

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

Student Name: Steve Escobar Date of presentation: 11/12/18 Score: 2.6

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		- warm greeting
Provides a brief overview of the 8 th grade expedition.		2			- very general & brief
Shares what they have learned about human rights.			3		- what do they mean? - Are they used/enforced? - How did they start?
Discusses <i>The Giver</i> and the connection to human rights.	1				} omitted
Describes the prototype idea they have	1				

Artifact One: Mastery of Knowledge & Skills

Name of piece: Human Rights Quizzes + Test

Overall Score: 2.7

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 the methods I used in these memorization quizzes
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. <u>go into more detail</u>		2.5			- using note cards
Describes one strength in the artifact, pointing to evidence in their work.		2.5			- took what I learned from the 1st quiz to get better scores
Describes one weakness in the artifact, pointing to evidence in their work.		2.5			- 1st quiz → missed one
Discusses their data and states current strengths and areas for growth			3		very reflective and realistic about Imagine Math
Explains how this artifact contributes to the portrait of themselves as a student so far this year (MKS Dimension Reflection)		2.5			strong discussion of <u>habits</u>

Artifact Two: Character

Name of piece: Crew Door Contest

Overall Score: 2.7

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		→ connected to his contribution to the group project • added small details to make it better → could have broke down process in detail showed I can make positive contributions to a group "we did not win, but either way did pretty good" - few cv checks - no Friday detention → shows I can keep myself calm & collected
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.			3		
	Describes one weakness in the artifact, pointing to evidence in their work.		2.5			
	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		

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		- My work ethic has changed - focused on organization - I push through obstacles restate your <u>habits</u> and abilities to <u>contribute</u>
Specifically refers to BOTH pieces when discussing high school readiness				2.5		

Presentation of Grades

Overall Score: 3.0

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.				3		Excellent <u>explanation</u> of where you are at in each class in terms of understanding and great job explaining challenges & successes
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.				3		

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		organization & time management identified → be more <u>process</u> specific about misplacing work
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">- You have a professional tone + speaking style- Convincing evidence to support your claims	<p>Things the student can improve and strengthen before the next SLC in February:</p> <ul style="list-style-type: none">- Examine the <u>rubric</u> closely so you don't forget anything. That lowered your score this time.

Examine the robots
closely so you don't
forget anything that
lowers your score
this time.

In case a professional
tone & specific style
of evidence is
support your claims

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

Student Name: S tolv Date of presentation: 11/26/19 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: 2

Target	1	2	3	4	Evidence
Introduces themselves and welcomes their guests.			✓	✓	
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: H.R test Overall Score: 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			✓	✓	
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: 8. Pan door contest

Overall Score: 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					✓	
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)			✓		

High School Readiness

Overall Score: 3.5

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

Overall Score: 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.				✓		
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: 2.9

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

Name Steve

Crew Leader Shaw

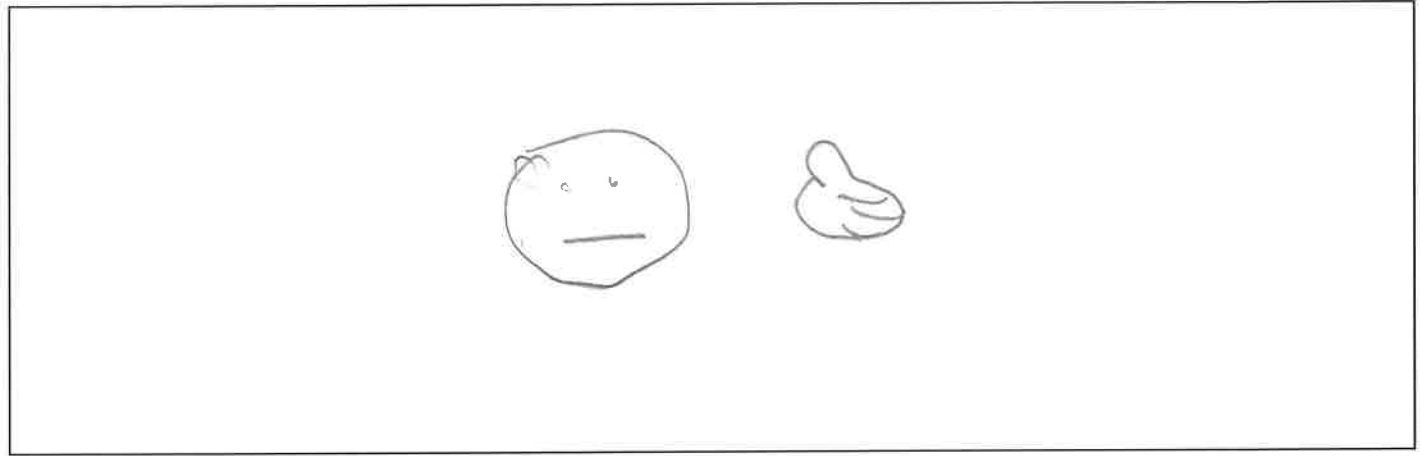
Date 12/7/18

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 my conference was
respectable for my first time. I
could do more next time.

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?

I was most successful
in speaking techniques and
details in my work.

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

The main way I improved is my clear
speaking skills, my face didn't flush and
I had no problems with stuttering.

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

My unsuccessful part was not talking or forgetting to bring up The Giver book and my prototype idea for science.

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

I and my audience was most proud of my speaking skills. I was very calm and through the whole conference.

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

I was prepared for most of what I needed. Next time I will probably bring cards to help me remember everything to go through.

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

1. Remember and prepare for every part of the conference.
2. Go through the rubric and use more relevant information.

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

1. To improve my participation and turn in work on time.
2. To get the best grade possible.

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

Student Name: Steve

Date of presentation: 2/8/19

Score: 2.5

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: 2.7

Target	1	2	3	4	Evidence
Introduces themselves and welcomes their guests.			3		<p>Good eye contact</p> <p>→ did not state title/questions, but discussed units</p> <p>Strong - very clearly stated how past impacts future</p> <p>→ connected to Holocaust museum visit</p> <p>My original Described learning from documentary/articles</p>
Provides a brief overview of the 8 th grade expedition.		2.5			
Shares one important lesson the expedition has taught them.			3		
Discusses the vignette writing project and how artists can raise awareness of human rights ?		2.5			
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: Science Interim Test

Overall Score: 2.7

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		<p>Had a 46.9% in October and moved to 76% in January. Shows growth.</p> <p>limited detail</p> <p>Increased test score from hard work</p> <p>my original score - develop habit of using failure to learn and prevent failure in future</p> <p>very brief</p> <p>→ I will use this experience in high school to get rid of initial failure</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.		2.5			
Describes one weakness in the artifact, pointing to evidence in their work.		2.5			
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				
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Artifact Two: Character

Name of piece: Algebra Midterm

Overall Score: 2.7

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		<p>hardwork + determination strive for best even in failure</p> <p>→ Broke down learning</p> <p>Intuition and strong self-discipline (stayed in for recess and lunch to study)</p> <p>did not pass by 2 points - but it was a wake-up call</p> <p>missed brief</p> <p>→ connected to HS goals</p> <p>used whiteboard to teach slope (rise/run)</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.			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 CV Tracker Data in a meaningful way	3		2.5		
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		
Used engagement technique when sharing piece				3		

Artifact Three: High Quality Work

Name of piece: Mars Habitat

Overall Score: 2.6

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>choice for HQW not clearly stated</p> <p>Broke down and taught learning and how prior learning connected to it</p> <p>grade / group worked well together</p> <p>time management (general (be more specific))</p> <p>Asked us to join him in explaining his "gloo" habitat</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.			3		
	Describes one strength in the artifact, pointing to evidence in their work.		2.5			
	Describes one weakness in the artifact, pointing to evidence in their work.		2.5			
	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)		2.5			
Used engagement technique when sharing piece				3		

High School Readiness

Overall Score: 1.8

Targets	1	2	3	4	Evidence
Discusses whether or not the THREE pieces that were shown demonstrate high school readiness.	1				> omitted
Specifically refers to ALL THREE pieces when discussing high school readiness	1				
Wears professional clothing to the presentation		2.5			

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Presentation of Grades

Overall Score: **2.5**

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			Described scores too generally. Need more of a breakdown 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.		2.5			

Goal-Setting & Closing

Overall Score: **2.6**

Target	1	2	3	4	Evidence
Sets a relevant goal for each dimension of student achievement tied to artifacts, strengths, & weaknesses presented		2.5			Have all <u>3s</u> I have learned that if I am not <u>timely</u> I will not be successful
Explains a clear process for achieving each goal		2.5			
Asks for appropriate support		2.5			
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>You broke down your learning well. You also thought about how to engage your audience with the slope example.</p>	<p>Things the student can improve and strengthen before Portfolio Panel Presentation:</p> <p>Follow the order of the script. Your panelists will be confused if you present things out of order.</p>

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

Student Name: Steve Date of presentation: 2/8/19 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: **3.5**

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

Artifact One: Mastery of Knowledge & Skills

Overall Score: **2.8**

Name of piece: Slope in term

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			✓		Very detailed
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			was less detailed
Describes one strength in the artifact, pointing to evidence in their work.		✓			brief and simple
Describes one weakness in the artifact, pointing to evidence in their work.		✓			
Discusses their data and states current strengths and areas for growth			✓		was very honest
Explains how this artifact contributes to the portrait of themselves as a student so far this year (MKS Dimension Reflection)			✓		detailed

Used engagement technique when sharing piece

Artifact Two: Character

Name of piece: Algebra Math

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			✓		Gave what it was on gave explanation
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.			✓		Described well enough
	Describes one strength in the artifact, pointing to evidence in their work.			✓		Gave reasonable strength.
	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: Math Habitat

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			3		
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.			4		-Told all points detailed
	Describes one strength in the artifact, pointing to evidence in their work.		2			brief
	Describes one weakness in the artifact, pointing to evidence in their work.		2			brief
	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	Was clear in explanation
Used engagement technique when sharing piece					✓	engaged well

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.	1				
Specifically refers to ALL THREE pieces when discussing high school readiness	1				
Wears professional clothing to the presentation		2.5			

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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.		2.5			I gave evidence but maybe needed a bit more
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			6 of each class

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			✓		To get all 3's
Explains a clear process for achieving each goal		✓			was honest in needing to improve in these.
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
<p>Things the student did particularly well:</p> <p>good engaging and was calm and clear throughout the presentation.</p>	<p>Things the student can improve and strengthen before Portfolio Panel Presentation:</p> <p>Need to do things check the rubric for missing things.</p>

Name Steve

Crew Leader Mr Show

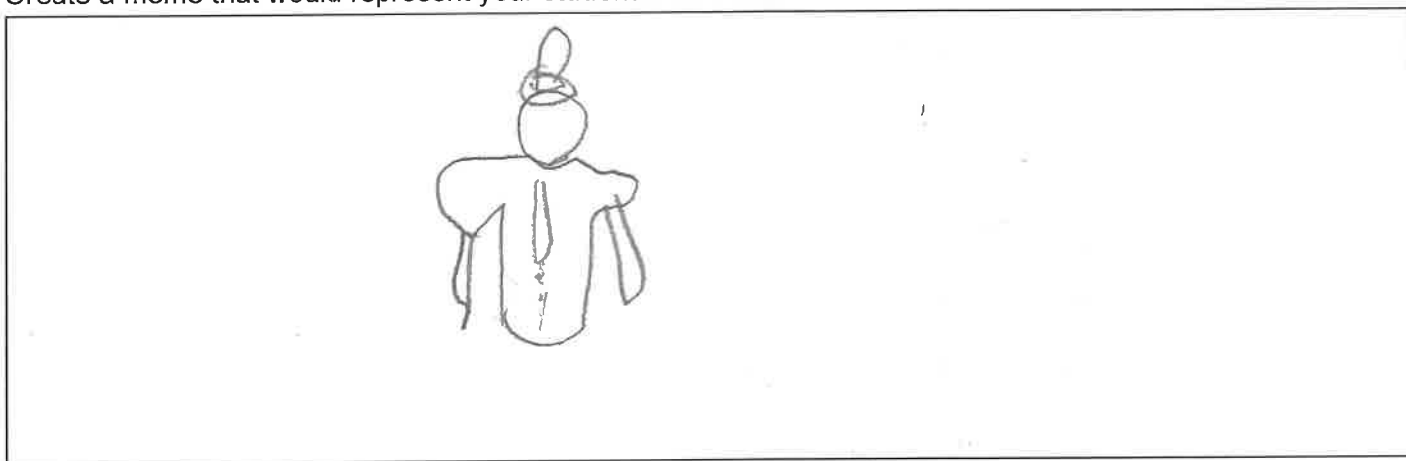
Date 2/21/19

SLC (Student-Led Conference) Reflection

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

I believe that my conference went pretty good, I was clear and collected to everything I demonstrated.

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?

I was most successful in presenting my artifacts in an engaging way. I was successful from the feedback of my crew leader and mom.

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

I improved in looking at the rubric and remembering the most important.

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

I forget my HSR part of my presentation because I focused on other parts.

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

I am most proud of my ability to speak clearly with little stuttering.

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

I was mostly prepared and I will check off everything from the rubric to improve.

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

1. Getting everything
2. Present in order clearly with more detail

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

1. I improve grades academically and HOS
2. Better student habits.