NTN Agency Rubric, Middle School

The ability to develop and reflect on growth mindset as well as demonstrate ownership over one's learning.

NewTech Network

Develop Growth Mindset: *I can grow my intelligence and skills through effort, practice, and challenge. The brain grows bigger with use, like a muscle.*

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Use Effort and Practice to Grow	• Does not connect effort or practice to getting better at a skill		• Superficially connects effort and practice to getting better at skills		• Understands how effort and practice relate to getting better at skills and improved work quality		• Understands how effort and practice relate to getting better at skills, improved work quality, or performance
Seek Challenge	• Does not take on academic challenge and risks to pursue learning • Rarely identifies the personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Every once in a while, with strong encouragement, takes on academic challenge and risks to pursue learning • Often struggles to describe personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• With encouragement, takes on academic challenge and risks to pursue learning • Describes some personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Seeks academic challenge and takes risks to pursue learning • Analyzes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks
Grow from Setbacks	• Superficially describes challenges or failures		• Identifies challenges, failures, or setbacks but does not describe reactions to them (e.g. giving up or trying harder)		• Identifies challenges or failures and describes reactions to them (e.g. giving up or trying harder)		• Identifies challenges or failures and reflects on how reactions (e.g. giving up, trying harder) affect learning and may lead to personal growth
Build Confidence	• Struggles to identify academic strengths, previous successes, or endurance gained from personal struggle to build confidence in academic success for a new task, project, or class		• Identifies an academic strength, previous success, or endurance gained through personal struggle, but does not use these skills to build confidence in success for a new task, project, or class		• Identifies academic strength, previous success, or endurance gained through personal struggle and may use the skill to build confidence in success for a task or project		• Builds confidence in success (on a new task, project, or class) by knowing and using academic strengths, previous success, or endurance gained through personal struggle
Find Personal Relevance	• With significant, individualized support, occasionally finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying personal choices		• With support sometimes finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying personal choices		• With support, finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying personal choices		• Often finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying personal choices

Take Ownership Over One's Learning: *I can learn how to learn and monitor progress to be successful on tasks, school, and life.*

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Meet Benchmarks	• Completes few benchmarks and class assignments and may resist or struggle to use resources and supports (i.e. study groups, teacher support, workshops, tutorials)		• Completes some benchmarks and class assignments; and, at the last minute, uses resources and supports (i.e. study groups, teacher support, workshops, tutorials)		• Completes benchmarks and class assignments; and often uses resources and supports (i.e. study groups, teacher support, workshops, tutorials)		• Completes polished benchmarks and class assignments by using resources and supports when necessary (i.e. study groups, teacher support, workshops, tutorials)
Seek Feedback	• Rejects feedback and/or does not revise work		• Sometimes shows evidence of accepting feedback to revise work, but at times may resist when it's difficult		• Consistently shows evidence of accepting and using feedback to revise work to high quality		• Consistently shows evidence of actively seeking and using feedback to revise work to high quality
Tackle and Monitor Learning	For a task or project, superficially identifies what is known, what needs to be learned, and how hard it will be		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; but may not use a strategy to tackle the task		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; uses a strategy and steps to tackle the task		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; uses a strategy and steps to tackle the task; and monitors how well the approach and effort are working
Actively Participate	• Does not stay focused for the activity/discussion, team meeting, or independent time and cannot resist distraction or does not notice when or why a loss of focus		• Stays focused for part of activity/discussion, team meeting, or independent time but does not notice when and why distraction happens		• Mostly stays focused on the activity/discussion, team meeting, or independent time and knows when and why disengagement or distraction happens		• Actively participates in the activity/discussion, team meeting, or independent time and has strategies for staying focused and resisting most distraction
Build Relationships	• Does not build relationships with trusted adults or peers to get back on track as needed or to enhance learning		• Does not initiate building relationships, but has a few trusted adults or peers to get back on track as needed or to enhance learning		• Builds relationships with some trusted adults and peers to get back on track as needed or to enhance learning		• Actively builds trusting relationships with adults to enhance learning, and get back on track as needed
Impact Self & Community	• Identifies the current status of the classroom and home community but not the ups and downs over time		• Has limited understanding of individual role in the ups and downs of the classroom and home community		• Identifies individual role in the ups and downs of the classroom and home community		• Analyzes individual role in the ups and downs of the classroom and home community