Reading Rubrics to Understand What is Expected

Self Advocacy Letter Rubric for Assessment

Self Advocacy Letter – Rubric for Assessment

Expectations // // //	Level R	Level 1	Level 2	Level 3	Level 4
Knowledge Identification of personal interests, strengths, and needs.	-Not Identified	-Weakly identified	-Moderately identified	-Adequately identified	-Precisely identified
Thinking □ Use of concepts learned in class (ie. multiple intelligences, learning styles, brain dominance). □ Planning & organization- "brain-storm" planning page	-No class concepts mentioned -Not Submitted	-Lacking in connections to class concepts -Incomplete	-Some connections to class concepts -Mostly complete	-Good connections to class concepts -Complete	-Extensive connections to class concepts -Complete and Detailed
Application □ Effectiveness in advocating for oneself as a learner; level of self- advocacy	-Not effective in advocating for self.	-Limited effectiveness in advocating for self.	-Some effectiveness in advocating for self.	- Effective in advocating for self.	-High degree of effectiveness in advocating for self.
Communication - Use of proper spelling, grammar, capitalization and punctuation; sentence structure.	-Inadequate writing and use of grammar, capitalization and spelling.	-Weak writing & use of grammar, capitalization and spelling.	-Moderate writing and use of grammar, capitalization and spelling.	-Good writing and use of grammar, capitalization and spelling.	-Excellent writing and use of grammar, capitalization and spelling.

Expectations

Knowledge | Identific

☐ Identification of personal interests, strengths, and needs.

Thinking

- ☐ Use of concepts learned in class (ie. multiple intelligences, learning styles, brain dominance).
- ☐ Planning & organization- "brain-storm" planning page

Application

☐ Effectiveness in advocating for oneself as a learner; level of self-advocacy

Communication -

☐ Use of proper spelling, grammar, capitalization and punctuation; sentence structure.

Knowledge

	Level R	Level 1	Level 2	Level 3	Level 4
Knowledge	-Not	-Weakly	-		-Precisely
□Identi	Identified	identified	Moderately	Adequately	identified
ficati			identified	identified	
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gths,					
and					
needs					

Thinking

	Level R	Level 1	Level 2	Level 3	Level 4
Thinking	-No class	-Lacking in	-Some	-Good	-Extensive
☐ Use of	concepts	connection	connection	connection	connection
concepts learned in	mentione	s to class	s to class	s to class	s to class
class (ie.	d	concepts	concepts	concepts	concepts
multiple					
intelligen	-Not	-	-Mostly	-Complete	-Complete
ces, learning	Submitte	Incomplete	complete		and
styles,	d				Detailed
brain					
dominanc					
<i>e).</i> □Planning					
&					
organizati					
on-					
"brain-					
storm" planning					

Application

	Level R	Level 1	Level 2	Level 3	Level 4
Application	-Not	-Limited	-Some	- Effective	-High degree
□ Effectiven	<i>effective</i> in	effectivene	effectiveness	in	of
ess in	advocating	ss in	in	advocating	effectiveness
advocatin	for self.	advocating	advocating	for self.	in
g for		for self.	for self.		advocating
oneself as					for self.
a learner;					
level of					
self-					
advocacy					

Communication

	Level R	Level 1	Level 2	Level 3	Level 4
Communicati		-Weak	-Moderate	-Good writing	-Excellent
on -	Inadequate	writing &	writing	and use of	writing
☐ Use of	writing	use of	and use of	grammar,	and use of
proper	and use of	grammar,	grammar,	capitalization	grammar,
spelling,	grammar,	capitalizat-	capitalizat-	and spelling.	capitalizat
grammar,	capitalizati	ion and	ion and		-ion and
capitaliza	on and	spelling.	spelling.		spelling.
tion and	spelling.				
punctuati					
on;					
sentence					
structure.					