



Assessment Rubrics for *Managing Self*

Persistence	
Expert	Student sticks with a task until it is completed, applying a range of strategies and evaluating as they go. They recognize when one approach must be rejected and another employed.
Practitioner	Student generally completes task but applies only a limited range of strategies, eventually settling for one rather than continuing to indefinitely evaluate and refine.
Apprentice	Student is only able to complete task when strongly supported and helped. Strategies devised and applied are the result of the student and the helper together.
Novice	Student gives up when the answer is not immediately known, sometimes getting angry or upset. They may submit any answer to get the task over with as soon as possible. Help in this area is rejected.

Striving for Quality and Accuracy	
Expert	Student takes time to check over their ideas and products, reviewing the criteria and working to the highest possible standard. They take pride in their work and value excellence.
Practitioner	Student attempts to check over their ideas and products but may focus on one area to the detriment of another (eg: presentation over content). They take genuine pride in their work, but may not have all the skills or patience to follow through with their vision of excellence.
Apprentice	Student is able to check over their ideas and products with committed help and support. They take pride in their work but the level of excellence reached is the result of the student and helper together.
Novice	Student hands in incomplete work; uncorrected, messy, rushed, missing some of the requirements of the task. Student is anxious to get rid of the assignment rather than check it for accuracy and quality. Help in this area is rejected.

Managing Impulsivity	
Expert	Student is deliberate both in their learning and behaviour. They establish goals, strive to clarify directions, withhold value judgments about things they don't fully understand, consider alternatives and reflect, weighing the impact of their decisions on themselves and others.
Practitioner	Student attempts to establish goals, clarify directions, withhold value judgments, consider alternatives and reflect, achieving success in some of these areas but not all. They are aware of the impact their behavior makes on others but this awareness does not always translate into action.
Apprentice	Student wants to establish goals, clarify directions, withhold judgments, consider alternatives and reflect and is able to do some of these things but only with strong support. They also need and want help in managing their behaviour and considering its impact on others.
Novice	Students operate on the first idea that comes to mind without considering alternatives or consequences. They may start something before they know what's required or make immediate value judgments before fully understanding a situation. They are unaware of or unconcerned about the impact their actions may have on others. Help in this area is rejected.

Taking Responsible Risks	
Expert	Students make the most of opportunities, intellectual, emotional and physical, working to challenge themselves and extend their own abilities. They accept the risk of failure as a normal part of the growth process. Risks taken are appropriate and consequences considered.
Practitioner	Student makes the most of some opportunities, intellectual, emotional or physical but not usually all three. They try to challenge themselves and their abilities although fear of failure sometimes inhibits them. Risks are usually appropriate and consequences considered.
Apprentice	Student is only able to make the most of opportunities and challenge themselves when strongly supported. With help they can also work through their fear of failure. Risks are appropriate because they have been considered largely by the helper.
Novice	Student consistently misses opportunities in all areas, holding back because their fear of failure is greater than the desire for growth or adventure. They are preoccupied with being 'right'. Help in this area is rejected.

Finding Humour	
Expert	Situations are perceived from interesting and original perspectives, humour is initiated and appreciated in others, and absurdities and ironies appreciated. Student is able to laugh at him/herself and is able to distinguish between situations of human frailty needing compassion and those that are truly funny.
Practitioner	Some situations are perceived from original perspectives and humour is sometimes initiated and appreciated in others. Absurdities and ironies may be missed. Student tries to laugh at him/herself and to distinguish between situations needing compassion and those that are funny.
Apprentice	Student rarely initiates humour but when situations are pointed out by others the student is able to see the humour in them. With support and help they are also able to laugh at themselves and to distinguish between situations needing compassion and those that are funny.
Novice	Student laughs at others but is unable to laugh at themselves. Humour is found in inappropriate places; human differences, ineptitude, injurious behaviour, violence and profanity. Help in this area is rejected.

Responding to the World with Wonderment and Awe	
Expert	Student is curious, communing with the world around them and finding interest and beauty in the widest variety of places. They are compelled, enthusiastic and passionate about learning and their place in the universe.
Practitioner	Student is curious, communing with the world around them and finding interest and beauty but only in a limited number of spheres. They are sometimes compelled, enthusiastic and passionate about learning and their place in the universe.
Apprentice	Student's curiosity needs to be aroused by others and with help they can find interest and beauty in some places. They also need support to consider their learning or their place in the universe.
Novice	Student is not curious, oblivious to the world around them. They perceive of learning as 'boring' or 'hard work' and recoil from situations that demand too much from them. Help in this area is rejected.

Organising Time and Equipment

Expert	Goals are set and deadlines constantly met without self-inflicted undue stress to the student. Student is able to assess what equipment will be needed for learning and has it ready.
Practitioner	Goals are sometimes set and deadlines usually met but with a degree of self-inflicted stress. Student is usually able to assess what equipment will be needed for learning and tries to have it ready.
Apprentice	Goals are set and deadlines met when student has extensive help. They also need help in assessing what equipment will be needed for learning but usually tries to get it ready themselves.
Novice	Goals are rarely set nor deadlines met. Student is unable to assess what equipment they will need for learning and generally doesn't have it ready. Help in this area is rejected.