

## 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  |

Revised April 12, 2010

## School-wide Rubric for lifelong learners who:

| Indicators:  | Highly developed  | Developed  | Emerging   | Exploring   |
|--|---|--|--|---|
| a. love to learn                                       | Students consistently demonstrate a high level of enthusiasm and enjoyment about learning                     | Students usually demonstrate enthusiasm and enjoyment about learning   | Students sometimes demonstrate enthusiasm and enjoyment about learning                                       | Students rarely demonstrate enthusiasm and enjoyment about learning   |
| b. use and apply basic skills                          | Students consistently demonstrate an in-depth understanding and application of basic skills                   | Students generally demonstrate understanding and application of basic skills                                     | Students occasionally demonstrate understanding and application of basic skills                              | Students seldom demonstrate understanding and application of basic skills   |
| c. develop independence in learning                    | Students consistently engage in assignments and activities without prompting                                  | Students typically engage in assignments and activities without prompting  | Students engage in assignments and activities after numerous prompts   | Students do not engage in assignments and activities without prompting  |
| d. utilize critical thinking skills                    | Students critically analyze and evaluate topic and content in-depth on a regular basis                        | Students analyze and evaluate topic and content to draw logical conclusions                                      | Students draw some logical conclusions from topic and content  | Students are not always able to draw logical conclusions about topic or content   |
| e. appreciate fine arts                                | Students constantly integrate fine arts into their products and performances                                  | Students generally integrate fine arts into their products and performances                                      | Students integrate fine arts into their products and performances with some prompting                        | Students never integrate fine arts into their products and performances   |
| f. value every life situation as a learning experience | Students describe in-depth what they learned from the experience and what they could do differently next time | Students describe with detail what they learned from the experience and what they could do differently next time | Students briefly describe what they learned from the experience and what they could do differently next time | Students make little attempt to describe what they learned from the experience and what they could do differently next time |

Revised April 12, 2010

## School-wide Rubric for active faith-filled Catholics who:

| Indicators:  | Highly developed   | Developed   | Emerging   | Exploring  |
|--|--|---|--|--|
| a. pray everyday   | Students actively and enthusiastically participate in daily prayer experiences   | Students routinely participate in daily prayer experiences  | Students periodically participate in daily prayer experiences  | Students rarely participate in daily prayer experiences  |
| b. live each day as Jesus did  | Students consistently model Christian behavior in the classroom and on the playground  | Students model Christian behavior in the classroom and on the playground                          | Students occasionally model Christian behavior in the classroom and on the playground                                  | Students rarely make an effort to model Christian behavior in the classroom and on the playground        |
| c. demonstrate a spirit of service   | Students willingly and enthusiastically share their time, talent and treasure to promote social justice in the service of others | Students share their time, talent and treasure to promote social justice in the service of others | With some prompting, students share their time, talent and treasure to promote social justice in the service of others | Students rarely share their time, talent and treasure to promote social justice in the service of others |
| d. share the teachings of Jesus with others  | Students' actions always reflect Jesus' Gospel message in everyday life (use of Life Skills)                                     | Students' actions usually reflect Jesus' Gospel message in everyday life (use of Life Skills)     | Students' actions sometimes reflect Jesus' Gospel message in everyday life (use of Life Skills)                        | Students' actions rarely reflect Jesus' Gospel message in everyday life (use of Life Skills)             |
| e. understand and participate in the teachings and traditions of the Catholic Church | Students confidently demonstrate in words and actions their knowledge of the Catholic faith                                      | Students are able to demonstrate in words and actions their knowledge of the Catholic faith       | With some guidance, students demonstrate in words and actions their knowledge  | Students cannot demonstrate in words and actions their knowledge of the Catholic faith                   |

Revised April 12, 2010

## 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 audience                | 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 SFDS Internet Use Policy           | Students demonstrate effective and responsible use of technology tools, abiding by the SFDS Internet Use Policy                | Students demonstrate partially effective and responsible use of technology tools  | Students demonstrate ineffective and irresponsible use of technology tools                                    |

Revised April 12, 2010

School-wide Rubric for culturally aware/global citizens who:

| Indicators:                                       | Highly developed   | Developed   | Emerging  | Exploring  |
|---|--|---|---|--|
| a. follow the Golden Rule                         | Students consistently demonstrate a high degree of positive interaction with others                                | Students usually demonstrate a high degree of positive interaction with others                                  | Students occasionally demonstrate positive interaction with others,   | Students rarely demonstrate the ability to positively interact with others   |
| b. respect themselves and each other              | Students persistently demonstrate a high level of reverence for themselves and others                              | Students typically demonstrate a high level of reverence for themselves and others                              | Students sometimes demonstrate reverence for themselves and others  | Students have difficulty demonstrating reverence for themselves and others   |
| c. are peacemakers                                | Students consistently strive to create and promote a harmonious environment in the classroom and on the playground | Students generally strive to create and promote a harmonious environment in the classroom and on the playground | Students strive to create and promote a harmonious environment in the classroom and on the playground from time to time | Students do very little or nothing to create and promote a harmonious environment in the classroom and on the playground |
| d. appreciate and care for all of God's creation  | Students consistently practice good stewardship  | Students usually practice good stewardship  | Students occasionally practice good stewardship   | Students rarely practice good stewardship, even after frequent reminders   |
| e. recognize that everyone is equal in God's eyes | Students constantly and genuinely demonstrate an appreciation and acceptance of diversity                          | Students generally demonstrate an appreciation and acceptance of diversity                                      | Students sometimes demonstrate an appreciation and acceptance of diversity  | Students seldom demonstrate an appreciation and acceptance of diversity  |

Revised April 12, 2010