



# SPS PORTRAIT OF THE GRADUATE:

## Mastery-Based Diploma Assessment Rubric



	EXCEEDS STANDARDS	PROFICIENT		DEVELOPING		BELOW STANDARD	
	100	95	85	75	65	60	50 0
1. CONTRIBUTOR	a. Provides extensive evidence of being an active contributor to the school and community and participates in supplemental learning, school, or extracurricular activities.	a. Is an active contributor to the school community and participates in supplemental learning, school, or extracurricular activities.		a. Displays little evidence of being an active contributor to the school community and participates in supplemental learning, school, or extracurricular activities.		a. Shows no evidence of being an active contributor to the school community and participates in supplemental learning, school, or extracurricular activities.	
	b. Provides extensive evidence of working effectively with people from a range of social and cultural backgrounds and makes connections to other organizations or groups to facilitate communication.	b. Works effectively with people from a range of social and cultural backgrounds.		b. Displays little evidence of working effectively with people from a range of social and cultural backgrounds.		b. Shows no evidence of working effectively with people from a range of social and cultural backgrounds.	
	c. Thoroughly acknowledges global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.	c. Acknowledges global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.		c. Shows little evidence of acknowledging global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.		c. Shows no evidence of acknowledging global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.	
2. CRITICAL THINKER	a. Displays extensive evidence of evaluating ideas and information accurately for validity.	a. Evaluates ideas and information for validity, relevance and impact with some inaccuracies.		a. Shows some evidence of evaluating ideas and information for validity, relevance and impact. * Numerous inaccuracies reflected in evaluation.		a. Shows no evidence of evaluating ideas and information effectively.	
	b. Shows extensive evidence of reasoning through and weighing evidence to form relevant/thought - provoking conclusions.	b. Evidence of sound reasoning through weighing evidence to form conclusions.		b. Shows little evidence of reasoning of sound reasoning through the weighing evidence to form accurate conclusions.		b. Shows no evidence of reasoning reflected.	
	c. Shows extensive evidence of synthesizing information from multiple viewpoints.	c. Synthesizing information from multiple viewpoints with minor inaccuracies.		c. Displays little evidence of synthesizing information from multiple viewpoints with minor inaccuracies.		c. Shows no evidence of weighing evidence effectively to form conclusions.	
	d. Displays evidence of through reflection and seeking out feedback to review, revise, and refine work.	d. Reflects and seeks out feedback with some revision.		d. Shows some reflection on work with minimal revision to work.		d. Shows no evidence of reflection on work, does not seek feedback and makes no revisions.	
	e. Displays considerable evidence of applying learned knowledge to new situations.	e. Strategies how to apply learned knowledge to new situations.		e. Shows little evidence of attempting to strategize how to apply learned knowledge.		e. No attempts made to apply new learning to new situations.	
3. COMMUNICATOR	a. Provides extensive evidence of employing interpersonal skills and respectful discourse to work with individuals with various backgrounds.	a. Employs interpersonal skills and respectful discourse to work with individuals with various backgrounds.		a. Little evidence of employing interpersonal skills and respectful discourse to work with individuals with various backgrounds.		a. Shows no evidence of being an active contributor to the school community and participates in supplemental learning, school, or extracurricular activities.	
	b. Demonstrates extensive evidence of speaking with a purpose to inform, persuade, or influence the audience while using a variety of modalities and tools to express ideas.	b. Speaks with a purpose to inform, persuade, or influence the audience while using a variety of modalities and tools to express ideas displayed.		b. Little evidence of speaking with a purpose to inform, persuade, or influence the audience while using a variety of modalities and tools to express ideas.		b. Shows no evidence of speaking with a purpose to inform, persuade, or influence the audience while using a variety of modalities and tools to express ideas.	
	c. Provides extensive evidence of writing with precision, clarity, coherence appropriate to the task and audience.	c. Writes with precision, clarity, coherence appropriate to the task and audience.		c. Little evidence of writing with precision, clarity, coherence appropriate to the task and audience.		c. Shows no evidence of writing with precision, clarity, coherence appropriate to the task and audience.	
4. COLLABORATOR	a. Provides considerable evidence of working effectively with others to solve problems and accomplish goals and build a consensus when making decisions.	a. Works effectively with others to solve problems and accomplish goals.		a. Some evidence of working with others to solve problems and accomplish goals and may not always be effective.		a. Shows no evidence of working with others to solve problems and accomplish goals.	
	b. Provides considerable evidence of participating in thoughtful discussions and seeks out and accepts diverse perspectives.	b. Participates in thoughtful discussions and accepts diverse perspectives.		b. Some evidence of participating in thoughtful discussions and sometimes accepts diverse perspectives.		b. Shows no evidence of participating in discussions and/or unaccepting to diverse perspectives.	
	c. Provides considerable evidence of seeking out and utilizing constructive feedback to adapt ideas and persist in accomplishing difficult tasks.	c. Uses constructive feedback when provided to adapt ideas and accomplish goals.		c. Some evidence of utilizing constructive feedback when provided to adapt ideas and accomplish goals.		c. Shows no evidence of utilizing constructive feedback when provided to adapt ideas and accomplish goals.	
5. CREATIVE INNOVATOR	a. Thoroughly demonstrates curiosity and creativity through questioning and exploration.	a. Demonstrates curiosity and creativity through questioning and exploration.		a. Some evidence of demonstrating curiosity and creativity through questioning and exploration.		a. Shows no evidence of demonstrating curiosity and creativity through questioning and exploration.	
	b. Provides extensive evidence of taking risks and utilizing failure as a learning opportunity.	b. Takes academic risks and utilizing failure as a learning opportunity.		b. Displays some evidence of taking risks and utilizing failure as a learning opportunity.		b. Shows no evidence of taking risks and utilizing failure as a learning opportunity.	
	c. Thoroughly demonstrates the application of knowledge to new contexts and across disciplines.	c. Applies knowledge to new contexts and across disciplines.		c. Some evidence of applying knowledge to new contexts and across disciplines.		c. Shows no evidence of applying knowledge to new contexts and across disciplines.	
	d. Provides extensive evidence of thinking divergently by developing original solutions to a problem.	d. Thinks divergently by developing original solutions to a problem.		d. Shows some evidence of thinking divergently by developing original solutions to a problem.		d. Shows no evidence of thinking divergently by developing original solutions to a problem.	