

St. Francis de Sales Catholic School - Schoolwide Learning Expectations Rubrics

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

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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

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

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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

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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

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