



School-Wide Learning Outcomes  
**Freshman/Sophomore Rubric (2011-2012)**

STUDENT: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

COURSE: \_\_\_\_\_ PROJECT: \_\_\_\_\_

Criteria	Foundational (Under Construction)	Emerging (Making an Attempt)	Proficient (Taking it to the next level)	Advanced (Analyzing every component!)
		<i>Along with items in the Foundational category, the student also:</i>	<i>Along with items in the Emerging category, the student also:</i>	<i>Along with items in the Proficient category, the student also:</i>
<b>Content 60%</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	36—37—38—39—40—41 (60% - 69%)	42—43—44—45—46—47 (70% - 79%)	48—49—50—51—52—53 (80% - 89%)	54—55—56—57—58—59—60 (90% - 100%)
<b>Written Communication 10%</b>	<input type="checkbox"/> Written piece is submitted	<input type="checkbox"/> Communicates a message <input type="checkbox"/> Attempts to use proper spelling, grammar and word choice <input type="checkbox"/> Identifies audience <input type="checkbox"/> Attempts to support claims <input type="checkbox"/> Citations and references are present	<input type="checkbox"/> Communicates with clarity and precision <input type="checkbox"/> Adheres to rules of mechanics and usage (spelling, grammar, word choice, etc.) <input type="checkbox"/> Awareness of intended audience is evident <input type="checkbox"/> Claims are cited and supported (data, multiple sources). <input type="checkbox"/> Complies with APA style	<input type="checkbox"/> Confidently expresses writer's voice. <input type="checkbox"/> Relies on varied language and sentence structure to enhance purpose <input type="checkbox"/> Resonates with the audience.
	6 (60%)	7 (70%)	8 (80%)	9-10 (90% - 100%)
<b>Oral Communication 10%</b>	<input type="checkbox"/> Presentation is delivered	<input type="checkbox"/> Attempts an introduction, body and conclusion <input type="checkbox"/> Attempts eye contact <input type="checkbox"/> Volume is appropriate for setting <input type="checkbox"/> Displays enthusiasm or confidence <input type="checkbox"/> Some evidence of rehearsal <input type="checkbox"/> Limits filler words <input type="checkbox"/> Appearance adheres to facilitator or community partner guidelines <input type="checkbox"/> Uses presentation tools	<input type="checkbox"/> Adheres to speaking conventions; introduction, transitions, conclusion (organized delivery) <input type="checkbox"/> Maintains appropriate eye contact, body language, facial expressions and posture <input type="checkbox"/> Communicates with appropriate volume, tone speed, projection and intonation for setting <input type="checkbox"/> Engages audience by demonstrating enthusiasm, authority and confidence <input type="checkbox"/> Shows evidence of rehearsal; paced and poised delivery <input type="checkbox"/> Uses appropriate academic language avoiding filler words and unnecessary comments <input type="checkbox"/> Uses presentation tools in an engaging manner	<input type="checkbox"/> Demonstrates polished, fluid and seamless speaking conventions, indicating rehearsal <input type="checkbox"/> Adjusts eye contact, body language, facial expressions and posture, reacting to audiences' verbal and nonverbal cues. <input type="checkbox"/> Demonstrates group rehearsal <input type="checkbox"/> Enhances delivery with polished and professional presentation tool
	6 (60%)	7 (70%)	8 (80%)	9-10 (90% - 100%)
<b>Collaboration 10%</b>	<input type="checkbox"/> Accepts participation is required to be a part of the group (signs group contract) <input type="checkbox"/> Listens to feedback offered by group members (collaboration evaluation) <input type="checkbox"/> Identifies group roles and responsibilities (group contract) <input type="checkbox"/> Recognizes the need to identify personal strengths and weaknesses (group contract)	<input type="checkbox"/> Participates with all group members <input type="checkbox"/> Offers some feedback to group members <input type="checkbox"/> Fulfills role as indicated by group contract with some help from group members <input type="checkbox"/> Recognizes personal strengths and weaknesses <input type="checkbox"/> Identifies conflict and seeks facilitator mediation	<input type="checkbox"/> Understands that all group members should contribute to the whole group. <input type="checkbox"/> Offers constructive feedback to all group members <input type="checkbox"/> Fulfills role as indicated by group contract with help from all group members <input type="checkbox"/> Recognizes personal strengths and weaknesses and strengths as well as weaknesses of other group members <input type="checkbox"/> Identifies conflict and takes steps to mediate within the group	<input type="checkbox"/> Respects the diversity of all group members, realizing that each member has value to contribute to the whole <input type="checkbox"/> Utilizes CFG protocols to offer constructive feedback to all group members <input type="checkbox"/> Listens with understanding when receiving feedback from others <input type="checkbox"/> Fulfills role as indicated by group contract with help from all group members and in turn helps other group members fulfill their indicated roles

				<input type="checkbox"/> Recognizes personal and group members strengths and weaknesses works with those traits in order to achieve maximum success <input type="checkbox"/> Recognizes potential for conflicts within the group and takes proactive steps
	6 (60%)	7 (70%)	8 (80%)	9-10 (90% - 100%)
<b>Work Ethic 10%</b>	<input type="checkbox"/> Shows evidence of effort in submitted assignments and projects	<input type="checkbox"/> Attends class 70-89% of the time <input type="checkbox"/> Arrives to class on time 80%-89% of the time <input type="checkbox"/> Completes all project activities by assigned deadline <input type="checkbox"/> Engages passively in all daily activities (needs to be reminded by facilitator or peers) <input type="checkbox"/> Follows written OR oral instructions only <input type="checkbox"/> Shows evidence of effort to complete the daily activities	<input type="checkbox"/> Attends class 90% of the time <input type="checkbox"/> Arrives to class on time 90% of the time <input type="checkbox"/> Completes all projects AND assignments by assigned deadlines <input type="checkbox"/> Maintains engagement in all daily activities <input type="checkbox"/> Follows written and oral instructions <input type="checkbox"/> Seeks constructive feedback of peers prior to the deadline	<input type="checkbox"/> Attends class 100% of the time <input type="checkbox"/> Arrives to class every day on time <input type="checkbox"/> Volunteers to lead daily activities <input type="checkbox"/> Seeks constructive feedback from a variety of resources prior to the deadline <input type="checkbox"/> Provides constructive feedback for peers prior to the deadline
	6 (60%)	7 (70%)	8 (80%)	9-10 (90% - 100%)



School-Wide Learning Outcomes  
**Junior/Senior Rubric (2011-2012)**

STUDENT: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

COURSE: \_\_\_\_\_ PROJECT: \_\_\_\_\_

Criteria	Foundational (Under Construction)	Emerging (Making an Attempt)	Proficient (Taking it to the next level)	Advanced (Analyzing every component!)
		<i>Along with items in the Foundational category, the student also:</i>	<i>Along with items in the Emerging category, the student also:</i>	<i>Along with items in the Proficient category, the student also:</i>
<b>Content 60%</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	36—37—38—39—40—41 (60% - 69%)	42—43—44—45—46—47 (70% - 79%)	48—49—50—51—52—53 (80% - 89%)	54—55—56—57—58—59—60 (90% - 100%)
<b>Critical Thinking 10%</b>	<input type="checkbox"/> Has (Presents) a solution to a problem or issue	<input type="checkbox"/> Recognizes different facets of an issue <input type="checkbox"/> Reflection is evident <input type="checkbox"/> Has a clear and consistent position/thesis <input type="checkbox"/> Selects an appropriate strategy to solve the problem	<input type="checkbox"/> Explains the other perspectives relevant to an issue <input type="checkbox"/> Demonstrates thoughtful reflection and seeks improvement <input type="checkbox"/> Cites supporting data/ evidence to defend position/ thesis <input type="checkbox"/> Recognizes multiple problem solving strategies <input type="checkbox"/> Questions ideas and concepts	<input type="checkbox"/> Considers the context of the situation <input type="checkbox"/> Evaluates the quality of the supporting evidence in defense of position <input type="checkbox"/> Clarifies, in light of many perspectives, why his/ her position/solution is a better alternative <input type="checkbox"/> Foresees impact of solution
	6 (60%)	7 (70%)	8 (80%)	9-10 (90% - 100%)
<b>Technical Proficiency 10%</b>	<input type="checkbox"/> Uses technological devices for school assignments.	<input type="checkbox"/> Demonstrates proper care & handling of technology <input type="checkbox"/> Troubleshoots tech/educational issues <input type="checkbox"/> Proficient in MS Office <input type="checkbox"/> Uses tech tools in an attempt to create a professional appearance of final products <input type="checkbox"/> Attempts to use tech tools to solve problems or enhance understanding <input type="checkbox"/> Uses technology for document/work storage <input type="checkbox"/> Uses internet resources in research	<input type="checkbox"/> Holds self and others accountable to acceptable usage policies <input type="checkbox"/> Locates appropriate support to overcome tech/educational obstacles. <input type="checkbox"/> Presents professional appearance of final products <input type="checkbox"/> Uses technology to aid in problem solving <input type="checkbox"/> Uses technology to enhance understanding <input type="checkbox"/> Uses appropriate technology & level of technology for project <input type="checkbox"/> Uses multiple forms of document/work storage <input type="checkbox"/> Uses reliable resources in research	<input type="checkbox"/> Teaches technology to others <input type="checkbox"/> Seeks out new ways to use technology to enhance a project <input type="checkbox"/> Independently applies technology skills across curriculum
	6 (60%)	7 (70%)	8 (80%)	9-10 (90% - 100%)
<b>Interpersonal Skills 10%</b>	<input type="checkbox"/> Verbal and non-verbal responses are school appropriate	<input type="checkbox"/> Uses eye contact and appropriate body language <input type="checkbox"/> Considers others' needs and opinions <input type="checkbox"/> Develops a positive relationship with peers and staff <input type="checkbox"/> Recognizes social cues	<input type="checkbox"/> Maintains eye contact and appropriate body language (i.e. fully present listener) <input type="checkbox"/> Integrates opinions and ideas of others <input type="checkbox"/> Maintains a positive relationship with peers and staff <input type="checkbox"/> Responds in a manner that reflects the social environment	<input type="checkbox"/> Welcomes and gives appropriate criticism and feedback <input type="checkbox"/> Creates solutions based on the opinions and ideas of others <input type="checkbox"/> Sustains a positive relationship with peers and staff <input type="checkbox"/> Assists others in developing an awareness of and responding appropriately to social cues
	6 (60%)	7 (70%)	8 (80%)	9-10 (90% - 100%)
<b>Citizenship &amp; Ethics</b>	<input type="checkbox"/> Cares for self and place	<input type="checkbox"/> Tolerates diverse viewpoints <input type="checkbox"/> Volunteers in school/community	<input type="checkbox"/> Respect others and their beliefs <input type="checkbox"/> Impacts community positively	<input type="checkbox"/> Harnesses the power of diversity <input type="checkbox"/> Advocates for others

<b>10%</b>		<input type="checkbox"/> Supports stewardship (gets it but doesn't take initiative) <input type="checkbox"/> Knows the mission/vision/CB/Agreements <input type="checkbox"/> Appreciates the power of a single act	<input type="checkbox"/> Models stewardship (collects calculators, defends art supplies, returns paperbacks in good condition, cleans lunch table, collects items from lost and found, doesn't share charger, etc.) <input type="checkbox"/> Relies on mission/vision to make decisions <input type="checkbox"/> Pays it forward	<input type="checkbox"/> Demonstrates social responsibility (inventories calculators, creates policies and practices) <input type="checkbox"/> Lives the mission/vision <input type="checkbox"/> Uses leadership role to advocate for the will of the group <input type="checkbox"/> Acts with integrity
	6 (60%)	7 (70%)	8 (80%)	9-10 (90% - 100%)



School-Wide Learning Outcomes  
**Well-Being Rubric**

STUDENT: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

COURSE: \_\_\_\_\_ PROJECT: \_\_\_\_\_

Criteria	Foundational (Under Construction)	Emerging (Making an Attempt)	Proficient (Taking it to the next level)	Advanced (Analyzing every component!)
		<i>Along with items in the Foundational category, the student also:</i>	<i>Along with items in the Emerging category, the student also:</i>	<i>Along with items in the Proficient category, the student also:</i>
<b>Well-Being</b>	<p>Self advocacy:</p> <ul style="list-style-type: none"> <li>awareness of goal setting</li> <li>finds resources to use when ready to ask for help,</li> <li>aware of overall healthy practices,</li> <li>aware of decision making process</li> </ul> <p>Physical Well Being:</p> <ul style="list-style-type: none"> <li>Aware of healthy food choices,</li> <li>understands nutritional information,</li> <li>aware of the benefits of appropriate sleep habits,</li> <li>aware of the benefits of spending time outdoors</li> </ul> <p>Emotional Well Being:</p> <ul style="list-style-type: none"> <li>awareness of how to take care of self,</li> <li>aware of impact of a positive self-image,</li> <li>aware of strategies needed to look for the positive,</li> <li>aware of the impact of risky behavior,</li> <li>aware of stress reducing tips</li> </ul> <p>Good Hygiene</p> <ul style="list-style-type: none"> <li>aware of good hygiene habits</li> </ul> <p>Concern for others' well being.</p> <ul style="list-style-type: none"> <li>shows awareness of the needs of others' property and well being</li> </ul>	<p>Self advocacy:</p> <ul style="list-style-type: none"> <li>attempts to make well being goals ,</li> <li>asks for help</li> <li>attempts overall healthy practices,</li> <li>makes decisions based on present needs</li> </ul> <p>Physical Well Being:</p> <ul style="list-style-type: none"> <li>attempts to make healthy food choices,</li> <li>researches nutritional information,</li> <li>attempts appropriate sleep habits,</li> <li>spends time outdoors but only when required (work)</li> </ul> <p>Emotional Well Being:</p> <ul style="list-style-type: none"> <li>attempts takes care of self,</li> <li>attempts to display a positive self-image,</li> <li>attempts to look for the positive,</li> <li>often avoids risky behavior,</li> <li>attempts stress reducing tips</li> </ul> <p>Good Hygiene</p> <ul style="list-style-type: none"> <li>attempts to follow good hygiene habits.</li> </ul> <p>Concern for others' well being.</p> <ul style="list-style-type: none"> <li>respects the limits and needs of others</li> </ul>	<p>Self advocacy:</p> <ul style="list-style-type: none"> <li>has well being goals that are tracked,</li> <li>asks for help when needed,</li> <li>maintains overall healthy practices,</li> <li>makes decisions based on future</li> </ul> <p>Physical Well Being:</p> <ul style="list-style-type: none"> <li>makes healthy food choices,</li> <li>understands nutritional information,</li> <li>discusses appropriate sleep habits,</li> <li>spends time outdoors beyond school hours for a variety of reasons (social, leisure, work)</li> </ul> <p>Emotional Well Being:</p> <ul style="list-style-type: none"> <li>takes care of self appropriately,</li> <li>demonstrates a positive self-image,</li> <li>looks for the positive,</li> <li>avoids risky behavior using appropriate strategies,</li> <li>reduces stress using appropriate strategies</li> </ul> <p>Good Hygiene</p> <ul style="list-style-type: none"> <li>wears clean clothes,</li> <li>follows dress code</li> <li>seeks help for personal needs when necessary (deodorant, etc.)</li> </ul> <p>Academic Well Being</p> <ul style="list-style-type: none"> <li>arrives to school prepared, energized,</li> <li>eats breakfast,</li> <li>eats lunch,</li> <li>avoids pop or energy drinks,</li> <li>uses time wisely, alert in class)</li> </ul> <p>Concern for others' well being.</p> <ul style="list-style-type: none"> <li>demonstrates respect of others</li> <li>knows others' limits and respects them,</li> </ul>	<p>Self advocacy:</p> <ul style="list-style-type: none"> <li>proves well being goals with documentation,</li> <li>asks for help and clarifies needs,</li> <li>actively maintains overall healthy practices,</li> <li>makes decisions based on future not just present feelings</li> </ul> <p>Physical Well Being:</p> <ul style="list-style-type: none"> <li>tracks healthy food choices,</li> <li>shares nutritional information with others,</li> <li>evidence of appropriate sleep habits,</li> <li>spends time outdoors and encourages others to join in outdoor activities</li> </ul> <p>Emotional Well Being:</p> <ul style="list-style-type: none"> <li>always takes care of self appropriately,</li> <li>demonstrates a positive self-image and sees the positive in others,</li> <li>looks for the positive in a realistic, yet effective manner with the purpose of enhancing successful relationships with self and others,</li> <li>avoids risky behavior with future goals in mind,</li> <li>reduces stress for self and others while still completing tasks on time</li> </ul> <p>Good Hygiene</p> <ul style="list-style-type: none"> <li>able to help others follow good hygiene habits in a socially acceptable way</li> </ul> <p>Demonstrates concern for others' well being.</p> <ul style="list-style-type: none"> <li>models respect of others</li> <li>knows and teaches others to respect the limits of others</li> <li>has a 30,000 ft view (globally/ environmentally)</li> </ul>
		6 (60%)	7 (70%)	8 (80%)