

JLS 7th Grade Connections Rubric

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Social Awareness	<ul style="list-style-type: none"> • I always show concern and respect. • I always demonstrate self-respect. • I always speak and respond with sensitivity. • I seek to empower others within the Connections community. <ul style="list-style-type: none"> • I understand others' personal differences, points of view and opinions. <ul style="list-style-type: none"> • I take extra steps to make sure everyone is included. 	<ul style="list-style-type: none"> • I often show concern and respect. • I often demonstrate self-respect. • I often speak and respond with sensitivity. • I attempt to empower others within the Connections community. <ul style="list-style-type: none"> • I am beginning to understand others' personal differences, points of view, and opinions. <ul style="list-style-type: none"> • I often take extra steps to make sure everyone is included. 	<ul style="list-style-type: none"> • I sometimes show concern and respect. • I sometimes demonstrate self-respect. • I sometimes speak and respond with sensitivity. • I am aware of how others might be supported within the Connections community. <ul style="list-style-type: none"> • I tolerate others' personal differences, points of view and opinions. <ul style="list-style-type: none"> • I sometimes take extra steps to make sure everyone is included. 	<ul style="list-style-type: none"> • I struggle to show concern and respect. • I struggle to demonstrate self-respect. • I struggle to speak and respond with sensitivity. • I struggle to empower others within the Connections community. <ul style="list-style-type: none"> • I struggle to tolerate others' personal differences, points of view and opinions. <ul style="list-style-type: none"> • I rarely take extra steps to make sure everyone is included.
Individual Work Habits	<p>I take ownership of the objective and topic of each assignment.</p> <p>I am able to connect ideas</p>	<p>I attempt to take ownership of the objective and topic of each assignment.</p> <p>I often connect ideas</p>	<ul style="list-style-type: none"> • I occasionally take ownership of the objective and topic of each assignment <p>I attempt to connect</p>	<p>I struggle to take ownership of the objective and topic of each assignment.</p> <p>I struggle to connect</p>

	<p>between assignments and units.</p> <p>I always make goals and develop a plan to achieve them.</p> <p>I always manage time well both in and out of the class.</p> <ul style="list-style-type: none"> • I always make up work when absent and take initiative to speak to my teachers regarding my absence. • I always see mistakes as a chance to learn. 	<p>between assignments and units.</p> <ul style="list-style-type: none"> • I often make goals and attempt to develop a plan to achieve them. • I usually manage time well both in and out of class. • I often make up work when absent and take initiative to speak to my teachers regarding my absence. • I see mistakes as a chance to learn. 	<p>ideas between assignments and units.</p> <p>I sometimes make goals and sometimes have difficulty making a plan to achieve them.</p> <p>I sometimes manage my time well either in or out of the class.</p> <ul style="list-style-type: none"> • I usually make up work when absent and I sometimes take initiative to speak to my teachers regarding my absence. • I sometimes see mistakes as a chance to learn. 	<p>ideas between assignments and units.</p> <ul style="list-style-type: none"> • I can attempt to make goals but I have difficulty developing a plan to achieve them. • I struggle to manage time well both in and out of class. <p>I rarely make up work when absent and I rarely take initiative to speak to my teachers regarding my absence.</p> <ul style="list-style-type: none"> • I rarely see mistakes as a chance to learn
<p>Group Work Habits</p>	<p>I do my fair share and encourage others in my group to contribute equitably.</p> <ul style="list-style-type: none"> • I can anticipate and de-escalate conflicts 	<ul style="list-style-type: none"> • I do my fair share and contribute to the group. • I can recognize and respond to de-escalate 	<ul style="list-style-type: none"> • I sometimes do less work or too much work compared to others in the group. I am a somewhat effective group member. • I sometimes de-escalate conflicts. 	<ul style="list-style-type: none"> • I do less work or too much work compared to others and am not an effective group member. • I escalate conflicts.

	<ul style="list-style-type: none"> • I always demonstrate on-task behavior. • When I am absent I always communicate with my group and make up any group work. • I communicate effectively with my group and facilitate discussion. • I am always responsible with materials. 	<p>conflicts</p> <ul style="list-style-type: none"> • I usually demonstrate on-task behavior. • When I am absent I often communicate with my group and make up any group work. • I communicate effectively with my group. • I am responsible with materials. 	<ul style="list-style-type: none"> • I sometimes demonstrate on-task behavior. • When I am absent I attempt to communicate with my group and make up most of my group work. <ul style="list-style-type: none"> • I usually communicate effectively with my group. • I am mostly responsible with materials. 	<ul style="list-style-type: none"> • I rarely demonstrate on-task behavior • When I am absent I do not attempt to communicate with my group and do not make up group work • I do not communicate effectively with my group. • I lose or abuse materials.
<p>Class Discussions</p>	<ul style="list-style-type: none"> • I can respond in acknowledgement of prior commentary by building on others' ideas. • I seek clarification on others' ideas when needed. • I can address the whole class in a self-guided discussion without relying on the teacher. 	<ul style="list-style-type: none"> • I can respond in acknowledgement of prior commentary by attempting to build on others' ideas. • I attempt to seek clarification on others' ideas when needed. • I attempt to address the whole class in a self-guided discussion, but I may rely on the 	<ul style="list-style-type: none"> • I sometimes respond in acknowledgment of prior commentary and I sometimes attempt to build on others' ideas. • I sometimes seek clarification on others' ideas. • I sometimes address the whole class in a self-guided discussion and often rely on the 	<ul style="list-style-type: none"> • I struggle to respond in acknowledgement of prior commentary, and I struggle to build on others' ideas. • I rarely seek clarification on others' ideas. • I rarely address the whole class in a self-guided discussion.

	<ul style="list-style-type: none"> • I provide appropriate evidence to support and/or challenge ideas when applicable. • I ask thoughtful questions in class discussions. • I actively listen while others are speaking. • I engage in open dialogue and am able to respectfully disagree. • I contribute fairly, concisely, and positively. 	<p>teacher for prompting/ approval.</p> <ul style="list-style-type: none"> • I attempt to provide appropriate evidence to support and/or challenge ideas when applicable. • I can often ask thoughtful questions in class discussions. • I often actively listen while others are speaking. • I attempt to engage in open dialogue but may have a difficult time respectfully disagreeing with others. • I attempt to contribute fairly, concisely, and positively. 	<p>teacher for prompting/ approval.</p> <ul style="list-style-type: none"> • I sometimes attempt to provide evidence to support and/or challenge ideas. • I sometimes ask thoughtful questions in class discussion. • I listen attentively while others are speaking. • I sometimes engage in open dialogue and may have a difficult time respectfully disagreeing with others. • I sometimes contribute fairly, concisely, and positively. 	<ul style="list-style-type: none"> • I do not provide evidence to support and/or challenge ideas. • I rarely ask questions in class discussions. • I have a difficult time listening while others are speaking. • I have a difficult time respectfully disagreeing with others. • I struggle to contribute fairly, concisely, and positively.
<p>Formal and Informal Presentation Skills</p>	<ul style="list-style-type: none"> • My speech volume always reflects intensity and my energy is appropriate to room and audience size and I use appropriate facial expressions & gestures to enhance my presentation • My speech is expertly paced, and I effectively 	<ul style="list-style-type: none"> • My speech volume mostly reflects intensity and my energy is appropriate to room and audience size • My speech is appropriately paced, fluid 	<ul style="list-style-type: none"> • My speech volume sometimes reflects intensity and my energy is sometimes appropriate to room and audience size • My speech is somewhat 	<ul style="list-style-type: none"> • My speech volume lacks intensity and my energy is inappropriate to room and audience size. • My speech is not appropriately paced

	<p>use allotted time</p> <ul style="list-style-type: none"> • My voice enhances my presentation • My posture and body language is poised and professional. • I recover from mistakes seamlessly • I always engage audience using appropriate eye contact and use notes/bullet points appropriately • I contribute fairly in group demonstrations & presentations. 	<p>and adequately use allotted presentation time.</p> <ul style="list-style-type: none"> • My voice is relaxed. • My posture and body language is engaged and professional. • I can mostly recover from mistakes and continue my presentation • I mostly engage audience using appropriate eye contact and use notes/bullet points appropriately • I contribute fairly in group demonstrations & presentations. 	<p>appropriately paced and fluid, however my presentation may run too short or too long.</p> <ul style="list-style-type: none"> • My voice is somewhat relaxed, but may be occasionally strained. • My posture is sometimes engaged and professional but may be informal at time. • I sometimes make mistakes, which affects my presentation • I occasionally engage audience using appropriate eye contact and may rely on notes/bullet points excessively. • My contribution to group demonstrations & presentations may be less or more than others and may not be equitable 	<p>or fluid and my presentation runs too long or too short.</p> <ul style="list-style-type: none"> • My voice is frequently strained. • My posture is informal and unprofessional. • I struggle to recover from mistakes and have trouble continuing my presentation • I struggle to engage audience using appropriate eye contact and rely on notes/bullet points exclusively. • I struggle to make an equitable contribution to group demonstrations & presentations
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