**Task 1: Defining Success**

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|  | **Criteria** |
| Distinguished  (4 points) | · Thoughts expressed about success are detailed and show evidence of some deep reflection.  · Essay presents a coherent picture of the student’s relationship to success at this point, including obstacles. |
| Proficient  (3 points) | · Thoughts expressed about success are adequately detailed and show evidence of some reflection.  · Essay presents a coherent picture of the student’s relationship to success at this point, with some mention of obstacles. |
| Developing  (2 points) | · Thoughts expressed about success are moderately detailed and show evidence of little reflection.  · Essay presents a comprehensible picture of the student’s relationship to success at this point but may not be well organized. |
| Beginning  (1 point) | · Thoughts expressed about success are disjointed and don’t show evidence of reflection.  · Essay presents an incoherent picture of the student’s relationship to success at this point. |

**Task 2: Current Study Habits**

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|  | **Criteria** |
| Distinguished  (4 points) | · Thoroughly describes study habits in engaging detail.  · Insightfully diagnoses effectiveness of study habits and proposes areas that would benefit from improvement. |
| Proficient  (3 points) | · Describes study habits in some detail.  · Diagnoses effectiveness of study habits and proposes areas that would benefit from improvement. |
| Developing  (2 points) | · Describes study habits in minimal detail.  · Vaguely diagnoses effectiveness of study habits and proposes areas that would benefit from improvement. |
| Beginning  (1 point) | · Describes study habits in a way that is confusing or hard to follow.  · Does not diagnose effectiveness of study habits or propose areas that would benefit from improvement. |

**Task 3: Learning Styles**

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|  | **Criteria** |
| Distinguished  (4 points) | · Reflects thoughtfully on his or her learning patterns.  · Draws thorough and thoughtful conclusions about how learning styles and modes of education affect his or her ability to learn. |
| Proficient  (3 points) | · Reflects somewhat thoughtfully on his or her learning patterns.  · Draws fairly thoughtful conclusions about how learning styles and modes of education affect his or her ability to learn. |
| Developing  (2 points) | · Reflects adequately on his or her learning patterns.  · Draws some conclusions about how learning styles and modes of education affect his or her ability to learn. |
| Beginning  (1 point) | · Reflects sketchily on his or her learning patterns.  · Draws vague conclusions about how learning styles and modes of education affect his or her ability to learn. |