



## J. Graham Brown School | North Star Defense Rubric | Grades 5-12

### Rubric Guidelines:

- Transition readiness is determined holistically for each student and should not be determined by a single artifact, data point or a single defense. All information about a student must be considered.
- This includes the digital collection of evidence representing Success Skills in a student's backpack, the defense as well as any other important information indicative of a student's readiness for a successful transition.
- Student must meet or exceed the standard for each skill area to pass.
- If a student only scores below standard in ONE skill area, that student can be called back to the room by the panel. The student will be given the opportunity to provide additional proof and information to clarify his or her missing evidence.



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Student Name: \_\_\_\_\_

Grade: 5 8 12

Overall Results: Pass

Keep Working

Skill 1: Prepared & Resilient Learner	Type of Evidence	Notes	Result
<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of content skills and standards (SDLF Independence and Initiative)</li> <li>2. Applies content knowledge to real world contexts and in interdisciplinary ways (SDLF Independence and Innovation)</li> <li>3. Reflects on successes and challenges and makes appropriate adjustments in order to meet academic, personal and professional goals. (SDLF Independence and Initiative)</li> <li>4. Employs organizational and project management skills to achieve academic, personal and professional growth (SDLF Independence and Initiative)</li> <li>5. Sets personal goals for transition readiness, explores post-secondary options and takes actionable steps toward realizing both (SDLF Independence and Initiative)</li> </ol>	<p><b>ALL are Required:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> MAP, ACT, or SAT Scores</li> <li><input type="checkbox"/> Student Reflection on MAP, ACT, or SAT growth goals</li> <li><input type="checkbox"/> Demonstration of <b>literacy</b> at grade level ELA standards through artifact(s).</li> <li><input type="checkbox"/> Demonstration of <b>numeracy</b> at grade level Math standards through artifact(s).</li> <li><input type="checkbox"/> Reflection on “Prepared &amp; Resilient Learner” success skill</li> <li><input type="checkbox"/> Post-Secondary Plan (12th grade)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project-Based Learning</li> <li><input type="checkbox"/> Self-Assessment</li> <li><input type="checkbox"/> Student/Teacher Goal Setting Conference</li> <li><input type="checkbox"/> Set Personal SMART Goal with Action Plan</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Below Standard</li> <li><input type="checkbox"/> Met Standard</li> <li><input type="checkbox"/> Above Standard</li> </ul>



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Skill 2: Globally and Culturally Competent Citizen	Type of Evidence	Notes	Result
<ol style="list-style-type: none"> <li>1. Explores community and global issues from the perspectives of those most impacted and creates actionable solutions (SDLF Empathy)</li> <li>2. Employs democratic processes to come to decisions and solutions (SDLF Initiative)</li> <li>3. Compassionate and empathetic toward others (SDLF Empathy)</li> <li>4. Promotes a sense of belonging for others (SDLF Empathy)</li> <li>5. Respects different cultures, perspectives and beliefs (SDLF Empathy)</li> </ol>	<p>Required:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection on “Globally and Culturally Competent Citizen” success skill</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project-Based Learning</li> <li><input type="checkbox"/> Service Learning Projects</li> <li><input type="checkbox"/> School Community</li> <li><input type="checkbox"/> Classroom Community</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Below Standard</li> <li><input type="checkbox"/> Met Standard</li> <li><input type="checkbox"/> Above Standard</li> </ul>
Skill 3: Emerging Innovator	Type of Evidence	Notes	Result
<ol style="list-style-type: none"> <li>1. Employs a sense of curiosity and inquiry; seeks to learn (SDLF Independence and Innovation)</li> <li>2. Asks questions to extend, challenge and clarify the thinking of self and others (SDLF Independence and Innovation)</li> <li>3. Applies a design process (e.g. research, ideation, modeling, prototyping and testing) to create new solutions, products and processes (SDLF Initiative and Innovation)</li> <li>4. Uses relevant information and feedback to continually improve solutions, products and processes (SDLF Independence and Initiative)</li> <li>5. Takes appropriate risks, and makes adjustments based on successes and failures (SDLF Independence and Initiative)</li> </ol>	<p>Required:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection on “Emerging Innovator” success skill</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project-Based Learning</li> <li><input type="checkbox"/> Self-Directed Learning Showcase</li> <li><input type="checkbox"/> Writing Process</li> <li><input type="checkbox"/> Engineering Process</li> <li><input type="checkbox"/> Scientific Method</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Below Standard</li> <li><input type="checkbox"/> Met Standard</li> <li><input type="checkbox"/> Above Standard</li> </ul>



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Skill 4: Effective Communicator	Type of Evidence	Notes	Results
<ol style="list-style-type: none"> <li>1. Uses appropriate conventions and evidence to convey ideas clearly in writing, verbally, digitally and visually (SDLF Empathy and Innovation)</li> <li>2. Adapts message to purpose and needs of the audience (SDLF Empathy and Initiative)</li> <li>3. Uses discipline-specific writing conventions, formats and vocabulary to communicate ideas (SDLF Initiative)</li> <li>4. Uses technology effectively and responsibly (SDLF Independence and Innovation)</li> </ol>	<p>Required:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection on “Effective Communicator” success skill</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Project-Based Learning</li> <li><input type="checkbox"/> Self-Directed Learning Showcase</li> <li><input type="checkbox"/> Student Led Conference</li> <li><input type="checkbox"/> Writing pieces</li> <li><input type="checkbox"/> Multimedia</li> <li><input type="checkbox"/> Google Tools</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Below Standard</li> <li><input type="checkbox"/> Met Standard</li> <li><input type="checkbox"/> Above Standard</li> </ul>
Skill 5: Productive Collaborator	Type of Evidence	Notes	Results
<ol style="list-style-type: none"> <li>1. Works effectively with diverse groups to accomplish a common goal (SDLF Empathy and Initiative)</li> <li>2. Gives and receives meaningful feedback (SDLF Independence and Empathy)</li> <li>3. Assumes personal responsibility for team outcomes (SDLF Independence)</li> <li>4. Actively listens to understand others’ ideas and perspectives (SDLF Empathy)</li> </ol>	<p>Required:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection on “Productive Collaborator” success skill</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-Directed Learning Showcase</li> <li><input type="checkbox"/> Service Learning Projects</li> <li><input type="checkbox"/> Project-Based Learning</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Below Standard</li> <li><input type="checkbox"/> Met Standard</li> <li><input type="checkbox"/> Above Standard</li> </ul>



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Skill 6: Public Speaking	Type of Evidence	Notes	Score
1. Eyes & Body 2. Voice & Speed 3. Presentation Aids 4. Response to Audience Questions	<input type="checkbox"/> Uses natural gestures and movements, looks poised and confident <input type="checkbox"/> Keeps eye contact with the audience most of the time; only glances at notes <input type="checkbox"/> Dresses professionally, clothing appropriate for the occasion <input type="checkbox"/> Speaks clearly and loudly enough; not too quickly or slowly-rarely uses filler words <input type="checkbox"/> Uses well-produced visual aids or media into the presentation <input type="checkbox"/> Answers audience questions clearly and completely, Seeks clarification, admits "I don't know" or explains how the answer might be found when unable to answer a question		<input type="checkbox"/> Below Standard <input type="checkbox"/> Met Standard <input type="checkbox"/> Above Standard

Panel Member Name: \_\_\_\_\_

Panel Member Signature: \_\_\_\_\_