Student Work Rubric

CRITERIA	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Responsibility	○ Does not accept responsibility for completing tasks ○ Does not accept responsibility for own behavior.	○ Usually accepts responsibly for completing tasks ○ Usually accepts responsibility for own behavior. ○ Usually demonstrate responsibly in attendance	○ Accepts responsibly for completing tasks ○ Accepts responsibility for own behavior. ○ Demonstrate responsibly in attendance	○ Accepts responsibly for completing tasks on time and with care ○ Accepts responsibility for own behavior. ○ Engaged attendance
Organization	○ Experiences difficulty organizing time effectively ○ Does not use time/ schedules/agenda effectively, even with assistance	○ Requires some assistance to ○ Organize time effectively ○ Uses time / schedules / agendas when reminded ○ Sometimes late with assignments	○ Organizes time effectively ○ Uses time / schedules / agendas effectively ○ Adheres to established timelines and completes homework	○ Always organizes time effectively ○ Independently uses time /schedules / planners effectively ○ Establishes personal time
Motivation	○ Shows little motivation ○ Displays lack of self confidence ○ Abandons tasks easily	○ Sometimes shows motivation ○ Displays growing self confidence ○ Persists with tasks that are of interest	○ Shows motivation ○ Displays self-confidence ○ Persists with tasks	○ Shows considerable motivation ○ Displays self-confidence and self-assurance ○ Persists with difficult tasks
Independence	○ Requires direct supervision, rarely follows routines and instructions without support ○ Does not demonstrate self direction in learning ○ Selects only a limited number of learning materials with assistance	○ Works well with supervision and follows routines and instructions with some assistance ○ Demonstrates a limited amount of self-direction in learning ○ Selects some learning materials with some occasional assistance	○ Works well without supervision and follows routines and instructions independently ○ Demonstrates self-direction in learning ○ Selects appropriate learning materials without assistance	○ Works effectively without supervision and follows routines and instructions independently ○ Demonstrates motivation and self-direction in learning ○ Independently selects a wide range of appropriate learning materials
Learning Activities	○ Rarely responds to or participates in learning activities ○ Uses a limited variety of learning strategies, with assistance	○ Responds and participates in some learning activities ○ Uses a variety of learning strategies	○ Responds and participates in a variety of learning activities ○ Explores, selects, and uses a variety of learning strategies	○ Responds and participates enthusiastically in a wide range of learning activities ○ Explores, selects, and uses a wide variety of learning strategies

Growth Mindset Rubric

CRITERIA	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Use Effort and Practice to Grow	○ Does not connect effort or practice to getting better at a skill, improved work quality, or performance	○ Superficially connects effort and practice to getting better at a skill, improved work quality, or performance	○ Understands how effort and practice relate to getting better at skills, improved work quality, or performance	○ Accepts responsibly for completing tasks on time and with care ○ Accepts responsibility for own behavior.
Seek Challenge	○ Rarely takes on academic challenge and risks to pursue learning ○ Struggles to identify the personal barriers (mindset, beliefs, circumstances) that inhibit taking risks	○ With encouragement, sometimes takes on academic challenge and risks to pursue learning ○ Superficially describes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks	○ Seeks academic challenge and takes risks to pursue learning ○ Analyzes personal barrier (mindset, beliefs, circumstances) that inhibit taking risks	○ Strategically and independently seeks academic challenge and takes risks to pursue learning ○ Analyzes and overcomes personal barriers (mindset, beliefs, circumstances) that could inhibit taking risks
Grow from Setbacks	○ Identifies challenges, failures, or setbacks, but does not describe reactions to them (i.e. giving up or trying harder)	○ Identifies challenges, failures, or setbacks and describes reactions to them (i.e. giving up or trying harder)	○ Shows motivation ○ Displays self-confidence ○ Persists with tasks	○ Reflects on personal or academic growth from challenges, failures, or setbacks as well as why and how reactions (i.e. giving up or trying harder) affect the product, process, and learning
Build Confidence	○ Struggles to identify academic strengths, previous successes, or endurance gained from personal struggle to build confidence in academic success for a new task, project, or class	○ Identifies an academic strength, previous success, or endurance gained through personal struggle, but does not use these skills to build confidence in success for a new task, project, or class	○ Works well without supervision and follows routines and instructions independently ○ Demonstrates self-direction in learning ○ Selects appropriate learning materials without assistance	○ Consistently confident that success is possible (on a new task, project, or class) by knowing and using academic strengths, previous successes, or endurance gained through personal struggle
Find Personal Relevance	○ Rarely finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices	○ With support, sometimes finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery	○ Responds and participates in a variety of learning activities ○ Explores, selects, and uses a variety of learning strategies	○ Independently seeks personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery

Discussion Rubric

CRITERIA	DEVELOPING	PROFICIENT	ADVANCED
Information Management	○ May not always make use of specific and accurate knowledge, honest, personal experiences, textual references and data ○ May not always provide evidence for claims and arguments ○ May not always access a variety of current sources of information ○ May not always provide accurate summaries or analyses of comments made by others	○ Makes use of specific and accurate knowledge, honest personal experiences, textual references and data ○ Provides evidence for claims and arguments ○ Accesses a variety of current sources of information ○ Provides accurate summaries or analyses of comments made by others	○ Everything in "At Standard" and… ○ Consistently make use of specific and accurate knowledge, honest personal experiences, textual references and data ○ Provides accurate summaries or analyses of comments made by others and use those interpretations to strengthen or develop their own positions
Applied Reasoning	○ May not always use rational strategies to present arguments or draw conclusions ○ May not always challenge the quality of each other's reasoning ○ May not always make a distinction between what is known (and said) and the use of that knowledge ○ May resort to attacking the person and not his or her ideas	○ Uses rational strategies to present arguments and draw conclusions ○ Challenges the quality of each other's reasoning ○ Makes a distinction between what is known (and said) and the use of that knowledge (i.e., accurate information can be incorrectly interpreted or applied)	○ Uses rational strategies to present convincing arguments and draw conclusions that have great force ○ Challenges the quality of each other's reasoning with logical objections and factual references ○ Uses logic to illuminate inaccurate interpretations or analyses of data, evidence or textual references
Community Building	○ May not willing to risk sharing their ideas, feelings, experiences and theories. ○ May not be always engaged in talk ○ May not always listen attentively ○ May not frequently ask clarifying questions ○ May not always observe group norms for appropriate language, taking turns, holding the floor, passing turns, interrupting, or sharing conversational leadership. ○ May not always remain focused on the purpose of the discussion ○ May not always acknowledge other perspectives for increasing understanding. ○ May not be willing to take a moral, ethical or intellectual position	○ Willing to risk sharing their ideas, feelings, experiences and theories. ○ Engaged in talk ○ Listens attentively ○ Asks questions aimed at clarifying or expanding a proposition ○ Observes group norms for appropriate language, taking turns, holding the floor, passing turns, interrupting, or sharing conversational leadership. ○ Remains focused on the purpose of the discussion ○ Acknowledges other perspectives as a means of increasing understanding. ○ Takes a moral, ethical or intellectual position	○ Creates an environment that encourages others to risk sharing their ideas, feelings, experiences and theories. ○ Deeply engaged in talk for long periods of time ○ Listens attentively to one another, providing appropriate feedback and positive body language ○ Asks thoughtful questions aimed at clarifying or expanding a proposition ○ Takes a leadership role in establishing group norms for taking turns, holding the floor, passing turns, interrupting or sharing conversational leadership. ○ Encourages the group to remain focused on the purpose of the discussion ○ Incorporates other perspectives as a means of increasing understanding. ○ Advocates a moral, ethical or intellectual position

Presentation Rubric

Criteria	DEVELOPING	PROFICIENT	ADVANCED
Introduction of topic	O Topic introduced.	O Topic introduced clearly, and purpose of talk was made clear.	O Topic introduced clearly and in an interesting way. O Purpose of talk was made clear. O Outline of points was given.
Development of topic	O Some understanding of topic shown. O Some links and connections made between ideas. O Points are usually developed with minimum detail. O Information is usually relevant.	O Good understanding of topic shown. O Links and connections between ideas made clear. O Information was relevant and expressed in own words. O Points were developed with sufficient and appropriate details.	O A very good understanding of the topic shown. O Links and connections between ideas made clear. O Information was relevant and well expressed in own words. O Points were well-organized and developed with sufficient and appropriate details.
Voice: clarity, pace, fluency	O Presenter occasionally spoke clearly and at a good pace.	O Presenter usually spoke clearly to ensure audience comprehension. O Delivery was usually fluent.	O Presenter spoke clearly and at a good pace to ensure audience comprehension. O Delivery was fluent and expressive.
Vocabulary, sentence structure, grammar	O The vocabulary of the presentation was mainly appropriate for the topic. O The presentation content was occasionally grammatically correct.	O The vocabulary of the presentation was appropriate for the topic. O Sentence structures were usually correct. O The presentation content was usually grammatically correct.	O The vocabulary of the presentation was appropriate for the topic. O A variety of phrases and sentence structures were used. O The presentation content was grammatically correct.
Use of visual aids	O No visual aids were used; OR Visual aids were occasionally appropriate and related to the spoken message.	O Visual aids supported the presentation effectively. O They clarified and reinforced the spoken message.	O Visual aids were carefully prepared and supported the presentation effectively. O Aids clarified and reinforced the spoken message. The aids added impact and interest to the presentation.
Conclusion of topic	O An attempt was made to conclude the presentation.	O The presentation was summed up clearly.	O The presentation was summed up clearly and effectively, with key points emphasized.
Answering questions from audience	O Not all questions could be answered. O Questions answered with difficulty O Little knowledge of the topic was demonstrated.	O Most questions answered. O Answers showed good knowledge and understanding of the topic. O Language was mainly correct.	O Questions answered with little difficulty. O Very good knowledge of the topic was demonstrated. O Language was correct and fluent.