

Grade 10: Understanding GRIT

Lesson 2: How Much GRIT Do I Have? (Student Worksheet)

Learning Target:

- Learn: How much GRIT you have according to the College Track San Francisco Student Excellence GRIT Rubric (Student Version).
- Do: Complete the Tally Sheet based on the criteria listed on the Rubric, including the Reflection Questions.

Materials Needed:

- GRIT Rubric: College Track San Francisco Student Excellence GRIT Rubric (Student Version)
- Tally Sheet: College Track San Francisco Student Excellence GRIT Rubric (Student Version) Tally Sheet
- Student Worksheet

Instructions:

- Using the information you learned from the previous lesson on GRIT, you will now have the opportunity to “measure” the amount of GRIT you have as an individual.
- Study the rubric you have been given and take some time to ensure that you understand what each of the categories and criteria mean. (Discuss as a class and / or with your classmates and teacher.)
- Using the Tally Sheet provided, rate yourself on each of the categories, then tally the numbers to get a score.
- Answer and discuss the Reflection Questions with a partner.

College Track San Francisco Student Excellence GRIT Rubric (Student Version)

Exceeds Expectations		Meets Expectations		Below Expectations	
Academics	<ul style="list-style-type: none"> I am not afraid to take challenging classes. I am always looking to push myself harder and explore new and different academic opportunities. I go above and beyond in school and at College Track to get the best grades and do my best work possible. 	<ul style="list-style-type: none"> I take some challenging classes and takes new opportunities when offered. I always want to get the best <i>grade</i> possible. 	<ul style="list-style-type: none"> I take only the bare minimum classes in order to graduate, and usually avoid new academic opportunities My goal is to pass with a C 	Leadership	College
	<ul style="list-style-type: none"> I invigorate others with my energy and enthusiasm for all events and have an active interest in positive risk-taking. I take challenging classes in college, and I'm not afraid to try new things or learn about new subjects. I seek social and academic resources to boost my confidence and I engage in positive risk-taking. I actively seek activities that will push my boundaries and comfort levels. 	<ul style="list-style-type: none"> I am interested and enthusiastic about participating in all events, and am willing to take risks if the results will be positive. If I am presented with them, I engage in some social and academic resources I participate in some activities that push comfort levels 	<ul style="list-style-type: none"> I hesitate or refuse to participate in events, either academic or social; I don't like to take risks, even though the result might be positive. I don't participate in or even actively avoid activities that push my boundaries or comfort levels. I am slow to reach out for social or academic resources when needed. 		
	<p>Resilience: Tough, Reflective, and Persistent</p>				
Academics	<ul style="list-style-type: none"> I actively look for resources and support to get through challenging classes or academic struggles (I ask for help without prompting!) I reflect on and understand my own academic strengths and weaknesses and actively attempt to find ways to practice and improve on them. 	<ul style="list-style-type: none"> I accept when others offer me resources and support when attempting to get through challenging classes or academic endeavors. With someone's help, I can reflect on my academic weaknesses and strengths and how to practice and improve, but don't know how to do this on my own. 	<ul style="list-style-type: none"> I am unwilling/unable to accept support to deal with my academic challenges. I don't want to reflect on academic strengths and weaknesses and don't want to try new strategies to practice or improve. 	Leadership	College
	<ul style="list-style-type: none"> I encourage others to see the positive in their challenges. I support my peers by helping them reflect and see their struggles as a chance to learn. I put my absolute maximum effort into every single thing I do. I respond to setbacks as learning experiences, and try again! 	<ul style="list-style-type: none"> I encourage others not to give up when they are feeling challenged or struggling. I can be a support for my peers/friends. 	<ul style="list-style-type: none"> I don't offer support to others when they are struggling or feeling challenged, and don't help them see their challenges as a learning experience. 		

Integrity: Honest, Kind and Open

<p>Academics</p>	<ul style="list-style-type: none"> • I model academic integrity for other students by actively avoiding of plagiarism, and help other students do the same. • I always whole-heartedly accept responsibility for my actions and shortcomings, and I'm open critical feedback. • I always encourage others to do their own best work and give my peers open and honest feedback on their work without someone telling me to. • I consistently present a strong sense of self to others and respond to negative attitudes. 	<ul style="list-style-type: none"> • I show an understanding of academic integrity by always completing my own work, telling the whole truth always, and following citation guidelines when necessary. • I usually accept responsibility for actions and shortcomings and is usually open to feedback • I sometimes encourage others to do their own best work. When I'm told, I give peers open and honest feedback on their work. • I usually present a strong sense of self to others and resist negative attitudes 	<ul style="list-style-type: none"> • I do not show academic integrity by lying, copying another student's work, or otherwise taking credit for work I didn't do myself. • I rarely accept responsibility for my actions and shortcomings and I'm not really open to critical feedback. • I do not encourage others to do their own best work, and don't like to give feedback to others. • I do not present a strong sense of self and I am aggressive or defensive towards negative attitudes.
<p>College</p>	<ul style="list-style-type: none"> • I stay true to myself throughout academic and social interactions in college. • I accept sole responsibility for all work 	<ul style="list-style-type: none"> • I attempt to stay true to myself throughout academic and social interactions in college • I accept responsibility for all work 	<ul style="list-style-type: none"> • I struggle to stay true to myself throughout academic and social interactions in college • There are times when I cannot accept sole responsibility for work

Tenacity: Resolved, Steadfast, and Forward-Thinking

<p>Academics</p>	<ul style="list-style-type: none"> • I set ambitious academic goals and always have a clear understanding of what is needed to meet them. • I understand that progress is more important than perfection, and I am able to see long-term goals as equally important as short-term goals • I lead through example in staying on the path to my goals even though there will be obstacles or things might be slow to change. • I push others to meet their goals and always remains solution-oriented • I consistently set daily, weekly, or semesterly goals, and set out an plan to reach my goals • I follow-through with commitments in a timely and professional way 	<ul style="list-style-type: none"> • I set reasonable academic goals and understand what is needed to meet them • I recognize the importance of long-term goals as well as short-term goals. • I actively try to stay on the path to my goals despite obstacles or slow change • I remain solution-oriented • I usually set goals and put an action plan into place to reach them • I follow through with commitments 	<ul style="list-style-type: none"> • I don't think about academic goals, but focus on the day-to-day • I focus primarily on short-term goals and I have a hard time to setting and maintaining focus on long-term goals • I get frustrated when progress is slow, and my goals consistently shift or change • I often remain problem-oriented instead of solution-oriented • I do not often set goals, or if I do set goals, I don't use an action plan to ensure that that I will reach them. • I am not reliable and don't always follow through.
<p>Leadership</p>	<ul style="list-style-type: none"> • I lead through example in staying on the path to my goals even though there will be obstacles or things might be slow to change. • I push others to meet their goals and always remains solution-oriented • I consistently set daily, weekly, or semesterly goals, and set out an plan to reach my goals • I follow-through with commitments in a timely and professional way 	<ul style="list-style-type: none"> • I actively try to stay on the path to my goals despite obstacles or slow change • I remain solution-oriented • I usually set goals and put an action plan into place to reach them • I follow through with commitments 	<ul style="list-style-type: none"> • I get frustrated when progress is slow, and my goals consistently shift or change • I often remain problem-oriented instead of solution-oriented • I do not often set goals, or if I do set goals, I don't use an action plan to ensure that that I will reach them. • I am not reliable and don't always follow through.

College Track San Francisco Student Excellence GRIT Rubric (Student Version): Tally Sheet

This rubric may be made for college, but it applies to all levels of life. If you want to be successful, you need Guts, Resilience, Integrity, and Tenacity. Please share this with educators, parents, and students you know. It may just open their eyes. (A.J Juliani)

Instructions: Using the rubric attached, assess yourself in each of the GRIT characteristics. Tally the points as follows:

- 3: Exceeds Expectations
- 2: Meets Expectations
- 1: Below Expectations

Guts: Courageous, bold, and risk-taking

	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)
Academics			
Leadership			
College			

Resilience: Tough, reflective, and persistent

	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)
Academics			
Leadership			
College			

Integrity: Honest, kind and open

	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)
Academics			
Leadership			
College			

Tenacity: Resolved, steadfast and forward-thinking

	Exceeds Expectations (3)	Meets Expectations (2)	Below Expectations (1)
Academics			
Leadership			
College			

Score:

Guts: _____
 Resiliency: _____
 Integrity: _____
 Tenacity: _____

Reflection:

- 1) Based on the tallies above, what is / are your area(s) of strength (Guts, Resiliency, Integrity, Tenacity)? Do you agree? What do you think are factors that have helped you develop these strengths?
- 2) What are areas you think you need to work on and what are some things you can do to build these traits?
- 3) How can you use this information to plan for your future?