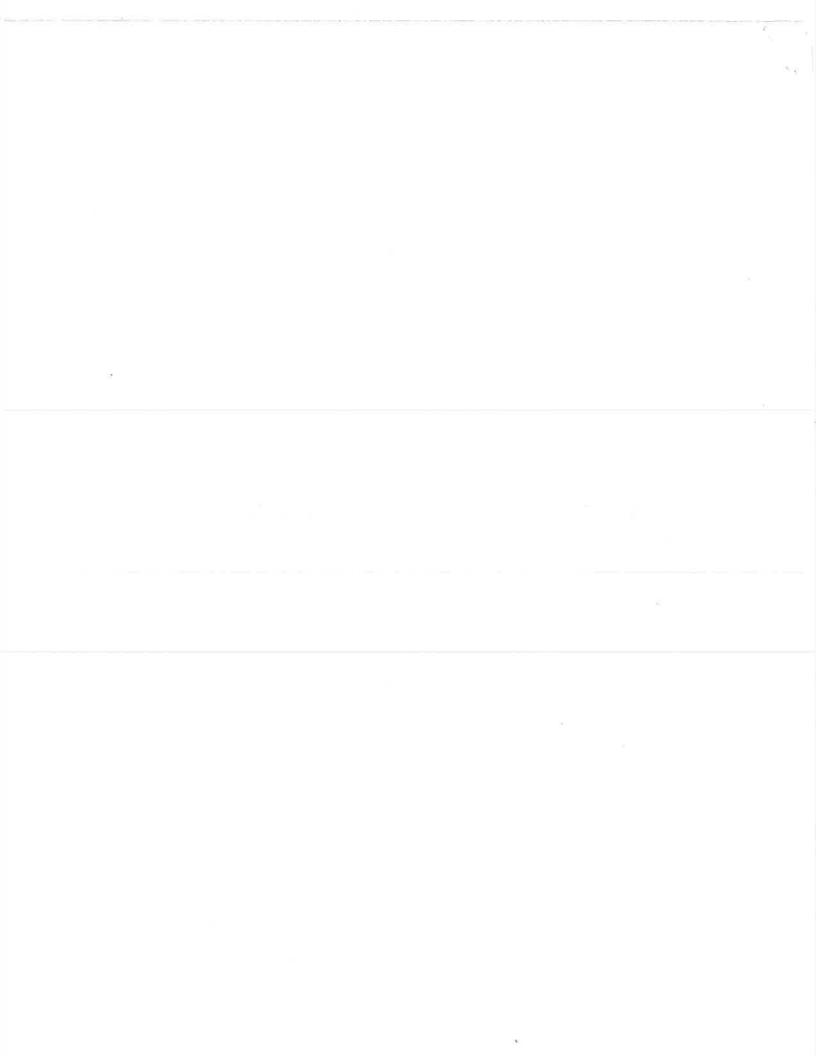
Presentation of Grades					Overall Score:
Targets	1	2	3	4	Evidence
Student summarizes their mastery of knowledge and skills so far this year as evidenced by their grade report. Student takes responsibility for the current level of mastery.	1				
Reflecting on their mastery of knowledge and skills as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

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		1			
Explains a clear process for achieving each goal		1			
Asks for appropriate support		\checkmark			
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 Ocalyn	
-------------	--

Crew Leader Mr Show

Date		
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 when bod because I for gof
Somethings on my Presontation and I could half
dressed more beltal.
Create a meme that would represent your student-lead conference:
me
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 brick overview of the
8th Stade expadition
Notember What is one way you improved from your conference in June (7th grade) to this conference?
I think I did a little better on explaning
my work

What part of your conference was least successful? Why do you think you were unsuccessful at this part?
The Part that went bod was my Smowth
and weakness of my Piecy.
What are you most proud of from your student-led conference?
The most Proud Part is when I explained or
thou load I talk on it.
The state of the s
Were you well prepared for your conference? How can you be more prepared for your next conference?
I Pradiced but I got nervouse and then
I Forgot Somethings look at the Pubric
Set two SPECIFIC goals for your student lead conference in February: Portfolio Panel in May!
1. I want to do good on my
Portfolic Panel
2. I won! to Pass my Portfolio
Panel
Set two SPECIFIC goals for your grades for the second quarter:
1. I Want to get beller grades in
my Chases
2. I want to be Passing all
my class.