

Academic Achiever

Determined by proficiency to standards taught in grade level.





Collaborative Peer

Collaborative Peer: We are hardworking teammates who share ideas with each other, communicate respectfully, and work together toward common goals.

| Traits | | | |
|--|--|---|--|
| <input type="checkbox"/> Listen Actively: Listens deeply, builds on others’ ideas. and stays fully engaged in group work and dialogue. <input type="checkbox"/> Contribute Meaningfully: Contributes reliably and completes their part of the task. <input type="checkbox"/> Share Responsibility: Shares work fairly and helps ensure group success. <input type="checkbox"/> Respect Differences: Show respect for divers viewpoints and group norms. <input type="checkbox"/> Work with Others: Stays calm and flexible when working through conflict. <input type="checkbox"/> Works toward resolution for repair when harm occurs. | | | |
| <p>I listen actively, contribute meaningfully, share responsibility, respect differences, and work with others to achieve shared goals.</p> <p>I am self-aware, accountable, and open to feedback in diverse group settings.</p> <p>Shows 5 of 6 traits</p> | <p>I mostly listen actively, contribute meaningfully, share responsibility, respect differences, and work with others to achieve shared goals.</p> <p>I am often self-aware, a ccountable, and open to feedback in diverse group settings.</p> <p>Shows 4 of 6 traits</p> | <p>I sometimes listen actively, contribute meaningfully, share responsibility, respect differences, and work with others to achieve shared goals.</p> <p>I am at times self-aware, accountable, and open to feedback in diverse group settings.</p> <p>Shows 2 of 6 traits</p> | <p>I don’t listen actively, contribute meaningfully, share responsibility, respect differences, or work with others to achieve shared goals.</p> <p>I lack self-awareness, accountability, and do not open up to feedback in diverse group settings.</p> <p>Shows 1 of 6 traits</p> |

Critical Thinker



Critical Thinker: *We solve problems in real time, evaluate ideas, and see the world from a variety of perspectives.*

| Traits | | | |
|---|--|---|---|
| <input type="checkbox"/> Questioning: Asks probing, original questions that guide deeper thinking or investigation. <input type="checkbox"/> Analysis: Evaluates sources, claims, and data with clarity. <input type="checkbox"/> Use of Evidence: Supports arguments with strong, reliable evidence. <input type="checkbox"/> Flexible thinker: Considers multiple perspectives, recognizes bias, and embraces complexity or uncertainty. <input type="checkbox"/> Reflection: Draws logical, nuanced conclusions; reflects on and refines thinking over time to show growth. | | | |
| <p>I always ask meaningful questions, analyze information carefully, consider multiple viewpoints, and use logic and evidence to make thoughtful decisions.</p> <p>I am a flexible thinker, reflecting on biases, and improving thinking over time.</p> <p>Shows 4 of 5 traits</p> | <p>I usually ask meaningful questions, analyze information carefully, consider multiple viewpoints, and use logic and evidence to make thoughtful decisions.</p> <p>I often am a flexible thinker, reflecting on biases, and improving thinking over time.</p> <p>Shows 3 of 5 traits</p> | <p>I sometimes ask meaningful questions, analyze information carefully, consider multiple viewpoints, and use logic and evidence to make thoughtful decisions.</p> <p>At times I am a flexible thinker, reflecting on biases, and improving thinking over time.</p> <p>Shows 2 of 5 traits</p> | <p>I rarely ask meaningful questions, analyze information carefully, consider multiple viewpoints, and use logic and evidence to make thoughtful decisions.</p> <p>I am not yet a flexible thinker, reflecting on biases, and improving thinking over time.</p> <p>Shows 1 of 5 traits</p> |



Healthy Self-Advocate

Healthy Self-Advocate: We engage in a healthy lifestyle that supports both our body and mind.

| Traits | | | |
|---|--|--|---|
| <input type="checkbox"/> Understanding Needs: Clearly recognizes and confidently articulates personal needs, values, and emotions. <input type="checkbox"/> Decision-Making: Makes decisions aligned with self-care that protect well-being and values. <input type="checkbox"/> Boundary & Goal-Setting: Clearly and respectfully sets boundaries and makes goals that lead to positive outcomes. <input type="checkbox"/> Help-Seeking & Support Navigation: Proactively seeks help when needed from appropriate resources (adults, peers, tools); reflects on what’s helpful. <input type="checkbox"/> Confident Communication: Communicates confidently and respectfully, even in high-stakes or emotional situations. | | | |
| <p>I understand my needs, emotions, and rights, speak up respectfully, set boundaries and goals, seek support in appropriate ways, & make choices that will support my well-being.</p> <p>I communicate confidently, not aggressively, and balance independence with self-care and collaboration.</p> <p>Shows 4 of 5 traits</p> | <p>I usually understand my needs, emotions, and rights; speak up respectfully; set boundaries and goals, and seek support in appropriate ways, & make choices that will support my well-being.</p> <p>I mostly communicate confidently, not aggressively, and balance independence with self-care and collaboration.</p> <p>Shows 3 of 5 traits</p> | <p>I sometimes understand my needs, emotions, and rights; speak up respectfully; set boundaries and goals, and seek support in appropriate ways, & make choices that will support my well-being.</p> <p>I can, at times, communicate confidently, not aggressively, and balance independence with self-care and collaboration.</p> <p>Shows 2 of 5 traits</p> | <p>I do not understand my needs, emotions, and rights; rarely speak up respectfully, set boundaries and goals, or seek support in appropriate ways, & make choices that will support my well-being.</p> <p>I communicate more aggressively and am imbalanced in independence with self-care and collaboration.</p> <p>Shows 1 of 5 traits</p> |



Empathetic Community Member

Empathetic Community Member: We are good stewards of their environment and give respect and value to all individuals as humans.

| Traits | | | |
|--|---|--|--|
| <input type="checkbox"/> Emotional Awareness & Compassion: Recognizes and understands others’ feelings, needs, and perspectives—even when they differ from their own. <input type="checkbox"/> Perspective Taking: Treats everyone fairly and values differences in people and opinions. <input type="checkbox"/> Inclusive & Respectful Behavior: Shows kindness and supports others through words or actions. <input type="checkbox"/> Inclusive & Respectful Behavior: Makes sure others feel welcome, heard, and included. <input type="checkbox"/> Civic Engagement: Acts honestly and stands up for what is fair and right and positively improves the class or school environment. | | | |
| <p>I am aware of others’ experiences, perspectives, and feelings – especially those different from their own.</p> <p>I always act with compassion, and communicate with respect.</p> <p>I take responsibility for making my communities more just, inclusive, and supportive.</p> <p>Shows 4 of 5 traits</p> | <p>I am usually aware of others’ experiences, perspectives, and feelings – especially those different from their own.</p> <p>I act with compassion, and communicate with respect.</p> <p>I often take responsibility for making my communities more just, inclusive, and supportive.</p> <p>Shows 3 of 5 traits</p> | <p>I am sometimes aware of others’ experiences, perspectives, and feelings – especially those different from their own.</p> <p>At times, I act with compassion, and communicate with respect</p> <p>I can take responsibility for making my communities more just, inclusive, and supportive.</p> <p>Shows 2 of 5 traits</p> | <p>I am not yet aware of others’ experiences, perspectives, and feelings.</p> <p>I rarely act with compassion, or communicate with respect.</p> <p>I do not take responsibility for making my communities more just, inclusive, and supportive.</p> <p>Shows 1 of 5 traits</p> |

Resourceful Worker

Resourceful Worker: We seek out opportunities and resources, take responsibility for our work, and understand how to ethically use technology.



Traits

- Independent Problem-Solving:** Identifies complex problems independently; selects and applies thoughtful, creative solutions.
- Responsible & Ethical Use of Technology:** I use provided sources or find reliable ones to add to my own thinking, never replace it, citing my sources as necessary. With teacher permission, uses AI purposefully, responsibly, and ethically (e.g., to refine ideas, analyze feedback, or explore alternatives); evaluates its strengths and limitations.
- Adaptability:** Adjusts strategies, tries new approaches, and stays positive when facing challenges or changes.
- Initiative & Follow-Through:** Takes initiative, manages time, and completes tasks without needing frequent reminders.

I **demonstrate** independence, problem-solving, initiative, and adaptability.

I **use** a range of tools – including AI with permission – strategically and ethically to enhance my thinking, improve my work, and overcome obstacles.

I **reflect** on my process and learn from challenges.

Shows **3** of 4 traits

I **usually** demonstrate independence, problem-solving, initiative, and adaptability.

I **use** a range of tools – including AI with permission – strategically and ethically to enhance my thinking, improve my work, and overcome obstacles.

Most often I reflect on my process and learn from challenges.

Shows **2** of 4 traits

I **sometimes** demonstrate independence, problem-solving, initiative, and adaptability.

At times, I use a range of tools – including AI with permission – strategically and ethically to enhance my thinking, improve my work, and overcome obstacles.

I **can** reflect on my process and learn from challenges.

Shows **1** of 4 traits

I rarely demonstrate independence, problem-solving, initiative, and adaptability.

I don't use a range of tools – including AI with permission – strategically and ethically to enhance my thinking, improve my work, and overcome obstacles.

I rarely reflect on my process and learn from challenges.

Shows **1** of 4 traits

Inspired Graduates



Inspired Graduates: *We have developed a clear sense of our values and interests to forge our own paths with purpose and capacity to build the resilience necessary to embark on what's next in our journey.*

Evidence that I am on track to graduate, inspired and ready for any future I choose.

| | |
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| Academic Readiness & Ownership | <ul style="list-style-type: none"><input type="checkbox"/> I've completed the academic requirements for graduation or have a clear plan to finish them.<input type="checkbox"/> I can explain my strengths, gaps, and learning preferences.<input type="checkbox"/> I set goals, manage time, and follow through on academic responsibilities independently.<input type="checkbox"/> I have completed a major project, capstone, or portfolio that reflects my growth as a learner. |
| Critical Thinking & Applied Problem Solving | <ul style="list-style-type: none"><input type="checkbox"/> I've solved real or complex problems in school, work, or life – and can explain my process.<input type="checkbox"/> I use tools (including AI or technology) to support, evaluate, and refine my thinking.<input type="checkbox"/> I can analyze information, weigh options, and make informed decisions. |
| Effective Communication | <ul style="list-style-type: none"><input type="checkbox"/> I can clearly express my ideas in writing, speaking, or digital formats – for different audiences (e.g., essays, interviews, applications, resumes).<input type="checkbox"/> I've participated in a formal presentation, interview, or public speaking opportunity, including preparation and feedback cycles to help establish my confidence in public speaking.<input type="checkbox"/> I can listen actively, ask meaningful questions, and engage in respectful dialogue – even with those I disagree with. |



| | |
|--|--|
| Collaboration & Empathy | <ul style="list-style-type: none"><input type="checkbox"/> I've worked successfully with people from different backgrounds or perspectives.<input type="checkbox"/> I show empathy and respect in group work, leadership, or conflict resolution.<input type="checkbox"/> I've helped create a positive, inclusive environment in at least one community I've been part of. |
| Growth Mindset & Resilience | <ul style="list-style-type: none"><input type="checkbox"/> I can name challenges I've faced and how I responded to them.<input type="checkbox"/> I reflect on feedback and setbacks as a part of learning, not failure.<input type="checkbox"/> I take initiative when things are hard – and can seek help without shame. |
| Identity, Purpose & Self-Awareness | <ul style="list-style-type: none"><input type="checkbox"/> I have a strong sense of who I am – including my values, interests, cultural identity, and what matters to me.<input type="checkbox"/> I understand how my story and experiences shape my perspective.<input type="checkbox"/> I've reflected on the kind of person I want to be beyond high school. |
| Community Engagement & Responsibility | <ul style="list-style-type: none"><input type="checkbox"/> I've contributed to my school, local, or global community in a meaningful way (volunteering, advocacy, mentoring, organizing, etc.).<input type="checkbox"/> I've taken part in something that felt bigger than me (e.g., service, campaign, team, performance, cause).<input type="checkbox"/> I take responsibility for how my choices affect others. |
| Future Readiness & Planning | <ul style="list-style-type: none"><input type="checkbox"/> I've researched and chosen a post-secondary path that fits me (college, job, trade, military, service, etc.).<input type="checkbox"/> I've completed steps needed to transition: applications, FAFSA, resumes, interviews, housing plans, etc.<input type="checkbox"/> I can explain why this next step matters to me – and how I'll stay on track. |