

School Wide Expectations: The Community Rubric (1 of 3)

SEL-specific language is highlighted

C O M M U N I T Y

Students will *live as active and informed citizens, collaborate effectively toward common goals, treat others with respect, and assume responsibility for their own lives.*

	EXEMPLARY	ACCOMPLISHED	DEVELOPING	BEGINNING
PERSONAL RESPONSIBILITY	<ul style="list-style-type: none"> Always prepared and introduces new ideas and engages others in relevant activities Aligns realistic, measurable goals with an appropriate post-secondary plan Explains the impact of behavior on others and takes personal responsibility for decisions 	<ul style="list-style-type: none"> Prepares for class and participates in class activities Sets appropriate and realistic goals Recognizes impact of behavior on others and through self-reflection is able to modify behavior 	<ul style="list-style-type: none"> Sometimes prepares for class and participates in class activities with prompting Sets broad, basic goals with assistance Recognizes, with prompting, impact of behavior on others and is willing to modify behavior 	<ul style="list-style-type: none"> Rarely or never prepares for class and does not participate in class activities Does not set appropriate and realistic goals; goals set by others Unable to explain impact of behavior on others and does not take personal responsibility for decisions
RESPECT	<ul style="list-style-type: none"> Consistently empathizes with others in a variety of contexts Consistently listens for understanding, recognizes personal boundaries and speaks with appropriate language and tone Acts in accordance with established and appropriate rules of civility 	<ul style="list-style-type: none"> Empathizes with most people Usually listens for understanding, recognizes personal boundaries and speaks with appropriate language and tone Recognizes that one's actions necessarily impact others in a variety of ways 	<ul style="list-style-type: none"> Empathizes with those to whom s/he feels connected Sometimes listens for understanding, recognizes personal boundaries and speaks with appropriate language and tone Acts with an increasing understanding of the impact on others 	<ul style="list-style-type: none"> Has difficulty empathizing with others Rarely listens for understanding, recognizes personal boundaries and speaks with appropriate language and tone Rarely recognizes how one's actions impact others
COLLABORATION	<ul style="list-style-type: none"> Proactively works toward group goals Consistently and actively contributes knowledge, opinions and skills Values the knowledge, opinions and skills of all group members and encourages their contribution 	<ul style="list-style-type: none"> Contributes to group goals without prompting Contributes knowledge, opinions and skills Values the knowledge, opinions and skills of all group members 	<ul style="list-style-type: none"> Works toward group goals with occasional prompting Contributes knowledge, opinions and skills with prompting Sometimes recognizes the knowledge, opinions and skills of all group members 	<ul style="list-style-type: none"> Works toward group goals only when prompted Rarely contributes knowledge, opinions and skills without prompting Rarely recognizes the knowledge, opinions and skills of all group members
GLOBAL CITIZENSHIP	<ul style="list-style-type: none"> Understands the complexity of society and acts to bring about meaningful change Demonstrates and promotes respect for others Assumes a committed role in community service 	<ul style="list-style-type: none"> Appreciates complexity of society and often acts to bring about meaningful change Demonstrates respect for others Regularly participates in community service 	<ul style="list-style-type: none"> Shows awareness of social change, but rarely act to bring about change Usually demonstrates respect for others Sometimes participates in community service 	<ul style="list-style-type: none"> Shows a limited understanding of social change Rarely demonstrates respect for others Rarely or never participates in community service