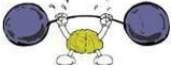


Effective Effort Rubric

This rubric assesses the learning process and the effective effort that a learner applies.

	Fixed	Mixed	Growth
Taking on Challenges	You don't really take on challenges on your own. You feel that challenges are to be avoided.	You might take on challenges when you have some previous experience with 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 the task is beyond your reach. You may hide mistakes or lie about them.	You may accept mistakes as temporary setbacks, but lack strategies to apply what you learned from the mistakes in order to succeed.	You see mistakes as temporary setbacks, something to be overcome. You reflect about what you learned and apply that learning 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 may be motivated by feedback if it is not overly critical or threatening. Who is giving the feedback, the level of difficulty of the task, or their personal feelings might all be factors in your motivation.	You invite and are motivated by feedback and criticism. You apply new strategies as a result of feedback. You think of feedback as being a supportive element in the learning process.
Practice and Applying Strategies	You do not practice and avoid practicing when you can. You do not have any strategies for accomplishing the learning goals or tasks, or you apply ineffective strategies.	You practice, but a big setback can make you want to quit. You are willing to practice things you are already considered "good at." You are open to being given a strategy to meet a challenge, but you rarely apply your own new strategies.	You enjoy the process of practicing and see it as part of the process of getting good at something. You may create your own practice or study plans. You fluidly use many strategies, think of some of your own strategies, and ask others about their strategies.
Perseverance (focus on 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. Unless you are provided strategies for overcoming obstacles, you will stop or give up.	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 might ask questions about a portion of the task that 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 work or copied work, if anything at all. You are not engaged in the process/task.	You will take risks if the task is already fairly familiar to you. If not, you will resort to copying or turning in partially completed work.	You begin tasks confidently risk making errors, and openly share the work you produce.

About Mindset Works

Mindset Works was co-founded by one of the world's leading researchers in the field of motivation, Stanford University professor Carol S. Dweck, Ph.D. and K-12 mindset expert Lisa S. Blackwell, Ph.D. The company translates psychological research into practical products and services to help students and educators increase their motivation and achievement.

Our award-winning interactive program provides students, parents and educators with a better approach to learning.

Brainology® is a fun, interactive, award-winning, online program that helps middle school students learn about how the brain works, how to strengthen their own brains and how to better approach their own learning. In the process, the Brainology® program helps them cultivate a growth mindset whereby they think of their intelligence as something they can develop through study and learning rather than as something fixed. The core belief in the malleability of the mind triggers motivation and learning-oriented behavior in various aspects of life.



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