

NTN Agency Rubric, Grade 5

The ability to develop and reflect on growth mindset and demonstrate ownership over one's learning.



NewTech Network

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
GROWTH MINDSET	<ul style="list-style-type: none"> Is often hesitant to practice skills, even with encouragement Is often hesitant to take risks in their learning, even with encouragement Struggles to work through challenges without help or easily gives up Struggles to identify strengths Struggles to see failures and challenges as an opportunity for growth 		<ul style="list-style-type: none"> Shows a limited willingness to practice skills in order to get better at something Takes limited risks in their learning or takes risks only with encouragement Attempts to work through challenges but may easily give up Struggles to build confidence from their strengths Is beginning to see failures and challenges as an opportunity for growth 		<ul style="list-style-type: none"> Understands how practice and effort helps them to improve Often takes risks in their learning (takes on challenges, goes beyond, etc.) Works through challenges before asking for help Builds confidence from their strengths Sees failures and challenges as an opportunity for growth 		<p>In addition...</p> <ul style="list-style-type: none"> Actively works to improve skills through practice and effort Independently reflects on their actions, decision-making, and learning (strengths, areas for growth, needs, etc.)
OWNERSHIP OVER LEARNING	<ul style="list-style-type: none"> Is unable to complete tasks in a reasonable timeline Struggles to see value in feedback offered Struggles to complete tasks Is often distracted and does not often participate in class discussions Has not developed strategies for staying focused and on task Is hesitant to begin work on tasks even after teacher or peer prompting Struggles to build or maintain relationships and feels uncomfortable asking others for help 		<ul style="list-style-type: none"> Completes assignments at slower pace or alternative timeline Understands the purpose of feedback and receives it courteously Is able to complete tasks Participates somewhat in class discussions Has a limited number of strategies for staying focused and on task Gets started fairly quickly on tasks after teacher prompt or direction Maintains some relationships with others and asks a limited number of individuals for help 		<ul style="list-style-type: none"> Completes assignments and benchmarks on time Accepts feedback and uses that feedback to improve their work Is able to use a variety of strategies for tackling a task Actively participates in class discussions and activities Has developed a set of strategies for remaining focused and on task during work time Gets started on tasks without prompting from the teacher Builds positive relationships with others and feels comfortable asking others for help. 		<p>In addition...</p> <ul style="list-style-type: none"> Confidently seeks out resources and supports when needed in order to create higher quality work Actively seeks feedback from others in order to revise their work Monitors the effectiveness of strategies used for tackling a task and is able to adjust as needed