

How to score using this rubric.

To score, start in the middle column; read all statements in column 3

If **ALL** criteria in column 3 are met or exceeded, go to column 5

Read column 5 for exemplary practice.

If none in column 5 are met, the score = 3

If some in column 5 are met, the score = 4

If all in column 5 are met, the score = 5

If **SOME** or **NONE** of the criteria in column 3 are met, go to column 1

If all criteria in column 1 are true, the score = 1

If some criteria in column 1 are true, the score = 2

My Outward Bound Moment	Fail 1	Developing 2	Pass 3	Pass 4	Pass with Honors 5
Final Score	(0-7 points) <i>* failure to meet descriptor can result in zero points.</i>		(8-13 points)		(14-15 points)

Comments

Student Name _____

Scorer Name _____

My Outward Bound Moment	Fail	Developing	Pass	Pass	Pass with Honors
	1	2	3	4	5
<p>Quality of Writing <i>Students are able to express their claims in written form, paying special attention to organization of ideas, fluent transitions between ideas, and mastery of grade-level specific conventions. Word choice and voice reflect a confident author and a final draft features minimal errors in grammar, usage, mechanics, and keyboard skills.</i></p>	<p>Student presents ideas with some use of academic and domain-specific vocabulary. Sentences are short and simple in construction and do not support coherence of claims. Student voice is lacking. There are several errors in conventions and keyboarding errors distract from the readability of the piece.</p>		<p>Student presents ideas clearly, succinctly, and with a balance of academic and domain-specific vocabulary. Sentences flow across and between paragraphs to support coherence of claims. Student voice is present and supports the topic. Conventions are followed with minimal errors and keyboarding errors are few.</p>		<p>Student presents ideas clearly, succinctly, and with a command of academic and domain-specific vocabulary. Sentences flow across and between paragraphs to support coherence of claims. Student voice is active and drives understanding of the topic. Conventions are followed with no errors and keyboarding errors are absent.</p>
<p>Quality of Reasoning <i>Students are able to explain how their Outward Bound moment helped them grow physically, socially and emotionally and provide specific examples. There is a connection between the physical effort and classroom/ academic experiences.</i></p>	<p>Student narrative or event does not capture the significance of being an “Outward Bound” moment. The connection between the event specific classroom or academic experiences is unclear to reader or fails to provide examples to illustrate the point. .</p>		<p>Student presents a narrative of the event and describes its significance to being an “Outward Bound” moment. A clear connection is made between the event and a specific classroom or academic experience. Examples support the student’s claims.</p>		<p>Student presents a rich and personal narrative of an event and describes its significance to being an “Outward Bound” moment. A clear connection is made between the event and multiple classroom or academic experiences. Examples illuminate and enhance the student’s claims.</p>
<p>Quality of Reflection <i>Students are able to select a pivotal moment during their years at GCCS and explore how character traits and Design Principles helped them overcome the physical challenge described in their essay. There is a sense of gratitude in their reflection and connection to the future.</i></p>	<p>Student names one or two specific character traits and/ or Design Principles connected to their Outward Bound moment. Student understands the role of character in personal growth but may not share a sense of gratitude for the experience. There is a weak (or no) connection to how this will support them in the future.</p>		<p>Student names two or three specific character traits and/ or Design Principles connected to their Outward Bound moment. Student understands the role of character in personal growth and is able to convey a sense of gratitude for the experience. There is a connection to how this will support them in the future.</p>		<p>Student names several character traits and/ or Design Principles connected to their Outward Bound moment and explains why. Student clearly understands the role of character in personal growth and conveys a sense of gratitude for the experience and towards GCCS. There are connections to how this will support them in the future, as a student and as a citizen.</p>