Academic Character Checklist

Academic character is a necessary trait for becoming an effective student. It is known by many names: "study habits", "executive functioning skills", and "student skills" to name a few. The descriptors below are learning targets for academic behavior, not necessarily for academic achievement. However, the more a student exemplifies these targets, the more likely it is that the student will achieve at high academic levels.

	Student Score (1 - 5)	Teacher Score (1 -5)	Notes
WORK ETHIC			
Focuses for the entire duration of class (whether during whole class discussion, during small group work, or when working individually)			
Focuses on **work outside of class** (completes homework on time; uses resources as necessary, e.g. YouTube videos)			
ENGAGEMENT			
Poses **questions** (whether out loud during whole class discussion, or to a partner or jotting them down)			
Listens intently to others (seeks to understand others; can repeat back directions or other people's explanations of their own thinking)			
Sees self as **part of a community of learners** (uses others as resources, both helping and seeking help; able to feel at ease saying "I don't know yet")			
GRIT			
Tries to answer questions; completes given tasks even when they are difficult			
Has a mentality of **tenacity** (a.k.a., grit, perseverance, stick-to-it-ness); does not give up			
Is **hopeful** (sees moments of failure as opportunities to learn; works very hard even after experiencing failure)			
SELF-AWARENESS			
Self Assesses own work (checks own answers for accuracy and sensibility)			
Reflects on own progress in the moment (asks self "Do I understand this?", "Can I do this without any help?", and "What do I need to work on?")			
Is **aware of own accomplishments** (able to say what you don't know; able to say what you are doing and not doing)			

Scale

1 = Very much unlike the student
2 = Unlike the student
3 = Somewhat like the student
4 = Like the student
5 = Very much like the student

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Source: David Wartowski, Niles North High School

Rubric for Mathematical Prowess
Overview

How is an open-ended problem assessed?

The primary factors that determine the quality of a solution are:

- **Communication.** Is the solution provided in the form of a convincing argument that is easy to understand?
- **Precision.** Is the solution precise, logical, and free of errors and omissions?
- **Sense Making.** Is the solution logically connected to the problem?
- **Perseverance.** Did the student independently complete the problem in its entirety (without coaxing or assistance)?

What are the ratings?

Based on how well the solution meets these four criteria, the solution might be given one of the following ratings:

- **M** – *"Mastered"* It's difficult to find any room for improvement. You have this down and it seems you won't forget it. You could probably teach this. You can certainly do this well without any help from anyone.
- **A** – *"Approaching Mastery"* You've shown that you have a good idea of what's going on, but you still have some room for improvement.
- **T** – *"Tutoring Needed"*. You've shown that you have some idea of what's happening, but you've got some work ahead of you in order to get this down. It would be a good idea to get assistance.
- **H** – "*Help*!" There is little evidence that you have much of a grasp on this.

NOTE: It's possible you may sometimes receive a minus (-) or a plus (+) after the rating to indicate that you are on the low or high side of that rating.

Guidelines to determining a single rating for the entire problem

M	• At least **two elements**[1] are at an "**excels**". • None are less than proficient.
A	• **All four elements are at least proficient.** • May have one developing category so long as another category is excels.
T	• **Two or more of the elements are developing.** • None are "No Evidence. "
H	• **Two or more of the elements are beginning.** • None are "Excels." • *"B minus" could mean that there are two or more categories that have no evidence.*

(May give M- , T+, etc.)

D219 Mathematical Practices Assessment Rubric -- DETAILED VERSION

[1] The four elements are spelled out in detail on the *detailed version* of the D219 Mathematical Practices Assessment Rubric (see next page). This detailed version is intended to help teachers determine final ratings for students. While it can be shown to students, that is not the intention of this four-column version of the rubric.

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Source: David Wartowski, Niles North High School

	Communication[2]	Precision	Sense Making	Perseverance
Key Question	***Is the solution provided in the form of a convincing argument that is easy to understand?***	***Is the solution precise, logical, and free of errors and omissions?***	***Is the solution logically connected to the problem?***	***Did the student independently complete the problem in its entirety (without coaxing or assistance)?***
(E) Excels	• Expression of solution is clear *without* exc*e*ption • Expression of solution is complete • *Expression of solution is efficient* • Solution is *very* easy to follow • *Robust* support provided for all claims made.	• No errors (w ords as w ell as symbols) • No omissions of logical steps • Use of proper units w here appropriate • *Perfect, consistent use of entirely accurate and precise mathematical vocabulary* • *Efficient and clean presentation of all information*	• *Entirely sensible* • Completely answ ers the problem • *Multiple approaches provided* • *May connect to concept beyond problem provided*	• Written evidence of full effort to completely answ er the problem • Completed w ithout any assistance, encouragement or coaxing • *Includes additional thoughts that go above the expectations of the problem*
(P) Proficient	• *Expression of solution is clear* • *Expression of solution is complete* • *Solution is easy to follow* • *Adequate support provided for all claims made*	• *No errors (words as well as symbols)* • No omissions of logical steps • *Use of proper units and labels where appropriate* • General use of entirely accurate mathematical vocabulary	• *Sensible* • *Completely* answ ers the problem	• *Written evidence of full effort to completely answer the problem* • *Completed without any assistance, encouragement or coaxing*
(D) Developing	• *Most of the thought process is clear* • *Expression of thought process is nearly complete* • *Thought process is easy to follow for the most part* • *Some claims made without support*	• *Some minor errors with either words or symbols.* • *No omissions of logical steps* • *Use of proper units and labels for the most part, where appropriate* • *General use of accurate or near-accurate mathematical vocabulary*	• *Mostly sensible* • *Answers most of the problem*	• *Some written evidence of effort to answer the problem* • *Student required a small amount of assistance or encouragement.*
(B) Beginning	• Solution is somew hat clear • Expression of solution is minimal • Solution is difficult to follow • Little support of claims made	• Major error exists w ith either w ords or symbols. • Logical steps omitted • Absence of units and labels w here appropriate • Mathematical vocabulary absent or rarely used • Mathematical vocabulary used incorrectly	• Has some sensibility • Answ ers part of the problem	• Minimal w ritten evidence of full effort • Student required assistance or encouragement.
(NE) No evidence	• No communication of mathematical thinking	• No apparent logic • Little or no correct notation	• No mathematical thought is provided	• Little or no attempt at a solution

[2] "Solution" refers to not only any final answer or conclusions but also any support for that answer or conclusion

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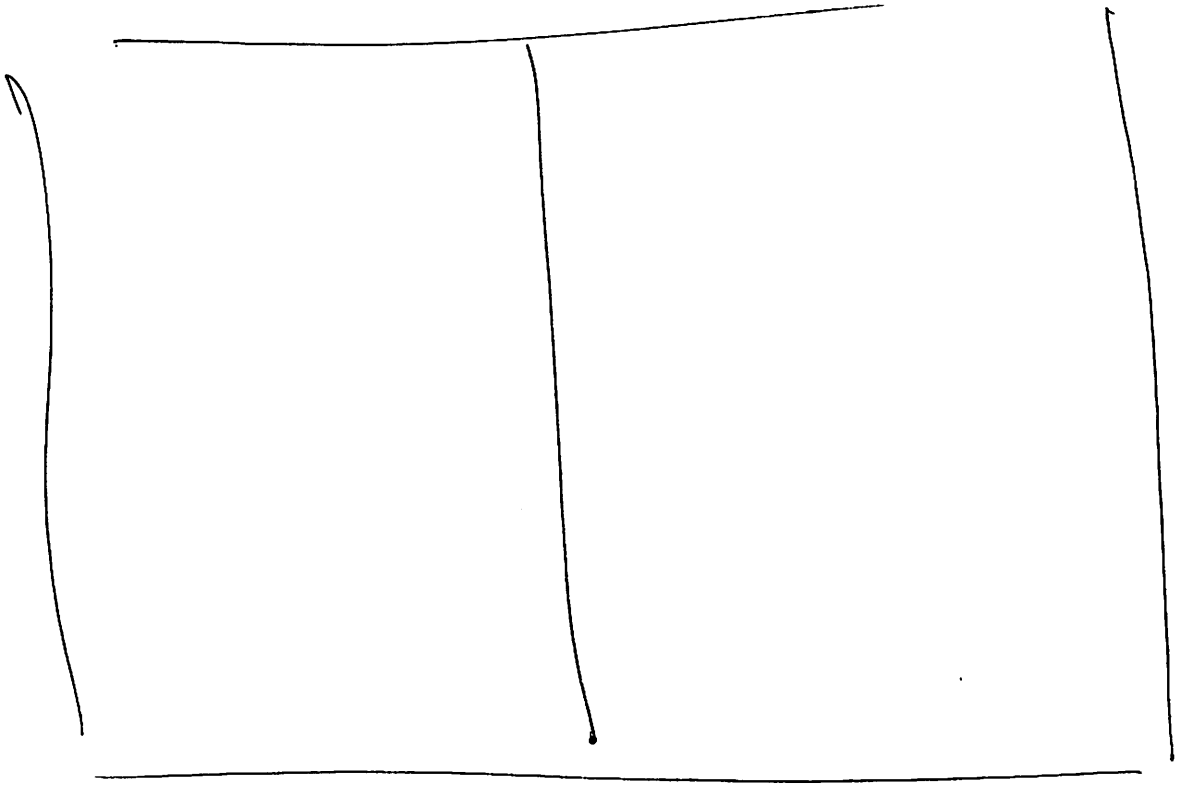
Source: David Wartowski, Niles North High School

Quick Intro

My name is _____. People usually call me _____.
I would describe myself as _____ and _____.

Choose one...

- When I grow up I want to _____
- After high school, I plan to _____
- Something unique about me is _____.
- I want you to know that _____.



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Source: David Wartowski, Niles North High School

Read and react.

Learning is not the central purpose of school. For teachers, the real purpose is to make students cover the curriculum. For students who care about school, the purpose is to get good grades. The purpose of students who don't care about school is to escape unscathed. None of these have much to do with learning.

The battle of wills between teachers and students has a game-like quality. Each teacher makes up his own rules on how the game will be played in his classroom. All teachers use grades to reward and punish and to motivate their students to cover the curriculum. "Good" students are better at figuring out how to do what each teacher wants and get rewarded with good grades.

The student's job is to do the work that the teacher requires, whether or not it is meaningful or useful. How it gets done isn't as important as being able to turn it in for credit. Most importantly, a student needs to remember what was just "learned" long enough to do well on a test. Remembering it after that only becomes important if there is a cumulative exam at the end of the semester, but, of course, it can always be "relearned."

When they are finished with the curriculum at the end of a course, students often don't have much to show for it. They don't remember much of the content they "covered." In other words, they didn't learn very much.

In part, this is because the actual content they are covering feels arbitrary and meaningless to them. They often don't know why they are being made to do what they are doing. They don't see how it has anything to do with their lives.

- From Larry Geni's This Changes Everying

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Source: David Wartowski, Niles North High School

Algebra 1
Mr. Wartowski

How Grade for Semester is Determined

	A	B	C	D	F
Quantity of Knowledge & Understanding (Breadth)	All targets have been mastered	Most targets have been mastered	Majority of targets have been mastered	Some targets have been mastered	No targets have been mastered
Quality of Knowledge & Understanding (Depth)	Targets are mastered	Targets are at least approaching mastery	Targets are at least approaching mastery; none are at "help"	Some targets are at "help"	Many targets are at "help"
Longevity of Knowledge & Understanding (Permanence)	Knowledge is permanent. Mastered targets remain mastered without exception	Knowledge is mostly permanent. Mastered targets remain mastered with little exception	Knowledge is often permanent. Mastered targets remain mastered, with some exception.	Knowledge is wavering. Prior knowledge is sometimes retained and sometimes not.	Knowledge is fleeting. Prior knowledge is often not retained.
Homework Quality of Student Work	Out-of-class work is completed consistently and with high quality	Out-of-class work is completely consistently with generally high quality	Out-of-class work is typically completed and typically of decent quality	Out-of-class work is completed on occasion	Out-of-class work is completed on occasion but is of low quality
Academic Character	High	Good	Average	Low but improving	Low and not improving
Collaboration	On task nearly all the time. Assures others understand. Assures others are on task. Others find you to be helpful and easy to work with.	Consistently on task. Works so that others understand. Encourages others to be on task. Most find you to be helpful and easy to work with.	Typically on task.	Inconsistency staying on task.	Not typically engaged with others productively.

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Source: David Wartowski, Niles North High School