Middle School Careers

Purpose

The rubrics provide a guide to teachers on how to mark students. This helps with consistency across teachers, although all grading involves some subjectivity. In addition to this broad look, more valuable ongoing assessments are utilized to provide detailed data regarding student progress.

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6th Grade Careers – Leadership Development

Statement	Exceeds	Secure	Developing	Beginning
Uses personal strengths and weaknesses to create goals.	Uses self-reflection of strengths and weaknesses to change behavior.	Sets a goal based on self-identified strengths and weaknesses.	Identifies multiple strengths and weaknesses and creates a short-term goal.	Identifies a strength or weakness.
Applies an identified problem solving process.	Applies problem-solving process in multiple situations or to assist others.	Applies a problem solving process for a personal situation.	Describes the steps to the problem solving process.	Lists steps to the problem solving process.
Works appropriately and productively with others.	Models and encourages contributions and respectful behavior from the group.	Consistently contributes to group while displaying respectful behavior.	Occasionally contributes to group OR displays respectful behavior.	Rarely contributes to the group OR displays some respectful behavior.
Understands ethical behavior.	Explains ethical versus non-ethical behavior and predicts the impact of the behavior.	Explains ethical versus non-ethical behavior.	Identifies ethical versus non-ethical behavior.	Unable to identify ethical versus non-ethical behavior.

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.

7th Grade Careers

Statement	Exceeds	Secure	Developing	Beginning
Interacts effectively in a group setting.	Solves or prevents group disputes or dysfunction.	Uses appropriate interpersonal skills in a group setting.	Occasionally acts appropriately in a group setting.	Communicates ineffectively in a group setting.
Uses leadership skills to influence and guide others.	Takes a leadership role in group situations.	Understands how leadership can guide and influence others.	Occasionally influences others in group projects.	Exhibits a limited understanding of how leadership affects others.
Understands personal strengths and weaknesses.	Takes steps to enhance strengths and minimize weaknesses.	Comprehends strengths and weaknesses.	Identifies multiple strengths and weaknesses.	Identifies some strengths OR weaknesses.
Demonstrates time management skills.	Self-directs task completion efforts.	Works efficiently towards the completion of a task without prompting.	Occasionally needs prompts or oversight to complete tasks.	Needs multiple prompts to begin and complete a task.
Engages in effective problem solving process.	Plans and engages problem solving plans independently.	Creates problem solving plan and engages the plan successfully.	Creates problem solving plan but engages only part of the plan.	Creates incomplete problem solving plan and/or does not engage the plan.
Understands the basics of a budget.	Creates and implements multiple budgets.	Understands the basics of a budget.	Understands some of the key concepts of a budget.	Demonstrates limited understanding of a basic budget.

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.

8th Grade Careers

Statement	Exceeds	Secure	Developing	Beginning
Interacts effectively in a group setting.	Solves or prevents group disputes or dysfunction.	Uses appropriate interpersonal skills in a group setting.	Occasionally acts appropriately in a group setting.	Communicates ineffectively in a group setting.
Uses leadership skills to influence and guide others.	Takes a leadership role in group situations.	Understands how leadership can guide and influence others.	Occasionally influences others in group projects.	Exhibits a limited understanding of how leadership affects others.
Understands personal strengths and weaknesses.	Takes steps to enhance strengths and minimize weaknesses.	Comprehends strengths and weaknesses.	Identifies multiple strengths and weaknesses.	Identifies some strengths or weaknesses.
Engages in effective problem solving process.	Plans and engages problem solving plans independently.	Creates problem solving plan and engages the plan successfully.	Creates problem solving plan but engages only part of the plan.	Creates incomplete problem solving plan and/or does not engage the plan.
Demonstrates time management skills.	Self-directs task completion efforts.	Works efficiently towards the completion of a task without prompting.	Occasionally needs prompts or oversight to complete tasks.	Needs multiple prompts to begin and complete a task.

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.