

**Sanborn Regional Middle School Mission and Expectations
Rubric**

Category	Advanced	Proficient	Developing	Not Yet	Advisor
Student understands and works toward meeting expectations for academic achievement.	Demonstrates advanced skills as a learner. Work or performance is exceptional.	Demonstrates proficient skills as learner and continues to improve by setting goals, working towards those goals, and measuring their own improvement.	Demonstrates minimal progress in attaining skills as a learner and struggles with setting and completing goals for their own learning.	Demonstrates no progress in working to or attaining skills as a learner	
Student recognizes his/her strengths and weaknesses	Student is knowledgeable about his/her personal learning strengths and weaknesses and is able to adapt his/her study habits to maximize performance.	Student is aware of his/her personal learning strengths and weaknesses and sometimes uses it to adapt his/her study habits.	Student has limited knowledge of his/her personal learning strengths and weaknesses and has difficulty applying it to him or herself.	Student has no knowledge of his/her personal learning strengths and weaknesses.	
Student recognizes success	Always recognizes positive accomplishments toward goal.	Usually recognizes positive accomplishments toward goal	Sometimes recognizes positive accomplishments toward goal.	Unable to recognize a positive accomplishment.	
Student reflects on his/her learning	Student can honestly and critically reflect on the quality of his/her work and modify behavior accordingly.	Student can assess the quality of his/her work and with support modify behavior accordingly.	Student has difficulty assessing his/her work and is reluctant to modify behavior.	Little or no evidence of self assessment.	
Student looks to be challenged	Student seeks out challenging additional academic experiences that synthesize class work and personal initiative and completes an exceptional product.	Student seeks out additional academic experiences that go beyond the regular class room and completes work in a timely manner.	Student sometimes seeks out additional academic experiences that go beyond the regular class room, yet struggles with completing the task.	Student never seeks out additional academic experiences that go beyond the regular class room.	
Student contributes to creating a safe classroom and school community	Always recognizes and contributes to building positive attributes of a safe, supportive environment.	Usually recognizes and contributes to building positive attributes of a safe, supportive environment.	Sometimes recognizes and contributes to building positive attributes of a safe, supportive environment.	Unable to recognize or contribute to building positive attributes of a safe, supportive environment.	
Student understands and works toward meeting expectations for behavior.	Continuously evaluates his/her own behavior and positively impacts the school community	Monitors his/her behavior and takes responsibility for his/her actions.	Minimally monitors his/her own behavior and only takes responsibility for their own actions when it is brought to their attention.	Does not monitor his/her own behavior and as a result the school community is negatively affected.	
Student recognizes and works toward understanding all members of the school community and the global world.	Through self-assessment, proactively maintains behavior that contributes responsibly and supports school, community and the world through positive choices	Through self-assessment, reactively maintains behavior that contributes responsibly and supports school, community and the world through positive choices	Evaluates effectiveness of efforts but does not revise behavior that contributes responsibly and supports school, community and the world through positive choices	Unable to evaluate progress improving behavior that contributes responsibly and supports school, community and the world through positive choices	
Student communicates with peers, teachers, administrators, and parents to improve learning.	Demonstrates advanced skills as a communicator.	Demonstrates proficient skills as a communicator and continues to improve by setting goals, working towards those goals, and measuring his/her own improvement.	Demonstrates minimal progress in communication and struggles with setting and completing goals for his/her learning.	Demonstrates no progress in working to or attaining skills as a communicator	