



Reading Rubrics to Understand What is Expected

Self Advocacy Letter Rubric for Assessment

Self Advocacy Letter – Rubric for Assessment

<u>Expectations</u> ✓ ✓ ✓ ✓	Level R	Level 1	Level 2	Level 3	Level 4
<u>Knowledge</u> <input type="checkbox"/> Identification of personal interests, strengths, and needs.	-Not Identified	-Weakly identified	-Moderately identified	-Adequately identified	-Precisely identified
<u>Thinking</u> <input type="checkbox"/> Use of concepts learned in class (ie. multiple intelligences, learning styles, brain dominance). <input type="checkbox"/> 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
<u>Application</u> <input type="checkbox"/> 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.
<u>Communication</u> - <input type="checkbox"/> 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

- 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
<u>Knowledge</u> <input type="checkbox"/> Identification of personal interests, strengths, and needs	-Not Identified	-Weakly identified	- Moderately identified	- Adequately identified	-Precisely identified

Thinking

	Level R	Level 1	Level 2	Level 3	Level 4
<p><u>Thinking</u></p> <p><input type="checkbox"/> Use of concepts learned in class (ie. multiple intelligences, learning styles, brain dominance).</p> <p><input type="checkbox"/> Planning & organization- "brain-storm" planning</p>	<p>-No class concepts mentioned</p> <p>-Not Submitted</p>	<p>-Lacking in connections to class concepts</p> <p>- Incomplete</p>	<p>-Some connections to class concepts</p> <p>-Mostly complete</p>	<p>-Good connections to class concepts</p> <p>-Complete</p>	<p>-Extensive connections to class concepts</p> <p>-Complete and Detailed</p>

Application

	Level R	Level 1	Level 2	Level 3	Level 4
<u>Application</u> <input type="checkbox"/> Effectiveness in advocating for oneself as a learner; level of self-advocacy	<i>-Not effective in advocating for self.</i>	<i>-Limited effectiveness in advocating for self.</i>	<i>-Some effectiveness in advocating for self.</i>	<i>- Effective in advocating for self.</i>	<i>-High degree of effectiveness in advocating for self.</i>

Communication

	Level R	Level 1	Level 2	Level 3	Level 4
<p><u>Communication</u> -</p> <p><input type="checkbox"/> Use of proper spelling, grammar, capitalization and punctuation; sentence structure.</p>	<p>- <i>Inadequate</i> writing and use of grammar, capitalization and spelling.</p>	<p>- <i>Weak</i> writing & use of grammar, capitalization and spelling.</p>	<p>- <i>Moderate</i> writing and use of grammar, capitalization and spelling.</p>	<p>- <i>Good</i> writing and use of grammar, capitalization and spelling.</p>	<p>- <i>Excellent</i> writing and use of grammar, capitalization and spelling.</p>