

Manatee County School District
Strategic Objective Rubric

By 2015, each student will articulate personal goals, create plans to achieve those goals and exhibit progress toward their attainment.

	Exemplary	Proficient	Developing	Basic
GOAL SETTING	Shares written goals and proposed timelines with others; seeks others who can offer guidance to fulfill goals; identifies alternative methods for fulfilling goals; reevaluates goals on a periodic basis; encourages others to pursue goals.	Understands the importance of goal setting; articulates most of the steps to achieve goals; sets goals; may need assistance to overcome barriers.	Begins to understand the importance of goal setting; sets easily attainable goals with encouragement and direction.	Has minimal understanding of the importance of goal setting; believes that success will come without any effort; shows minimal effort setting goals.
ACHIEVEMENT	Shows pride in achievement of goals; seeks and uses available resources when making plans; maintains charts and timelines with built-in reminders of next steps in plan; assists others in identifying and locating resources needed for plans.	Focuses on completion of tasks; identifies and takes steps necessary to achieve goals; identifies and locates resources needed for completing the steps of a plan; maintains records to monitor progress toward goal achievement.	Shows some excitement when a task is completed; does not organize time effectively; is aware that there are steps needed in a plan; requires guidance to identify and locate resources needed for completing the steps of a plan.	Believes success is not important; has difficulty formulating a plan; regularly makes excuses for unfinished plans; is unaware of how to access resources.
COMMITMENT / SELF CONFIDENCE	Eagerly devotes time to work on goals; seeks opportunities to participate in goal related activities; uses failures as an opportunity for growth; shares outcomes with others; encourages commitment in others.	Commits time and energy to goals; requires little encouragement to explore goal related activities; recognizes that one can learn from failures.	Commits to goals when prompted; needs encouragement to remain focused on goals; is willing to take some risks.	Does not devote time and effort toward setting goals; avoids goal related activities; fears failure.

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By 2015, each student will continually demonstrate enthusiasm for the self-directed pursuit of knowledge.

	Exemplary	Proficient	Developing	Basic
Curiosity	Passionately seeks additional knowledge beyond classroom activities, explores novel ideas and new challenges.	Independently explores novel ideas; welcomes new challenges and opportunities for learning.	When offered, is willing to explore new ideas in selected areas; requires prompting or guidance.	Accepts information as presented; lacks interest to explore ideas, challenges, or opportunities for learning; influenced by interests of others.
Involvement	Actively seeks opportunities to expand personal knowledge, engages in self-initiated and independent learning; engages in and promotes activities that increase the knowledge of others.	Engages in a range of activities that expand knowledge in areas of interest, understands the importance of pursuing involvement in learning.	Has difficulty sustaining their engagement; needs guidance to stay on a task and complete it.	Participates in assigned activities with little excitement; needs constant monitoring; may refuse to participate.
Energy	Willingly devotes time and effort to advance self-development and improvement through learning opportunities in and out of classroom; radiates excitement toward learning, energizes others to do the same.	Devotes time and effort to pursue self-development and improvement through learning opportunities, exhibits enjoyment of learning.	Spends the required time and effort, but requires structure, guidance, and monitoring.	Does not devote time and effort for learning; lacks motivation.

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By 2015, each student will continually participate in democratic processes.

	Exemplary	Proficient	Developing	Basic
Character	Models respect and dignity; takes responsibility for one's own actions; keeps promises to self and others; promotes honesty and seeks to maintain trust; encourages others to adopt these behaviors.	Treats others and property with respect and dignity; keeps promises under most circumstances; takes responsibility for one's own actions; accepts the differences of others.	Takes responsibility for actions depending upon the consequences; needs encouragement to act honestly and treat others with respect and dignity; uses some inappropriate references toward others; is starting to broaden association with people of different backgrounds.	Doesn't take responsibility for own actions; may not tell the truth when facing consequences; frequently uses inappropriate references toward others; defies authority; tends to associate only with individuals similar to him or herself.
Stewardship	Is actively involved in identifying the needs of communities; seeks opportunities to serve and participates willingly; is committed to ongoing appraisal and directing resources to meet community needs; takes a leadership role and encourages other to model these behaviors.	Is aware of community needs and contributes willingly in areas of own choice; works collaboratively to achieve results; reflects and assesses the effects of volunteerism on self and community.	Requires help in identifying community needs; requires encouragement or external reward to contribute; recognizes value of involvement and participation; loses interest or lacks commitment to community contributions.	Sees community needs only when brought to own attention; disregards opportunities to make community contributions and to seek volunteer opportunities; contributes the minimum amount of effort.
Cultural Perspective	Is sensitive to and promotes an awareness of cultural diversity; is curious about and seeks knowledge of different cultures; builds positive relationships with different cultural groups; encourages others to adopt these behaviors.	Acknowledges that cultural diversity exists and enhances communities; is curious about different cultures; understands the importance of building relationships with different cultural groups.	Is aware of cultural diversity; recognizes but limits interactions with other cultures; begins to question personal biases.	Lacks awareness and sensitivity to cultural differences; promotes exclusion of those who are different.

<p><i>Civic Responsibility</i></p>	<p>Actively participates in and promotes involvement in the democratic process; understands the decision making processes, including voting, and knows the structure and process of government; follows rules, understands the rule making process and seeks opportunities to participate; promotes respect for government; understands the cost of freedom; knows the history of our nation and its role in the world; knows and understands current events; understands the significance of and respects national symbols.</p>	<p>Actively follows current, historical, and governmental issues; develops thoughtful opinions; is knowledgeable about decision making processes and voting; studies issues and seeks opportunities to vote; knows about governmental structure and functions; obeys the rules; respects national symbols.</p>	<p>Has some interest in and knowledge of history, government and current events; is aware of established processes to affect change; respects the rights of others when their views are the same; obeys rules when it is convenient; votes when given the opportunity, but doesn't understand the issues.</p>	<p>Lacks interest in and knowledge of history, government, and current events; does not use established processes to affect change; often ignores the right of others to express opinions; frequently disobeys rules; shows no interest in voting or the democratic process.</p>
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By 2015, each student will actively engage in global outreach.

	Exemplary	Proficient	Developing	Basic
<i>Stewardship</i>	Is actively involved in identifying global needs; seeks opportunities to serve and participates willingly; is committed to ongoing appraisal and directing resources to meet global needs; takes a leadership role and encourages other to model these behaviors.	Is aware of global needs and contributes willingly in areas of own choice; works collaboratively to achieve results; reflects and assesses the effects of volunteerism on self and community.	Requires help in identifying global needs; requires encouragement or external reward to contribute; recognizes value of involvement and participation; loses interest or lacks commitment to community contributions.	Sees global needs only when brought to own attention; disregards opportunities to make community contributions and to seek volunteer opportunities; contributes the minimum amount of effort.
<i>Cultural Perspective</i>	Is sensitive to and promotes an awareness of cultural diversity worldwide; is curious about and seeks knowledge of different world cultures; builds positive relationships with different cultural groups; encourages others to adopt these behaviors.	Acknowledges that cultural diversity exists and enhances communities worldwide; is curious about different world cultures; understands the importance of building relationships with different cultural groups.	Is aware of cultural diversity worldwide; recognizes but limits interactions with other cultures; begins to question personal biases.	Lacks awareness and sensitivity to cultural differences; promotes exclusion of those who are different.