|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student | Survival Journal | Intro to stories | Story Exploration | Vocab Poster Participation | Make your own story | Find someone who | Values Discussion |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

In addition to assigning students a standards based grade on Marzano’s four-point scale as the rubric for the oral exam does, I am expected to track student work completion. Work completion is graded on a scale of one to three. One is the lowest score a student can earn for work completion.

Instructor needs to determine which assignments students will complete in the unit and label the checklist with student name down the left column and student work across the top. As students turn in work, check off assignments that students turn in. You can choose to keep all work in a folder for the student or return work to the students when you have checked it off.