

1. Communication is an essential skill.						
Hinsdale students will communicate through various means.						
	4	3	2	1	S	A
	Exceeds Standard	Meets Standard	Approaching Standard	Not at Standard		
A. Articulate thoughts and ideas effectively using communication skills in a variety of forms and contexts	Effectively and consistently makes connections to eraftcreate and to provides a comprehensive presentation that uses various types of communication.	Communicates thoughts and ideas by eraftcreating and providing a presentation using various types of communication	Creates a presentation but does not effectively address/communicate using various types of communication	Either creates a presentation but does not present, or fails to complete the presentation.		
B. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions	Effectively and consistently reflects on and identifies constructive ways to apply the knowledge, values, attitudes and intentions of the message	Effectively reflects on the <u>key information to identify the</u> meaning, values, attitudes and intentions of the message	Inconsistently listens to the message and misses key information, values, attitudes or intentions and misses the importance of the message	Does not demonstrate understanding of the message by reflecting on the meaning		
C. Use communication for a range of purposes (e.g. to inform, instruct, and argue)	Effectively and consistently uses communication to inform, instruct, and argue using various types of communication	Uses communication to inform, instruct, and argue using various types of communication.	Inconsistently communicates to inform, or instruct, or argue using various types of communication.	Does not communicate to inform and does not demonstrate communicating for other purposes		
D. Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact	Effectively and consistently works creatively to eraftcreate a comprehensive product using multiple media and technologies and thoughtfully reflect on the effectiveness and impact of a product	Uses multiple media and technologies and reflect on the effectiveness and impact of a product	Inconsistently uses multiple media and technologies to reflect on the effectiveness and impact of the product	Does not eraftcreate a product using multiple media and technologies and does not reflect on the effectiveness and impact of the product		
E. Communicate effectively in diverse environments for specific audiences	Effectively and consistently communicates with others in diverse environments using various types of communication	Communicates effectively with others in diverse environments	Inconsistently communicates effectively with others in a diverse environment	Does not communicate with others in a diverse environment		

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Commented [VB1]: Cohort 4: dialogue about reframing to the positive(key information is absent)

Commented [VB2R1]:

2. Problem solving is an essential skill.

Hinsdale students will be able to solve problems.

	4	3	2	1	S	A
	Exceeds Standard	Meet Standard	Approaching Standard	Not at Standard		
A. Use various types of reasoning as appropriate to the situation/problem	Effectively and consistently uses various types of reasoning as appropriate to the situation/problem in a variety of conditions	Uses various types of reasoning as appropriate to the situation/problem in a variety of conditions	Inconsistently uses reasoning as appropriate to the situation/problem in a variety of conditions	Attempts-Is not successful to-in using reasoning as appropriate to the situation/problem		
B. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems	Effectively and consistently recognizes and is able to manipulate parts of a system to come together to accomplish a task	Recognizes how the parts of a system work together to accomplish a task	Inconsistently identifies parts of a system and cannot explain how they work together	Is only able to identify the parts as one, rather than each part individually		
C. Analyze and evaluate evidence, arguments, claims and beliefs	Effectively and consistently analyzes and evaluates evidence, arguments, claims and beliefs.	Analyzes and evaluates evidence, arguments, claims and beliefs	Inconsistently analyzes and evaluates evidence, arguments, claims and beliefs	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs		
D. Analyze and evaluate major alternative points of view	Effectively and consistently uses material from different points of view and is non-judgmental in analyzing the material	Uses material from different points of view and is non-judgmental in analyzing the material	Inconsistently uses material from different points of view and is non-judgmental in analyzing the material	Does not respect the view point of others while analyzing and evaluating material from a different point of view		
CE. Synthesizes and makes connections between information and arguments by analyzing and evaluating evidence, arguments, claims and beliefs	Effectively and consistently applies the connections between information and arguments by analyzing and evaluating evidence, claims and beliefs in order to support a perspective	Applies the connections between information and arguments by analyzing and evaluating evidence, claims and beliefs in order to support a perspective	Inconsistently applies the connections between information and arguments by analyzing and evaluating evidence, claims and beliefs in order to support a perspective	Does not attempt to understand the connection between information and arguments		
F. Interpret information and draw conclusions based on the best analysis	Effectively and consistently looks at complex information and successfully draws conclusions that appropriately apply to a situation	Looks at complex information and successfully draws conclusions that appropriately apply to a situation	Inconsistently looks at complex information and successfully draws conclusions that appropriately apply to a situation	Locates complex information, but is not able to draw conclusions		
DG. Identify and ask significant questions that clarify various points of view and lead to better solutions	Effectively and consistently identifies and asks significant questions that clarify various points of view and lead to better solutions in a variety of conditions	Identifies and asks significant questions that clarify various points of view and lead to better solutions in a variety of conditions	Inconsistently identifies and asks significant questions that clarify various points of view and lead to better solutions in a variety of conditions	Does not attempt to make inquiries to understand other points of view for the purpose of reaching a better solution		
EH. Solve different kinds of non-	Effectively and consistently develops and utilizes multiple techniques to	Develops and utilizes multiple techniques to engage in problem	Inconsistently develops and utilizes multiple techniques to engage in	Is not successful in utilizing problem solving techniques		

Commented [VB3]: Cohort 3: ?Too many

Commented [VB4]: Cohort 3: Solution vs Situation

Commented [VB5]: Cohort4: are synthesize and make connections redundant

Commented [VB6]: Cohort 3: Maybe combine C, D, E

Commented [VB7]: Cohort 3: Is this a summary of C, D, E?

Commented [VB8]: Cohort 3: Better wording?

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Commented [VB9]: Cohort 4: should there be a zero column, possible re-wording, big jump from 1 to 2.

familiar problems in both conventional and innovative ways	engage in problem solving and can articulate reason for choosing	solving and can articulate reason for choosing	problem solving and can articulate reason for choosing			
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3. Engagement and responsibility are important for lifelong learning.						
Hinsdale students will take responsibility for their own learning.						
	4	3	2	1	S	A
	Exceeds Standard	Meets Standard	Approaching Standard	Not at Standard		
A. Set goals with tangible success criteria	Effectively and consistently sets goals with tangible success criteria in a variety of conditions	Sets goals with tangible success criteria <u>in a variety of conditions</u>	Inconsistently sets goals with tangible success criteria in a variety of conditions	No attempt to set goals with tangible success criteria		
<u>B. Utilize time and manage workload efficiently</u>	Effectively and consistently completes tasks ahead of schedule by creating a plan and scheduling time to complete the work.	Completes <u>tasks ahead of schedule by creating a plan and scheduling time to complete the work.</u> work on time by taking advantage of the time provided and by using time management skills.	Inconsistently completes <u>work on time by taking advantage of the time provided and by using time management skills, tasks ahead of schedule by creating a plan and scheduling time to complete the work.</u>	No attempt to complete work on time and does not use time management skills.		
C. Monitor, define, prioritize and complete tasks without direct oversight	Effectively and consistently monitors, defines, prioritizes and complete tasks without direct oversight in a variety of conditions	Monitors, defines, prioritizes and complete tasks without direct oversight in a variety of conditions	Inconsistently monitors, defines, prioritizes and complete tasks without direct oversight in a variety of conditions	Does not monitor, define, prioritize and complete tasks with direct oversight		
<u>D. Demonstrates initiative to advance skill levels</u>	Effectively and consistently demonstrates initiative to advance skill levels in a variety of conditions	Demonstrates initiative to advance skill levels in a variety of conditions	Attempts to demonstrate initiative to advance skill levels <u>in a variety of conditions</u>	No Attempt to demonstrate initiative to advance skill levels		

Commented [VB10]: Cohort 3: Combine B and C?

Commented [VB11]: Cohort 3: Is this implied in A, B, C?

E. Demonstrates commitment to learning as a lifelong process	Effectively and consistently demonstrates commitment to learning as a lifelong process in a variety of conditions	Demonstrates commitment to learning as a lifelong process <u>in a variety of conditions</u>	Inconsistently demonstrates commitment to learning as a lifelong process in a variety of conditions	No Attempt to demonstrate commitment to learning as a lifelong process		
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Commented [VB12]: Cohort 3: Combine D and E?

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4. Whole person wellness encompasses emotional, social, and physical health.

Hinsdale students will recognize and demonstrate the importance of whole person wellness.

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Not at Standard	S	A
A. Proper nutrition and fitness and hygiene are keys to physical health.	Understands and consistently applies the principles of sound nutrition and physical fitness while encouraging others to do the same. Identify 5 key habits that you have put into practice that promote your proper nutrition, fitness and hygiene.	Understands and consistently applies the principles of sound nutrition and physical fitness. Identify 4 key habits that you have put into practice that promote your proper nutrition, fitness and hygiene.	Understands but inconsistently applies the principles of sound nutrition and physical fitness. Identify 3 key habits that you have put into practice that promote your proper nutrition, fitness and hygiene.	Lacks an understanding of and an ability to apply the principles of sound nutrition and physical fitness. Identify fewer than 3 key habits that you have put into practice that promote your proper nutrition, fitness and hygiene.		
B. Self-advocacy and awareness of one's personal needs are keys to emotional health.	Understands and consistently applies the knowledge of personal needs, values, strengths, and weaknesses, in order to self-advocate, and make positive life decisions while encouraging others to do the same.	Understands and consistently applies the knowledge of personal needs, values, strengths, and weaknesses, in order to self-advocate, and make positive life decisions	Understands but inconsistently applies the knowledge of personal needs, values, strengths, and weaknesses, in order to self-advocate, and make positive life decisions	Lacks knowledge and understanding of personal needs, values, strengths, and weaknesses, in order to self-advocate, and make positive life decisions		
C. Ability to relate with others is key to social health	Demonstrates ability to maintain healthy relationships across a variety of levels while encouraging others to do the same.	Demonstrates ability to maintain healthy relationships across a variety of levels.	Demonstrates ability to maintain healthy relationships across a limited variety of levels.	Does not demonstrate ability to maintain healthy relationships across any levels.		
C. Awareness and responsibility for decision-making are key to social health.	Understands and consistently applies the knowledge and accountability for personal decisions and actions relative to the surrounding community while encouraging others to do the same.	Understands and consistently applies the knowledge and accountability for personal decisions and actions relative to the surrounding community.	Understands but inconsistently applies the knowledge and accountability for personal decisions and actions relative to the surrounding community.	Lacks knowledge and understanding consequences and accountability for personal decisions and actions relative to the surrounding community.		

Notes: Add Hygiene to A 1-4

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Commented [VB13]: have to log via 6-12 in PE for fitness Health will have log

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Commented [VB15]: Responsibility rubric? Should this be 6A? (without social health piece)

5. Technical fluency and adaptability allow for participation in an increasingly technological society.

Hinsdale students will demonstrate technical fluency and adaptability.

	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Not at Standard	S	A
A. Access information efficiently (time) and use effectively (sources)	Synthesizes the key concepts of the search being conducted, makes informed decisions to revise the search and selects information based on reliability of resources in order to solve the problem accurately	Adapts the search with more than one strategy or tool and uses the information to accurately solve the problem	Responds to inconclusive or ineffective search results by continuing the process without giving up. Additionally, applies the information correctly, but may not accurately solve the problem.	Completes simple search strategies and uses sources, often not retrieving accurate or complete information in order to solve a problem		
B. Apply an understanding of the ethical/legal issues surrounding the access and use of information	Applies and imparts <u>on others</u> the use of information and acts ethically and within the legal limitations	Applies the ethical and legal limitations when accessing and using information independently	Applies the ethical and legal limitations when accessing and using information with support and redirection	Knowingly violates the law and/or ethics in regards to information literacy. (knowingly plagiarize)		
C. Understand and utilize the most appropriate media creation tools, characteristics and conventions in diverse multi-cultural environments	Creates original product using digital tools that enhance the product and demonstrates participation effectively in a diverse environment	Completes a product using digital tools to participate effectively in a diverse environment	Attempts to create a product using digital tools to participate in a diverse environment but is not effective	Does not attempt or does not understand how to utilize digital tools to participate in a diverse environment		

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6. Taking responsibility for one's choices and actions is necessary to be a productive member of the community.						
Hinsdale students will demonstrate responsibility for their actions and choices.						
	4	3	2	1	S	A
	Exceeds Standard	Meet Standard	Approaching Standard	Not at Standard		
A. Use digital technologies, communication/networking tools and social networks responsibly	Effectively and consistently demonstrates responsibility in using technology, communication and relationships to successfully operate/communicate with others	Demonstrates responsibility in using technology responsibly as a tool to communicate and connect with others to access and successfully utilize information to communicate with others/operate	Inconsistently demonstrates responsibility in using technology responsibly to communicate and connect with others	Does not utilize technology responsibly to communicate and connect with others effectively		
B. Reflect critically on learning experiences and processes	Thoroughly reflects critically on learning experiences and processes and applies to future work	Reflects critically on learning experiences and processes	Attempts to reflect on learning experiences and processes	Does not reflect on learning experiences and processes		
B.C. Know when it is appropriate to listen and when to speak	Effectively and consistently demonstrates an understanding while engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen while engaged in conversations/discussions is demonstrated in a variety of settings	Demonstrates an understanding of when it is appropriate to speak and when it is appropriate to listen while engaged in conversations/discussions in a variety of settings While engaged in conversations/discussions an understanding of when it is appropriate to speak and when it is appropriate to listen is demonstrate	Inconsistently demonstrates an understanding of when it is appropriate to speak and when it is appropriate to listen while engaged in conversations/discussions in a variety of settings At times speaks when it is not appropriate and does not listen when it is appropriate	Often needs to be reminded of appropriate times to speak and appropriate times to listen		
C.D. Conducts self in a respectable, professional manner	Demonstrates professional appearance for various settings, as well as utilizes time management skills consistently	Demonstrates professional appearance and utilizes time management skills	Attempts to demonstrate professional appearance and or utilizes time management skills	Does not demonstrate professional appearance or time management skills		
E. Demonstrates commitment to learning as a lifelong process	Demonstrates commitment to learning as a lifelong process in a variety of conditions	Demonstrates commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning as a lifelong process	Attempts to demonstrate commitment to learning, but not as a lifelong process		
D.F. Reflect critically on past experiences in order to inform future progress	Reflect critically on past experiences in order to inform future progress in a variety of conditions	Reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences in order to inform future progress	Attempts to reflect critically on past experiences, but not in order to inform future progress		
E.G. Acts responsibly with the interests of the larger community in mind	Was an integral part of a community organization or event and thoughtfully reflected on the importance of their involvement within the community.	Contributed to a community organization or event and reflected on the importance of their involvement within the community.	Participates, but does not contribute to community organization or event and attempted to reflect on their	Does not contribute to a community organization or event but reflects on the importance of involvement within the community.		

Commented [VB16]: Taught in PFin and (common sense media)
 How long does one screw-up follow/ How does social network apply > **not allowed in school/** Only evidence is not doing something wrong
 Should this be in Tech how do you prove it? IS this just under 6.G
 Show understanding can't prove
 If we are going to tell them to use it appropriately they should us it appropriately in school

Commented [VB17]: Cohort 3: ? Combine B and F

Commented [VB18R17]: agree F is better

Commented [VB19]: what is the evidence (teacher has a better idea than hip adv)
 Reflection

Commented [VB20]: Cohort 3: ? Also on Rubric #4 (really?)
 (evidence list would be helpful)

Commented [VB21]: Reflection?
 are you in meeting minutes

			involvement within the community.			
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