

Assessing Life and Literacy Skills in the Classroom

This rubric is designed to help you (1) measure the development of your students' life skills and (2) assess their understanding of these skills through literacy. Check off descriptions in the five categories that best reflect a student's understanding of each concept through reading the theme-aligned books in this collection. You may want to meet to discuss specific books that the student has read.

Themes		Emerging	Developing	Accomplished
Understanding Myself	Student's Own Development	<ul style="list-style-type: none"> <input type="checkbox"/> Student lacks motivation and shows minimal self-confidence <input type="checkbox"/> Student does not make any effort to set goals <input type="checkbox"/> Student does not have an awareness of his/her own strengths and weaknesses 	<ul style="list-style-type: none"> <input type="checkbox"/> Student demonstrates some self-confidence, but tends to lose motivation <input type="checkbox"/> Student sets initial goals, but makes minimal effort to achieve them <input type="checkbox"/> Student demonstrates some awareness of his/her strengths and weaknesses 	<ul style="list-style-type: none"> <input type="checkbox"/> Student demonstrates self-confidence and is self-motivated <input type="checkbox"/> Student sets personal goals and noticeably strives to achieve them <input type="checkbox"/> Student consistently demonstrates an awareness of his/her strengths and weaknesses
	Life and Literacy Skills Development	<ul style="list-style-type: none"> <input type="checkbox"/> Student cannot identify or understand characters' feelings <input type="checkbox"/> Student cannot identify characters' goals or possible motives for working toward those goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Student can identify characters' feelings, but cannot relate to or understand them <input type="checkbox"/> Student can identify characters' goals, but does not fully understand characters' motives 	<ul style="list-style-type: none"> <input type="checkbox"/> Student identifies, understands, and can relate to characters' feelings <input type="checkbox"/> Student identifies characters' goals and understands possible motives and intentions
Managing Myself	Student's Own Development	<ul style="list-style-type: none"> <input type="checkbox"/> Student has little to no impulse control <input type="checkbox"/> Student does not manage stress and emotions appropriately <input type="checkbox"/> Student's lack of organization negatively affects schoolwork 	<ul style="list-style-type: none"> <input type="checkbox"/> Student sometimes displays impulse control <input type="checkbox"/> Student sometimes manages stress and emotions appropriately <input type="checkbox"/> Student's organizational skills are erratic, but improving 	<ul style="list-style-type: none"> <input type="checkbox"/> Student consistently displays impulse control <input type="checkbox"/> Student consistently manages stress and emotions appropriately <input type="checkbox"/> Student's organizational skills are consistent and positively affect schoolwork
	Life and Literacy Skills Development	<ul style="list-style-type: none"> <input type="checkbox"/> Student cannot identify characters' internal dilemmas and does not see their connection to the characters' actions <input type="checkbox"/> Student cannot identify the external obstacles characters face and does not understand how those obstacles can prohibit goal achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Student can identify characters' internal dilemmas, but does not see their connection to the characters' actions <input type="checkbox"/> Student can identify the external obstacles characters face, but does not understand how characters overcome these obstacles 	<ul style="list-style-type: none"> <input type="checkbox"/> Student identifies characters' internal dilemmas and sees their connection to the characters' actions <input type="checkbox"/> Student identifies the external obstacles characters face, and understands how characters work to overcome these obstacles

Themes		Emerging	Developing	Accomplished
Respecting Others	Student's Own Development	<ul style="list-style-type: none"> ❑ Student shows little to no consideration for classmates' feelings and does not act appropriately ❑ Student might identify cultural/social differences, but does not display empathy for others 	<ul style="list-style-type: none"> ❑ Student shows an understanding of classmates' feelings, but does not act appropriately ❑ Student identifies cultural/social differences and attempts to show respect for them 	<ul style="list-style-type: none"> ❑ Student demonstrates an understanding of classmates' feelings and acts appropriately ❑ Student demonstrates an understanding and appreciation of cultural and social differences
	Life and Literacy Skills Development	<ul style="list-style-type: none"> ❑ Student does not understand if characters act considerably and cannot identify characters' intentions ❑ Student might identify the cultural and social differences of characters, but does not make connections back to his/her own experiences 	<ul style="list-style-type: none"> ❑ Student understands if characters are acting considerably, but cannot identify characters' intentions toward others ❑ Student identifies the cultural and social differences of characters, but does not make connections back to his/her own experiences 	<ul style="list-style-type: none"> ❑ Student understands if characters are acting considerably and identifies characters' intentions ❑ Student identifies differences of characters, makes connections to his/her own life experiences, and sees similarities between the text and his/her own life
Building Relationships	Student's Own Development	<ul style="list-style-type: none"> ❑ Student makes minimal attempt to form relationships with peers ❑ Student does not try to talk with peers and does not continue a conversation when approached 	<ul style="list-style-type: none"> ❑ Student makes some attempt to form relationships with peers with encouragement from teacher ❑ Student talks to peers but only when approached first 	<ul style="list-style-type: none"> ❑ Student makes consistent and self-motivated efforts to talk to peers ❑ Student engages in conversations regularly, and works to sustain positive relationships with peers
	Life and Literacy Skills Development	<ul style="list-style-type: none"> ❑ Student does not make connections between characters' relationships and relationships in his/her own life ❑ Student does not see how problems in communication create conflict, nor how problems can be solved 	<ul style="list-style-type: none"> ❑ Student identifies different kinds of relationships in the book, but does not relate any to his/her own life ❑ Student sees how problems in communication create conflict, but not how problems can be solved 	<ul style="list-style-type: none"> ❑ Student identifies different kinds of relationships in the book and relates them to his/her own life ❑ Student sees how problems in communication create conflict, and how these problems can be solved
Making Decisions	Student's Own Development	<ul style="list-style-type: none"> ❑ Student does not use any clear reasoning when making decisions ❑ Student does not consider the safety/social repercussions of actions 	<ul style="list-style-type: none"> ❑ Student might briefly stop to think before making decisions ❑ Student usually considers safety/social repercussions of actions 	<ul style="list-style-type: none"> ❑ Student shows clear reasoning before making decisions ❑ Student constantly considers the safety/social repercussions of actions
	Life and Literacy Skills Development	<ul style="list-style-type: none"> ❑ Student does not stop to consider a character's decision-making process ❑ Student cannot identify or understand the reasoning behind a character's decision 	<ul style="list-style-type: none"> ❑ Student sometimes considers a character's decision-making process ❑ Student identifies a character's reasoning for decisions, but does not fully understand the reasoning 	<ul style="list-style-type: none"> ❑ Student consistently considers and evaluates characters' decisions ❑ Student identifies a character's reasoning for a decision and fully understands why he/she acts