

RUBRIC: LEARNER PROFILE
(GRADE 9 LEARNING STRATEGIES 1)

CRITICAL AREA OF LEARNING:
BUILDING SELF KNOWLEDGE

RELATED ASSESSMENT TASK:
CREATING A LEARNER PROFILE P. 24

	CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Application	Index Of Skills (e.g., in Profile)	<ul style="list-style-type: none"> lists, in the index, some of the skills, strengths and challenges 	<ul style="list-style-type: none"> lists, in the index, most of the skills, strengths and challenges 	<ul style="list-style-type: none"> includes a complete index of skills, strengths and challenges 	<ul style="list-style-type: none"> includes complete index of skills, strengths and challenges that are categorized and paginated
	Supporting Statement With Real Life Examples (e.g., inventory)	<ul style="list-style-type: none"> includes a supporting statement and examples included for a few inventories makes no reference to previous personal experiences 	<ul style="list-style-type: none"> includes a supporting statement and examples for most inventories makes a few broad references to previous personal experience 	<ul style="list-style-type: none"> includes a supporting statement and examples for all inventories makes a few specific references to previous personal experience 	<ul style="list-style-type: none"> includes a supporting statement and examples for all inventories makes some varied and specific examples from previous personal experience
	Evidence of Skills	<ul style="list-style-type: none"> provides one sample of evidence for a few skills 	<ul style="list-style-type: none"> provides one sample of evidence for some skills 	<ul style="list-style-type: none"> provides one or more samples of evidence for many skills 	<ul style="list-style-type: none"> provides multiple samples of evidence for many skills
	REFLECTION	<ul style="list-style-type: none"> explains some pieces of evidence and lists the skill that was used for the evidence 	<ul style="list-style-type: none"> explains each piece of evidence and describes the skills used for each 	<ul style="list-style-type: none"> explains each piece of evidence and describes the skill used while self assessing and establishing a target for improvement 	<ul style="list-style-type: none"> describes the skill used, self assesses, establishes a target for improvement and describes other situations in which the skill can be used
	Concluding Impact Statement	<ul style="list-style-type: none"> makes an unclear, generalized conclusion about the impact of an obvious strength or challenge on school work 	<ul style="list-style-type: none"> makes a generalized conclusion about the impact of some of their key strengths and challenges on school work 	<ul style="list-style-type: none"> analyzes principal strengths and challenges and identifies key areas of impact for each subject area 	<ul style="list-style-type: none"> analyzes a range of personal strengths and challenges and identifies key areas of impact for each subject area
	Identification Of A Challenge and Key Strategies	<ul style="list-style-type: none"> identifies a broad challenge area and no focused strategies to deal with the challenge 	<ul style="list-style-type: none"> focuses on a challenge area and identifies a few general strategies to use 	<ul style="list-style-type: none"> focuses on a challenge area and identifies some specific strategies to deal with the challenge 	<ul style="list-style-type: none"> focuses on a challenge area and identifies specific strategies to deal with the challenge and lists indicators of success