



Effective Effort Rubric			
	Fixed	Mixed	Growth
Taking on Challenges	You don't really take on challenges on your own and feel that challenges should be avoided.	You might take on challenges if you had previous success in a related challenge.	You look forward to the next challenge and have long-range plans for new challenges.
Learning from Mistakes	You see mistakes as failures, as proof that your task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setback, but lack strategies to apply what you learned from the mistakes in order to succeed.	You see mistakes as temporary setbacks and can be overcome. You reflect on what you learned and apply that when revisiting the task.
Accepting Feedback and Criticism	You feel threatened by feedback and may avoid it all together. Criticism and constructive feedback are seen as a reason to quit.	You are motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or personal feelings might all be motivating factors.	You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as a supportive element in the learning process.
Practice and Applying Strategies	You do not practice and avoid it when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.	You practice, but setbacks can make you quit. You are willing to practice things you are already good at. You are open to being given a strategy, but you rarely apply your own strategies.	You enjoy practice and see it as becoming good at something. You create your own practice/study plan. You use many strategies, think of some of your own, and ask others about theirs.
Perseverance (focus on a task)	You have little persistence on learning goals and tasks. You give up at the first sign of struggle.	You may persevere with prompting and support. You will stop or give up unless provided with strategies for overcoming obstacles.	You "stick to it" and have stamina for the task(s). You keep working confidently until the task is complete.
Asking Questions	You do not ask questions or do not know which questions to ask, but you can usually say you don't "get it" if asked.	You may ask questions about a portion of the task you feel you can do. If you perceive it to be out of your ability, you probably won't ask questions.	You ask specific questions, ask questions about your own thinking, and challenge the text, the task, and the teacher.
Taking Risks	You do not take risks, and if something is too hard you turn in blank or copied work, or nothing at all.	You will take risks if the task is familiar. If not, you will resort to copying or turning in partially completed work.	You begin task confidently, risk making errors, and openly share the work you produce.