We are what we repeatedly do. Excellence then, is not an act, but a habit.
- Aristotle

We don't think ourselves into a new way of living; we live ourselves into a new way of thinking.
- Richard Rohr
draft 3

draft 4

Natalie
draft 5
A grasshopper has two antennae, big eyes, a mouth, and strong legs. Some grasshoppers have sandpits on their backs. Grasshoppers are found in tall grassy fields. A grasshopper spills brown bitter liquid to protect itself. Grasshoppers eat plants and fall grass. They jump high, that makes them champion jumpers.

By: Natalie

These cards were created by second grade students from Alice B. Ball School, a public school in Springfield, Massachusetts. They reflect the children's study of insects.

Alice B. Ball Magnet School
An Expeditionary Learning School

Marques Johnson
HS National Player of the Year

Richard Washington – Benson Tech HS
Oregon State Champions 1971, 1973
The U.C.L.A. basketball coach John Wooden, at the first squad meeting each season, had his players practice putting their socks on.

He demonstrated just how to do it: he carefully rolled each sock over his toes, up his foot, around the heel, and pulled it up snug, then went back to his toes and smoothed out the material along the sock’s length, making sure there were no wrinkles or creases...

He had two purposes in doing this. First, wrinkles cause blisters. Blisters cost games. Second, he wanted his players to learn how crucial seemingly trivial details could be. “Details create success” was the creed of a coach who won ten N.C.A.A. men’s basketball championships.

“IF YOU DON’T HAVE TIME TO DO IT RIGHT, WHEN WILL YOU HAVE TIME TO DO IT OVER?”

- JOHN WOODEN
What do you do in your class to give your students the message that everything you do here matters?

Learning Targets

Long term target:
I can create a classroom culture that inspires a commitment to quality, provides structures to help students achieve it, and promotes a “growth mindset.”

Supporting targets:
- I can explain how to involve students in defining criteria for excellence.
- I can describe how to help students accurately self-assess their work in relation to the standard.
- I can explain how to equip students to independently revise their work in relation to the standard.
- I can imagine how the Assignment to Assessment process can apply to getting better at anything!

What does it mean to “work”?

What do you need to do your best work?
The Crystallizing Experience

"The most important moment in a child's education is the crystallizing experience: when the child connects to something that engages curiosity and stimulates further exploration."

- What is amazing about the concept or the topic? What important consequences does it have in our lives? How would life be different without it?
- How have children experienced the topic in their own lives?
- What connection does this topic have to others? Is there a principle or concept at the root that leads to something universal?
- How can I lead students to discover the topic for themselves rather than tell them what they are going to study?
- Is there a great question, issue or challenge that could introduce the topic?
Assignment to Assessment

- Experience, Lesson, Observation
- Assignment
- Look at Student Work
  Identify and Post Criteria for Excellence
  Design Rubric
  Show and Discuss Performance Levels
- Practice
- Self-evaluation
- Peer-evaluation: Critique
- Revision
- Teacher Critique
- Final Product
Assignment to Assessment

- Experience, Lesson, Observation
- Assignment
- Look at Student Work
- Identify and Post Criteria for Excellence

Design Rubric
Show and Discuss Performance Levels
Practice
Self-evaluation
Peer-evaluation: Critique
Revision
Teacher Critique
Final Product

Criteria for Excellence

- Even spaces between every line
- Every line is the same size
- Every line is straight
Assignment to Assessment

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What can you measure?

What about rubrics?
Are they just a school thing?
Do people actually use them in their personal and professional lives?

Rubric for Biography Writing

<table>
<thead>
<tr>
<th>What</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Reader has a strong impression of the person; major life themes are clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reader gets some impression of the person; major life themes are not sharply in focus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reader does not get much of an impression of the person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Writer consistently uses powerful and vivid imagery; “shows” rather than “tells”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer uses some vivid imagery; tends to “tell” rather than “show”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writer uses little or no vivid imagery; little of the writing paints a picture for the reader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Biography has a natural flow to it; factual material is logically organized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biography does not always flow; not all factual material is logically organized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is little or no flow to the biography; factual material is disjointed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>The writer’s unique voice is evident throughout the biography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer’s voice is sometimes evident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is very little of the writer’s own voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Fluency</strong></td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Sentences are varied in length and construction; the writing has a good flow to it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is some variation in sentence structure; sometimes the writing flows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is little or no variation in sentence structure; writing is choppy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Writer has paid close attention to spelling, grammar, and punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are some errors in spelling, grammar, and punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing contains many errors in spelling, grammar, and punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is there anything you can’t measure?
**RUBRICS**

A rubric is a tool used to measure the quality of something. The criteria describe the important elements in producing a quality product. The performance levels define or describe the journey from novice (beginner) to expert.

### CHOCOLATE CHIP COOKIES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texture</td>
<td>The cookie is crispy on the outside, is chewy on the inside, and includes moistness but is not greasy.</td>
<td>The cookie is fully cooked but only crisp or only chewy.</td>
<td>The cookie is undercooked or raw.</td>
<td>The cookie is overcooked or undercooked.</td>
</tr>
<tr>
<td>Appearance</td>
<td>The cookie is whole, golden brown, 4” in diameter, with at least 4 visible chips. It is thicker in the center and thinner on the edges, uniquely shaped, and presented on an aesthetically pleasing plate or napkin.</td>
<td>The cookie is whole, golden brown, 2”-4” in diameter with at least 4 visible chocolate chips.</td>
<td>The cookie is golden brown and less than 2” in diameter.</td>
<td>The cookie is broken or burnt or raw or contains no visible chips.</td>
</tr>
<tr>
<td>Taste</td>
<td>The cookie is oven-fresh with a sweet, rich, buttery flavor. A real chocolate taste in each bite complements the rich, flavored dough.</td>
<td>The cookie is fresh with a sweet, buttery flavor. A real chocolate taste complements the rich, flavored dough.</td>
<td>The cookie is semi-fresh with a buttery flavor and a chocolate flavor.</td>
<td>The cookie is stale, salty, and dry. The chocolate chips are tasteless with bland flavored dough.</td>
</tr>
<tr>
<td>Contents</td>
<td>The cookie has a 50-50 dough-to-chip ratio. The chocolate chips are large chocolate chips. They are the highest quality.</td>
<td>The cookie has a 50-50 dough-to-chip ratio. The chocolate chips are standard, commercial morsel size.</td>
<td>The cookie has a few (1-2) chocolate chips.</td>
<td>The cookie has no chocolate chips or no distinguishable chocolate chips.</td>
</tr>
<tr>
<td>Smell</td>
<td>The cookie has a rich, buttery and chocolatey smell from 6’ away. The smell makes your mouth water and want a cookie.</td>
<td>The cookie smells rich, chocolatey, and buttery when held at arm’s length.</td>
<td>The cookie has a buttery or chocolatey odor when held near the nose.</td>
<td>The cookie smells burnt or unpleasant, or has no smell at all from any distance.</td>
</tr>
</tbody>
</table>
### Snake Song Performance Rubric

Learning Target: I can give a quality song performance that shows how much I care about our class snake and makes the audience want to find out more about her.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Bulls Eye</th>
<th>Almost There</th>
<th>Getting Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posture</td>
<td>Stands straight and tall for entire performance.</td>
<td>Stands straight and tall for most of performance.</td>
<td>Slouches back. Hunches shoulders.</td>
</tr>
<tr>
<td>Voice</td>
<td>Level 3 presentation voice. Can hear voice in all parts of room.</td>
<td>Level 2 or 3 presentation voice can sometimes be heard in all parts of room.</td>
<td>Can’t hear voice at back of room.</td>
</tr>
<tr>
<td>Expression</td>
<td>Face shows interest and enthusiasm for entire performance.</td>
<td>Face shows interest and enthusiasm for part of the performance.</td>
<td>Face looks bored and uninterested.</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Eyes on the audience for entire performance.</td>
<td>Eyes on audience for some of performance.</td>
<td>Eyes wander or look downward. Eyes not on audience.</td>
</tr>
</tbody>
</table>

---

Name __________________ Date___________________

Please rate how scared you are of snakes, on a 1-5 scale. Circle the one rating that fits you best.

1. I love snakes. So much if a snake crawled in my bed I'd kiss it.
2. I would let a snake crawl on me, but not for long.
3. I am scared of snakes, but won't flinch if I see one.
4. Every time I see a snake, I panic; I turn away as much as I would to a spider. I would rather not walk at all if there is a snake.

If you rated yourself a 3 or 4, please explain why you are scared of snakes:

---
Cleaning Room List

1. Make Bed.
2. Put away clothes.
3. Put away books and notebooks.
4. Anything else that is not picked up.
5. Clean tall dresser.
6. Clean fat dresser.
7. Then you can play with a toy and put it back when you are finished.

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Practice
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Revision
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- Self-evaluation

Peer-evaluation: Critique
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Teacher Critique
Final Product

Critique

1. Describe something positive.
2. Describe something that could be improved.
3. Be specific!
4. Speak about the work, not the author.
If I owned Buddy's
I would

LUNCH  DINNER  BRUNCH  RAW BAR
ANNAPOLIS  0  L AUREL  0

Servers Name
Number in Party

A. Speed of Service  ☐  ☐  ☐  ☐
B. Food Quality  ☐  ☐  ☐  ☐
C. Price Value  ☐  ☐  ☐  ☐
D. Employee Courtesy  ☐  ☐  ☐  ☐

1. How did you hear about Buddy's?
2. Is this your first visit to Buddy's?
3. If a regular, how often do you come to Buddy's?
4. What restaurants do you frequent?

Assignment to Assessment

- Experience, Lesson, Observation
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Teacher Critique
Final Product
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### French Drop Evaluation

**Self Evaluation:** Circle the level you feel you have achieved in each category below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ball Really Seems To Vanish</td>
<td>Ball is dropped or is obviously in other hand</td>
<td>Ball can be glimpsed in other hand</td>
<td>Ball seems to vanish, but hand movements are not smooth</td>
<td>Ball seems to vanish, and hand movements are fluid</td>
</tr>
<tr>
<td>Eyes follow where the ball seems to be &amp; eye contact with audience</td>
<td>Performer looks at ground or away from hands &amp; audience</td>
<td>Performer looks at hands, but not following where the ball seems to be</td>
<td>Performer looks at the ball or at the audience, but not both</td>
<td>Performer switches smoothly between watching ball and making eye contact</td>
</tr>
<tr>
<td>Performer seems excited about magic trick</td>
<td>Performer seems disappointed to be performing</td>
<td>Performer seems calm, but body language does not seem excited</td>
<td>Performer’s face registers excitement, but body language is calm</td>
<td>Both facial expressions and body language make performer look excited to vanish the ball</td>
</tr>
<tr>
<td>Speak Loudly &amp; Clearly</td>
<td>Little or no speaking</td>
<td>Performer speaks, but few words you hear</td>
<td>Speech is loud enough, but not clear</td>
<td>Speech is loud and clear</td>
</tr>
</tbody>
</table>

---

**Topics to Introduce the Process of Quality Work**

- Japanese Characters
- Tessellations
- Tangram Designs
- Acting/Tableau
- Observation Skills
- Creating Patterns
- Excellence in Greeting
- Labeling Things
- Homework Assignment
- What Does “Ready” look like?
- Magic Trick

---

**Dear Mr. Levy,**

I have been in your class for the past two years. Ever since the time you told me about how you took the bodies of real kids in your class and threw them down in the basement to rot, I have always wanted to see how terrible it must have been and still looks. I don’t speak for my self when I say this, rather, I represent the students of your class and the things they want to see. What we want to do before we move on to middle school is to go down to the basement and explore its many mind boggling wonders. If I am correct, you have never done this exciting trip with any of your past classes. This is your last year teaching at Boston and you have not done this exciting trip with any other class I think this would be a great trip for you and all of us.

(class)

I hope you read this with “singles of heart”, and will fulfill our wish.

Below we have signed our names which indicates our desire to go below and see the mysterious basement.

[Signatures]

P.S. If you do grant our wish, will it be a great time to capture your students. GPS? Email to me!
Paragraph Structure Rubric

1. **Topic Sentence**: Has a clear, specific subject. It has a focus that lets the reader know what you are going to say about the subject.
   - **Score 1**: Just stated what happened in the paragraph.
   - **Score 2**: Summarized what happened in the paragraph.
   - **Score 3**: Clearly stated the main idea and supported it with evidence.
   - **Comments**: It is important to start off with a clear topic sentence.

2. **Body**: Has a vague or broad subject. It does not give a clear idea of what the writer will say about the subject.
   - **Score 1**: Does not give clear information about the topic. The body does not support the topic. It is just a restatement of the topic sentence.
   - **Score 2**: Provides some evidence, but it is not clear what it is supporting.
   - **Score 3**: Clearly supports the topic sentence with clear evidence.
   - **Comments**: The body should be well-organized and support the topic sentence.

3. **Conclusion**: Does not summarize or tie everything together.
   - **Score 1**: Conclusion is not strong; it does not summarize the main points.
   - **Score 2**: Conclusion is weak; it does not tie everything together.
   - **Score 3**: Conclusion is strong; it summarizes the main points.
   - **Comments**: The conclusion is important to end the paragraph with a strong statement.

---

Paragraph Evaluation

**Topic Sentence**

- **Score 1**: Does not state what happened in the paragraph.
- **Score 2**: Does not summarize what happened in the paragraph.
- **Score 3**: Clearly states what happened in the paragraph.

**Body 1**

- **Score 1**: Does not support the topic. It is just a restatement of the topic sentence.
- **Score 2**: Provides some evidence, but it is not clear what it is supporting.
- **Score 3**: Clearly supports the topic sentence with clear evidence.

**Body 2**

- **Score 1**: Does not support the topic. It is just a restatement of the topic sentence.
- **Score 2**: Provides some evidence, but it is not clear what it is supporting.
- **Score 3**: Clearly supports the topic sentence with clear evidence.

**Conclusion**

- **Score 1**: Conclusion is not strong; it does not summarize the main points.
- **Score 2**: Conclusion is weak; it does not tie everything together.
- **Score 3**: Conclusion is strong; it summarizes the main points.

**Comments**: The conclusion is important to end the paragraph with a strong statement.

---

Paragraph Evaluation

**Topic Sentence**

- **Score 1**: Does not state what happened in the paragraph.
- **Score 2**: Does not summarize what happened in the paragraph.
- **Score 3**: Clearly states what happened in the paragraph.

**Body 1**

- **Score 1**: Does not support the topic. It is just a restatement of the topic sentence.
- **Score 2**: Provides some evidence, but it is not clear what it is supporting.
- **Score 3**: Clearly supports the topic sentence with clear evidence.

**Body 2**

- **Score 1**: Does not support the topic. It is just a restatement of the topic sentence.
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**Conclusion**

- **Score 1**: Conclusion is not strong; it does not summarize the main points.
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- **Score 3**: Conclusion is strong; it summarizes the main points.

**Comments**: The conclusion is important to end the paragraph with a strong statement.
Colonial rubric
Morning verse
Reflections 2

We come together from many different places
To learn, to work and to play.
We pause to give thanks to all those seen and unseen
Who make it possible for us to be here.
We ask that in this coming day
We may be given a chance to know honor and respect
For ourselves and each other,
For the world and all creation.
In our thoughts, in our feelings, and in our deeds.
May our hearts be true.

Daily Reflections
11/28/18

We were together...
How did we do as a whole class today?
We worked on our individual projects, and we
were very focused.
What are a few things we did?

To learn...
- The students were assigned to different groups.
The groups worked on different projects.

To work...
- We discussed the meaning of leadership.

To play...
- We played a game of "Simon Says".

To create...
- We created a poster for our project.

To reflect...
- We discussed our experiences and feelings.

... respect for ourselves...
- I gave myself a "well done!"

... respect for each other...
- I drew pictures of my friends.

... respect for the world and all creation...
- We answered a "stop!" sign.

... in our thoughts...
- I thought about the day.

... in our feelings...
- I felt proud of our work.

... a deed I did today...
- I helped someone by giving them a high five.
Learning Targets

**Long term target:**
I can create a classroom culture that inspires a commitment to quality, provides structures to help students achieve it, and promotes a “growth mindset.”

**Supporting targets:**
- I can explain how to involve students in defining criteria for excellence.
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- I can imagine how the Assignment to Assessment process can apply to getting better at anything!