GLS1O – Culminating Course Task ("Project Me") Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
LEARNING STYLE ASSESSMENT (Application) – Did you identify yourself as a particular type of learner, and demonstrate that you understand how you can personalize your study habits?	Identified learning style, but failed to demonstrate knowledge of how to personalize study habits	Identified learning style, and demonstrated limited understanding of how to apply this knowledge to one's own study habits	Identified learning style, and demonstrated moderate understanding of how to apply this knowledge to one's own study habits	Identified learning style, and demonstrated thorough understanding of how to apply this knowledge to one's own study habits
COVER LETTER (Communication) – Did you use proper grammar and spelling? Did you clearly define your objective and advocate for yourself?	Spelling and grammar mistakes are present. Objective is clear, but self-advocacy is limited.	Incidents of spelling and grammar mistakes are minimal. Objective is clear, but self-advocacy is limited.	No spelling or grammar mistakes. Objective is clear, and self-advocacy is present, although weak.	No spelling or grammar mistakes. Objective is clear, and self-advocacy is strong and pointed.
LINE GRAPH (Communication) – Did you generate a line graph (with proper axis labels/legends/titles) that *clearly* show your grades over time?	Line graph lacks axis labels. There is little structure, although all information is present.	Line graph has axis labels, although they do not accurately describe the information in the graph. There is little structure, although all information is present.	Line graph has descriptive axis labels. There is significant structure and all information is present.	Line graph has descriptive axis labels. All information is present and the overall quality of the finished product is high.
LINE GRAPH (Inquiry) – Did you recognize the trends found in the line graph and make connections between your actions and those trends?	Ups-and-downs are recognized but not reflected upon	Ups-and-downs are recognized and are superficially explained away	Ups-and-downs are recognized and a few connections are made between them and the student's actions	Ups-and-downs are recognized and many connections are made between them and the student's actions
JOURNAL (Application) – Did you identify three	Three areas are identified. Meaningfulness is limited	Three areas are identified. Meaningfulness includes	Three areas are identified. Meaningfulness includes	Three areas are identified. Meaningfulness includes

Criteria				
areas your found meaningful? Did you coherently explain *why* you found them meaningful?	to enjoyment and convenience.	direct use of the skill (e.g. "this is useful because we do it in math")	forward-thinking (e.g. "this is useful because in the world outside of school, we will have to...")	transference of skills from one area to another (e.g. "This is useful because it helps us to become better at ...")
LEARNING STRATEGIES (Knowledge) – Did you explain three things that you learned in *each* of the four given categories? You will have **12** things that you learned by the end.	12 morsels of knowledge are included, but are not in sentence form and lack explanation	12 morsels of knowledge are included, in sentence form, but explanations are weak	12 morsels of knowledge are included, in sentence form, and explanations include some detail.	12 morsels of knowledge are included, in sentence form, and explanations show that the student can apply the knowledge gained.
PORTFOLIO (Application) – Were the above tasks neatly-organized, well-presented and reflective of your individuality?	All of the pieces are present, but the portfolio lacks cohesion and organization	All of the pieces are present, but the portfolio has minor organizational problems	All of the pieces are present, and the presentation of them is good	All of the pieces are present, and the presentations is outstanding – well-organized.