

Rock by Rock Student Success Framework - October 12 Draft

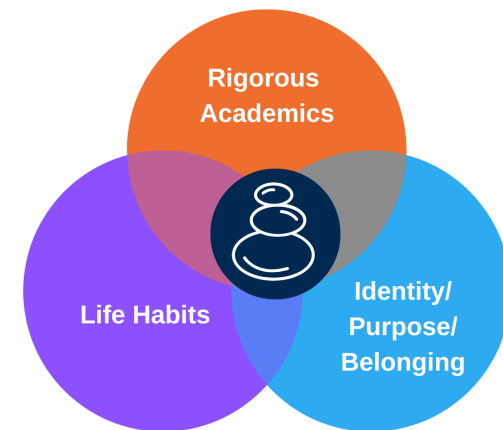
Rock by Rock projects are designed to help students develop the confidence, skills and agency they need to thrive in life by growing skill in three areas. True learning that prepares kids to thrive in life sits at the intersection of the three. These skills focus areas can be used to support student growth with project-based learning and in other areas of your microschool more broadly. Rubrics like these can help provide a common language to support student growth, student reflection and parent communication.

Rock by Rock Focus Areas

1. **Academic Skills:** Focuses on the set of skills we know kids need to demonstrate they are growing in their intellectual capacities.
2. **Life Habits** These are the transferable skills that we know kids need to develop starting at a young age in order to thrive now and in the future.
3. **Purpose and Sense of Self:** These are the set of skills that drive a student's sense of purpose and identity throughout their development as a learner.

Each focus area has a set of skills our projects help students develop. In elementary school we focus on foundational skill building to position students to develop the mental muscle and skills they need for middle school.

Our middle school skills will go deeper, helping students develop both the foundational skills they need for high school and an emerging sense of personal passions and career readiness to help students form a perspective about the types of skills and careers they might want to pursue later in life. In other words, elementary school helps students gain wide exposure to the world, develop a love of learning, and build foundational skills. Middle school helps students reflect more deeply on their careers and passions and begin to build the skills they will need to thrive in those careers.



Do you have feedback, ideas or requests? Or tell us if or how this was helpful. Please email our microschool support partner: Missy@rockbyrock.com.








Skills Summary

Academic Skills: Focuses on the set of skills we know kids need to demonstrate they are growing in their intellectual capacities.	Life Habits These are the transferable skills that we know kids need to develop starting at a young age in order to be college and career ready.	Purpose and Sense of Self These are the set of skills that drive a student's sense of purpose and identity throughout their development as a learner.
K-2 Students	Learner "I try my best to learn and grow."	Self Awareness "I know about my passions and areas of interest." "I'm aware of my emotions, strengths and areas of growth." "I pay attention to how I learn so I can make choices that help me be my best." Rubrics Coming Soon
Learn Content "I learned new information to help me understand a problem in our world."		
Make a Strong Argument "I can explain the problem and its causes to others."		
Communicate Effectively "I can take action by sharing solutions with others."	Curiosity "I ask questions to look for answers so I can learn and grow."	
3-5 Students	Creativity "I create new ideas and new ways to do things."	
Learn Content "I learned new information to help me understand a problem in our world."	Empathy "I think about how others feel and try to understand them."	
Make a Strong Argument "I use claim, evidence, and reasoning to help people understand the problem and show them how they can make a difference."	Kinship "I care about others and my community."	
Communicate Effectively "I share my project in a way that makes people trust me and want to take action."	Impact Awareness "I think about how my actions affect me, others, my community and my world."	
	Courage "I stand up to challenges and keep going when things feel hard."	

Life Habit Reflection K-2

	Life Habit	I show this habit:		
	<p>Learner</p> <p>"I try my best to learn and grow."</p>	 Mostly	 Sometimes	 I could do more
	<p>Curiosity</p> <p>"I ask questions to look for answers so I can learn and grow."</p>	 Mostly	 Sometimes	 I could do more
	<p>Creativity</p> <p>"I create new ideas and new ways to do things."</p>	 Mostly	 Sometimes	 I could do more
	<p>Empathy</p> <p>"I think about how others feel and try to understand them."</p>	 Mostly	 Sometimes	 I could do more
	<p>Kinship</p> <p>"I care about others and my community."</p>	 Mostly	 Sometimes	 I could do more
	<p>Impact Awareness</p> <p>"I think about how my actions affect me, others, my community and my world."</p>	 Mostly	 Sometimes	 I could do more
	<p>Courage</p> <p>"I stand up to challenges and keep going when things feel hard."</p>	 Mostly	 Sometimes	 I could do more

Life Habit Reflection 3-5

	Life Habit	Where do I "glow" and where can I "grow"?	
	<p>Learner</p> <p>"I try my best to learn and grow."</p>	<input type="checkbox"/> I keep trying when things are hard. <input type="checkbox"/> I try new things so I can learn and grow	<input type="checkbox"/> learn from my mistakes <input type="checkbox"/> I think people can improve and get better by trying.
	<p>Curiosity</p> <p>"I ask questions to look for answers so I can learn and grow,"</p>	<input type="checkbox"/> I ask questions and find answers to explore new ideas <input type="checkbox"/> I look for connections to things I know and love	<input type="checkbox"/> I try to dig deep to really understand something <input type="checkbox"/> I explore new ideas and topics on my own. =
	<p>Creativity</p> <p>"I create new ideas and new ways to do things."</p>	<input type="checkbox"/> I think of more than one way to solve a problem. <input type="checkbox"/> I use old ideas to make new ideas.	<input type="checkbox"/> I find patterns or connections <input type="checkbox"/> I try to make or build new things
	<p>Empathy</p> <p>"I think about how others feel and try to understand them."</p>	<input type="checkbox"/> I try to feel what others are feeling <input type="checkbox"/> I notice how people are feeling when I play or work with them	<input type="checkbox"/> I see how different people have different strengths <input type="checkbox"/> I can share ideas in ways that are kind and support others.
	<p>Kinship</p> <p>"I care about others and my community."</p>	<input type="checkbox"/> I build relationships with my classmates <input type="checkbox"/> I do kind things to help others in my class or group <input type="checkbox"/> I work well with others	<input type="checkbox"/> I share materials and ideas so everyone can participate <input type="checkbox"/> I think of the needs of the group and others
	<p>Impact Awareness</p> <p>"I think about how my actions affect me, others, my community and my world."</p>	<input type="checkbox"/> I think about my own emotions and how they make me feel and act. <input type="checkbox"/> I think about how others might think or feel <input type="checkbox"/> I think about how my actions impact my community or world.	<input type="checkbox"/> I pay attention to how my actions impact others and how their actions impact me. <input type="checkbox"/> I pay attention to what others need and how my actions might help or hurt them.
	<p>Courage</p> <p>"I stand up to challenges and keep going when things feel hard."</p>	<input type="checkbox"/> I stand up for what I believe in <input type="checkbox"/> I stand up for others.	<input type="checkbox"/> I share my ideas with confidence. <input type="checkbox"/> I advocate for my needs and community needs.

Academic Skills Rubric K-2

Criteria	“I can...”	Do I do this? (Circle One)		
<p>Learn Content</p> <p>“I can explain an important problem in our world.”</p>	I can tell others what the problem is and explain it in a way they understand.	 I'm starting	 Sometimes	 Mostly
	I can explain what causes the problem with 2-3 reasons.	 I'm starting	 Sometimes	 Mostly
	I can explain at least one way to fix the problem and why it might help.	 I'm starting	 Sometimes	 Mostly
<p>Create a Solution</p> <p>“I can take action to help solve that problem.”</p>	I made, wrote or built something to help solve the problem.	 I'm starting	 Sometimes	 Mostly
	I can explain how my solution helps solve the problem with 1-2 examples.	 I'm starting	 Sometimes	 Mostly
<p>Communicate Effectively</p> <p>“I can take action by sharing solutions with others.”</p>	I make good eye contact with my audience.	 I'm starting	 Sometimes	 Mostly
	I speak slow enough, loud enough, and clearly enough for people to understand me.	 I'm starting	 Sometimes	 Mostly

Academic Skills Rubric 3-5

Criteria	Action	My Progress		
<p>Understand the Problem or Need</p> <p>“I can explain the problem, why it exists and support my understanding with science.”</p>	<p>Problem: I can state the problem in my own words.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	<p>Cause: I can explain why the problem exists with 3-4 scientific concepts.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	<p>Solution: I can explain potential solutions to the problem and some of the pros and cons of those solutions.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
<p>Make a Strong Argument and Solution</p> <p>“I use claim, evidence, and reasoning to help people understand the problem and show them how they can make a difference.”</p>	<p>Claim: My project makes a clear claim about how to solve the problem.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	<p>Evidence: I support my claim with 3-4 pieces of evidence for why my solution is the right solution</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	<p>Reasoning: I explain my evidence and choices clearly so people are compelled to use my solution or take action.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
<p>Communicate Effectively With Others</p> <p>“I share my project in a way that makes people trust me and want to take action.”</p>	<p>Organization: People can follow my organized ideas clearly because the order makes sense.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	<p>Word Choice: I use words and phrases (first, second, if, then, but/because/so) to help people follow my ideas easily.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	<p>Connection: I make good eye contact with my audience.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	<p>Communication: I speak slow enough, loud enough, clearly enough and with confidence so people can understand me and believe what I am saying.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully
	<p>Compel: I use media, images, sound, or technology to help people see, understand and believe my ideas.</p>	<input type="checkbox"/> Beginning	<input type="checkbox"/> Mostly	<input type="checkbox"/> Fully

Showcase Invite

We are thrilled to invite you to our Project Showcase for you to come see the amazing projects our students have developed for our <Project Name> Project. **RSVP: Please RSVP to <> to let us know who will attend?**

Showcase Details

Who	What	When	Where	Why

What to Look For:

At the showcase, we want you to help celebrate your child's progress by identifying specific things they did well! Here are some of the skills we'll be working on. At the showcase please be on the lookout for examples where your child did well so you can join us in celebrating their accomplishments!

Learn and Apply Content	Make a Strong Argument	Communicate Effectively
Problem: I can state the problem in my own words.	Claim: My project makes a clear claim about how to solve the problem.	Organization: People can follow my organized ideas clearly because the order makes sense.
Cause: I can explain why the problem exists with 3-4 scientific concepts.	Evidence: I support my claim with 3-4 pieces of evidence for why my solution is the right solution	Word Choice: I use words and phrases (first, second, if, then, but/because/so) to help people follow my ideas easily.
Solution: I can explain potential solutions to the problem and some of the pros and cons of those solutions.	Reasoning: I explain my evidence and choices clearly so people are compelled to use my solution or take action.	Connection: I make good eye contact with my audience.
		Communication: I speak slow enough, loud enough, clearly enough and with confidence so people can understand me and believe what I am saying.
		Compel: I use media, images, sound, or technology to help people see, understand and believe my ideas.

Showcase Feedback

Name: _____

Criteria		
<p>Learn and Apply Content</p> <p>“I learned new content and used it to solve a problem.”</p>	Problem: I can state the problem in my own words.	
	Cause: I can explain why the problem exists with 3-4 scientific concepts.	
	Solution: I can explain potential solutions to the problem and some of the pros and cons of those solutions.	
<p>Make a Strong Argument</p> <p>“People know what my solution is and why they should listen.”</p>	Claim: My project makes a clear claim about how to solve the problem.	
	Evidence: I support my claim with 3-4 pieces of evidence for why my solution is the right solution	
	Reasoning: I explain my evidence and choices clearly so people are compelled to use my solution or take action.	
<p>Communicate Effectively</p> <p>“I share my solution in a way that makes people trust me and want to take action.”</p>	Organization: People can follow my organized ideas clearly because the order makes sense.	
	Word Choice: I use words and phrases (first, second, if, then, but/because/so) to help people follow my ideas easily.	
	Connection: I make good eye contact with my audience.	
	Communication: I speak slow enough, loud enough, clearly enough and with confidence so people can understand me and believe what I am saying.	
	Compel: I use media, images, sound, or technology to help people see, understand and believe my ideas.	

Feedback: Here are some of the things I spotted you doing really well during the showcase! Nice work. **How**

Can I Help Tip Sheet

As a parent there are many ways you can support and encourage your students' projects and growth at home. Here are just a few high impact ways you can support.

Strategy	Things you can do:
Ask Questions:	<p>Asking questions after school is a great way to help students process their learning and share their enthusiasm for what they learned. Here are a few questions you can ask:</p> <ol style="list-style-type: none">1. What is the mission of your project?2. What did you learn today to help you with your project mission?3. What is one thing that surprised you about your project?4. What do you think you will do to take action?
Extend Learning:	<p>Often, projects serve as a springboard for extended learning. Students may want to explore the project in greater depth or be inspired to explore related topics.</p> <ol style="list-style-type: none">1. Read books related to the project.2. Watch a movie or video related to the project's mission.3. Go to the library together to explore related books.4. Pick a question you want to research together.
Attend Showcase:	<p>Many of our projects will end with a showcase where students will present their project. We hope you, your family and even friends of the family can join to see students present their projects and celebrate their success.</p>
Support Reflection:	<p>Students will learn about themselves and our world through each project. Helping students process what they are learning is a great way to help them grow as individuals outside of the school day. Consider asking:</p> <ol style="list-style-type: none">1. What is your favorite thing you learned?2. What have you learned about yourself doing this project?3. What are your strengths and what are you doing really well?4. What do you want to get better at? Why?