**Self- Management Squirrel Rubric**

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|  | **MANAGE RISK** |
| **4** | I am excited to try new things to develop skills. I am okay making mistakes because I know I learn from them. |
| **3** | I am able to try new things to develop skills. I am willing to make mistakes because I know I will learn from them. |
| **2** | I am prompted to try new things but am nervous to make mistakes. |
| **1** | I am uncomfortable trying new things and worry about making mistakes. |

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|  | **BE ORGANISED** |
| **4** | I am able to organise my time and materials and I know what is most important to do first. |
| **3** | Most of the time, I am able to organise my time and materials and knowing what is most important to do first. |
| **2** | Sometimes I need help to organise my time and materials and knowing what is most important to do first. |
| **1** | I need assistance to be organised with my time and materials and knowing what is most important to do first. |

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|  | **GO FOR IT, FINISH IT** |
| **4** | I am able to set goals, create a plan and initiate adjustments in order to successfully complete my work. |
| **3** | I am able to set goals and create a plan in order to complete my work. |
| **2** | Sometimes I need help to set goals and create a plan in order to complete my work. |
| **1** | I need assistance to set goals and create a plan in order to complete my work. |

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|  | **MANAGE EMOTIONS** |
| **4** | I am able to be in control of my emotions. I reflect on my positive and negative reactions, and take pride in making good choices. |
| **3** | I am able to be in control of my emotions by using appropriate actions and words. |
| **2** | Sometimes I am able to be in control of my emotions by using appropriate actions and words. |
| **1** | I need assistance to be in control of my emotions and using appropriate actions and words. |

**Creative Cat Rubric**

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| Grade 3-4  Creative Thinking | 1 | 2 | 3 | 4 |
| Imagine | I can pretend  to be someone/  something else. | I can create a story, picture or act something out using my own ideas. | I can compare things by relating them to something similar and explain their importance in the world. | I can design an original performance, idea, model or solution to a problem. |
| Make Links | I can put similar things  together. | I can group or connect  objects based on things in common or find odd things too. | I can link things in an original way. | I can use a mind map or other diagrams or graphic organizers to show connections. |
| Question | I can ask a “why” question. | I can ask questions that are “new” and I can ask more than two “why” questions. | I can question things that others wouldn’t think of. | I can create something that looks at all kinds of opinions, facts, and beliefs. |
| Take Creative Risks | I can make my work look different than the rest. | I can complete or present in a way that is “new” and different. | I can create and perform or present to a larger audience. | I can chose a new way to express ideas and practice many ways and times in order to present it. |

**Effective Participation Rubric**

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| Effective Participators | 1 | 2 | 3 | 4 |
| Identify Issues | I know right from wrong and can explain why. | I can identify an issue and explain my perspective. | I can identify an issue and explain the different perspectives involved. | I understand the issues and can make a plan that will respect the perspectives of our entire community. |
| Find Solutions | I can answer questions with good ideas | I can solve some problems from start to finish without any help. | I can solve a problem with someone else by breaking it into different tasks. | I can collaborate with many other people when problem solving. |
| Persuade Others | I can give a reason for my opinion. | I can listen to other people's reasons for making a choice and then explain their choices to  someone else. | I can articulate both sides of an issue, form an opinion and persuade others by providing evidence for my thinking. | I can analyze a complex issue by simplifying the process for others.  My reasoning is so well formed that people often change their view after talking with me. |
| Get Involved | I volunteer to help. | I listen to others, and share my ideas and opinions. | I support others, and remain positive even when others are not. | I motivate others to get involved and make a positive contribution. |

**Reflective River Rubric**

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| **R** | **Reflective Learning** |  |  |  |
|  | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Set Challenges** | I set myself a SECRET target and tried to achieve it. | I asked someone else to set me a SECRET target and I achieved it | I choose my lowest SECRET skill as a target and achieved it. | I successfully completed a SECRET skill challenge |
| **Plan-Do-Review** | I planned to do something new and stuck to my plan | I made a plan followed it, then the next day improved it and followed the new plan | I followed my own day by day plan for a week evaluating my progress and improved the plan each day. | I set and stuck to weekly targets over at least 6 weeks. I reviewed progress each week. (e.g. exam revision) |
| **Share Learning** | I taught someone else an amazing thing I have learned. | I made really good progress and told parents and teachers how I managed it | In review day or at parents evening I gave examples of mistakes I learned from | I shared how/if my 3 strongest and 3 weakest areas have changed this year |
| **Invite Feedback** | I gave a really good response to feedback from my teacher | A friend and I gave each other really good feedback and responded well | I arranged to see the teacher to find out more when I got low grades. I listened and acted on their advice. | I have done multiple drafts to improve work, requesting and acting on feedback each time |

**Enquiring Einstein Rubric**

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| Grade 3-4 Independent Enquirer | 1 | 2 | 3 | 4 |
| Explore  A Question | I can be curious. | I can choose a topic and create questions. | I can ask a unique question and investigate it in a fair way. | I can ask unique questions and predict the possible answers first, before planning. |
| Stay  Objective | I can ask lots of people the same question. | I can use different ideas and find at least 2 answers to a question. | I can collect evidence in a fair way and look at different sides of things. | I can collect evidence from many sources, even if they disagreed with my thoughts. |
| Evaluate  Evidence | I can work to see if something is not true. | I can explain why I included certain information and why it was helpful. | I can explain why some evidence should be more trusted. | I can evaluate evidence and have reasons to use it or not. |
| Reach  A  Conclusion | I can make a decision. | I found out new interesting information on my topic that was likely or unlikely. | I can use all my research to make a good conclusion. | I can write 2 possible answers but show what is most likely and why. |

**Team Work Train Rubric**

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|  | Be Responsible |
| 4 | I am able to take responsibility of a group decision, making sure everyone sticks to a job until it is finished. |
| 3 | Most of the time I am able to take responsibility of a group decision. |
| 2 | Sometimes I volunteer to take responsibility of a group decision. |
| 1 | I volunteer in group decisions. |

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|  | Manage the Team |
| 4 | I am able to plan and make sure others in the group are clear about what needs to be done for the group to meet deadlines. |
| 3 | Most of the time, I am able to help others in my group stay on task in order for our group to move forward. |
| 2 | Sometimes I help others in my group stay on task in order for our group to move forward. |
| 1 | I know what my responsibilities are in the group. |

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|  | Evaluate the Team |
| 4 | I am able to positively share our successes with others, at the end of group work. |
| 3 | I am able to stay positive while listening to others suggestions of ways to work better as a group. |
| 2 | I am able to positively praise others in my group for something they did really well. |
| 1 | I can positively praise others. |

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|  | Build Team Strengths |
| 4 | I help to make sure every member of my group feels listened to and valued. |
| 3 | I help to make sure every member of my group has a job they are comfortable with. |
| 2 | Sometimes I help others by giving constructive feedback. |
| 1 | I listen and share ideas in a group. |