Teacher Rubric Unit 1 PT1

| Student Name: | |
|-------------------|--|
| Student Example 1 | |
| Date: | |
| Section #: | |

| | Unit 1 Performance Tas | Unit 1 Performance Task 1: Personal Brand and Vision Board | Board Rubric and Checklist | |
|--|--|--|-------------------------------|------------------------------|
| Prerequisite skills: | | | | |
| The vision board in | The vision board includes a personal goal. | | Yes | No |
| The vision board in | The vision board includes a career goal. | | Yes | No |
| The vision board in | The vision board includes images and quotes to demonstrate self-awareness (learning style, | demonstrate self-awareness (| learning style, Yes | No |
| leadership style, s | eadership style, strengths, values, etc.). | | | |
| Relational skills and Personal Attributes: | onal Attributes: | | | |
| The student demo | The student demonstrates effective teamwork habits | nabits. | Yes | No |
| The student demo | The student demonstrated a positive work ethic, including a positive attitude | ;, including a positive attitude. | Yes | No |
| Ouality Indicators | Meets or Exceeds | Not Yet or Inconsistently | Does Not Meet Expectations | Comments |
| Quality illuicators | Expectations | Meets Expectations | Does Not Ivieet Expectations | collillelles |
| Applied Knowledge: | The vision board | The vision board | The vision board does not | The vision board |
| Critical Thinking Skills | demonstrates all of the | demonstrates some of the | demonstrate enough of the | demonstrates this student's |
| | requisite skills, including | requisite skills, but does not | requisite skills to | requisite skills, but it is |
| | critical thinking | demonstrate the skill | demonstrate applied | unclear which statement is |
| | creativity | checked: | knowledge. | the career goal and how this |
| | ability to plan well | □ critical thinking | | student plans to get there. |
| | ability to organize ideas well | □ creativity | | |
| | | □ ability to plan well | | |
| | | ability to organize ideas well | | |
| Career Navigation Skills | The vision board conveyed a | The vision board conveyed a | The vision board did not | The vision board conveys the |
| | strong awareness of the | developing awareness of the | sufficiently convey awareness | student's interests, but her |
| | student's personal strengths, | student's personal strengths, | of the student's personal | strengths and opportunities |
| | skills, and opportunities for | skills, and opportunities for | strengths, skills, and | for growth are unclear. |
| | growth. | growth, but the board needs | opportunities for growth. | |
| | | to better portray the | | |
| | | student's self-awareness. | | |





Teacher Rubric Unit 1 PT1

| Communication Skills | Student clearly demonstrates | Student partially | Student does not | This student demonstrated |
|----------------------|--|--|---------------------------|-----------------------------|
| | all of the following | demonstrates the | demonstrate enough of the | strong communication skills |
| | communication skills | communication skills | requisite effective | throughout this project and |
| | required for successful | required for successful | communication skills. | during her presentation. |
| | participation in a team: | participation in a team by | | |
| | communicating verbally to | meeting the following | | |
| | complete the required tasks | Indicators: | | |
| | through writing and design | Complete the security of the complete the co | | |
| | communicate the goals and | - hrough writing and docion | | |
| | the strengths and values | יייין אוונוון אוונוון אוונוון אוונוון אוונוון | | |
| | that the students will build | communicate the goals and | | |
| | sleep each edem of accin | the strengths and values that | | |
| | real | the students will build upon | | |
| | present the vision board in a | to make those goals real | | |
| | compelling mapper to a | ☐ present the vision board in | | |
| | | a compelling manner to a | | |
| | טווימון פורטים טו מומטטווימובט | small group of classmates | | |

NOTES:

get there. which statement is the career goal (does she want to be a professional dancer or in a profession that helps others?) and how this student plans to Overall, this is an example of a vision board from an 8th grade student. The vision board demonstrates this student's requisite skills, but it is unclear

The vision board conveys the student's interests, but her strengths and opportunities for growth are unclear.

