INTEGRITY Indicators	Exemplary 4pts	Proficient 3pts	Developing 2pts	Beginning 1 pts	0 pts
Personal Responsibility	Exemplary Models academic honesty by: -always citing appropriately -consistently and conscientiously ensuring that all work is their own -inviting challenge as a way to improve Models ethics, character, and civic responsibility by choosing to do the right thing, even if no one is watching.	Proficient Demonstrates academic honesty by: -citing appropriately -consistently and conscientiously ensuring that all work is their own -accepting challenge as a way to improve Demonstrates ethics, character, and civic responsibility by consistently choosing to do the right thing.	Developing Progressing towards academic honesty by: - citing inconsistently -inconsistently ensuring that all work is their own -resists challenge Progressing towards ethical behavior, character, and civic responsibility by choosing to do the right thing only when required or rewarded.	Beginning Attempts academic honesty by: -citing inappropriately - failing to ensure that all work is their own -avoids challenge Attempts ethical behavior, character and civic responsibility but may not choose to do the right thing.	No Effort Student does not attempt
Preparation	Exemplary Models preparedness by continuously and independently reworking assignments to exceed course expectations.	Proficient Demonstrates preparedness by consistently checking for accuracy and reworking assignments to meet course expectations.	Developing Progressing towards preparedness by settling for minimal accuracy and revision	Beginning With assistance, attempts to be prepared but is more interested in expediency than accuracy.	No Effort Student does not attempt
Ownership	Exemplary Models preparation and personal responsibility. Models strong self-control and respect for others. Models individual ownership and responsibility for personal academic success	Proficient Demonstrates preparation and personal responsibility. Demonstrates self control and respect for others. Demonstrates individual ownership and responsibility for personal academic success	Developing Progressing towards preparation and personal responsibility. Exhibits inconsistent focus in class, and occasionally engages in distracting behavior. Has occasional loss of self control and respect for others.	Beginning Attempts preparation and personal responsibility but is rarely focused in class and frequently engages in distracting behavior. Has difficulty maintaining self-control and showing respect for others. Attempts to take ownership and responsibility for personal academic success.	No Effort Student does not attempt

COMMUNICATE Indicators	Exemplary 4pts	Proficient 3pts	Developing 2pts	Beginning 1 pts	0 pts
States and identifies clearly	**Exemplary** Student models the ability to support claims with numerous content relevant facts and evidence Models the ability to make accurate, detailed, and nuanced references that clearly show connections between specific data and the larger concepts / subject at hand Models the ability to consistently restate facts and concepts in their own words	**Proficient** Student demonstrates the ability to support claims with relevant facts and evidence Demonstrates the ability to make accurate and detailed references that show connections between specific data and larger concepts Demonstrates the ability to restate facts and concepts in their own words	**Developing** Student is progressing towards the ability to support claims with facts and evidence; assistance guides the process Progressing towards making accurate references; assistance needed to connect to larger themes and to make detailed references Student requires guidance to restate facts and concepts in their own words	**Beginning** Student is beginning to be able to support claims with facts and evidence - significant assistance required in the process Beginning to make accurate references; significant assistance required to connect information to larger themes and to develop detail Student struggles or is unable to restate facts and concepts in their own words - significant assistance required to do so	**No effort** Student does not attempt
Argues accuracy and logic	Student models the ability to follow an argument through a logically sequenced and sound progression Models the ability to develop an insightful thesis, and consistently connect arguments and evidence back to the thesis Models understanding of alternative perspectives including opposing viewpoints and counter-arguments Student frequently invites contributions from others, and consistently uses shared knowledge as a foundation for structuring arguments	Student demonstrates the ability to follow an argument through a logical and sound progression Demonstrates the ability to develop a relevant thesis, and regularly connects arguments and evidence back to the thesis Demonstrates understanding of alternative perspectives and opposing viewpoints Student invites contribution from others, and uses shared knowledge as a foundation for structuring arguments	Student is progressing towards the ability to follow an argument through an effective progression Student requires some assistance to develop a thesis, and to connect arguments and evidence back to the thesis Progressing with understanding of different viewpoints; requires assistance to do so Student requires cues to invite contribution from others, and needs guidance to progress towards using shared knowledge as a foundation for structuring arguments	Student is beginning to be able to follow an argument through - requires significant assistance to do so effectively Student requires significant assistance in developing a meaningful thesis, and frequent cues to be able to connect evidence back to the thesis Beginning to understand different viewpoints; requires frequent assistance to begin to understand alternate perspectives Student only invites contribution from others and connects to shared knowledge when cued to do so	Student does not attempt

COM. (cont.) Indicators	Exemplary 4pts	Proficient 3pts	Developing 2pts	Beginning 1 pts	0 pts
Delivers effectively	Student models professional decorum through respectful and appropriate formality Models effective use of vocabulary, avoids use of verbal fillers (um, you know, like, etc...) (ORAL) Models the ability to successfully employ appropriate tone, pace, and volume; gestures and movements are natural and effective (WRITTEN) Models the ability to successfully employ appropriate tone, pace, and structure to sentences and paragraphs; word choice and flow of writing are natural, interesting, and effective Models the desire to have one's audience / reader listen, understand, and remember; final product captivates the audience and can be used as an exemplar to teach others how to communicate effectively	Student demonstrates decorum and formality Demonstrates effective use of vocabulary, and mostly avoids use of verbal fillers ORAL - Demonstrates the ability to employ appropriate tone, pace, and volume; gestures and movements add to the delivery WRITTEN - Demonstrates the ability to use appropriate structure to sentences and paragraphs; words choice and flow of writing are effective Demonstrates the ability to earn the audiences' attention and communicate information	Student is progressing towards appropriate formality of delivery Progressing towards effective use of vocabulary, assistance and reworking of delivery needed to polish effectiveness; use of verbal fillers causes some disruption to delivery ORAL - Progressing towards appropriate tone, pace, and volume with assistance; gestures and movements do not detract from effective delivery, or do so minimally WRITTEN - Progressing towards appropriate structure to sentences and paragraphs with guidance and revision; words choice and flow of writing requires revision Final product does not consistently hold the audiences' attention; requires more effort and conviction	Student beginning to understand roles of decorum and formality in communication; requires frequent cues and assistance to employ Requires assistance to polish use of vocabulary, use of verbal fillers cause significant disruption to delivery ORAL - Beginning to use appropriate tone, pace, and volume only with frequent guidance and cues; gestures and movements detract from delivery WRITTEN - Beginning to use appropriate structure to sentences and paragraphs with significant assistance; without revision and guidance, word choice and flow of writing are ineffective Final product does not hold audiences' attention	Student does not attempt

ACHIEVE Indicators	Exemplary 4pts	Proficient 3pts	Developing 2pts	Beginning 1 pts	0 pts
Analysis	Exemplary The student models the following skills and/or abilities independently and consistently: - organizes, identifies, and compares relevant data - uses and evaluates resources appropriately fully - interprets and clearly articulates an accurate understanding of problems and successfully frames strategies - tests multiple procedures and hypotheses	Proficient The student demonstrates the follow skills and/or abilities independently: - organizes and identifies relevant data - uses resources appropriately - identifies and can describe the scope of problems and frames strategies - applies more than one approach to solve a problem	Developing The student is progressing, with guidance and support, towards displaying the following skills and/or abilities: - identifies relevant data - utilizes proper resources to a degree - correctly identifies the problem - follows through with at least one approach to solve a problem	Beginning Even with guidance and support, the student has difficulty displaying the following skills and/or abilities: - begins to identify relevant data, with assistance - identifies and begins to use proper resources - begins to identify the problem, but struggles to describe the nature of the problem - requires repeated prompts and guidance to follow through with one approach to solve a problem	No Effort Student does not attempt
Synthesis	Exemplary The student models the following skills and/or abilities independently and consistently: - locates needed info to solve a task, and employees a variety of conventional and unique sources - develops solutions by combining new skills and concepts with those previously used - manipulates data to draw independent conclusions, and thoroughly supports information gathered	Proficient The student demonstrates the following skills and/or abilities independently: - locates needed info to solve a task, using multiple sources - develops solutions by using previously learned skills with at least one new skill learned through the process - draws independent conclusions and can support and describe how they were achieved	Developing The student is progressing, with guidance and support, towards displaying the following skills and/or abilities: - locates needed info to frame a solution, using more than one source - relies on previously learned skills; with support, is progressing towards developing new skills - with support, can draw conclusions from the process	Beginning Even with guidance and support, the student has difficulty displaying the following skills and /or abilities: - needs assistance in locating needed information, utilizing one approach only - requires prompting and guidance to rely on previously developed skills - needs assistance to draw a conclusion from the process	No Effort Student does not attempt

ACHIEVE Indicators	Exemplary 4pts	Proficient 3pts	Developing 2pts	Beginning 1 pts	0 pts
Evaluation	Exemplary The student models the following skills and/or abilities independently and consistently: -questions, examines, and evaluates processes and tools used; models open-mindedness and recognizes the effect of personal bias -through a thorough assessment of process, can predict and draw logical and informed conclusions - reflects on problem-solving methods for future application, and envision improved approaches	Proficient The student demonstrates the follow skills and/or abilities independently: - questions and examines processes and tools used with limited bias - can predict and draw informed conclusions - can reflect on problem-solving methods used for future application	Developing The student is progressing, with guidance and support, towards displaying the following skills and/or abilities: - examines processes and tools used - with guidance, is progressing towards drawing relevant conclusions - with help, can envision future use of skills and approaches learned	Beginning Even with guidance and support, the student has difficulty displaying the following skills and /or abilities: - recalling and demonstrating understanding of the processes and tools used - struggles to draw meaningful conclusions - struggles to identify possible future uses of skills and approached employed in solving the current problem	No Effort Student does not attempt

RELATE Indicators	Exemplary 4pts	Proficient 3pts	Developing 2pts	Beginning 1 pts	0 pts
Appreciation for life-long learning	Exemplary Models productive risk-taking to extend a novel or unique idea, question, format, or product;. Consistently and independently demonstrates and models curiosity.	Proficient Demonstrates capability to extend a novel or unique idea, question, format or product Demonstrates curiosity.	Developing Progressing towards creating a novel or unique idea, question, format, or product. Curiosity is limited to areas of personal interest.	Beginning Requires step by step assistance to attempt to reformulate a collection of available ideas Requires much guidance to initiate curiosity without an immediate reward.	No Effort Student does not attempt
Cultural understanding	Exemplary Models empathy and compassion for others by making meaningful connections	Proficient Demonstrates empathy and compassion by making meaningful connections	Developing Progressing towards basic displays of empathy and compassion to make meaningful connections	Beginning Attempts to display empathy and compassion to make meaningful connections	No Effort Student does not attempt
Collaboration	Exemplary Models collaboration, teamwork, and consensus-building by contributing respectfully and listening to others	Proficient Demonstrates collaboration, teamwork, and consensus-building by contributing respectfully and listening to others	Developing Progressing towards collaboration, teamwork, and consensus-building by contributing respectfully and listening to others	Beginning Attempts collaboration, teamwork, and consensus-building by contributing respectfully and listening to others	No Effort Student does not attempt

ENGAGE Indicators	Exemplary 4pts	Proficient 3pts	Developing 2pts	Beginning 1 pts	0 pts
Creativity and independent thinking	Exemplary Models innovative thinking, adaptive behaviors, and flexibility to transform ideas or solutions Perceives or approaches the problem in a number of different ways	Proficient Demonstrates innovative thinking, adaptive behaviors, and flexibility to transform ideas or solutions Perceives or approaches the problem in a different way	Developing Progressing towards innovative thinking, adaptive behaviors, and flexibility to transform ideas or solutions Perceives or approaches the problem in a different way with assistance	Beginnng Attempts innovative thinking, adaptive behaviors, and flexibility to transform ideas or solutions Has difficulty perceiving or approaching the problem in any other way than what is initially presented	No effort Student does not attempt
Initiative and enthusiasm	Exemplary Models self-direction, takes full responsibility for success and failure - Realistic goal setting, and detailed planning and execution	Proficient Demonstrates self-direction, takes responsibility for success and failure- Realistic goal setting, and planning and execution	Developing Progressing towards taking responsibility for success and failure, with inconsistent results- Progressing towards goal setting, and planning and execution	Beginnng Attempts to take responsibility for success and failure, with few results- Attempts to set goals and inconsistently plans for and executes those goals	No effort Student does not attempt