

## Salt Lake Arts Academy Standards for Excellence Rubric

**We have refined our Rubric to evaluate students on a four-point system. The “five” is given only to students who have *exceeded* all of the requirements of a “four.”**

### PROFICIENCY in Grade Level Concepts and Skills

To achieve a “5” in Proficiency, students must take on subject challenges that will require them to show a deeper understanding of the curriculum. Challenge activities will vary from unit to unit and will be determined ahead of time by the teacher and department.

5 Challenge	Student shows a complex understanding of concepts and skills through the ability to interpret, analyze, apply, and synthesize the information they have learned. Student produces creative work that meets high standards for quality, accuracy and complexity.
4	Student work demonstrates deep understanding through the ability to explain, interpret, apply, and make judgments based upon information s/he has learned. Student work shows a high level of quality and accuracy that surpasses grade level expectation. The student is ready to take on the 5 Challenge!
3	Student work demonstrates that the student is able to examine and break information into parts, make inferences and find evidence to support a generalization. Work shows growth toward increased quality and accuracy. Student is performing at an acceptable level but through more thoughtful work can take his/her performance up to a 4.
2	Student work demonstrates that the student is able to recall, list, define and reproduce information. S/he is building a foundation of skills and basic understanding. Work quality and accuracy are also at a basic level with room for growth.
1	Student work demonstrates that the student has very limited understanding. The student is partially able to recall, define, and remember information. Work quality and accuracy is significantly below grade level expectations. Missing work has impacted evidence of learning.

### PEPR: Preparation / Effort / Participation / Risk-Taking

5 Challenge	Student demonstrates an exemplary level of engagement. S/he consistently demonstrates positive and appropriate involvement in the classroom activities; comes to class thoroughly ready to learn and work with others; and shows a willingness to take on more challenging and complex work.
4	Student demonstrates a high level of engagement. S/he demonstrates a positive and appropriate involvement in the classroom activities and shows a willingness to try new things. S/he comes to class prepared to learn.
3	Student demonstrates a positive attitude toward learning and is engaged much of the time. S/he is comfortable with assigned work and occasionally will push him/herself to try new and more challenging work. Effort is adequate but has much room for improvement. Punctuality, preparation and work completion may be occasional problems that impact student’s success.
2	Student demonstrates intermittent effort. Some days s/he struggles to engage in the learning process, and shows modest participation. The student is beginning to try new things. Poor preparation and work completion may be creating barriers to learning. This student needs interventions to increase his/her success.
1	Student effort is far below grade level expectations. S/he demonstrates negative and inappropriate involvement in classroom activities. Poor preparation and work completion are creating continual problems that need to be addressed. Parent/Student/Teacher conference is required.

### CAB: Cooperation / Attitude / Behavior

5 Challenge	Student consistently models exemplary behavior; is respectful of others’ feelings and knowledge while working in collaborative teams. S/he consistently listens and follows instructions. S/he plays a leadership role in class.
4	Student consistently models good behavior; is respectful of others’ feelings and knowledge while collaboratively working with other students. S/he consistently listens and follows instruction. S/he assists in making a positive learning environment.
3	Student models good behavior frequently. S/he is often a good listener and contributor in class. Occasionally, s/he gets off task and interrupts his/her own learning as well as others. S/he engages in group work at an adequate level most of the time.
2	Student is frequently off task and demonstrates a problem listening and following instructions. S/he struggles with group work and frequently is insensitive to others’ feelings, unwilling to work toward group goals or be respectful of rules. This student needs interventions at this time.
1	Student attitude and behavior are major problems. S/he is insensitive to others, is unwilling to work toward group goals and is disrespectful of rules. Parent/Student/Teacher conference is required.

