

Social and Civic Rubric

<u>Expectation</u>	Exceeds	Goal	Approaching	Needs Attention	Does Not Meet
Community Participation	<ul style="list-style-type: none"> • Superior participation in community or school-related service • Creates and provides innovative opportunities for community or school-related service • Always takes leadership and responsibility in group-related community or school-related service 	<ul style="list-style-type: none"> • Participates extensively in community or school-related service • Actively seeks out and / or creates opportunities for community or school-related service • Consistently takes the lead in group-related community or school-related service 	<ul style="list-style-type: none"> • Participates often in community or school-related service • Frequently seeks out and/or creates opportunities for community or school-related service • Often takes lead in group-related community or school-related service 	<ul style="list-style-type: none"> • Minimal participation in community or school-related service • Infrequently seeks out and/or creates opportunities for community or school-related service • Rarely takes lead in group-related community or school-related service 	<ul style="list-style-type: none"> • Does not participate in community or school-related service • Does not seek out and/or create opportunities for community or school-related service • Does not take the lead in group-related community or school-related service

<u>Expectation</u>	Exceeds	Goal	Approaching	Needs Attention	Does Not Meet
Global Competence	<ul style="list-style-type: none"> • Actively and respectfully welcomes and encourages diversity and varied viewpoints • Creates and seeks opportunities to reach and include diverse individuals and groups 	<ul style="list-style-type: none"> • Respectfully welcomes and engages diversity and varied viewpoints • Consistently seeks out opportunities to reach and include diverse individuals and groups 	<ul style="list-style-type: none"> • Welcomes and engages diversity and varied viewpoints • Seeks out opportunities to reach and include diverse individuals and groups 	<ul style="list-style-type: none"> • Inconsistently demonstrates of acceptance of diversity and varied viewpoints • Often hesitates to explore the uniqueness of individuals and groups 	<ul style="list-style-type: none"> • Disregards the value of diversity and a variety of viewpoints • Does not explore opportunities to reach out to and include diverse individuals and groups

<u>Expectation</u>	Exceeds	Goal	Approaching	Needs Attention	Does Not Meet
Conduct and Respect	<ul style="list-style-type: none"> • Demonstrates superior responsibility (e.g. exemplary punctuality, preparedness, attendance, or engagement) • Distinguished role model throughout the school community • Actions, language, and decision-making reflect highest standards of conduct and respect • Consistent adherence to school's Code of Conduct 	<ul style="list-style-type: none"> • Consistently demonstrates responsibility (e.g. exemplary punctuality, preparedness, attendance, or engagement) • Strong role model throughout the school community • Actions, language, and decision-making reflect consistent standards of conduct and respect • Consistent adherence to school's Code of Conduct 	<ul style="list-style-type: none"> • Sufficiently demonstrates responsibility (e.g. exemplary punctuality, preparedness, attendance, or engagement) • Adequate role model throughout the school community • Actions, language, and decision-making reflect sufficient standards of conduct and respect • Adherence to school's Code of Conduct 	<ul style="list-style-type: none"> • Minimally demonstrates responsibility (e.g. exemplary punctuality, preparedness, attendance, or engagement) • Inconsistent role model throughout the school community • Actions, language, and decision-making inconsistently reflect standards of conduct and respect • Inconsistent adherence to school's Code of Conduct 	<ul style="list-style-type: none"> • Does not demonstrate responsibility (e.g. exemplary punctuality, preparedness, attendance, or engagement) • Not a role model throughout the school community • Actions, language, and decision-making do not reflect standards of conduct and respect • Does not adhere to school's Code of Conduct

Expectation	Exceeds	Goal	Approaching	Needs Attention	Does Not Meet
Lifetime Fitness and Wellness	<ul style="list-style-type: none"> Always demonstrates practices of living a healthy lifestyle Has scored in the High fitness zone, on the State of CT Fitness test (with exceptions) Notably participates in a variety of fitness/recreational activities that enhances a healthy lifestyle 	<ul style="list-style-type: none"> Consistently demonstrates practices of living a healthy lifestyle Has scored in the High fitness zone, on the State of CT Fitness test (with exceptions) Consistently participates in a variety of fitness/recreational activities that enhances a healthy lifestyle 	<ul style="list-style-type: none"> Often demonstrates practices of living a healthy lifestyle Has scored in the Health fitness zone, on the State of CT Fitness test (with exceptions) Often participates in a variety of fitness/recreational activities that enhances a healthy lifestyle 	<ul style="list-style-type: none"> Infrequently demonstrates practices of living a healthy lifestyle Has scored in the needs improvement zone, on the State of CT Fitness test (with exceptions) Infrequently participates in a variety of fitness/recreational activities that enhances a healthy lifestyle 	<ul style="list-style-type: none"> Does not demonstrate practices of living a healthy lifestyle Has scored in the needs improvement zone, on the State of CT Fitness test (with exceptions) Does not participate in a variety of fitness/recreational activities that enhances a healthy lifestyle

Expectation	Exceeds	Goal	Approaching	Needs Attention	Does Not Meet
Health Advocacy	<ul style="list-style-type: none"> Exhibits exceptionally developed decision making skills that reduces health risks and advocates for personal, community and environmental health. 	<ul style="list-style-type: none"> Exhibits highly developed decision making skills that reduces health risks and advocates for personal, community and environmental health. 	<ul style="list-style-type: none"> Exhibits adequately developed decision making skills that reduces health risks and advocates for personal, community and environmental health. 	<ul style="list-style-type: none"> Exhibits some developed decision making skills that reduces health risks and advocates for personal, community and environmental health. 	<ul style="list-style-type: none"> Exhibits poorly developed decision making skills that reduces health risks and advocates for personal, community and environmental health.