

NAME: _____

ADVISOR: _____

FRESHMAN SUMMER ASSIGNMENT SELF-ASSESSMENT & SCORING RUBRIC

DIRECTIONS: Reflect on parts of your project, place a check mark in each box that best reflects your performance in each of the categories. Be sure to explain each score you gave yourself in the comment section following each category. Your comments should provide specific evidence in support of each score. Then add all of the categories together and record your total score for the project out of 100.

Category	Exceeds Standard	Meets Standard	Approaches Standard	Fails to Meet Standard
Part I: The Human Aspect (Letter) Total Points (30)	- Student has completed all steps of assignment, including book interview sheet, draft, revised copy, and final copy (typed) (10 points)	- Student has completed all steps of assignment, including book interview sheet, draft, revised copy, and final copy (typed) (8 points)	-Student has completed most steps of the assignment (6 points)	-Student has only handed in the letter (4 points)
	-Student uses careful sentence structure to create fluency throughout the letter, with careful attention to grammar and usage, with essentially no errors. (10 points)	- Student makes a few minor grammar and usage errors that do not interfere with the clarity of the letter. (8 points)	-Student makes several errors in grammar and usage that may, at times, interfere with the clarity of the letter. (6 points)	-Student clearly did not proofread his/her work; there are multiple errors that make the letter difficult to read at times. (4 points)
	-Student addresses the concept of identity in many ways, including using several textual examples and quotes, discussing personal connections to the text and critically thinking about how the character's identity compares with that of the student (10 points)	- Student addresses the concept of identity by using at least 3 textual examples and quotes and making personal connections to the text (8 points)	-Student addresses the concept of identity very basically without many textual examples and quotes; however, student attempts to make personal connections to the text (6 points)	-Student does not address the concept of identity OR student uses no textual examples or quotes and makes very few personal connections to the text. (4 points)
Part I. COMMENTS Total Points (30)				
Part II: The Artistic Side (Origami Foldable) Total Points (30)	-Student completes a self-portrait of both him/herself and a character from the book utilizing several different sources (writing, visual images, quotes, photos, etc.) and utilizes at least 3 mediums (paint, watercolor, marker, collage, photo, computer generated images, pen, Styrofoam, etc.) to insightfully represents the identities of both people (10 points)	-Student completes a self-portrait of both him/herself and character from the book that utilizes interesting visual images and written content and utilizes at least two mediums (paint, watercolor, marker, collage, photo, computer generated images, pen, Styrofoam, etc.) to represent identities of both people (8 points)	-Student completes a self-portrait of both him/herself and characters from the book that utilizes visual images and written content and only one medium (paint, watercolor, marker, collage, photo, computer generated images, pen, Styrofoam, etc.) to represent the identities of both people (6 points)	-Student fails to include one of the characters and/or student does not finish this part of the project. (4 points)
Part II. COMMENTS Total Points (30)				

Category	Exceeds Standard	Meets Standard	Approaches Standard	Fails to Meet Standard
Part III: Decision Making Total Points (10)	-Student develops careful, specific arguments and counterarguments that are logical and demonstrate strong critical thinking -Student uses specific details from the text to develop arguments and counterarguments (10 points)	-Student develops arguments and counterarguments that demonstrate critical thinking and are logical (8 points)	-Student develops arguments and attempts to develop counterarguments that demonstrate sometimes inconsistent logic (6 points)	-Student develops weak arguments and/or counterarguments that demonstrate little to no critical thinking and are sometimes illogical or confused (4 points)
Part III. COMMENTS Total Points (10)				
Part IV: PERSONAL GROWTH Total Points (30)	Table is neat, carefully constructed and has interesting and symbolic headings/titles and even images to represent the data. Data represents 8 weeks of time. (10 points)	Table is neat, easy to read and has appropriate headings/titles. Data represents 8 weeks of time. (8 points)	Table represents 8 weeks of time. Table may be slightly unclear or slightly messy. (6 points)	Table represents less than 8 weeks of time. Table is confusing to read. (4 points)
	Graph is neat, clear, and labels X and Y axis and coordinates. Graph is easy to read and engages the reader through the use of color or other medium. (10 points)	Graph is neat, clear, and student labels X and Y axis and coordinates. (8 points)	Graph is labeled with only a few mistakes. (6 points)	Graph is either not labeled or unclear/difficult to read (4 points)
	Reflection is more than 1 page long and carefully addresses all prompts. Student makes insightful, critical analysis based on the data and considers how outside factors impacted data. (10 points)	Reflection is at least 1 page long and addresses all of the prompts. Student uses critical thinking to analyze their growth. (8 points)	Reflection is less than 1 page long and addresses most of the prompts. Student attempts, with limited success, to analyze their success. (6 points)	Reflection is brief and/or lacking development of the prompts. Student addresses very few of the prompts with little to no critical thinking. (4 points)
Part IV. COMMENT Total Points (30)				

SELF-ASSESSMENT SCORE _____ /100

ACTUAL SCORE _____ /100

TEACHER FEEDBACK: