



Teacher Rubric Unit 1 PT2

Student Name: **Student Example 1** Date: _____ Section #: _____

Unit 1 Performance Task 2: Student Success Plan Rubric and Checklist

Deliverables:

1. The student success plan included a personal goal statement.
2. The student success plan included a career goal statement.
3. The student success plan included a course goal statement.
4. The student success plan included 2-3 sentences of reflection responses.

Relational skills and Personal Attributes:

5. The student demonstrates effective independent work habits
 - a. Responsibility Yes No
 - b. Self-discipline Yes No
 - c. Adaptability Yes No
 - d. Flexibility Yes No

Quality Indicators	Meets or Exceeds Expectations	Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	The Student Success Plan provides evidence that the student has the ability do all of the following: <ul style="list-style-type: none"> • think critically • plan appropriately • organize effectively • act decisively • solve problems creatively • reason logically 	The Student Success Plan demonstrates some of the requisite skills, but does not provide evidence of the items checked below: <ul style="list-style-type: none"> <input type="checkbox"/> critical thinking <input type="checkbox"/> creativity <input type="checkbox"/> ability to make sound decisions <input type="checkbox"/> ability to solve problems <input type="checkbox"/> ability to reason logically <input type="checkbox"/> ability to plan well <input type="checkbox"/> ability to organize ideas well 	The Student Success Plan does not demonstrate enough of the requisite skills to demonstrate applied knowledge.	Student action steps, potential obstacles and supports and solutions show evidence of critical thinking.
Career Navigation Skills:	The Student Success Plan	The Student Success Plan	The Student Success Plan	Student lists valid



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Self-awareness	demonstrates the student is very self-aware and able to determine effective means to overcome obstacles that could derail the achievement of established goals.	demonstrates the student is self-aware and able to determine some means to overcome obstacles that could derail the achievement of established goals, though additional self-awareness and analysis would be beneficial.	demonstrates insufficient self-awareness and the inability to determine means to overcome obstacles that could derail the student's achievement of goals.	potential supports and solutions and demonstrates self-awareness of strengths, values and leadership qualities.
Critique and Revision Skills	The Student Success Plan reflects regular feedback on goal statements and action steps, including detailed action steps from peers and teachers. Student applies feedback to improve work product.	The Student Success Plan reflects feedback on goal statements and action steps from peers and teachers. Feedback is captured on goal statements or action steps, but may not include both. Student work was improved from feedback.	The Student Success Plan does not reflect feedback from peers or teachers. Feedback is not captured or applied to improve the quality of the Student Success Plan.	Student incorporated some feedback from peers and teacher, but I would have liked to see more detail included the reflection responses and full sentences throughout.

NOTES:

Overall, this is a strong example of a Student Success Plan from a 9th grade student. The student included each of the required deliverables and demonstrated responsibility and self-discipline while working on this task. No evidence of adaptability or flexibility was noted.

The student's goals and corresponding action steps, potential obstacles and supports and solutions show evidence of critical thinking.

The student lists valid potential supports and solutions to overcome obstacles and also demonstrates self-awareness of strengths, values and leadership qualities. Though, rather than listing the strengths, values, and leadership, I would have preferred the student write 2-3 sentences, as outlined in the directions, describing his/her skills. For example, the student lists "my learning style" as a strength, but does not indicate what his/her learning style is.

Student incorporated some feedback from peers and teacher, but I would have liked to see more detail included the reflection responses and full sentences throughout.