COOL-DOWN
EXPERIENTIAL LEARNING RUBRIC

(A work ethic, contribution, & investment in learning grade)

1	2	3	4	5
Student demonstrates little to no investment in the learning process. Student does not persevere in the face of struggle. Student does not explain their thinking process in writing (including diagrams, tables, and other mathematical notations when appropriate). Student provides little to no attention and support to their partner; shows no investment in learning and growing from the cool-down experience.	Student demonstrates minimal investment in the learning process. Student rarely perseveres in the face of struggle. Student minimally explains their thinking process in writing (including diagrams, tables, and other mathematical notations when appropriate). Student provides minimal attention and support to their partner, engaging in minimal mathematical discourse; shows little investment in learning and growing from the cool-down experience.	Student demonstrates some investment in the learning process. Student sometimes perseveres in the face of struggle. Student somewhat explains their thinking process in writing (including diagrams, tables, and other mathematical notations when appropriate). Student provides some attention and support to their partner, engaging in some collaborative mathematical discourse, enabling both students to grow and learn from the cool-down experience.	Student demonstrates almost complete investment in the learning process. Student almost always perseveres in the face of struggle. Student mostly explains their thinking process in writing (including diagrams, tables, and other mathematical notations when appropriate). Student provides almost full attention and support to their partner, engaging in collaborative mathematical discourse, enabling both students to grow and learn from the cool-down experience.	Student demonstrates complete investment in the learning process. Student always perseveres in the face of struggle. Student clearly and completely explains their thinking process in writing (including diagrams, tables, and other mathematical notations when appropriate). Student provides full attention and support to their partner, engaging in robust collaborative mathematical discourse, enabling both students to grow and learn from the cool-down experience.

** Please note – students will earn 0/5 points on this assignment until I have received their completed cool-down packet.*