

JLS 8th Grade Connections Rubric

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<p>Social Awareness</p> <p>(Concern & Sensitivity)</p>	<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 and outside of the Connections community. • I show respect for the world as a global citizen. • I accept others' personal differences, points of view and opinions. • I take extra steps to make sure everyone is included. • I can show appreciation/gratitude for the opportunities I have. 	<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. • I understand others' personal differences, points of view and opinions. • I take extra steps to make sure everyone is included. • I can show appreciation/gratitude for the opportunities I have. 	<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. • I tolerate others' personal differences, points of view and opinions. • I sometimes take extra steps to make sure everyone is included. • I attempt to show appreciation/gratitude for the opportunities I have. 	<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. • I struggle to tolerate others' personal differences, points of view and opinions. • I rarely take extra steps to make sure everyone is included. • I rarely show appreciation/gratitude for the opportunities I have.
<p>Individual Work Habits</p>	<ul style="list-style-type: none"> • I go above and beyond on assignments, internalizing the project requirements and making it my own. • I am able to connect and/or apply ideas between assignments and units, and I extend the research and trajectory of each assignment, learning for the sake of learning. 	<ul style="list-style-type: none"> • I take ownership of the objective and topic of each assignment. • I am able to connect ideas between assignments and units. 	<ul style="list-style-type: none"> • I attempt to take ownership of the objective and topic of each assignment. • I attempt to connect ideas between assignments and units. 	<ul style="list-style-type: none"> • I struggle to take ownership of the objective and topic of each assignment. • I struggle to connect ideas between assignments and units.

	<ul style="list-style-type: none"> • I can make challenging goals and develop a plan to achieve them. • I always manage time well both in and out of class. • I always make up work when absent and take initiative to speak to my teachers regarding my absence. • I always see my mistakes as a chance to learn, and I always use feedback constructively. 	<ul style="list-style-type: none"> • I can make goals and develop a plan to achieve them. • I always manage time well both in and out of class. • I always make up work when absent and take initiative to speak to my teachers regarding my absence. • I see my mistakes as a chance to learn, and I use feedback constructively. 	<ul style="list-style-type: none"> • I can make goals and develop a plan, but I may not always follow that plan. • I usually manage time well both in and out of class. • I usually make up work when absent and I sometimes take initiative to speak to my teachers regarding my absence. • I try to see my mistakes as a chance to learn, and I attempt to use feedback constructively. 	<ul style="list-style-type: none"> • I can attempt to make goals but I have difficulty developing a plan. • I struggle to manage time well both in and out of class. • I rarely make up work when absent and I rarely take initiative to speak to my teachers regarding my absence. • I struggle to see my mistakes as a chance to learn. I do not use feedback constructively.
Group Work Habits	<ul style="list-style-type: none"> • I do my fair share and contribute to the group. I am an effective group leader. • I help others in my group stay on task. • I effectively communicate with my group inside and outside of class. • I can anticipate and deescalate conflicts. • When I am absent I plan ahead, communicate and coordinate with my group seamlessly. • I am always responsible with materials. 	<ul style="list-style-type: none"> • I do my fair share and contribute to the group. I am an effective group member. • I always demonstrate on-task behavior. • I effectively communicate with my group in class. • I can deescalate conflicts. • When I am absent I communicate with my group and make up any work. • I am responsible with materials. 	<ul style="list-style-type: none"> • I do less work or more work than others in the group. I am a somewhat effective group member. • I sometimes demonstrate on-task behavior. • I usually communicate effectively with my group. • I can attempt to deescalate conflicts. • When I am absent I attempt to communicate with my group and make up most of my group work. • I am mostly responsible with materials. 	<ul style="list-style-type: none"> • I do less work or more work than others and am not an effective group member. • I rarely demonstrate on-task behavior • I do not communicate effectively with my group. • I struggle to deescalate conflicts, and/or I create conflicts. • When I am absent I do not attempt to communicate with my group and do not make up group work. • I lose or abuse materials.
Class Discussions	<ul style="list-style-type: none"> • I can respond in acknowledgment of prior commentary by building on others' ideas and posing 	<ul style="list-style-type: none"> • I can respond in acknowledgement of prior commentary by building on others' ideas. 	<ul style="list-style-type: none"> • I can respond in acknowledgment of prior commentary by attempting to build on 	<ul style="list-style-type: none"> • I struggle to respond in acknowledgement of prior commentary, because I struggle to build on

	<p>new questions to expand my classmates' thinking.</p> <ul style="list-style-type: none"> ● I always seek clarification on others' ideas when needed. ● I can facilitate a self-guided, whole- class discussion without relying on the teacher. ● I can provide appropriate textual evidence to support and/or challenge ideas when applicable. ● I can ask especially insightful questions in class discussions. ● I listen attentively while others are speaking. ● I engage in open dialogue and am able to respectfully disagree. ● I contribute fairly, concisely, and positively. 	<ul style="list-style-type: none"> ● I seek clarification on others' ideas when needed. ● I can address the whole class in a self-guided discussion without relying on the teacher. ● I can provide appropriate textual evidence to support and/or challenge ideas when applicable. ● I can ask thoughtful questions in class discussions. ● I listen attentively while others are speaking. ● I engage in open dialogue and am able to respectfully disagree. ● I contribute fairly, concisely, and positively. 	<p>others' ideas.</p> <ul style="list-style-type: none"> ● 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 teacher for prompting/ approval. ● I can attempt to provide appropriate textual evidence to support and/or challenge ideas when applicable. ● I can ask some questions in class discussions that may not show as much thought. ● I attempt to listen while others are speaking. ● I attempt to engage in open dialogue but may have difficulty time respectfully disagreeing with others. ● I attempt to contribute fairly, concisely, and positively. 	<p>others' ideas.</p> <ul style="list-style-type: none"> ● I rarely seek clarification on others' ideas. ● I rarely address the whole class in a self-guided discussion. ● I do not provide textual 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 reflects intensity and my energy is appropriate to room and audience size. I use appropriate facial expressions & gestures to enhance my presentation. 	<ul style="list-style-type: none"> ● My speech volume reflects intensity and my energy is appropriate to room and audience size. 	<ul style="list-style-type: none"> ● My speech volume sometimes reflects intensity and my energy is sometimes appropriate to room and audience size. 	<ul style="list-style-type: none"> ● My speech volume lacks intensity and my energy is inappropriate to room and audience size.

	<ul style="list-style-type: none"> • My voice enhances my presentation and I effectively use allotted time. • My voice is relaxed. • My posture and body language is poised and professional. • I recover from mistakes seamlessly. • I engage audience using direct eye contact and use notes/bullet points appropriately. I discreetly glance at notes or screen. • I contribute fairly in group demonstrations & presentations. 	<ul style="list-style-type: none"> • My voice is appropriately paced, fluid and I adequately use allotted presentation time. • My voice is relaxed. • My posture and body language is engaged and professional. • I recover from mistakes with little notice. • I engage audience using appropriate eye contact and use notes/bullet points appropriately, with limited reading off notes or screen. • I contribute fairly in group demonstrations & presentations. 	<ul style="list-style-type: none"> • My voice is somewhat appropriately paced and fluid, however my presentation may run too short or too long. • My voice is somewhat relaxed, but may be occasionally strained. • My posture is sometimes engaged and professional but may be informal. • I struggle to recover from mistakes, but can still complete my train of thought or presentation. • I occasionally engage audience using appropriate eye contact and may rely on notes/bullet points on notes or screen. • My contribution to group demonstrations & presentations may be less or more than others and may not be equitable. 	<ul style="list-style-type: none"> • My speech is not appropriately paced or fluid and my presentation runs too long or too short. • My voice is frequently strained. • My posture is informal and unprofessional. • My mistakes makes it difficult to complete train of thought or presentation. • I struggle to engage audience using appropriate eye contact and heavily rely on notes or screen. • I struggle to make an equitable contribution to group demonstrations & presentations.
<p>Passion Project (ROPE)</p>	<ul style="list-style-type: none"> • My proposal is completed on time, including detailed calendar & steps, product description, title, reason for choosing project, materials and cost without teacher guidance. • I landed my mentor on time and without teacher 	<ul style="list-style-type: none"> • My proposal is completed on time, including detailed calendar & steps, product description, title, reason for choosing project, list of materials and cost. • I landed my mentor on 	<ul style="list-style-type: none"> • My proposal is completed on time, including detailed calendar & steps, product description, title, reason for choosing project, list of materials and cost, with some teacher guidance. • I landed my mentor 	<ul style="list-style-type: none"> • My proposal fits one or more of the following: partially completed, not on time, few details, vague steps and product description, no title, vague reason for choosing project, and/or list of materials and cost is incomplete.

	<p>guidance.</p> <ul style="list-style-type: none"> ● I initiate mentor contact and seek their help when needed, and keep an up-to-date contact log throughout project. ● I keep an up-to-date hourly log throughout my project. ● My bi-weekly check-ins are up to date with detailed progress throughout project. ● I talk to my mentor and teachers to amend project appropriately, when necessary. ● My mid-project check-in reflects exceptional progress. ● My written presentation is completed on time and reflects a completed project that includes project proposal, all required elements and is presented exceptionally. ● My visual presentation is complete and includes all required components of project, including tangible product. 	<p>time with teacher guidance.</p> <ul style="list-style-type: none"> ● Mentor contact log kept up to date throughout most of my project. ● I keep an up-to-date hourly log throughout most of my project. ● My bi-weekly check-ins are up to date throughout most of my project. ● I amend my project appropriately, when necessary. ● My mid-project check-in reflects adequate progress and shows promise to finish. ● My written presentation is completed on time and reflects a completed project that includes project proposal and all elements. ● My visual presentation is complete and includes all components of project. 	<p>shortly after allotted time.</p> <ul style="list-style-type: none"> ● Mentor contact log kept up to date through a portion of project. ● I do not keep an up-to-date hourly log through a portion of project. ● My bi-weekly check-ins are up to date through a portion of project. ● I amend project appropriately when necessary with prompting from an adult. ● My mid-project check-in reflects some progress, but completion of project is within reach. ● My written presentation is completed on time and reflects an attempted completed project. ● My visual presentation is partially complete, missing one or two components. 	<ul style="list-style-type: none"> ● I did not land my mentor on time and made no initiative to find a mentor. ● I do not keep an up-to-date mentor contact log through a portion or all of project. ● I do not keep an up-to-date hourly log through a portion or all of project. ● I seldom or never complete my bi-weekly check-ins. ● I make no attempt to amend project when necessary. ● My mid-project check-in reflects little progress; it is unclear if project is within reach. I likely need to amend project. ● My written presentation is not completed on time and reflects little effort toward project. ● My visual presentation is not complete nor on time and is missing more than two components.
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