

NTN SCHOOL SUCCESS RUBRIC



LEARNING OUTCOMES (What knowledge, skills, and attributes every graduate should demonstrate)

NewTech Network

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
KNOWLEDGE	<p>Students demonstrate significant gaps in their knowledge in multiple discipline areas.</p> <p>-----</p> <p>Students understand facts in isolation and rarely make connections between disciplines.</p> <p>-----</p> <p>Students are unable to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>Students demonstrate proficient knowledge in most disciplines (as defined by state and national standards).</p> <p>-----</p> <p>Students make simple connections and find rudimentary patterns within and among discipline areas.</p> <p>-----</p> <p>Students have a rudimentary ability to apply the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>Students demonstrate a mastery of core knowledge across all discipline areas (as defined by state and national standards).</p> <p>-----</p> <p>Students easily make sophisticated connections and find patterns between and among discipline areas.</p> <p>-----</p> <p>Students demonstrate the ability to understand and utilize the knowledge and skills of a discipline to reason, problem-solve, and develop sound arguments or decisions.</p>	<p>In addition, students demonstrate a specialized knowledge in one or more disciplines that are of interest.</p> <p>-----</p> <p>In addition, students can identify the limits of their knowledge, understand how that might affect their thinking, and plan further learning.</p>
SKILLS	<p>Student writing is disorganized and shows limited control of conventions.</p> <p>-----</p> <p>Students cannot effectively communicate ideas orally.</p> <p>-----</p> <p>Students cannot effectively collaborate with others on complex tasks.</p> <p>-----</p> <p>Students demonstrate significant gaps in their ability with other college and career readiness skills.</p>	<p>Student writing is somewhat organized but insufficiently developed and shows fairly consistent control of conventions.</p> <p>-----</p> <p>Students can effectively communicate simple information in rudimentary oral presentations.</p> <p>-----</p> <p>Students can effectively collaborate with others on simple, short-term tasks.</p> <p>-----</p> <p>Students demonstrate rudimentary development of other college and career readiness skills such as creativity, technology literacy, researching, social interaction, time management, etc.</p>	<p>Student writing is clearly and consistently organized, fully developed, fluent, and generally free from errors, as appropriate to the discipline.</p> <p>-----</p> <p>Students can effectively communicate complex ideas in well organized and engaging oral presentations to a variety of audiences and for many purposes.</p> <p>-----</p> <p>Students can effectively collaborate with others on complex tasks and can adopt different roles including leadership based on group needs.</p> <p>-----</p> <p>Students demonstrate mastery of other college and career readiness skills such as creativity, innovation, technology literacy, researching, social interaction, time management, etc.</p>	<p>In addition, student writing is engaging, colorful, stimulating, entertaining, or thought provoking.</p> <p>-----</p> <p>In addition, students can thoughtfully use humor, propaganda techniques, and drama to enhance their message.</p> <p>-----</p> <p>In addition, students effectively manage and motivate others to maximize team success.</p> <p>-----</p> <p>In addition, students demonstrate a developing mastery of career-specific skills in a field that interests them.</p>
ATTRIBUTES	<p>Students lack confidence and demonstrate few attributes of highly effective people including a persistence, flexibility, and patience.</p> <p>-----</p> <p>Students avoid challenges, believing that they are good in some disciplines, not good in others, and that working harder will have little effect on that.</p> <p>-----</p> <p>Students are passive when faced with choices that will affect their current and future success and rely on direction from others to chart their path.</p> <p>-----</p> <p>Students view themselves as victims of circumstance and take little responsibility for what happens to them, attributing their success and failure to the actions of others.</p>	<p>Students are confident in some settings and demonstrate some attributes of highly effective people including resilience, patience, adaptability, and persistence.</p> <p>-----</p> <p>Students believe that if they work at something, their performance will improve, but avoid significant challenges and do not regularly revise their work once completed or reflect on how to improve.</p> <p>-----</p> <p>Students show some capacity to actively make choices that will affect their current and future success but still rely heavily on external direction.</p> <p>-----</p> <p>Students are able to describe how their choices lead to their success or failure but often deflect consequences (especially negative ones) to the actions of others.</p>	<p>Students are very confident in many settings and demonstrate the attributes of highly effective people including resilience, patience, adaptability, and persistence.</p> <p>-----</p> <p>Students see challenges as learning opportunities and believe that if they work at something, their performance will improve. They believe that they are capable of achieving at high levels across a broad spectrum of disciplines. Students regularly refine their work and reflect on their performance.</p> <p>-----</p> <p>Students demonstrate the capacity to be self-directed in making choices that will affect their current and future success while seeking the advice and guidance of trusted allies.</p> <p>-----</p> <p>Students accept the responsibility of their actions, and although they recognize external circumstances, focus on their own choices and behaviors instead.</p>	<p>In addition, students build the confidence and capacity of others to be highly effective.</p> <p>-----</p> <p>In addition, students engage with peers and mentors in formal and informal settings outside of the classroom and school settings to give and receive feedback, exchange ideas, and push their personal development in areas of interests to them.</p> <p>-----</p> <p>In addition, students "lean in" to their futures by taking leadership roles and seeking opportunities for growth. They understand and act on the value of standing up rather than standing by.</p> <p>-----</p> <p>In addition, when in a leadership role, students demonstrate responsibility for the actions of their peers and team members.</p>

CULTURAL OUTCOMES (What students should experience in the learning environment)



	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
CONNECTED	<p>Students feel anonymous or disconnect from the school community.</p> <p>-----</p> <p>Students feel physically or emotionally unsafe on campus.</p> <p>-----</p> <p>Students engage in disruptive and antisocial behaviors.</p>	<p>Students feel connected with a small group of friends.</p> <p>-----</p> <p>Students feel mostly safe while on campus but may not feel trusted or respected.</p> <p>-----</p> <p>Students comply with rules and do not engage in disruptive or antisocial behavior.</p>	<p>Students have positive relationships with adults and peers in the school community and feel a sense of belonging.</p> <p>-----</p> <p>Students feel emotionally and physically safe, feel accepted "being themselves," can take courageous risks, and will be supported if they fail.</p> <p>-----</p> <p>Students feel empowered to contribute positively to the community and take on leadership roles. They feel trusted and trust others to be respectful and responsible.</p>	<p>In addition, students contribute proactively and positively in the local community, taking leadership roles and working to make a difference.</p> <p>-----</p> <p>In addition, students have a sense of responsibility to ensure that everyone on campus feels the same way.</p> <p>-----</p> <p>In addition, students work to empower others by recognizing individuals' strengths and encouraging others to succeed.</p>
ENGAGED	<p>Students do not see the value in the work they are doing.</p> <p>-----</p> <p>Students are not innovative or creative and tend to do the minimum to get by.</p> <p>-----</p> <p>Students rarely interact with adults or experts as part of the learning process.</p>	<p>Students see the value of the work they are doing.</p> <p>-----</p> <p>Students are innovative or creative in certain disciplines of personal interest.</p> <p>-----</p> <p>Students interact with few adults or experts as part of the learning process.</p>	<p>Students value and are excited about the work they are doing and are interested in how it relates to the work of others.</p> <p>-----</p> <p>Students are often innovative and creative, deriving unique solutions to problems, and defend their ideas and conclusions with enthusiasm.</p> <p>-----</p> <p>Students regularly seek out interactions with adults and experts in a professional manner as part of the learning process.</p>	<p>In addition, students return to earlier work and continue to improve it.</p> <p>-----</p> <p>In addition, students share or present their innovations and creations to audiences unrelated to school.</p> <p>-----</p> <p>In addition, students form working relationships with adults and experts in the course of learning.</p>
CHALLENGED	<p>Students are capable of completing short, simple, inauthentic tasks that require little higher-order thinking.</p> <p>-----</p> <p>Students do not use any measures to evaluate the quality of their work.</p>	<p>Students show some capacity to complete longer, more authentic tasks requiring higher-order thinking and application of what they have learned.</p> <p>-----</p> <p>Students evaluate the quality of their work against a set of standards and present their work to teachers and peers.</p>	<p>Students have the capacity to successfully complete authentic, complex, and rigorous tasks that require active exploration, higher-order thinking, and application of what they have learned.</p> <p>-----</p> <p>Students evaluate the quality of their work against authentic discipline or industry standards in formal publications, exhibitions, and presentations.</p>	<p>In addition, students can design and manage complex tasks that reflect an authentic need or area of interest.</p> <p>-----</p> <p>In addition, students submit their work to academic or professional organizations for review.</p>

COLLEGE* AND CAREER OUTCOMES (What students need to enter and be successful in postsecondary learning opportunities)

	NOT YET SUCCESSFUL	PARTIALLY SUCCESSFUL	SUCCESSFUL	HIGHLY SUCCESSFUL
AWARE	<p>Students do not expect to attend college, have done little formal planning for postsecondary education or financial aid, and cannot articulate a thoughtful career path.</p>	<p>Students are aware of some postsecondary options but are unsure about attending college. They have done some preliminary research into postsecondary and financial aid options and have only a rudimentary career path.</p>	<p>Students expect to attend college; have thoroughly researched postsecondary options, financial aid, and career paths; and have applied to several organizations that meet their learning and career objectives.</p>	<p>In addition, students have planned for and prepared options in case they do not get into their chosen school or program.</p>
ELIGIBLE	<p>Students are not enrolled in courses that meet the minimal requirements for 4 year college eligibility which severely limits their post-secondary options.</p>	<p>Students are enrolled in courses that meet the minimal requirements for 4-year college eligibility, but are not successful which limits their post-secondary options.</p>	<p>Students meet course requirements needed for 4-year college eligibility and therefore have a variety of options for post-secondary learning.</p>	<p>In addition, students have been accepted into a formal post-secondary program of learning or have made a clear case for pursuing a different path to meet their learning and career objectives.</p>
PRE-PARED	<p>Students presently lack significant amounts of the knowledge, skills, or attributes needed to be successful in college.</p>	<p>Students have the knowledge, skills, and attributes needed to be successful in college in most areas but may need to take some remedial course work.</p>	<p>Students have the knowledge, skills, and attributes needed to be successful in college without having to take remedial courses.</p>	<p>In addition, students are successful in college level coursework while still enrolled in high school.</p>

* For the purposes of this document, the term "college" refers to a broad range of formal postsecondary experiences that further a person's learning in preparation for a career and lead to a certificate or a degree. In addition to traditional 2- and 4-year college experiences, many technical or trade school experiences and the military could serve as a "college" experience.