

Rubric Basics

Rubrics guide us through the details that define a skill.

Ten Sigma rubrics are “analytical” rubrics, designed in an outline format that allows users to more easily analyze the details of a skill

Rubrics are used for

- ☐ Assessment
- ☐ Communications
- ☐ Displaying progress
- ☐ Tracking results
- ☐ Scoring trials

There are three main parts of a rubric

- ☐ Criteria
- ☐ Scales
- ☐ Scoring

Use Rubrics to Evaluate Students

Base evaluation on tasks, observations, discussions with the student

Rate the student

Total the scoring for the rubric

Make decisions based on the results

Accept consequences		
Name _____ Date _____		
Directions: Use scale to rate each item. Then total each group and whole rubric		
Legend: 3=Always, 2=Most of time, 1=Sometimes, 0=Never		
	Possible	Earned
Act with respect while receiving consequences		
• Make eye contact with people in authority	3	<u>1</u>
• Listen to people in authority, without interrupting	3	<u>0</u>
• Ask questions to clarify consequences	3	<u>1</u>
Accept consequences in a positive manner		
• Respond appropriately to authority when consequences are given		
• Indicate acceptance of consequence through preferred method of communication		
Carry out accepted consequences		
• Move immediately to carry out consequences	3	<u>0</u>
• Carry out consequences exactly as given by authority	3	<u>1</u>
• Continue carrying out consequences until finished	3	<u>0</u>
Learn from consequences		
• Participate in conversations regarding the behavior	3	<u>1</u>
• Think about the behaviors that earned consequences	3	<u>0</u>
• Commit to acting appropriately in the future	3	<u>1</u>
• Refrain from exhibiting unacceptable behavior when reminded of past consequences for a behavior	3	<u>1</u>
Overall Total	30	<u>6</u>
Always=26-30 Most of time=16-25 Sometimes=6-15 Never=0-5		Rating <u>S</u>
Comments		

Use Rubrics to Track Trials

Determine the number of trials

Determine what the student will do for each trial

Track success for the trials

Be organized					
Name _____ Date _____					
Directions: Mark each item. Then total the scores for each group, then for the whole rubric					
Legend: 4=exceeds standard, 3=meets standard, 2=nearly meets standard, 1=below standard. When finished add up the scores for each group and for the whole rubric.					
	T1	T2	T3	T4	T5
Use strategies for being more effective and efficient					
• Decide how tasks should be done before beginning	_____	_____	_____	_____	_____
• Store tasks for easy retrieval	_____	_____	_____	_____	_____
• Write things down to help remember them later	_____	_____	_____	_____	_____
• Keep track of responsibilities and when things are due	_____	_____	_____	_____	_____
• Have a logical sequence for completing most tasks	_____	_____	_____	_____	_____
• Finish one task completely before moving to the next	_____	_____	_____	_____	_____
Have a plan for organizing living and work areas					
• Keep living and work areas neat and orderly	_____	_____	_____	_____	_____
• Organize materials within living and work areas	_____	_____	_____	_____	_____
• Clean up areas on a regular basis	_____	_____	_____	_____	_____
Keep a long-term calendar of important events					
• Record key events on yearly, monthly and weekly calendar	_____	_____	_____	_____	_____
• Record key details and tasks	_____	_____	_____	_____	_____
• Consult calendar before agreeing to do something	_____	_____	_____	_____	_____
Keep a daily to-do list of specific events and tasks					
• Check previous to-do list at the beginning of each day	_____	_____	_____	_____	_____
• Consult calendar before making a daily to-do list	_____	_____	_____	_____	_____
• Make a list of tasks to be completed on given days	_____	_____	_____	_____	_____
• Prioritize items on the list by deadline and importance	_____	_____	_____	_____	_____
• Estimate the time needed to complete each task	_____	_____	_____	_____	_____
• Mark off tasks as they are completed	_____	_____	_____	_____	_____
• Add new tasks as they come up	_____	_____	_____	_____	_____
• Transfer uncompleted tasks to next day's list	_____	_____	_____	_____	_____
Total Number of Points					_____
Exceeds Standard=70-80 Meets Standard=50-69 Nearing Standard=30-49 Below					

Use Rubrics to Report Progress

Establish the baseline

Re-assess student periodically

Report Progress

Accept consequences					
Name _____ Date _____					
Directions: Use scale to rate each item. Then total each group and whole rubric					
Legend: 3=Always, 2=Most of time, 1=Sometimes, 0=Never					
	B	Q1	Q2	Q3	Q4
Act with respect while receiving consequences					
• Make eye contact with people in authority	1	1			
• Listen to people in authority, without interrupting	0	0			
• Ask questions to clarify consequences	1	2			
Accept consequences in a positive manner					
• Respond appropriately to authority when consequences are given					
• Indicate acceptance of consequence through preferred method of communication					
Carry out accepted consequences					
• Move immediately to carry out consequences	0	1			
• Carry out consequences exactly as given by authority	1	1			
• Continue carrying out consequences until finished	0	0			
Learn from consequences					
• Participate in conversations regarding the behavior	1	1			
• Think about the behaviors that earned consequences	0	0			
• Commit to acting appropriately in the future	1	2			
• Refrain from exhibiting unacceptable behavior when reminded of past consequences for a behavior	1	1			
Total Number of Points	6	9			
Always=26-30 Most of time=16-25 Sometimes=6-15 Never=0-5	S	S			
Comments					

Use Rubrics to Track Completion or Mastery

Select a heading

Print the rubric

Score rubric

Be organized	
Name _____	Date _____
Directions:	
Legend: Acceptable = criteria are met at a reasonable level or better	
Use strategies for being more effective and efficient	Acceptable
• Decide how tasks should be done before beginning	<u>X</u>
• Store tasks for easy retrieval	<u> </u>
• Write things down to help remember them later	<u>X</u>
• Keep track of responsibilities and when things are due	<u> </u>
• Have a logical sequence for completing most tasks	<u> </u>
• Finish one task completely before moving to the next	<u>X</u>
Have a plan for organizing living and work areas	
• Keep living and work areas neat and orderly	<u> </u>
• Organize materials within living and work areas	<u> </u>
• Clean up areas on a regular basis	<u>X</u>
Keep a long-term calendar of important events	
• Record key events on yearly, monthly and weekly calendar	<u> </u>
• Record key details and tasks	<u> </u>
• Consult calendar before agreeing to do something	<u>X</u>
Keep a daily to-do list of specific events and tasks	
• Check previous to-do list at the beginning of each day	<u> </u>
• Consult calendar before making a daily to-do list	<u> </u>
• Make a list of tasks to be completed on given days	<u> </u>
• Prioritize items on the list by deadline and importance	<u> </u>
• Estimate the time needed to complete each task	<u>X</u>
• Mark off tasks as they are completed	<u> </u>
• Add new tasks as they come up	<u> </u>
• Transfer uncompleted tasks to next day's list	<u> </u>
Comments	

Structure of a Rubric

Part One: Criteria

Level One

Rubric Title

- ☐ Main skill on which the rubric focuses
- ☐ 0 Tabs (flushleft)

Level Two

Major Criteria

- ☐ Organizes details of the rubric into meaningful groups
- ☐ 1 tab

Level Three

Subcriteria

- ☐ Details that describe the major criteria and title (skill) in detail
- ☐ Generally, subcriteria are measurable
- ☐ 2 tabs

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Taking Transition to the Max

DEMO SITE

Home My Cases Activities Administration

Customer: Demo Customer District: Demo District

Rubric View

Print Rubric Edit Rubric Set Search Attributes Make Copy for Ten Sigma Make Copy for District Make Copy for Me

Rubric Title...	Major Criteria...	Measurable Details...
<u>Accept responsibilities</u>	<u>Demonstrate an understanding of responsibilities and expectations for daily living</u>	<ul style="list-style-type: none">Willingly make the transition to a task or activityBehave appropriately as a member of the groupFollow the directions of a trusted adultRespect the rights and property of others

Structure of a Rubric

Part Two: The Scales

Assessment: Possible 5 Earned 2 Scale:

- ☐ 4-pt Always/Nvr Always, Most of the time, Sometimes, Never
- ☐ 5-pt Proficiency Exceeds, Above, Meets, Approaches, Not close
- ☐ Success All settings, familiar settings, with some assistance with a lot of assistance, can't
- ☐ Cueing Without assistance, With minimal assistance, with Unlimited assistance, Can't do
- ☐ Strength/Need Strong strength, Strength, Neutral, Weakness, Definite weakness

Trials T1 T2 T3 T4 T5

Progress Baseline Q1 Q2 Q3 Q4

Simple Scales Completed YES/NO Date M T W Th F



Scales Determine the Purpose of the Rubric

Assessment Scale

Trials Scale

Progress Scales

Simple Scales

Accept consequences	
Name _____	Date _____
Directions: Mark each criterion as completed when the student has met your expectations for the criterion	
Legend: Proficiency: 4=exceeds, 3=meets, 2=nearing, 1=not proficient.	
	 
Act with respect while receiving consequences	Completed
• Make eye contact with people in authority	___
• Listen to people in authority, without interrupting	___
• Ask questions to clarify consequences	___
Accept consequences in a positive manner	
• Respond appropriately to authority when consequences are given	___
• Indicate acceptance of consequence through preferred method of communication	___
Carry out accepted consequences	
• Move immediately to carry out consequences	___
• Carry out consequences exactly as given by authority	___
• Continue carrying out consequences until finished	___
Learn from consequences	
• Participate in conversations regarding the behavior	___
• Think about the behaviors that earned consequences	___
• Commit to acting appropriately in the future	___
• Refrain from exhibiting unacceptable behavior when reminded of past consequences for a behavior	___

Structure of Rubrics

Part Three: The Scoring

Directions Tells the user what, how, and when to score

Legend Tells the user the possible scores to give

Totaling Defines how to total (add up) the scores

☐ No totaling

☐ Whole rubric totaling

☐ Group and whole rubric totaling

Rating Defines group and whole ratings
student has earned

Banding Determines How the Rubric is Scored

Groups and Whole Rubric

No Scoring

Whole Rubric

Accept consequences

Name _____ Date _____

Directions: Use the legend to rate each item. Then analyze the results to determine student needs.

Legend: Proficiency: 4=exceeds, 3=meets, 2=near, 1=not close or N=not applicable or not a priority.

	Possible	Earned
Act with respect while receiving consequences		
• Make eye contact with people in authority	4	___
• Listen to people in authority, without interrupting	4	___
• Ask questions to clarify consequences	4	___
Accept consequences in a positive manner		
• Respond appropriately to authority when consequences are given	4	___
• Indicate acceptance of consequence through preferred method of communication	4	___
Carry out accepted consequences		
• Move immediately to carry out consequences	4	___
• Carry out consequences exactly as given by authority	4	___
• Continue carrying out consequences until finished	4	___
Learn from consequences		
• Participate in conversations regarding the behavior	4	___
• Think about the behaviors that earned consequences	4	___
• Commit to acting appropriately in the future	4	___
• Refrain from exhibiting unacceptable behavior when reminded of past consequences for a behavior	4	___

Accessing Rubrics in the RubricMaker

Access rubrics from the

☐ Survey results screen

☐ Plan

☐ Goal Manager

Student: Andrew Wilkens | Teacher: John Wessels |
Transition Survey (2012-13-4) | **Survey Results**

Display Combined Display By Group Display Selected Save Update and Go to Plan Print Close

Strengths

Interacting with Others

listen

Basic Academic Skills

use basic writing skills

Habits of Wellness

manage stress

Priority Needs

Workplace Skills and Attitudes

accept personal organization

Responsibility

accept responsibilities

accept consequences

Basic Academic Skills

use basic money skills

Habits of Wellness

practice personal grooming and hygiene

practice safety

Planning for Success

advocate for self

Transition Needs	Methods	Agencies	Categories	Date Met
	Sc P St O	TE EM IL		
Transition Service				
Advocate for self	S <input checked="" type="checkbox"/> G <input type="checkbox"/> C <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Practice personal grooming and hygiene	S <input checked="" type="checkbox"/> G <input type="checkbox"/> C <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Annual Goal				
Accept consequences	S <input type="checkbox"/> G <input checked="" type="checkbox"/> C <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Accept personal organization	S <input type="checkbox"/> G <input checked="" type="checkbox"/> C <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Accept responsibilities	S <input type="checkbox"/> G <input checked="" type="checkbox"/> C <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Practice safety	S <input type="checkbox"/> G <input checked="" type="checkbox"/> C <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Andrew Wilkens | **Annual Goal List**

Planning Assessments My Styles My Templates My Scales Close

#	Goal Name	Edit Rubrics	Define Goal Behavior	Annual Goal	Goal IEP Content	Data Collection
Transition Plan (2012-13-4)						
1	Accept consequences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Accept personal organization	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
3	Accept responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
4	Practice safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
5	Use basic money skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Add Goals						

Search for a Rubric

Search for Rubrics

By Keyword

By Attribute

- ☐ Originator
- ☐ Need Level
- ☐ Academic
- ☐ Functional
- ☐ Grade Level
- ☐ Rubric Type
- ☐ Status

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DEMO SITE

Demo District
Welcome John Wessels
Logout

Home My Cases Activities Administration

Customer: Demo Customer District: Demo District

Search for Rubrics [Help](#)

[Design New Rubric](#) [Close](#)

? Key Words: [Search](#)

Rubric Name	Attributes
	<p>? Shown (0)</p> <ul style="list-style-type: none"><input type="checkbox"/> Origin (387)<input type="checkbox"/> Needs Level (252)<input checked="" type="checkbox"/> Academic (57)<input type="checkbox"/> Functional (239)<input type="checkbox"/> Grade Level (237)<input type="checkbox"/> Rubric Type (387)<input type="checkbox"/> Status (387)

Select a Rubric

View the list
of rubrics

Click on the
“+” signs to
see more
detail of the
rubric

Click on a
rubric to open
it up

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Customer: Demo Customer District: Demo District

Rubric Library | Search Results

New Rubric New Grid Rubric

? Key Words: Search New Search

Rubric Name?		Attributes
+ accept responsibility for actions	 	Ten Sigma, Mild
+ access community resources	 	Ten Sigma, Mild
+ advocate for self	 	Ten Sigma, Mild
+ avoid substance abuse	 	Ten Sigma, Mild
+ be customer friendly	 	Ten Sigma, Mild
+ be in control of emotions	 	Ten Sigma, Mild
+ be open to learning and technology	 	Ten Sigma, Mild
+ be organized	 	Ten Sigma, Mild
+ be thorough	 	Ten Sigma, Mild
+ be trustworthy, honest, and ethical	 	Ten Sigma, Mild
+ be willing to give and take	 	Ten Sigma, Mild
+ carry out math calculations with accuracy	 	Ten Sigma, Mild
+ come promptly and prepared	 	Ten Sigma, Mild
+ complete tasks on time and to expectations	 	Ten Sigma, Mild
+ comprehend written information well	 	Ten Sigma, Mild
+ conduct effective Internet searches	 	Ten Sigma, Mild

Rubric Options

Print the rubric

Edit the rubric

Add search attributes

Make a copy of the rubric for yourself so you can edit it

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Taking Transition to the Max

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Customer: Demo Customer District: Demo District

Rubric View

Print Rubric Edit Rubric Set Search Attributes Make Copy for Me

Rubric Title...
Major Criteria...
Measurable Details...

Accept responsibilities

- Demonstrate an understanding of responsibilities and expectations for daily living
- Willingly make the transition to a task or activity
- Behave appropriately as a member of the group
- Follow the directions of a trusted adult
- Respect the rights and property of others

Accept and complete responsibilities

- Contribute to the success of the group
- Complete the tasks and responsibilities of the activity to ability level
- Indicate an awareness of task completion
- Assist with cleanup

Accept consequences of own actions

- Adjust as responsibilities and expectations change
- Accept when responsibilities are not met
- Persevere through mistakes and challenges
- Accept redirection from trusted adult

Like a Word Processor

- Add words and lines
- Remove words and lines
- Change wording

Editing Rubric Wording

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Taking Transition to the Max

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Demo District
Welcome John Wessels
Logout

HomeMy CasesActivitiesAdministration

Customer: Demo Customer District: Demo District

Edit Rubric

Help

Search for Criteria

SubmitCancelClose

+ Click + to see Survey Templates including this Rubric. Making changes here will make corresponding changes in these Survey Templates.

Rubric Title...
Major Criteria...
Measurable Details...

accept responsibilities
demonstrate an understanding of responsibilities and expectations for daily living
willingly make the transition to a task or activity
behave appropriately as a member of the group
follow the directions of a trusted adult
respect the rights and property of others
accept and complete responsibilities
contribute to the success of the group
complete the tasks and responsibilities of the activity
indicate an awareness of task completion
assist with cleanup
accept consequences of own actions
adjust as responsibilities and expectations change
accept when responsibilities are not met
persevere through mistakes and challenges
accept redirection from trusted adult

Follow Wording Rules

- use lower case letters for first words
- Do not use end punctuation
- Begin each line with verbs (be, use, describe, read, maintain, work, show, demonstrate, write)

Printing Rubrics

Select a Print Format

Click on Print Rubric

Select a print format

- Assessment
- Trials
- Progress
- Simple

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Taking Transition to the Max

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Home My Cases Activities Administration

Customer: Demo Customer District: Demo District

Print Rubric Data Sheet

Select Rubric Format: ☐ No Scale ☒ Simple ☐ Assessment ☐ Progress ☐ Trials ☐ Custom

Be organized

Use strategies for being more effective and efficient

- Decide how tasks should be done before beginning
- Store tasks for easy retrieval
- Write things down to help remember them later
- Keep track of responsibilities and when things are due
- Have a logical sequence for completing most tasks
- Finish one task completely before moving to the next

Have a plan for organizing living and work areas

- Keep living and work areas neat and orderly
- Organize materials within living and work areas
- Clean up areas on a regular basis

Keep a long-term calendar of important events

- Record key events on yearly, monthly and weekly calendar
- Record key details and tasks
- Consult calendar before agreeing to do something

Keep a daily to-do list of specific events and tasks

- Check previous to-do list at the beginning of each day
- Consult calendar before making a daily to-do list
- Make a list of tasks to be completed on given days
- Prioritize items on the list by deadline and importance
- Estimate the time needed to complete each task
- Mark off tasks as they are completed

Printing Rubrics

Select a Scale

Select a scale for the rubric

- ☐ Cueing
- ☐ Mastery
- ☐ Proficiency
- ☐ Rubric Measure

Create your own scale

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Print Rubric Data Sheet

Rubric Format: ☐ No Scale ☐ Simple ☒ Assessment ☐ Progress ☐ Trials ☐ Custom

Select Rubric Scale: Choose a Scale...

Be organized → **Cueing**

- 6 Point Cueing Scale
- 8-Point Cueing Scale

Mastery

- Acceptable Checkoff
- WLWV
- Yes-No

Proficiency

- 210 Mastery Scale (TS)
- 3-Point Proficiency
- 4 Point Always/Never Scale (TS)
- 4-Point Proficiency Scale
- 4-Point Standards Scale
- 5-Point Always, Most, Reasonably, Some, Never Scale
- 5-Point Definite Strength to Definite Weakness Scale
- 5-Point Definite Strength to Definite Weakness Scale (Master)
- 5-Point Expectations Scale
- 5-Point Proficiency Scale uses enough and not enough

Rubric Measure

- 5 Point Expectations Scale

Check previous to do list at the beginning of each day
Consult calendar before making a daily to-do list
Make a list of tasks to be completed on given days
Prioritize items on the list by deadline and importance

Printing Rubrics

Prepare Print Details

Verify the legend

Select how the rubric will be totaled

- ☐ Both group and whole rubric totaling
- ☐ Whole rubric only totaling
- ☐ Not totaling

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Print Rubric Data Sheet

Rubric Format: ☐ No Scale ☐ Simple ☒ Assessment ☐ Progress ☐ Trials ☐ Custom

Rubric Scale: 5 Point Expectations Scale

Legend: 5=Exceeds, 4=Above, 3=Meets, 2=Approaching, 1=Not Close

Select Scoring: ☒ Both Subtotals & Grand Total ☐ Grand Total only ☐ No Scoring

Be organized

- Use strategies for being more effective and efficient
 - Decide how tasks should be done before beginning
 - Store tasks for easy retrieval
 - Write things down to help remember them later
 - Keep track of responsibilities and when things are due
 - Have a logical sequence for completing most tasks
 - Finish one task completely before moving to the next
- Have a plan for organizing living and work areas
 - Keep living and work areas neat and orderly
 - Organize materials within living and work areas
 - Clean up areas on a regular basis
- Keep a long-term calendar of important events
 - Record key events on yearly, monthly and weekly calendar
 - Record key details and tasks
 - Consult calendar before agreeing to do something
- Keep a daily to-do list of specific events and tasks
 - Check previous to-do list at the beginning of each day

Remove Scoring from Individual Lines

Clicking on a checkmark removes the checkmark

Removing a checkmark from a criteria line removes scoring from that line

You can check all or uncheck all at once, or click to remove each line individually

TRAX
Goal Management System

Kelso High School
Welcome John Doe
Logout

Home My Rubrics Administration

Rubric Library | Be thorough | **Print Rubric Data Sheet** [Help](#)

My Layouts [Submit](#) [Cancel](#) [Close](#)

Rubric Layout: Possible/Earned--5 Point Strength/Weak---Group and Whole Scoring [Advanced](#)

[Submit](#) [Cancel](#) [Update Preview](#) [Include Marking](#)

Check the lines which should be included in the marking column. Uncheck the ones you do not want included.

[Check all](#) | [Uncheck All](#)

Follow a plan to complete tasks thoroughly

- ☒ Think about how tasks should look when finished
- ☒ Determine steps to be followed in completing tasks
- ☐ Follow steps as determined in completing tasks
- ☒ Make adjustments based on a specific situation

Work on tasks until they are finished

- ☒ Begin working immediately to complete tasks
- ☐ Seek assistance when needed when completing tasks
- ☐ Continue working through frustration and difficulty
- ☐ Finish all aspects and details of tasks

Revise completed tasks to see they meet expectations

- ☐ Analyze completed parts to see they meet expectations
- ☐ Improve parts to meet expectations based on analysis
- ☐ Analyze the whole task to see if it meets expectations
- ☐ Improve the whole task until it meets expectations

Remove Scoring from Individual Lines

Rubric prints with the full set of criteria

The scales have been removed for all criteria lines except four

The RubricMaker recalculated the scoring output to match changes

Advocate for self		
Name _____ Date _____		
Directions: Mark 5=Definite Strength, 4=Strength, 3=Okay, 2=Weakness, 1=Definite Weakness, NA=Not observed. When finished, total up the scores for each category--then for the whole rubric.		
Legend: 5 = Definite Strength, 4 = Strength, 3 = Acceptable, 2 = Weakness, 1 = Definite Weakness.		
Have a realistic view of self	Possible	Earned
• Be aware of capabilities and limitations		
• Be aware own strengths and weaknesses	5	___
• Describe what is important to self		
Recognize situations that require self-advocacy		
• Be aware of legal and civil rights		
• Recognize that maintaining personal safety often requires self-advocacy	5	___
• Recognize that obtaining services often requires self-advocacy		
Advocate for self when appropriate		
• Evaluate situations and decide whether self advocating is worthwhile		
• Make a plan for successfully advocating for self	5	___
• Recognize fears associated with self advocating and have methods of overcoming them		
• Carry out plan and advocate for self	5	___
• Evaluate success in advocating for self		
• Decide on how to better advocate for self next time		
Overall Total	20	___
Def Strength=18-20 Strength=14-17 Acceptable=10-13 Weak=6-9 Def Weak=4-5	Rating	___
Comments		

Print the Rubric

Be thorough		
Name _____	Date _____	
Directions: Use the scale below to rate each item. Then total each group and the whole rubric.		
Legend: Expectations: 5=Exceeds, 4=Above, 3=Meets, 2=Approaches, 1=Not Close		
Follow a plan to complete tasks thoroughly	Possible	Earned
• Think about how tasks should look when finished	5	___
• Determine steps to be followed in completing tasks	5	___
• Follow steps as determined in completing tasks	5	___
• Make adjustments based on a specific situation	5	___
Subtotal for Group	20	___
Exceeds=18-20 Above=14-17 Meets=10-13 Approaching=6-9 Not Close=4-5	Rating	___
Work on tasks until they are finished		
• Begin working immediately to complete tasks	5	___
• Seek assistance when needed when completing tasks	5	___
• Continue working through frustration and difficulty	5	___
• Finish all aspects and details of tasks	5	___
Subtotal for Group	20	___
Exceeds=18-20 Above=14-17 Meets=10-13 Approaching=6-9 Not Close=4-5	Rating	___
Revise completed tasks to see they meet expectations		
• Analyze completed parts to see they meet expectations	5	___
• Improve parts to meet expectations based on analysis	5	___
• Analyze the whole task to see if it meets expectations	5	___
• Improve the whole task until it meets expectations	5	___
Subtotal for Group	20	___
Exceeds=18-20 Above=14-17 Meets=10-13 Approaching=6-9 Not Close=4-5	Rating	___
Overall Total	60	___
Exceeds=55-60 Above=43-54 Meets=31-42 Approaching=19-30 Not Close=12-18	Rating	___