School-wide Rubric for **Effective Communicators** who:

Indicators:	Highly developed	Developed	Emerging	Exploring
a. speak well	Students speak in a highly focused, coherent and organized manner, clearly addressing the intended audience	Students speak in a focused, coherent and organized manner that addresses the intended audience	Student ideas sometimes lack focus, coherence and organization, and only partially address the intended	Student ideas are unfocused, incoherent and disorganized, and do not address the intended audience
b. listen to others	Students listen consistently and contribute constructively and with insight to class discussions	Students listen and contribute with some insight to class discussions	Students listen and contribute to class discussions	Students don't often listen and contribute very little to class discussions
c. write ideas clearly	Students write with clarity, purpose, understanding, and creativity, utilizing a variety of sentence structures and word choice	Students write related quality sentences and paragraphs, utilizing varied sentence structures and word choice	Student writing does not clearly communicate knowledge and is loosely organized with limited sentence structure and word choice	Student writing is brief and underdeveloped; sentences are fragmented with careless or inaccurate word choice
d. read with understanding and enjoyment	Students demonstrate a thorough and insightful comprehension of the text by understanding the full message, including subtleties	Students demonstrate sufficient and accurate comprehension of the text by understanding the full message, including subtleties	Students demonstrate partial (mostly literal) comprehension of the text	Students demonstrate insufficient and/or inaccurate comprehension of the text
e. understand the tools of technology and use them responsibly	Students demonstrate highly effective and responsible use of technology tools, abiding by the school's Internet Use Policy	Students demonstrate effective and responsible use of technology tools, abiding by the school's Internet Use Policy	Students demonstrate partially effective and responsible use of technology tools	Students demonstrate ineffective and irresponsible use of technology tools

School-wide Rubric for **Responsible Citizens** who:

Indicators:	Highly developed	Developed	Emerging	Exploring
a. make good choices	Students prioritize connections related to decisions and apply concepts and reasoning to support decision making	Students make connections related to decisions and apply concepts and reasoning to support decision making	Students make minimal connections related to decisions and apply limited concepts and reasoning to support decision making	Students make no connections related to decisions and cannot apply concepts and reasoning to support decision making
b. think before they act	Students develop highly effective strategies for problem-solving	Students develop effective strategies for problem-solving	Students develop some strategies for problem-solving	Students have not developed strategies for problem-solving
c. help and take care of others	Students demonstrate a high degree of compassion and empathy when responding to others	Students demonstrate compassion and empathy when responding to others	Students demonstrate some degree of compassion and empathy when responding to others	Students demonstrate little or no compassion and empathy when responding to others
d. accept accountability for their actions	Students demonstrate a high degree of ethical behavior and honesty while showing an openness to suggestions for improvement	Students generally demonstrate ethical behavior and honesty while showing an openness to suggestions for improvement	Students occasionally demonstrate ethical behavior and honesty while showing an openness to suggestions for improvement	Students seldom demonstrate ethical behavior and honesty, and hardly ever show an openness to suggestions for improvement
e. recognize, appreciate, and use their God-given talents	Students consistently reflect upon and utilize their strengths and abilities	Students usually reflect upon and utilize their strengths and abilities	Students occasionally reflect upon and utilize their strengths and abilities	Students infrequently reflect upon and utilize their strengths and abilities