NTN Agency Rubric, High School

Develop Growth Mindset: *I can grow my intelligence and skills through effort, practice, and challenge. The brain grows bigger with use, like a muscle.*

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Use Effort and Practice to Grow	• Does not connect effort or practice to getting better at a skill, improved work quality, or performance		• Superficially connects effort and practice to getting better at a skill, improved work quality, or performance		• Understands how effort and practice relate to getting better at skills, improved work quality, or performance		• Understands that effort and practice improve skills, work quality, and performance and that the process takes patience and time
Seek Challenge	• Rarely takes on academic challenge and risks to pursue learning • Struggles to identify the personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• With encouragement, sometimes takes on academic challenge and risks to pursue learning • Superficially describes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Seeks academic challenge and takes risks to pursue learning • Analyzes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Strategically and independently seeks academic challenge and takes risks to pursue learning • Analyzes and overcomes personal barriers (mindset, beliefs, circumstances) that could inhibit taking risks
Grow from Setbacks	• Identifies challenges, failures, or setbacks, but does not describe reactions to them (i.e. giving up or trying harder)		• Identifies challenges, failures, or setbacks and describes reactions to them (i.e. giving up or trying harder)		• Identifies challenges, failures, or setbacks and reflects on how reactions to them (i.e. giving up, trying harder) affect process, product, or learning		• Reflects on personal or academic growth from challenges, failures, or setbacks as well as why and how reactions (i.e. giving up or trying harder) affect the product, process, and learning
Build Confidence	• Struggles to identify academic strengths, previous successes, or endurance gained from personal struggle to build confidence in academic success for a new task, project, or class		• Identifies an academic strength, previous success, or endurance gained through personal struggle, but does not use these skills to build confidence in success for a new task, project, or class		• Builds confidence in success (on a new task, project, or class) by knowing and using academic strengths, previous success, or endurance gained through personal struggle		• Consistently confident that success is possible (on a new task, project, or class) by knowing and using academic strengths, previous successes, or endurance gained through personal struggle
Find Personal Relevance	• Rarely, and with significant support, finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• With support, sometimes finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• Often finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• Independently seeks and finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices

	EMERGING	E/D	**DEVELOPING**	D/P	**PROFICIENT**	P/A	**ADVANCED**
Take Ownership Over One's Learning: *I can learn how to learn and monitor progress to be successful on tasks, school, and life.*							

	EMERGING	E/D	**DEVELOPING**	D/P	**PROFICIENT**	P/A	**ADVANCED**
Meet Benchmarks	• Completes few benchmarks and class assignments and may resist or struggle to use resources and supports (i.e. study groups, teacher support, workshops, tutorials)		• Completes some benchmarks and class assignments; and, only when forced to, or at the last minute, uses resources and supports (i.e. study groups, teacher support, workshops, tutorials)		• Usually completes polished benchmarks and class assignments by using resources and supports when necessary (i.e. study groups, teacher support, workshops, tutorials)		• Achieves personal best work on almost all benchmarks and class assignments by setting goals, monitoring progress, and using resources and supports (i.e. study groups, teacher support, workshops, tutorials)
Seek Feedback	• Rejects feedback and/or does not revise work		• Sometimes shows evidence of accepting feedback to revise work, but at times may resist when it's difficult		• Consistently shows evidence of accepting and using feedback to revise work to high quality		• Consistently shows evidence of actively seeking, identifying, and using feedback to revise work to high quality
Tackle and Monitor Learning	• For a task or project, superficially identifies what is known, what needs to be learned, and how hard it will be		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; but may not use a strategy to tackle the task or does not monitor how well the strategy is working		• For a task or project identifies what is known, what needs to be learned, and how hard it will be; uses a strategy and steps to tackle the task; and monitors how well the approach and effort are working		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; selects an appropriate strategy and takes steps to tackle the task; and monitors and adjusts based on how well the approach and effort are working
Actively Participate	• Stays focused for part of the activity/discussion, team meeting, or independent time but often cannot resist distraction or does not notice when or why a loss of focus		• Mostly stays focused on the activity/discussion, team meeting, or independent time and knows when and why disengagement or distraction happens		• Actively participates in the activity/discussion, team meeting, or independent time and has strategies for staying focused and resisting most distraction		• Actively participates and takes initiative on the activity/discussion, team meeting, or independent time and has personal strategies for staying focused
Build Relationships	• Does not build relationships with trusted adults or peers to get back on track as needed or to enhance learning		• Does not initiate building relationships, but has a few trusted adults or peers to get back on track as needed or to enhance learning		• Builds and uses relationships with trusted adults and peers to get back on track as needed and to enhance learning		• Actively builds trusting relationships with adults and peers to pursue goals, enhance learning, and get back on track as needed
Impact Self & Community	• Identifies the ups and downs of the classroom and home community		• Has limited understanding of individual role in the ups and downs of the classroom and home community		• Analyzes individual role in the ups and downs of the classroom and home community		• Monitors and adjusts individual role to positively influence the ups and downs of the classroom and home community