
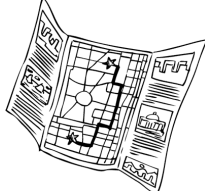




Student Self Assessment Rubric

ASPECT OF ASSESSMENT	NOT YET MEETING	MEETING AT A MINIMAL LEVEL	MEETING AT A FULL LEVEL	MEETING AT AN EXCEEDING LEVEL
	Beginning	Developing	Accomplished	Exemplary
<p>Self awareness (identifying strengths and areas for further growth; applying descriptive feedback to own work)</p> <p style="text-align: center;">"Where I am"</p> 	<p>No self assessment, no ability to identify aspects of strengths or areas for further growth.</p> <p>Is inattentive to project criterion.</p>	<p>Able to identify a few areas of strengths and/or areas for further growth.</p> <p>With prompting or support is able to apply descriptive feedback to his or her work.</p>	<p>Identifies specific strengths and areas for further growth in concepts being covered.</p> <p>Is able to apply descriptive feedback independently to improve his/her work, follows through.</p> <p>Is increasingly able to guide work in progress.</p>	<p>Understands the importance of receiving and giving descriptive feedback for themselves to understand areas of strengths and weaknesses</p> <p>Can clearly evaluate work in reference to the criteria.</p> <p>Independently adopts changes in his/her work and follows through on improvements.</p>
<p>Goal Setting (setting specific, attainable goals for future learning; describing what to do next time)</p> <p style="text-align: center;">"Where I want to go"</p> 	<p>Student sets unrealistic goals. Not yet able to define steps for improvement.</p>	<p>Student sets one or two concrete goals and with assistance is able to define steps for improvement.</p>	<p>Student can identify and prioritize personal goals, make a concrete plan for improvement and follow through on the plan.</p>	<p>Student sets goals, can determine steps for improvement and monitors his/her progress in an ongoing way.</p>
<p>Behaviours associated with self assessment (feedback given)</p> <p style="text-align: center;">"How will I get there"</p> 	<p>Student is not yet open to receiving constructive feedback.</p> <p>Student does not understand the use of criteria.</p>	<p>Student receives feedback but does not to apply this descriptive feedback to improve on the work sample.</p> <p>Student shows some understanding of criteria and how to apply them to the concept being taught</p>	<p>Student receives and listens to the descriptive feedback. She/he applies it to improve on the work sample being evaluated.</p> <p>Student demonstrates a full understanding of criteria and how to apply it to the concept being taught.</p> <p>Student can collect some examples of his/ her growth.</p>	<p>Student shares clear expectations she/he has in communicating the role they have in monitoring their own learning.</p> <p>Student is involved in understanding the development of the criteria, applies it to the concepts being taught, as well as connects it to other experiences.</p> <p>Student collects concrete examples of his/her own learning and can see growth over time.</p>
<p>Thinking Critically about own work</p> <p style="text-align: center;">"Checking back"</p> 	<p>Student needs to work on identifying positive aspects and commenting on areas that continue to need improvement in the final product. The student should be guided back to the initial question of "Where am I?"</p>	<p>Student can identify a few positive things to say about his/ her final product and can list a few areas that continue to need improvement with assistance, modelling, reassurance and/or prompting from others.</p>	<p>Student is able to list some positive aspects of his/ her final product and identify some areas that continue to need improvement. Student can do this with increasing independence.</p>	<p>Student can list several positive aspects of his/her final product and can identify the parts of his/her work that continue to need improvement. Student independently applies the elements of self-evaluation to improve his/ her work.</p>