**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Good Learner Concept Map – Possible 100 Points**

**Essential Question: Show how you would use the 6 good learner strategies to become a better learner. (What learning challenge in school will you address and how will you address it?)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Map Element** | **Excellent (20 points)** | **Good (17 points)** | **Basic (15 points)** | **Unsatisfactory (13 points)** |
| 1. Organization | Map is clear, well organized, & easy to understand. Student used logical and easy to follow coding system. The essential question is also stated accurately in the center of the map. | Map is organized & easy to follow most of the time. The essential question is accurately stated in the center of the map. | Map is somewhat organized but is not always easy to understand. The essential question is not accurately stated in the center of the map. | Map is not clear, organized, nor easy to understand. The map does not include the essential question. |
| 1. Factors AKA Main Ideas   Good Learner Strategies | The first level (ring) of the map includes **all 6 strategies** (main ideas) that relate to (summarize) the evidence and elaborations in the outer rings. | The first level (ring) of the map includes **4-5 strategies** (main ideas) that relate to (summarize) the evidence in the outer rings. | The first level (ring) of the map includes **2-3 strategies** (main ideas) that relate to (summarize) the evidence in the outer rings. | The first level (ring) of the map includes **1 or no strategies** (main ideas) that relate to (summarize) the evidence in the outer rings. |
| 1. Evidence (Research, facts, specific examples):   PLEASE NOTE: a one word label is not specific (EX = “Cortes” or “Aztec” is not specific) | The second level (ring) of the map includes 2-3 pieces of specific, creative, and insightful evidence that support each one of the main ideas. Evidence is NOT REUSED in multiple areas of the map. | The second level (ring) of the map includes **2-3 pieces of specific evidence that support each one of the main ideas.** Evidence is NOT REUSED in multiple areas of the map. | The second level (ring) of the map includes **1 piece of specific evidence that support each one of the main ideas.** Evidence is NOT REUSED in multiple areas of the map. | The second level (ring) of the map includes **1 piece of** **general evidence** **that support each one of the main ideas.** Evidence is NOT REUSED in multiple areas of the map. |
| **Relationships**  Lines with arrow heads show an influence & must be explained.  Excellent & Good CANNOT be earned if the link/influence is not explained. One or two word label is not enough. | At least **6 links** exist in the map & all links **include specific and insightful explanations** that support the essential question (map topic) | At least **4-5 links** exist in the map & all links include **specific explanations** that support the essential question (map topic) | At least **3 links** exist in the map & all links **include a mix of specific and general explanations** that support the essential question (map topic) | **2 or fewer links** exist in the map & links include a general explanations that support the essential question (map topic) |
| 1. Grammar | Map follows the rules of grammar all the time. | Map follows the rules of grammar most of the time. | Map follows the rules of grammar some of the time. | Map follows the rules of grammar very few times. |

**NOTE: If an element is completely missing, it will be awarded ZERO points.**

Student’s assessment (check marks) Total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Teacher’s assessment (circles) Total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Self Regulation Reflection: Rate yourself using the chart below. Check the column that best describes you during this learning unit.** Teacher will use a circle. **(**This component does not factor into the numeric assessment—it “doesn’t count” kids! It is intended to give students a time to reflect on their own approach to learning and to compare the teacher’s feedback to their own assessment.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Basic** | **Undeveloped** |
| **Self Regulation** | * Always self “ignites” (start) * Always self-reflects (Student thinks about own learning & behaviors) * Always self-corrects (Student independently changes learning goals & behaviors to improve learning) * Always use strategy(s) from my self-reflection journal | * Frequently self “ignites” (starts) * Frequently self-reflects (Student thinks about own learning & behaviors) * Frequently self-corrects (Student independently changes learning goals & behaviors to improve learning) * Frequently use strategy(s) from my self-reflection journal | * Occasionally self “ignites” (starts) * Occasionally self-reflects (Student thinks about own learning & behaviors) * Occasionally self-corrects (Student independently changes learning goals & behaviors to improve learning) * Occasionally use strategy(s) from my self-reflection journal | * Rarely self “ignites” (starts) * Rarely self-reflects (Student thinks about own learning & behaviors) * Rarely self-corrects (Student independently changes learning goals & behaviors to improve learning. Student is dependent on others) * Rarely use strategy(s) from my self-reflection journal |

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_