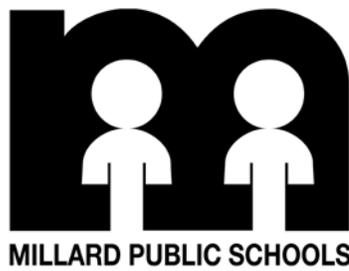


Millard Public Schools

**PK-12 College and Career Readiness
Standards & Indicators Matrix
and
Assessment Rubrics**



8.4.2014

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Objectives

All students will meet or exceed district and state standards; the achievement gap between subgroups will decrease annually; and overall performance on district and state assessments will increase annually.

Each student will set and achieve challenging educational and career goals tailored to his/her abilities, interests and aspirations.

The percentage of students participating in and performing at high levels on measures of national and/or international educational excellence will increase annually.

All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship.

Millard Public Schools Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their own actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.

Millard Public Schools Character Traits

Trustworthiness

- ◆ Honest ◆ Dependable ◆ Loyal

Responsibility

- ◆ Safe ◆ Self-control ◆ Persistent

Respect

- ◆ Accepting ◆ Fair ◆ Polite

Citizenship

- ◆ Cooperative ◆ Obedient ◆ Patriotic ◆ Service

The Millard Public Schools Character Traits are represented through the College and Career Readiness Skills (identified in 6110.1) and through the PreK-12 College and Career Standards and Indicators.

College and Career Readiness Standards Review Committee 2013

Under the facilitation of Barb Waller, Coordinator of Career and Technical Education

Sara Barnes	Counselor	Willowdale Elementary School
John Becker	MEP Curriculum & Instruction Facilitator 2013-2014	RWSSC
Ryandean Birge	Counselor	Kiewit Middle School
Mallory Charvat	Mathematics Teacher	Beadle Middle School
Ryan Cinfel	Kindergarten Teacher	Neihardt Elementary School
Candar Guenther	MEP Curriculum & Instruction Facilitator 2012-2013	RWSSC
Carmen Hippen	Counselor	Millard North High School
Leslie Irwin	Language Arts Teacher	Millard North High School
Susan Keogh	4 th Grade Teacher	Willowdale Elementary
Bridget Kowal	Counselor	Harvey Oaks Elementary
Courtney Lohrenz	Psychologist	Millard South High & Abbott Elementary School
Geri McClenny	Social Worker	Horizon High School
Meredith Sonnenfelt	Special Education Resource Teacher	Central Middle School
Melissa Schram	Business Teacher	Millard West High School

College and Career Readiness Rubric Committee 2014

Under the facilitation of Barb Waller, Coordinator of Career and Technical Education; John Becker, Curriculum and Instruction MEP Facilitator; Chad Hayes, Student Services MEP Facilitator.

Sara Barnes	Counselor	Willowdale Elementary School
Paula Betzold	Media Specialist	Aldrich Elementary School
Nancy Brummel	7 th Grade Science Teacher	Beadle Middle School
Lynn Hill	Business Teacher	Millard South High School
Amanda Howe	1 st Grade Teacher	Holling Heights Elementary School
Malinda Kroll	Counselor	North Middle School
Stephanie Kurz	4 th Grade Teacher	Cather Elementary School
Courtney Lohrenz	Psychologist	Millard South High School & Abbott Elementary School
Amy Miller	8 th Grade English Teacher	North Middle School
Kari Murphy	English Teacher	Millard North High School
Rachel Ortiz	Kindergarten Teacher	Cody Elementary School
Amy Reoh	Counselor	Millard West High School
Melissa Schram	Business Teacher	Millard West High School
Meredith Sonnenfelt	Resource Teacher	Central Middle School
Sarah Stapel	5 th Grade Teacher	Wheeler Elementary School
Brook Studt	1 st Grade Teacher	Neihardt Elementary School

Background Information

The Millard Public Schools College and Career Readiness Standards align with the eleven standards identified in *Nebraska Standards for Career Ready Practice*. The Millard PreK-12 College and Career Readiness Standards include four comprehensive standards with indicators identified for each standard. The Millard College and Career Readiness standards are Critical Thinking and Problem-Solving Skills, Creativity and Innovation, Collaboration and Teamwork, and Citizenship and Personal Responsibility. Thirty-five of the 40 Developmental Assets[®] identified by Search Institute are related to the Millard College and Career Readiness Standards. The 40 Developmental Assets[®], identify a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. The more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming college and career ready.

Curriculum, Instruction, and Assessment

Written Curriculum - Content Standards

6110.1

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
- FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
- COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.
- Students will learn and apply speaking, listening, and presentation skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006;

March 2, 2009; March 1, 2010; April 18, 2011,

August 5, 2013

Millard Public Schools
Omaha, Nebraska

PreK-12 Comprehensive Standard 1: Students in Millard Public Schools will demonstrate critical thinking and problem-solving skills.

Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
<p>Ability to reason, solve problems, and make complex decisions</p>	<p>CCR M 5.1.A Students will recognize other perspectives.</p> <ul style="list-style-type: none"> ○ Practice persuasive and written communication ○ Identify perspectives in literature ○ Recognize the “give and take” in oral communication ○ Disagree appropriately 	<p>CCR M 8.1.A Students will identify other perspectives.</p> <ul style="list-style-type: none"> ○ Utilize appropriate persuasive oral and written communication ○ Analyze perspectives in literature ○ Represent multiple perspectives within a piece of writing ○ Work collaboratively with peers ○ Disagree appropriately 	<p>CCR M 12.1.A Students will demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.</p> <ul style="list-style-type: none"> ○ Recognize bias ○ Respect diverse perspectives ○ Critique the reasoning of self and others
	<p>CCR M 5.1.B Students will conduct research, gather input and analyze information.</p> <ul style="list-style-type: none"> ○ Express the above through expository writing ○ Conduct experiment and form a conclusion ○ Create a survey and interpret results 	<p>CCR M 8.1.B Students will conduct research, gather input and analyze appropriate information necessary for decision-making.</p> <ul style="list-style-type: none"> ○ Represent information through displays (graphs, diagrams, etc.) ○ Use collected information to draw a conclusion or make a decision ○ Present findings to peers 	<p>CCR M 12.1.B Students will conduct research, gather input and analyze information necessary for decision-making.</p> <ul style="list-style-type: none"> ○ Synthesize research in an essay ○ Present research findings ○ Use research to predict results, draw a conclusion and/or make a decision
	<p>CCR M 5.1.C Students will identify possible solutions to a problem.</p> <ul style="list-style-type: none"> ○ Brainstorm possible solutions ○ Create a Pros and Cons list ○ Articulate solutions to math problems (Number Talks, Math Talks, etc.) 	<p>CCR M 8.1.C Students will predict possible solutions using research and prior knowledge.</p> <ul style="list-style-type: none"> ○ Utilize Inquiry Based Learning ○ Predict potential outcomes ○ Brainstorm possible solutions 	<p>CCR M 12.1.C Students will develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.</p> <ul style="list-style-type: none"> ○ Brainstorm and rank solutions ○ Test hypotheses ○ Adapt theory to specific situations
	<p>CCR M 5.1.D Students will demonstrate a willingness to learn new knowledge and skills.</p> <ul style="list-style-type: none"> ○ Create academic SMART Goals ○ Persevere ○ Ask questions to clarify tasks 	<p>CCR M 8.1.D Students will demonstrate a willingness to learn new knowledge and skills.</p> <ul style="list-style-type: none"> ○ Create academic SMART Goals ○ Utilize a planning agenda ○ Come to class with materials and completed assignments ○ Ask questions to clarify tasks 	<p>CCR M 12.1.D Students will demonstrate a willingness to learn new knowledge and skills.</p> <ul style="list-style-type: none"> ○ Create academic SMART Goals ○ Participate effectively in classroom activities ○ Connect classroom learning to authentic life experiences ○ Ask thought-provoking questions

PreK-12 Comprehensive Standard 1: Students in Millard Public Schools will demonstrate critical thinking and problem-solving skills.

	PreK-5	6-8	9-12
Ability to reason, solve problems, and make complex decisions	CCR M 5.1.E Students will demonstrate the ability to focus, prioritize and organize. <ul style="list-style-type: none"> ○ Work without disturbing self or others ○ Maintain assignment organizer ○ Ask questions to clarify tasks 	CCR M 8.1.E Students will demonstrate the ability to focus, prioritize, organize, and handle unfamiliar situations. <ul style="list-style-type: none"> ○ Ask questions by identifying needed information ○ Determine the appropriate sequence of events ○ Use an organizational tool 	CCR M 12.1.E Students will exhibit the ability to focus, prioritize, organize and handle ambiguity. <ul style="list-style-type: none"> ○ Demonstrate on-task behaviors ○ Utilize time management skills ○ Understand shades of meaning or various interpretations
	CCR M 5.1.F Students will understand the components of a problem. <ul style="list-style-type: none"> ○ Recognize personal awareness ○ Understand others' viewpoints ○ Create a Pros and Cons list 	CCR M 8.1.F Students will recognize factors and goals in a problem situation. <ul style="list-style-type: none"> ○ Make appropriate choices based on personal awareness ○ Understand cause and effect ○ Write a SMART goal 	CCR M 12.1.F Students will recognize factors, constraints, goals and relationships in a problem situation. <ul style="list-style-type: none"> ○ Understand strengths and weaknesses of self and others ○ Identify and overcome barriers ○ Implement and complete a SMART goal
	CCR M 5.1.G Students will identify solutions to a problem. <ul style="list-style-type: none"> ○ Use The Process of Scientific Inquiry ○ Accurately and efficiently solve problems ○ Identify consequences 	CCR M 8.1.G Students will evaluate possible solutions for the purpose of solving the problem. <ul style="list-style-type: none"> ○ Use an outline or a graphic organizer ○ Participate in group discussions, peer debates, or teacher conferencing ○ Understand impact of decisions 	CCR M 12.1.G Students will evaluate solutions and determine the potential value toward solving the problem. <ul style="list-style-type: none"> ○ Identify incentives ○ Use cost-benefit analysis to determine viable solutions ○ Set and achieve short and long term goals ○ Reflect on progress and/or completion of goals

NE Standards for Career Ready Practice Connections	Standard 4: Makes sense of problems and perseveres in solving them Standard 5: Uses critical thinking
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Developmental Assets - Internal		Developmental Assets - External
21. Achievement motivation 22. School engagement 23. Homework 27. Equality and social justice 30. Responsibility 32. Planning and decision making 33. Interpersonal competence	34. Cultural competence 35. Resistance skills 36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 39. Sense of purpose 40. Positive view of personal future	3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 16. High expectations

PreK-12 Comprehensive Standard 2: Students in Millard Public Schools will demonstrate creativity and innovation.

Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
Ability to be innovative through creative thinking to generate, share, and appreciate new ideas	CCR M 5.2.A Students will recognize different ways to approach processes. <ul style="list-style-type: none"> ○ Develop and monitor plans ○ Identify available resources ○ Be open to new ideas 	CCR M 8.2.A Students will develop new ways to improve the existing processes. <ul style="list-style-type: none"> ○ Focus on a topic/situation and determine ways to improve current conditions. ○ Compare and contrast 	CCR M 12.2.A Students will search for new ways to improve the efficiency of existing processes. <ul style="list-style-type: none"> ○ Utilize alternative tools and strategies
	CCR M 5.2.B Students will acknowledge new and creative ideas of others. <ul style="list-style-type: none"> ○ Respect ideas and opinions of others ○ Disagree appropriately ○ Work collaboratively 	CCR M 8.2.B Students will acknowledge new and creative ideas of others. <ul style="list-style-type: none"> ○ Respect ideas and opinions of others ○ Practice sharing and receiving different points of view through class discussions ○ Provide and receive constructive feedback through peer review ○ Disagree appropriately 	CCR M 12.2.B Students will appreciate new and creative ideas of others. <ul style="list-style-type: none"> ○ Provide constructive feedback ○ Demonstrate respect for others and their opinions ○ Demonstrate flexibility ○ Disagree appropriately
	CCR M 5.2.C Students will use information, knowledge and experience to generate original ideas. <ul style="list-style-type: none"> ○ Create valid generalizations ○ Make inferences ○ Utilize the Process of Scientific Inquiry 	CCR M 8.2.C Students will use information, knowledge and experience to generate original ideas. <ul style="list-style-type: none"> ○ Utilize graphic organizers appropriately ○ Use free write or prompt to generate new ideas ○ Explain findings through the Process of Scientific Inquiry 	CCR M 12.2.C Students will use information, knowledge and experience to generate original ideas and challenge assumptions. <ul style="list-style-type: none"> ○ Defend or challenge a perspective ○ Offer alternative perspectives
	CCR M 5.2.D Students will recognize that the creative process has a final result. <ul style="list-style-type: none"> ○ Create a plan ○ Set short term goals to accomplish a task ○ Stick with a task ○ Produce a final result 	CCR M 8.2.D Students will decide when an idea is appropriately developed. <ul style="list-style-type: none"> ○ Finalize a plan including a timeline and implement the project ○ Understand that the process may evolve during implementation and adjust when needed ○ Meet project dates defined in the timeline to meet original objective 	CCR M 12.2.D Students will know when to curb the creative process and begin implementation. <ul style="list-style-type: none"> ○ Establish and meet timelines ○ Recognize and honor restraints ○ Meet due dates

PreK-12 Comprehensive Standard 2: Students in Millard Public Schools will demonstrate creativity and innovation.

Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
Ability to be innovative through creative thinking to generate, share, and appreciate new ideas	CCR M 5.2.E Students will identify improvements to ideas and concepts. <ul style="list-style-type: none"> ○ Give and receive feedback through peer review 	CCR M 8.2.E Students will determine realistic options for improvement of ideas and concepts. <ul style="list-style-type: none"> ○ Determine if options are feasible ○ Provide and receive constructive feedback through peer review 	CCR M 12.2.E Students will determine the feasibility of improvements for ideas and concepts. <ul style="list-style-type: none"> ○ Recognize barriers ○ Respect parameters ○ Evaluate appropriate solutions and resources
	CCR M 5.2.F Students will accept constructive criticism. <ul style="list-style-type: none"> ○ Practice peer editing ○ Utilize feedback to improve pieces ○ Disagree appropriately 	CCR M 8.2.F Students will accept constructive criticism for self-improvement. <ul style="list-style-type: none"> ○ Re-evaluate work after teacher or peer critiques ○ Revise based on reflections from critiques 	CCR M 12.2.F Students will accept and incorporate constructive criticism into proposals for innovation. <ul style="list-style-type: none"> ○ Seek and respect feedback ○ Utilize and implement feedback
NE Standards for Career Ready Practice Connections	Standard 6: Demonstrates innovation and creativity		
Developmental Assets - Internal		Developmental Assets - External	
21. Achievement motivation 22. School engagement 26. Caring 32. Planning and decision making	33. Interpersonal competence 34. Cultural competence 36. Peaceful conflict resolution 37. Personal power	3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 16. High expectations 17. Creative activities	

PreK-12 Comprehensive Standard 3: Students in Millard Public Schools will demonstrate collaboration and teamwork.

Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
<p align="center">Ability to collaborate with others to complete a shared task</p>	<p>CCR M 5.3.A Students will contribute to team-oriented projects, problem-solving activities and assignments.</p> <ul style="list-style-type: none"> ○ Respect ideas and opinions of others ○ Share ideas, materials and equipment ○ Be actively engaged 	<p>CCR M 8.3.A Students will contribute to team-oriented projects, problem-solving activities and assignments.</p> <ul style="list-style-type: none"> ○ Participate appropriately in a variety of learning activities, including but not limited to stations/centers, reciprocal teaching, jigsaw learning, small group activities ○ Be actively engaged 	<p>CCR M 12.3.A Students will contribute to team-oriented projects, problem-solving activities and assignments.</p> <ul style="list-style-type: none"> ○ Follow through with individual tasks ○ Demonstrate collaborative exchanges ○ Be actively engaged
	<p>CCR M 5.3.B Students will engage team members, compromise and utilize individual talents and skills.</p> <ul style="list-style-type: none"> ○ Be accountable for your own contributions ○ Include everyone 	<p>CCR M 8.3.B Students will engage team members, implement teamwork, and utilize individual talents and skills.</p> <ul style="list-style-type: none"> ○ Assign and/or assume roles to involve all team members ○ Build upon individual talents and skills of team members ○ Contribute to the collaborative learning process 	<p>CCR M 12.3.B Students will engage team members, build consensus and utilize individual talents and skills.</p> <ul style="list-style-type: none"> ○ Demonstrate ability to negotiate ○ Encourage participation of others ○ Share responsibilities
	<p>CCR M 5.3.C Students will identify actions that could lead to possible conflicts.</p> <ul style="list-style-type: none"> ○ Understand cause and effect ○ Develop conflict resolution skills ○ Be accountable for actions 	<p>CCR M 8.3.C Students will identify potential sources of conflict to facilitate solutions.</p> <ul style="list-style-type: none"> ○ Cause and effect discussions ○ Set group expectations ○ Utilize conflict resolution skills 	<p>CCR M 12.3.C Students will anticipate potential sources of conflict to facilitate solutions.</p> <ul style="list-style-type: none"> ○ Predict and respect opinions of others ○ Identify alternative solutions or compromises ○ Resolve conflicts appropriately
	<p>CCR M 5.3.D Students will demonstrate the ability to disagree with others respectfully.</p> <ul style="list-style-type: none"> ○ Make appropriate choices for self with regards to others ○ Use respectful words and actions 	<p>CCR M 8.3.D Students will demonstrate the ability to disagree with a team member without causing personal offense.</p> <ul style="list-style-type: none"> ○ Practice appropriate conflict resolution skills ○ Recognize and respect other perspectives 	<p>CCR M 12.3.D Students will demonstrate the ability to disagree with a team member without causing personal offense.</p> <ul style="list-style-type: none"> ○ Give and receive constructive feedback ○ Demonstrate ability to empathize

PreK-12 Comprehensive Standard 3: Students in Millard Public Schools will demonstrate collaboration and teamwork.			
Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
Ability to collaborate with others to complete a shared task	CCR M 5.3.E Students will take responsibility for individual and shared group tasks. <ul style="list-style-type: none"> ○ Share ideas ○ Complete tasks in a timely manner ○ Be actively engaged 	CCR M 8.3.E Students will take responsibility for individual and shared group tasks. <ul style="list-style-type: none"> ○ Understand each team member’s role in completing the goal ○ Utilize “I/We Statements” ○ Follow through with individual tasks ○ Monitor individual and group progress ○ Utilize student planner/agenda 	CCR M 12.3.E Students will take responsibility for individual and shared group tasks. <ul style="list-style-type: none"> ○ Follow through with individual tasks ○ Assist others in being accountable by helping them focus on tasks to be accomplished ○ Be actively engaged
NE Standards for Career Ready Practice Connections	Standard 3: Contributes to employer and community success Standard 8: Works productively in teams and demonstrates cultural competency		
Developmental Assets - Internal		Developmental Assets - External	
21. Achievement motivation 22. School engagement 26. Caring 30. Responsibility 32. Planning and decision making 33. Interpersonal competence	34. Cultural competence 36. Peaceful conflict resolution 37. Personal power 38. Self-esteem 39. Sense of purpose	3. Other adult relationships 5. Caring school climate 10. Safety 12. School boundaries 14. Adult role models 15. Positive peer influence 16. High expectations	

PreK-12 Comprehensive Standard 4: Students in Millard Public Schools will demonstrate citizenship and personal responsibility.

Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
<p align="center">Ability to achieve success for people and systems through personal actions</p>	<p>CCR M 5.4.A Students will respect the rights of others.</p> <ul style="list-style-type: none"> ○ Use positive, helpful comments and actions ○ Contribute to the learning environment ○ Communicate respectfully ○ Recognize and report when others are wronged 	<p>CCR M 8.4.A Students will respect the rights of others.</p> <ul style="list-style-type: none"> ○ Be open to different perspectives ○ Establish, adopt, and respect classroom norms ○ Intervene appropriately when others are wronged 	<p>CCR M 12.4.A Students will respect the rights of others.</p> <ul style="list-style-type: none"> ○ Use appropriate language ○ Respect personal boundaries ○ Intervene appropriately when others are wronged
	<p>CCR M 5.4.B Students will treat others in a considerate manner.</p> <ul style="list-style-type: none"> ○ Use positive, helpful comments and actions ○ Contribute positively to the learning environment ○ Include peers in all activities 	<p>CCR M 8.4.B Students will treat others in a considerate and non-demeaning manner.</p> <ul style="list-style-type: none"> ○ Use positive comments and actions ○ Include peers in all activities ○ Intervene appropriately when others are wronged 	<p>CCR M 12.4.B Students will treat others in a considerate and non-demeaning manner.</p> <ul style="list-style-type: none"> ○ Model respectful language and behavior ○ Seek opportunities to help people ○ Include peers in all activities
	<p>CCR M 5.4.C Students will respect diversity.</p> <ul style="list-style-type: none"> ○ Learn about cultures and traditions ○ Avoid negative or hurtful comments or actions ○ Communicate respectfully with others 	<p>CCR M 8.4.C Students will respect diversity.</p> <ul style="list-style-type: none"> ○ Participate in multicultural activities ○ Acknowledge and appreciate the diversity of others ○ Avoid negative or derogatory actions and/or responses towards others ○ Communicate positively with people of different cultural, racial, and ethnic backgrounds 	<p>CCR M 12.4.C Students will respect diversity.</p> <ul style="list-style-type: none"> ○ Acknowledge and appreciate differences in people ○ Seek opportunities to interact with diverse groups ○ Advocate for fair treatment of all ○ Engage appropriately in class discussions and interactions

PreK-12 Comprehensive Standard 4: Students in Millard Public Schools will demonstrate citizenship and personal responsibility.

Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
<p align="center">Ability to achieve success for people and systems through personal actions</p>	<p>CCR M 5.4.D Students will demonstrate the ability to manage time.</p> <ul style="list-style-type: none"> ○ Use good work habits ○ Demonstrate responsibility ○ Stick with the task and complete the work 	<p>CCR M 8.4.D Students will demonstrate the ability to manage time.</p> <ul style="list-style-type: none"> ○ Arrive to class on time ○ Utilize class time appropriately ○ Use a planner/agenda ○ Establish priorities in order to complete tasks and meet obligations effectively 	<p>CCR M 12.4.D Students will demonstrate the ability to manage time.</p> <ul style="list-style-type: none"> ○ Create and follow timelines to meet deadlines ○ Take responsibility for learning ○ Be punctual ○ Monitor personal, social and academic commitments in order to balance the use of time appropriately
	<p>CCR M 5.4.E Students will demonstrate the ability to follow directions.</p> <ul style="list-style-type: none"> ○ Ask questions to clarify ○ Do what is asked ○ Listen actively 	<p>CCR M 8.4.E Students will demonstrate the ability to follow directions.</p> <ul style="list-style-type: none"> ○ Review written and oral directions ○ Seek assistance or clarification when needed 	<p>CCR M 12.4.E Students will demonstrate the ability to follow directions.</p> <ul style="list-style-type: none"> ○ Follow directions and help others understand them ○ Use a variety of resources for assistance or clarification ○ Reflect on successful completion
	<p>CCR M 5.4.F Students will develop the attributes of self-discipline and positive attitude.</p> <ul style="list-style-type: none"> ○ Handle disappointment well ○ Respond appropriately ○ Demonstrate self-control over emotions and actions ○ Use good manners 	<p>CCR M 8.4.F Students will develop the attributes of integrity, self-discipline, and positive attitude.</p> <ul style="list-style-type: none"> ○ Use manners ○ Demonstrate self-control over emotions and actions ○ Make the correct decision in all circumstances even when others do not 	<p>CCR M 12.4.F Students will develop the attributes of integrity, self-discipline, and positive attitude.</p> <ul style="list-style-type: none"> ○ Do what’s right, even when it’s not comfortable or popular ○ Practice emotional and behavioral restraint ○ Prioritize and completes tasks with minimal prompting ○ Balance body, mind, and spirit
	<p>CCR M 5.4.G Students will take personal responsibility for actions.</p> <ul style="list-style-type: none"> ○ Be dependable ○ Be accountable ○ Follow school rules 	<p>CCR M 8.4.G Students will take personal responsibility for actions.</p> <ul style="list-style-type: none"> ○ Admit mistakes and accept responsibility for actions ○ Consider the impact of personal choices ○ Be trustworthy and dependable 	<p>CCR M 12.4.G Students will take personal responsibility for actions.</p> <ul style="list-style-type: none"> ○ Admit mistakes and accept responsibility for actions ○ Consider the impact of personal behavior ○ Be adequately prepared

PreK-12 Comprehensive Standard 4: Students in Millard Public Schools will demonstrate citizenship and personal responsibility.

Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
Ability to achieve success for people and systems through personal actions	<p>CCR M 5.4.H Students will demonstrate the ability to create and stick with a plan.</p> <ul style="list-style-type: none"> ○ Work to accomplish a task even if it becomes difficult ○ Be willing to take appropriate risks ○ Practice perseverance skills 	<p>CCR M 8.4.H Students will establish plans for completion and persevere when faced with setbacks.</p> <ul style="list-style-type: none"> ○ Anticipate and work through obstacles ○ Be willing to take appropriate risks 	<p>CCR M 12.4.H Students will establish and execute plans to completion and persevere when faced with setbacks.</p> <ul style="list-style-type: none"> ○ Anticipate and work through obstacles ○ Be willing to take appropriate risks ○ Demonstrate effort, even when things are difficult
	<p>CCR M 5.4.I Students will demonstrate reliability, dependability and commitment.</p> <ul style="list-style-type: none"> ○ Help others ○ Contribute to learning environment ○ Take ownership for actions 	<p>CCR M 8.4.I Students will model behaviors that demonstrate reliability, dependability and commitment.</p> <ul style="list-style-type: none"> ○ Complete homework on time ○ Use agenda/planner ○ Honor commitment to extracurricular activities 	<p>CCR M 12.4.I Students will model behaviors that demonstrate reliability, dependability and commitment.</p> <ul style="list-style-type: none"> ○ Be mentally and physically present ○ Fulfill roles and duties ○ Continue to demonstrate effort in a group or task, even when it becomes difficult or complicated
	<p>CCR M 5.4.J Students will arrive on time to school, adequately prepared and appropriately dressed.</p>	<p>CCR M 8.4.J Students will arrive on time to school, out-of-school activities, or meetings adequately prepared and appropriately dressed.</p>	<p>CCR M 12.4.J Students will arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.</p>
	<p>CCR M 5.4.K Students will follow the rules.</p> <ul style="list-style-type: none"> ○ Model appropriate behavior ○ Be responsible ○ Make helpful choices 	<p>CCR M 8.4.K Students will comply with policies and regulations.</p> <ul style="list-style-type: none"> ○ Follow school and classroom rules ○ Know the community expectations and follow them 	<p>CCR M 12.4.K Students will comply with policies and regulations.</p> <ul style="list-style-type: none"> ○ Demonstrate an understanding of rules and laws in school, work, and community ○ Understand the rationales behind rules and laws
	<p>CCR M 5.4.L Students will participate in school and/or community organizations.</p> <ul style="list-style-type: none"> ○ Have pride in your classroom, school and community ○ Participate in extracurricular activities ○ Volunteer to help others without being asked (home, school) 	<p>CCR M 8.4.L Students will participate in school and/or community organizations.</p> <ul style="list-style-type: none"> ○ Demonstrate pride in your classroom, school, community, and country ○ Participate in extracurricular activities ○ Support and attend community events ○ Volunteer to help others without being asked (home, school, community) 	<p>CCR M 12.4.L Students will participate in school and/or community organizations.</p> <ul style="list-style-type: none"> ○ Demonstrate pride in your classroom, school, community, and country ○ Participate in extracurricular activities ○ Support and attend community events ○ Volunteer to help others without being asked (home, school, community)

PreK-12 Comprehensive Standard 4: Students in Millard Public Schools will demonstrate citizenship and personal responsibility.

Concepts	Grade Level Standards		
	PreK-5	6-8	9-12
Ability to achieve success for people and systems through personal actions	CCR M 5.4.M Students will learn about government. <ul style="list-style-type: none"> ○ Be involved in student council activities and/or events ○ Participate in mock election ○ Contribute to community projects 	CCR M 8.4.M Students will engage in local government through attendance, participation and service. <ul style="list-style-type: none"> ○ Engage in school based democratic activities ○ Participate in service learning projects 	CCR M 12.4.M Students will engage in local government through attendance, participation and service. <ul style="list-style-type: none"> ○ Participate in clubs, school organizations ○ Participate in service learning projects ○ Volunteer to help others within the community
	CCR M 5.4.N Students will demonstrate a respect for laws and those who enforce them. <ul style="list-style-type: none"> ○ Follow school rules ○ Obey laws ○ Respect community helpers 	CCR M 8.4.N Students will demonstrate a respect for laws and regulations and those who enforce them. <ul style="list-style-type: none"> ○ Follow school rules ○ Obey the laws ○ Interact positively with all school staff members 	CCR M 12.4.N Students will demonstrate a respect for laws and regulations and those who enforce them. <ul style="list-style-type: none"> ○ Obey and encourage others to comply with rules and laws ○ Understand the societal value of laws and regulations
	CCR M 5.4.O Students will understand the consequences of their actions. <ul style="list-style-type: none"> ○ Take responsibility ○ Understand cause/effect relationships ○ Think before acting 	CCR M 8.4.O Students will consider the long-term consequences of decisions and actions and the effect they can have on their reputation. <ul style="list-style-type: none"> ○ Demonstrate self-discipline ○ Talk to a mentor about the possible implications of your actions ○ Counsel your peers to make wise decisions ○ Volunteer for opportunities to build a positive reputation 	CCR M 12.4.O Students will consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility. <ul style="list-style-type: none"> ○ Identify and evaluate personal values ○ Understand long term effects of personal decisions and actions ○ Volunteer for opportunities to build a positive reputation
NE Standards for Career Ready Practice Connections	Standard 3: Contributes to employer and community success Standard 4: Makes sense of problems and perseveres in solving them Standard 7: Models ethical leadership and effective management		
Developmental Assets - Internal		Developmental Assets – External	
21. Achievement motivation 22. School engagement 23. Homework 24. Bonding to school 26. Caring 27. Equality and social justice	28. Integrity 29. Honesty 30. Responsibility 31. Restraint 33. Interpersonal competence 34. Cultural competence	35. Resistance skills 36. Peaceful conflict resolution 37. Personal power 40. Positive view of personal future	3. Other adult relationships 5. Caring school climate 9. Service to others 10. Safety 11. Family boundaries 13. Neighborhood boundaries 14. Adult role models 16. High expectations 17. Creative activities 18. Youth programs 19. Religious community (This asset is not discussed by counselors or teachers.)

Millard Public Schools
College and Career Readiness Standards
Primary Rubric

CRITICAL THINKING & PROBLEM-SOLVING SKILLS	3	Exceeds Expectations	Student solves problems through use of the following strategies all of the time : <input type="checkbox"/> disagrees appropriately & asks questions <input type="checkbox"/> brainstorms possible solutions <input type="checkbox"/> works without disturbing self or others <input type="checkbox"/> identifies & understands consequences
	2	Meets Expectations	Student solves problems through use of the following strategies most of the time : <input type="checkbox"/> disagrees appropriately & asks questions <input type="checkbox"/> brainstorms possible solutions <input type="checkbox"/> works without disturbing self or others <input type="checkbox"/> identifies & understands consequences
	1	Emerging Expectations	Student solves problems through use of the following strategies some of the time : <input type="checkbox"/> disagrees appropriately & asks questions <input type="checkbox"/> brainstorms possible solutions <input type="checkbox"/> works without disturbing self or others <input type="checkbox"/> identifies & understands consequences
CREATIVITY & INNOVATION	3	Exceeds Expectations	Student recognizes different ways to approach processes through use of the following strategies all of the time : <input type="checkbox"/> works collaboratively & disagrees appropriately <input type="checkbox"/> develops & monitors plans <input type="checkbox"/> keeps trying <input type="checkbox"/> flexible thinking <input type="checkbox"/> accepts constructive feedback
	2	Meets Expectations	Student recognizes different ways to approach processes through use of the following strategies most of the time : <input type="checkbox"/> works collaboratively & disagrees appropriately <input type="checkbox"/> develops & monitors plans <input type="checkbox"/> keeps trying <input type="checkbox"/> flexible thinking <input type="checkbox"/> accepts constructive feedback
	1	Emerging Expectations	Student recognizes different ways to approach processes through use of the following strategies some of the time : <input type="checkbox"/> works collaboratively & disagrees appropriately <input type="checkbox"/> develops & monitors plans <input type="checkbox"/> keeps trying <input type="checkbox"/> flexible thinking <input type="checkbox"/> accepts constructive feedback
COLLABORATION & TEAMWORK	3	Exceeds Expectations	Student demonstrates collaboration and teamwork through use of the following strategies all of the time : <input type="checkbox"/> shares ideas, materials, & equipment <input type="checkbox"/> uses respectful words & actions <input type="checkbox"/> stays on task & completes tasks in a timely manner
	2	Meets Expectations	Student demonstrates collaboration and teamwork through use of the following strategies most of the time : <input type="checkbox"/> shares ideas, materials, & equipment <input type="checkbox"/> uses respectful words & actions <input type="checkbox"/> stays on task & completes tasks in a timely manner
	1	Emerging Expectations	Student demonstrates collaboration and teamwork through use of the following strategies some of the time : <input type="checkbox"/> shares ideas, materials, & equipment <input type="checkbox"/> uses respectful words & actions <input type="checkbox"/> stays on task & completes tasks in a timely manner

CITIZENSHIP & PERSONAL RESPONSIBILITY

3	Exceeds Expectations	<p>Student demonstrates citizenship and personal responsibility through use of the following strategies all of the time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates respectfully <input type="checkbox"/> follows directions & school/classroom rules <input type="checkbox"/> contributes to the learning environment <input type="checkbox"/> practices perseverance skills <input type="checkbox"/> is an active participant in the classroom and/or school community <input type="checkbox"/> volunteers to help others <input type="checkbox"/> understands the consequences of their actions
2	Meets Expectations	<p>Student demonstrates citizenship and personal responsibility through use of the following strategies most of the time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates respectfully <input type="checkbox"/> follows directions & school/classroom rules <input type="checkbox"/> contributes to the learning environment <input type="checkbox"/> practices perseverance skills <input type="checkbox"/> is an active participant in the classroom and/or school community <input type="checkbox"/> volunteers to help others <input type="checkbox"/> understands the consequences of their actions
1	Emerging Expectations	<p>Student demonstrates citizenship and personal responsibility through use of the following strategies some of the time:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates respectfully <input type="checkbox"/> follows directions & school/classroom rules <input type="checkbox"/> contributes to the learning environment <input type="checkbox"/> practices perseverance skills <input type="checkbox"/> is an active participant in the classroom and/or school community <input type="checkbox"/> volunteers to help others <input type="checkbox"/> understands the consequences of their actions

Millard Public Schools Character Traits

Trustworthiness

- ◆ Honest ◆ Dependable ◆ Loyal

Responsibility

- ◆ Safe ◆ Self-Control ◆ Persistent

Respect

- ◆ Accepting ◆ Obedient ◆ Patriotic ◆ Service

Citizenship

- ◆ Cooperative ◆ Obedient ◆ Patriotic ◆ Service



Millard Public Schools
College and Career Readiness Standards
Intermediate 3rd-5th Grade Rubric

CRITICAL THINKING & PROBLEM-SOLVING SKILLS	4	Exceeds Expectations	<p>Student uses critical thinking skills to problem solve and persevere all of the time by</p> <ul style="list-style-type: none"> <input type="checkbox"/> researching, identifying, and analyzing to solve problems collaboratively or independently; <input type="checkbox"/> using flexible thinking to evaluate factors in making a decision; <input type="checkbox"/> demonstrating the willingness to learn by being prepared, engaged, and participating appropriately in class without reminders; <input type="checkbox"/> demonstrating respect for others' perspectives; <input type="checkbox"/> organizing to solve problems.
	3	Meets Expectations	<p>Student uses critical thinking skills to problem solve and persevere most of the time by</p> <ul style="list-style-type: none"> <input type="checkbox"/> researching, identifying, and analyzing to solve problems collaboratively or independently; <input type="checkbox"/> using flexible thinking to evaluate factors in making a decision; <input type="checkbox"/> demonstrating the willingness to learn by being prepared, engaged, and participating appropriately in class; <input type="checkbox"/> demonstrating respect for others' perspectives; <input type="checkbox"/> organizing to solve problems.
	2	Emerging Expectations	<p>Student uses critical thinking skills to problem solve and persevere some of the time by</p> <ul style="list-style-type: none"> <input type="checkbox"/> researching, identifying, and analyzing to solve problems collaboratively or independently; <input type="checkbox"/> using flexible thinking to evaluate factors in making a decision; <input type="checkbox"/> demonstrating the willingness to learn by being prepared, engaged, and participating appropriately in class; <input type="checkbox"/> demonstrating respect for others' perspectives; <input type="checkbox"/> organizing to solve problems.
	1	Below Expectations	<p>Student uses critical thinking skills to problem solve and persevere rarely by</p> <ul style="list-style-type: none"> <input type="checkbox"/> researching, identifying, and analyzing to solve problems collaboratively or independently; <input type="checkbox"/> using flexible thinking to evaluate factors in making a decision; <input type="checkbox"/> demonstrating the willingness to learn by being prepared, engaged, and participating appropriately in class; <input type="checkbox"/> demonstrating respect for others' perspectives; <input type="checkbox"/> organizing to solve problems.
CREATIVITY & INNOVATION	4	Exceeds Expectations	<p>Student demonstrates the ability to generate new ideas and use the creative process to produce a final result all of the time by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting ideas and opinions of others, <input type="checkbox"/> determining if ideas and concepts are realistic/reasonable, <input type="checkbox"/> accepting and incorporating constructive feedback, <input type="checkbox"/> initiating and completing tasks independently and in a timely manner.
	3	Meets Expectations	<p>Student demonstrates the ability to generate new ideas and use the creative process to produce a final result most of the time by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting ideas and opinions of others, <input type="checkbox"/> determining if ideas and concepts are realistic/reasonable, <input type="checkbox"/> accepting and incorporating constructive feedback, <input type="checkbox"/> initiating and completing tasks independently and in a timely manner.
	2	Emerging Expectations	<p>Student demonstrates the ability to generate new ideas and use the creative process to produce a final result some of the time by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting ideas and opinions of others, <input type="checkbox"/> determining if ideas and concepts are realistic/reasonable, <input type="checkbox"/> accepting and incorporating constructive feedback, <input type="checkbox"/> initiating and completing tasks independently and in a timely manner.
	1	Below Expectations	<p>Student demonstrates the ability to generate new ideas and use the creative process to produce a final result rarely by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting ideas and opinions of others, <input type="checkbox"/> determining if ideas and concepts are realistic/reasonable, <input type="checkbox"/> accepting and incorporating constructive feedback, <input type="checkbox"/> initiating and completing tasks independently and in a timely manner.

COLLABORATION & TEAMWORK	4	Exceeds Expectations	<input type="checkbox"/> Student demonstrates the ability to work productively in teams, contribute to the community, and demonstrate appreciation of individual differences all of the time by <input type="checkbox"/> predicting consequences to a successful solution, <input type="checkbox"/> engaging others to utilize individual talents and skills, <input type="checkbox"/> taking responsibility for individual and shared group tasks, <input type="checkbox"/> anticipating and resolving potential conflict, <input type="checkbox"/> communicating respectfully.
	3	Meets Expectations	Student demonstrates the ability to work productively in teams, contribute to the community, and demonstrate appreciation of individual differences while completing a shared task most of the time by <input type="checkbox"/> making generalizations and recognizing inferences, <input type="checkbox"/> predicting consequences to a successful solution, <input type="checkbox"/> engaging others to utilize individual talents and skills, <input type="checkbox"/> taking responsibility for individual and shared group tasks, <input type="checkbox"/> anticipating and resolving potential conflict, <input type="checkbox"/> communicating respectfully.
	2	Emerging Expectations	Student demonstrates the ability to work productively in teams, contribute to the community, and demonstrate appreciation of individual differences while completing a shared task some of the time by <input type="checkbox"/> making generalizations and recognizing inferences, <input type="checkbox"/> predicting consequences to a successful solution, <input type="checkbox"/> engaging others to utilize individual talents and skills, <input type="checkbox"/> taking responsibility for individual and shared group tasks, <input type="checkbox"/> anticipating and resolving potential conflict, <input type="checkbox"/> communicating respectfully.
	1	Below Expectations	Student demonstrates the ability to work productively in teams, contribute to the community, and demonstrate appreciation of individual differences while completing a shared task rarely by <input type="checkbox"/> making generalizations and recognizing inferences, <input type="checkbox"/> predicting consequences to a successful solution, <input type="checkbox"/> engaging others to utilize individual talents and skills, <input type="checkbox"/> taking responsibility for individual and shared group tasks, <input type="checkbox"/> anticipating and resolving potential conflict, <input type="checkbox"/> communicating respectfully.
CITIZENSHIP & PERSONAL RESPONSIBILITY	4	Exceeds Expectations	Student demonstrates a positive role in the community, models responsible behavior, and demonstrates effective problem solving all of the time by <input type="checkbox"/> respecting the rights and diversity of others, <input type="checkbox"/> contributing positively to the learning environment, <input type="checkbox"/> taking personal responsibility for own actions and emotions, <input type="checkbox"/> managing time effectively, <input type="checkbox"/> complying with policies, rules, and procedures, <input type="checkbox"/> participating and engaging in extracurricular activities, <input type="checkbox"/> volunteering to help others without being asked.
	3	Meets Expectations	Student demonstrates a positive role in the community, models responsible behavior, and demonstrates effective problem solving most of the time by <input type="checkbox"/> respecting the rights and diversity of others, <input type="checkbox"/> contributing positively to the learning environment and complying with rules, <input type="checkbox"/> taking personal responsibility for own actions and emotions, <input type="checkbox"/> managing time effectively, <input type="checkbox"/> demonstrating dependability and accountability, <input type="checkbox"/> participating and engaging in extracurricular activities, <input type="checkbox"/> volunteering to help others.

CITIZENSHIP & PERSONAL RESPONSIBILITY	2	Emerging Expectations	<input type="checkbox"/> Student demonstrates a positive role in the community, models responsible behavior, and demonstrates effective problem solving some of the time by <ul style="list-style-type: none"> <input type="checkbox"/> respecting the rights and diversity of others, <input type="checkbox"/> contributing positively to the learning environment and complying with rules, <input type="checkbox"/> taking personal responsibility for own actions and emotions, <input type="checkbox"/> managing time effectively, <input type="checkbox"/> demonstrating dependability and accountability, <input type="checkbox"/> participating and engaging in extracurricular activities, <input type="checkbox"/> volunteering to help others.
	1	Below Expectations	<p>Student will demonstrate a positive role in the community, model responsible behavior, and demonstrates effective problem solving rarely by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting the rights and diversity of others, <input type="checkbox"/> contributing positively to the learning environment and complying with rules, <input type="checkbox"/> taking personal responsibility for own actions and emotions, <input type="checkbox"/> managing time effectively, <input type="checkbox"/> demonstrating dependability and accountability, <input type="checkbox"/> participating and engaging in extracurricular activities, <input type="checkbox"/> volunteering to help others.

Millard Public Schools Character Traits

Trustworthiness

- ◆ Honest ◆ Dependable ◆ Loyal

Responsibility

- ◆ Safe ◆ Self-Control ◆ Persistent

Respect

- ◆ Accepting ◆ Obedient ◆ Patriotic ◆ Service

Citizenship

- ◆ Cooperative ◆ Obedient ◆ Patriotic ◆ Service



Millard Public Schools
College and Career Readiness Standards
Middle Level 6th-8th Grade Rubric

CRITICAL THINKING & PROBLEM-SOLVING SKILLS	4	Exceeds Expectations	<p>Student consistently demonstrates critical thinking and problem solving to make complex decisions by</p> <ul style="list-style-type: none"> <input type="checkbox"/> using logical evaluation of multiple perspectives; <input type="checkbox"/> synthesizing information through conducting research, gathering and analyzing information; <input type="checkbox"/> demonstrating willingness to learn new knowledge and skills; <input type="checkbox"/> focusing, prioritizing, organizing, and handling ambiguity; <input type="checkbox"/> identifying problem situations and predicting and evaluating possible solutions.
	3	Meets Expectations	<p>Student usually demonstrates critical thinking and problem solving to make complex decisions by</p> <ul style="list-style-type: none"> <input type="checkbox"/> using logical reasoning to identify other perspectives; <input type="checkbox"/> conducting research, gathering and analyzing information to draw conclusions; <input type="checkbox"/> learning new knowledge and skills by creating SMART goals, utilizing agenda, bringing materials and completed assignments to class and being engaged in class; <input type="checkbox"/> focusing, prioritizing, organizing, and handling unfamiliar situation; <input type="checkbox"/> identifying problem situations and predicting and evaluating possible solutions.
	2	Emerging Expectations	<p>Student occasionally demonstrates critical thinking and problem solving to make complex decisions by</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying other perspectives; <input type="checkbox"/> conducting research, and gathering information; <input type="checkbox"/> learning new knowledge and skills; <input type="checkbox"/> focusing, prioritizing, organizing, and handling unfamiliar situations; <input type="checkbox"/> identifying problem situations, predicting and evaluating possible solutions.
	1	Below Expectations	<p>Student rarely demonstrates critical thinking and problem solving to make complex decisions by</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying other perspectives, <input type="checkbox"/> conducting research, <input type="checkbox"/> learning new knowledge and skills, <input type="checkbox"/> focusing, prioritizing, organizing, and handling unfamiliar situations, <input type="checkbox"/> identifying problem situations, predicting and evaluating possible solutions.
CREATIVITY & INNOVATION	4	Exceeds Expectations	<p>Student consistently demonstrates creativity and innovation by</p> <ul style="list-style-type: none"> <input type="checkbox"/> searching for new ways to improve existing processes/ procedures; <input type="checkbox"/> appreciating new and creative ideas of others through respect, constructive feedback and disagreeing appropriately; <input type="checkbox"/> using information, knowledge and experience to generate original ideas and challenge assumptions; <input type="checkbox"/> determining realistic options and time line for improvement and implementation of ideas and concepts; <input type="checkbox"/> accepting, providing and incorporating constructive criticism.
	3	Meets Expectations	<p>Student usually demonstrates creativity and innovation by</p> <ul style="list-style-type: none"> <input type="checkbox"/> developing new ways to improve existing processes/procedures; <input type="checkbox"/> acknowledging new and creative ideas of others through respect, constructive feedback and disagreeing appropriately; <input type="checkbox"/> using information, knowledge and experience to generate original ideas; <input type="checkbox"/> determining realistic options and time line for improvement and development of ideas and concepts <input type="checkbox"/> accepting and providing constructive criticism for self-improvement.
	2	Emerging Expectations	<p>Student occasionally demonstrates creativity and innovation by</p> <ul style="list-style-type: none"> <input type="checkbox"/> developing new ways to improve existing processes/procedures; <input type="checkbox"/> acknowledging new and creative ideas of others through respect, constructive feedback and disagreeing appropriately; <input type="checkbox"/> using information, knowledge and experience to generate original ideas; <input type="checkbox"/> determining realistic options and time line for improvement and development of ideas and concepts; <input type="checkbox"/> accepting and providing constructive criticism for self-improvement.
	1	Below Expectations	<p>Student rarely demonstrates creativity and innovation by</p> <ul style="list-style-type: none"> <input type="checkbox"/> developing new ways to improve existing processes/procedures; <input type="checkbox"/> acknowledging new and creative ideas of others through respect, constructive feedback and disagreeing appropriately; <input type="checkbox"/> using information, knowledge and experience to generate original ideas; <input type="checkbox"/> determining realistic options and time line; <input type="checkbox"/> accepting and providing constructive criticism.

COLLABORATION & TEAMWORK	4	Exceeds Expectations	<p>Student consistently demonstrates collaboration and teamwork to accomplish a shared task by</p> <ul style="list-style-type: none"> <input type="checkbox"/> following through with individual tasks and being actively engaged; <input type="checkbox"/> engaging team members, negotiate and utilize individual talent and skills; <input type="checkbox"/> anticipating potential sources of conflict to identify solutions and resolutions; <input type="checkbox"/> disagreeing appropriately and take responsibility for individual and shared group tasks.
	3	Meets Expectations	<p>Student usually demonstrates collaboration and teamwork to accomplish a shared task by</p> <ul style="list-style-type: none"> <input type="checkbox"/> participating appropriately and being actively engaged; <input type="checkbox"/> engaging team members, contributing to the collaborate learning process and utilizing individual talents and skills; <input type="checkbox"/> identifying potential sources of conflict to problem solve; <input type="checkbox"/> disagreeing appropriately and taking responsibility for individual and shared group tasks.
	2	Emerging Expectations	<p>Student occasionally demonstrates collaboration and teamwork to accomplish a shared task by</p> <ul style="list-style-type: none"> <input type="checkbox"/> participating appropriately & being actively engaged; <input type="checkbox"/> engaging team members, contributing to the collaborate learning process and utilizing individual talents & skills; <input type="checkbox"/> identifying potential sources of conflict to problem solve; <input type="checkbox"/> disagreeing appropriately and taking responsibility for individual and shared group tasks.
	1	Below Expectations	<p>Student rarely demonstrates collaboration and teamwork to accomplish a shared task by</p> <ul style="list-style-type: none"> <input type="checkbox"/> participating appropriately & being actively engaged; <input type="checkbox"/> engaging team members, contributing to the collaborate learning process and utilizing individual talents & skills; <input type="checkbox"/> identifying potential sources of conflict to problem solve; <input type="checkbox"/> disagreeing appropriately and taking responsibility for individual and shared group tasks.
CITIZENSHIP & PERSONAL RESPONSIBILITY	4	Exceeds Expectations	<p>Student consistently demonstrates citizenship and personal responsibility by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting the rights and diversity of others in a considerate and non-demeaning manner; <input type="checkbox"/> managing time, following directions and taking personal responsibility for actions; <input type="checkbox"/> developing the attributes of integrity, self-discipline and positive attitude including doing what's right even when it's not comfortable or popular; <input type="checkbox"/> establishing, persevering, and executing plans; <input type="checkbox"/> modeling behaviors that demonstrate reliability, dependability and commitment including arriving on time to class adequately prepared; <input type="checkbox"/> complying with policies and regulations and demonstrating respect for laws and those who enforce them; <input type="checkbox"/> engaging in school, community, and local government activities including service learning; <input type="checkbox"/> considering the ethical implications and long-term consequences of decisions and actions.
	3	Meets Expectations	<p>Student usually demonstrates citizenship and personal responsibility by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting the rights and diversity of others in a considerate and non-demeaning manner; <input type="checkbox"/> managing time, following directions and taking personal responsibility for actions; <input type="checkbox"/> developing the attributes of integrity, self-discipline and positive attitude including demonstrating self-control over emotions and actions; <input type="checkbox"/> establishing, persevering, and executing plans; <input type="checkbox"/> modeling behaviors that demonstrate reliability, dependability and commitment including arriving on time to class adequately prepared; <input type="checkbox"/> complying with policies & regulations and demonstrate respect for laws and those who enforce them; <input type="checkbox"/> engaging in school, community, and local government activities including service learning; <input type="checkbox"/> considering the long-term consequences of decisions and actions.
	2	Emerging Expectations	<p>Student occasionally demonstrates citizenship and personal responsibility by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting the rights and diversity of others in a considerate and non-demeaning manner; <input type="checkbox"/> managing time, following directions and taking personal responsibility for actions; <input type="checkbox"/> developing the attributes of integrity, self-discipline and positive attitude including demonstrating self-control over emotions and actions; <input type="checkbox"/> establishing, persevering, and executing plans; <input type="checkbox"/> modeling behaviors that demonstrate reliability, dependability and commitment including arriving on time to class adequately prepared; <input type="checkbox"/> complying with policies and regulations and demonstrate respect for laws and those who enforce them; <input type="checkbox"/> engaging in school, community, and local government activities including service learning; <input type="checkbox"/> considering the long-term consequences of decisions and actions.

	1	Below Expectations	<p>Student rarely demonstrates citizenship and personal responsibility by</p> <ul style="list-style-type: none"> <input type="checkbox"/> respecting the rights and diversity of others in a considerate and non-demeaning manner; <input type="checkbox"/> managing time, following directions and taking personal responsibility for actions; <input type="checkbox"/> developing the attributes of integrity, self-discipline and positive attitude including demonstrating self-control over emotions and actions; <input type="checkbox"/> establishing, persevering, and executing plans; <input type="checkbox"/> modeling behaviors that demonstrate reliability, dependability and commitment including arriving on time to class adequately prepared; <input type="checkbox"/> complying with policies and regulations and demonstrate respect for laws and those who enforce them; <input type="checkbox"/> engaging in school, community, and local government activities including service learning; <input type="checkbox"/> considering the long-term consequences of decisions and actions.
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Millard Public Schools Character Traits

Trustworthiness

- ◆ Honest ◆ Dependable ◆ Loyal

Responsibility

- ◆ Safe ◆ Self-Control ◆ Persistent

Respect

- ◆ Accepting ◆ Obedient ◆ Patriotic ◆ Service

Citizenship

- ◆ Cooperative ◆ Obedient ◆ Patriotic ◆ Service



Millard Public Schools
College and Career Readiness Standards
High School 9th-12th Grade Rubric

CRITICAL THINKING & PROBLEM-SOLVING SKILLS	4	Exceeds Expectations	<p>Student consistently and independently initiates demonstration of critical thinking and problem solving to make complex decisions by</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrating the ability to reason critically, systematically & logically to respect varying perspectives; <input type="checkbox"/> identifying research and evaluating problems and solutions; <input type="checkbox"/> prioritizing and supporting short term/long term tasks and decisions; <input type="checkbox"/> analyzing and evaluating course content and connecting to authentic experiences; <input type="checkbox"/> actively engaging and participating in class.
	3	Meets Expectations	<p>Student consistently demonstrates critical thinking and problem solving to make complex by</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrating the ability to reason critically, systematically & logically to <input type="checkbox"/> respecting varying perspectives; <input type="checkbox"/> identifying research and evaluating problems and solutions; <input type="checkbox"/> prioritizing and supporting short term/long term tasks and decisions; <input type="checkbox"/> analyzing and evaluating course content and connecting to authentic experiences; <input type="checkbox"/> actively engaging and participating in class.
	2	Emerging Expectations	<p>Student occasionally demonstrates critical thinking and problem solving to make complex by</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrating the ability to reason critically, systematically & logically to respect varying perspectives; <input type="checkbox"/> identifying research and evaluating problems and solutions; <input type="checkbox"/> prioritizing and supporting short term/long term tasks and decisions; <input type="checkbox"/> analyzing and evaluating course content and connecting to authentic experiences; <input type="checkbox"/> actively engaging and participating in class.
	1	Below Expectations	<p>Student partially or rarely demonstrates critical thinking and problem solving to make complex by</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrating the ability to reason critically, systematically & logically to respect varying perspectives; <input type="checkbox"/> identifying research and evaluating problems and solutions; <input type="checkbox"/> prioritizing and supporting short term/long term tasks and decisions; <input type="checkbox"/> analyzing and evaluating course content and connecting to authentic experiences; <input type="checkbox"/> actively engaging and participating in class.
CREATIVITY & INNOVATION	4	Exceeds Expectations	<p>Student consistently and independently initiates demonstration of creativity and innovation by</p> <ul style="list-style-type: none"> <input type="checkbox"/> generating creative and original ideas, <input type="checkbox"/> considering the feasibility of generated ideas, <input type="checkbox"/> working within assigned timeline, <input type="checkbox"/> accepting and providing constructive feedback, <input type="checkbox"/> appreciating new and creative ideas of others.
	3	Meets Expectations	<p>Student consistently demonstrates creativity and innovation by</p> <ul style="list-style-type: none"> <input type="checkbox"/> generating creative and original ideas, <input type="checkbox"/> considering the feasibility of generated ideas, <input type="checkbox"/> working within assigned timeline, <input type="checkbox"/> accepting constructive and providing feedback. <input type="checkbox"/> appreciating new and creative ideas of others,
	2	Emerging Expectations	<p>Student occasionally demonstrates creativity and innovation by</p> <ul style="list-style-type: none"> <input type="checkbox"/> generating creative and original ideas, <input type="checkbox"/> considering feasibility of generated ideas, <input type="checkbox"/> working within assigned timeline, <input type="checkbox"/> accepting constructive and providing feedback, <input type="checkbox"/> appreciating new and creative ideas of others.
	1	Below Expectations	<p>Student partially or rarely demonstrates creativity and innovation by</p> <ul style="list-style-type: none"> <input type="checkbox"/> generating creative and original ideas, <input type="checkbox"/> consider feasibility of generated ideas, <input type="checkbox"/> work within assigned timeline, <input type="checkbox"/> accept constructive and providing feedback, <input type="checkbox"/> appreciating new and creative ideas of others.

COLLABORATION & TEAMWORK	4	Exceeds Expectations	<p>Student consistently and independently initiates demonstration of collaboration & teamwork to accomplish a shared task by</p> <ul style="list-style-type: none"> <input type="checkbox"/> following through with individual tasks and being actively engaged; <input type="checkbox"/> anticipating and resolving conflicts appropriately; <input type="checkbox"/> giving and receiving constructive feedback; <input type="checkbox"/> engaging team members, negotiating appropriately and utilizing individual skills.
	3	Meets Expectations	<p>Student consistently demonstrates collaboration & teamwork to accomplish a shared task by</p> <ul style="list-style-type: none"> <input type="checkbox"/> following through with individual tasks and being actively engaged; <input type="checkbox"/> anticipating and resolving conflicts appropriately; <input type="checkbox"/> giving and receiving constructive feedback; <input type="checkbox"/> engaging team members, negotiating appropriately and utilizing individual skills.
	2	Emerging Expectations	<p>Student occasionally demonstrates collaboration & teamwork to accomplish a shared task by</p> <ul style="list-style-type: none"> <input type="checkbox"/> following through with individual tasks and being actively engaged; <input type="checkbox"/> anticipating and resolving conflicts appropriately; <input type="checkbox"/> giving and receiving constructive feedback; <input type="checkbox"/> engaging team members, negotiating appropriately and utilizing individual skills.
	1	Below Expectations	<p>Student partially or rarely demonstrates collaboration & teamwork to accomplish a shared task by</p> <ul style="list-style-type: none"> <input type="checkbox"/> following through with individual tasks and being actively; <input type="checkbox"/> anticipate and resolve conflicts appropriately; <input type="checkbox"/> give and receive constructive feedback; <input type="checkbox"/> engaging team members, negotiating appropriately and utilizing individual skills.
CITIZENSHIP & PERSONAL RESPONSIBILITY	4	Exceeds Expectations	<p>Student consistently and independently initiates citizenship and personal responsibility by</p> <ul style="list-style-type: none"> <input type="checkbox"/> using appropriate language and respecting personal boundaries; <input type="checkbox"/> respecting diversity, acknowledging and appreciating differences in people; <input type="checkbox"/> taking responsibility for learning by monitoring personal, social and academic commitments; <input type="checkbox"/> developing the attributes of integrity, self-discipline, and positive attitude; <input type="checkbox"/> taking responsibility for actions and considering the impact of personal behavior on self and others; <input type="checkbox"/> being willing to take appropriate risks and demonstrate effort, even when things are difficult; <input type="checkbox"/> complying with policies and regulations including but not limited to: arriving on time, appropriately dressed and prepared to learn; <input type="checkbox"/> participating in school or community by volunteering or supporting activities; <input type="checkbox"/> respecting laws, regulations and those who enforce them.
	3	Meets Expectations	<p>Student consistently demonstrates citizenship and personal responsibility by</p> <ul style="list-style-type: none"> <input type="checkbox"/> using appropriate language and respecting personal boundaries; <input type="checkbox"/> respecting diversity, acknowledging and appreciating differences in people; <input type="checkbox"/> taking responsibility for learning by monitoring personal, social and academic commitments; <input type="checkbox"/> developing the attributes of integrity, self-discipline, and positive attitude; <input type="checkbox"/> taking responsibility for actions and considering the impact of personal behavior on self and others; <input type="checkbox"/> being willing to take appropriate risks and demonstrate effort, even when things are difficult; <input type="checkbox"/> complying with policies and regulations including but not limited to: arriving on time, appropriately dressed and prepared to learn; <input type="checkbox"/> participating in school or community by volunteering or supporting activities; <input type="checkbox"/> respecting laws, regulations and those who enforce them.
	2	Emerging Expectations	<p>Student occasionally demonstrates citizenship and personal responsibility by</p> <ul style="list-style-type: none"> <input type="checkbox"/> using appropriate language and respecting personal boundaries; <input type="checkbox"/> respecting diversity, acknowledging and appreciating differences in people; <input type="checkbox"/> taking responsibility for learning by monitoring personal, social and academic commitments; <input type="checkbox"/> developing the attributes of integrity, self-discipline, and positive attitude; <input type="checkbox"/> taking responsibility for actions and considering the impact of personal behavior on self and others; <input type="checkbox"/> being willing to take appropriate risks and demonstrate effort, even when things are difficult; <input type="checkbox"/> complying with policies and regulations including but not limited to: arriving on time, appropriately dressed and prepared to learn; <input type="checkbox"/> participating in school or community by volunteering or supporting activities; <input type="checkbox"/> respecting laws, regulations and those who enforce them.

1	Below Expectations	<p>Student partially or rarely demonstrates citizenship and personal responsibility by</p> <ul style="list-style-type: none"> <input type="checkbox"/> using appropriate language and respecting personal boundaries; <input type="checkbox"/> respecting diversity, acknowledging and appreciating differences in people; <input type="checkbox"/> taking responsibility for learning by monitoring personal, social and academic commitments; <input type="checkbox"/> developing the attributes of integrity, self-discipline, and positive attitude; <input type="checkbox"/> taking responsibility for actions and considering the impact of personal behavior on self and others; <input type="checkbox"/> being willing to take appropriate risks and demonstrate effort, even when things are difficult; <input type="checkbox"/> complying with policies and regulations including but not limited to: arriving on time, appropriately dressed and prepared to learn; <input type="checkbox"/> participating in school or community by volunteering or supporting activities; <input type="checkbox"/> respecting laws, regulations and those who enforce them.
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