

Nelson County Public Schools Portrait of a Graduate
Division 5Cs

Citizenship	Communication	Collaboration	Critical Thinking	Creative Thinking
Nelson County students will graduate prepared for life outside the classroom when they respect diversity, contribute positively to one's own community, live a healthy lifestyle, and are accountable for their own actions.	Nelson County students will have opportunities to develop their communication skills in their classroom, school, local, and global communities through purposeful written and oral language, active listening strategies, and appropriate use of current and emerging technologies.	Nelson County students will be effective collaborators by respecting diverse ideas and opinions, working together to explore possible outcomes, and establish common goals.	Nelson County students develop critical thinking skills when they have opportunities to explore issues, develop questions and hypotheses, consider the evidence, and synthesize results with other lessons, conversations, and relevant information.	Nelson County students will develop creative thinking skills while in school in order to pose questions, harness their imagination, and explore new possibilities to situations.
<p>We see this in our students through:</p> <ul style="list-style-type: none"> ● Contribution to their communities ● Acts of Kindness ● Respect for self and others ● Integrity 	<p>We see this in our students through:</p> <ul style="list-style-type: none"> ● Active listening and discussion ● Ability to relate to others ● Ability to describe, inform, explain, analyze, and persuade ● Exploring and exchanging ideas in a variety of modes. 	<p>We see this in our students when they are able to participate in, share, and understand others:</p> <ul style="list-style-type: none"> ● Ideas ● Talents ● Expertise ● Collaborative conversations 	<p>We see this in our students through their ability to:</p> <ul style="list-style-type: none"> ● Investigate multiple sources ● Analyze evidence ● Create new conditions ● Question ● Problem solve 	<p>We see this in our students when they are able to tackle problems and challenges by being:</p> <ul style="list-style-type: none"> ● Open-minded ● Curious ● Adaptive ● Sympathetic ● Courageous

Nelson County Public Schools Portrait of a Graduate

Division 5Cs Rubrics

Kindergarten- 2nd Grade

Nelson County students will graduate prepared for life outside the classroom when they respect diversity, contribute positively to one's own community, live a healthy lifestyle, and are accountable for their own actions.

Citizenship Rubric: K-2

Learning Goal:	Emerging:	Advancing:	Mastering:
I can show respect to myself and my community.	<input type="checkbox"/> Rarely shows kindness towards others <input type="checkbox"/> Rarely follows established rules in the classroom and school	<input type="checkbox"/> Often shows kindness towards others <input type="checkbox"/> Often follows established rules in the classroom and school	<input type="checkbox"/> Consistently shows kindness towards others <input type="checkbox"/> Consistently follows established rules in the classroom and school
I can demonstrate integrity and accountability.	<input type="checkbox"/> Rarely shows honesty in daily tasks	<input type="checkbox"/> Often shows honesty in daily tasks	<input type="checkbox"/> Consistently shows honesty in daily tasks

Definition: Nelson County students will have opportunities to develop their communication skills in their classroom, school, local, and global communities through purposeful written and oral language, active listening strategies, and appropriate use of current and emerging technologies.

Communication Rubric: K-2

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can develop my communication skills through written and oral listening skills by listening actively and asking questions while being sensitive to my audience.</p>	<p><input type="checkbox"/> Rarely listens actively and follows agreed-upon rules for participating in discussions</p>	<p><input type="checkbox"/> Often listens actively and follows agreed-upon rules for participating in discussions</p>	<p><input type="checkbox"/> Consistently listens actively and follows agreed-upon rules for participating in discussions</p>
<p>I can use emerging technology and receive feedback that allows me to improve myself and my community.</p>	<p><input type="checkbox"/> Rarely uses a variety of medium(s) (illustration, oral, written, etc.) to communicate point(s) or idea(s) and use relevant details</p>	<p><input type="checkbox"/> Often uses a variety of mediums (illustration, oral, written, etc.) to communicate point(s) or idea(s) and use relevant details</p>	<p><input type="checkbox"/> Consistently uses a variety (illustration, oral, written, etc.) to communicate point(s) or idea(s) and use relevant details</p>

Definition: Nelson County students will be effective collaborators by respecting diverse ideas and opinions, working together to explore possible outcomes, and establish common goals.

Collaboration Rubric: K-2

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can work independently and collaboratively and respect others' diverse ideas and opinions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely works independently and no collaboration <input type="checkbox"/> Rarely works with others to accomplish tasks <input type="checkbox"/> Rarely follows expectations and/or directions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Often works independently but is willing to collaborate with peers <input type="checkbox"/> Often works with others to accomplish tasks <input type="checkbox"/> Often follows expectations and/or directions 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts <input type="checkbox"/> Consistently generates ideas and builds upon other's ideas in daily activities
<p>I can collaborate with group members and support them as we work towards a common goal.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely respects the ideas of others <input type="checkbox"/> Rarely makes compromises within a group <input type="checkbox"/> Rarely shows a supportive manner within a group 	<ul style="list-style-type: none"> <input type="checkbox"/> Often will consider ideas of group members <input type="checkbox"/> Often will resolve conflicts within the group <input type="checkbox"/> Often supports all group members 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently works independently to do his/her part and is invested in the other group members (e.g. helps out when needed, cares about the group product)

Definition: Nelson County students develop critical thinking skills when they have opportunities to explore issues, develop questions and hypotheses, consider the evidence, and synthesize results with other lessons, conversations, and relevant information.

Critical Thinking Rubric: K-2

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can state my purpose while exploring issues, creating a purpose, and considering evidence from a variety of sources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely asks and answers little to few literal and inferential questions (who, what, where, when, how, and why) about people, places, and experiences <input type="checkbox"/> Rarely able to explain the problem, has a plan or idea, and is able to work through some to no challenges along the way 	<ul style="list-style-type: none"> <input type="checkbox"/> Often asks and answers some literal and inferential questions (who, what, where, when, how, and why) about people, places, and experiences <input type="checkbox"/> Often explains the problem, has a plan or idea, and is able to work through some to many challenges along the way 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently asks and answers many literal and inferential questions (who, what, where, when, how, and why) about people, places, and experiences <input type="checkbox"/> Consistently explains the problem, has a plan or idea, and is able to work through most challenges along the way
<p>I can synthesize results with other lessons, conversations, and relevant information and develop logical conclusions while receiving feedback.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely works independently to complete the assignment <input type="checkbox"/> Rarely ask and respond to little to few questions that acquire or confirm information on a topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Often works independently to complete the assignment <input type="checkbox"/> Often asks and responds to questions that acquire or confirm information on a topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently works independently to complete the assignment <input type="checkbox"/> Consistently responds to questions that acquire or confirm information on a topic

Definition: Nelson County students will develop creative thinking skills while in school in order to pose questions, harness their imagination, and explore new possibilities to situations.

Creativity Rubric: K-2

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can be open-minded and engage in inquiry to explore my interests while understanding perspective, bias, and process.</p>	<p><input type="checkbox"/> Rarely selects idea(s) to go beyond what the task expects (e.g. attention to detail, application to a new topic)</p>	<p><input type="checkbox"/> Often selects idea(s) to go beyond what the task expects (e.g. attention to detail, application to a new topic)</p>	<p><input type="checkbox"/> Consistently uses prior (experience) and background (content) knowledge as context for new learning</p> <p><input type="checkbox"/> Consistently selects idea(s) to go beyond what the task expects (e.g. attention to detail, application to a new topic)</p>
<p>I can create a plan for my work that is adaptive and sympathetic.</p>	<p><input type="checkbox"/> Rarely creates a range of new ideas by considering a lot of possibilities, looking more closely at key information, or reexamining the task</p>	<p><input type="checkbox"/> Often creates a range of new ideas by considering a lot of possibilities, looking more closely at key information, or reexamining the task</p>	<p><input type="checkbox"/> Consistently creates a range of new ideas by considering a lot of possibilities, looking more closely at key information, or reexamining the task</p>

Third- Fifth Grade

Definition: Nelson County students will graduate prepared for life outside the classroom when they respect diversity, contribute positively to one's own community, live a healthy lifestyle, and are accountable for their own actions.

Citizenship Rubric: 3-5

Learning Goal	Emerging:	Advancing:	Mastering:
I can show respect to myself and my community.	<input type="checkbox"/> Rarely participates in the classroom and school community through active listening, speaking, and understanding others points of view and ideas <input type="checkbox"/> Rarely understands and can explain how their own contributions and understanding may help in the success of others in their local community (i.e. an extracurricular activity)	<input type="checkbox"/> Often participates in the classroom and school community through active listening, speaking, and understanding others points of view and ideas <input type="checkbox"/> Often understands and can explain how their own contributions and understanding may help in the success of others in their local community (i.e. an extracurricular activity)	<input type="checkbox"/> Consistently participates in the classroom and school community through active listening, speaking, and understanding others points of view and ideas <input type="checkbox"/> Consistently understands and can explain how their own contributions and understanding may help in the success of others in their local community (i.e. an extracurricular activity)
I can demonstrate integrity and accountability.	<input type="checkbox"/> Rarely demonstrates how honesty can positively affect daily interactions with peers, teachers, administrators, and community members <input type="checkbox"/> Rarely follows established rules	<input type="checkbox"/> Often demonstrates how honesty can positively affect daily interactions with peers, teachers, administrators, and community members <input type="checkbox"/> Often follows established rules	<input type="checkbox"/> Consistently demonstrates how honesty can positively affect daily interactions with peers, teachers, administrators, and community members <input type="checkbox"/> Consistently follows established rules

Definition: Nelson County students will have opportunities to develop their communication skills in their classroom, school, local, and global communities through purposeful written and oral language, active listening strategies, and appropriate use of current and emerging technologies.

Communication Rubric: 3-5

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can develop my communication skills through written and oral listening skills by listening actively and asking questions while being sensitive to my audience.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely listens actively and follows agreed-upon rules for participating in discussions <input type="checkbox"/> Rarely asks questions that clarify information and opinions <input type="checkbox"/> Rarely understands the purpose of an audience and can use written or oral modes to describe or explain 	<ul style="list-style-type: none"> <input type="checkbox"/> Often listens actively and follows agreed-upon rules for participating in discussions <input type="checkbox"/> Often asks questions that clarify information and opinions <input type="checkbox"/> Often understands the purpose of an audience and can use written or oral modes to describe or explain 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently listens actively and follows agreed-upon rules for participating in discussions <input type="checkbox"/> Consistently asks questions that clarify information and opinions <input type="checkbox"/> Consistently understands the purpose of an audience and can use written or oral modes to describe or explain
<p>I can use emerging technology and receive feedback that allows me to improve myself and my community.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely applies the appropriate use of technology to communicate ideas in a variety of ways. <input type="checkbox"/> Rarely uses feedback to improve daily tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Often applies the appropriate use of technology to communicate ideas in a variety of ways. <input type="checkbox"/> Often uses feedback to improve daily tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently applies the appropriate use of technology to communicate ideas in a variety of ways. <input type="checkbox"/> Consistently uses feedback to improve daily tasks

Definition: Nelson County students develop critical thinking skills when they have opportunities to explore issues, develop questions and hypotheses, consider the evidence, and synthesize results with other lessons, conversations, and relevant information.

Collaboration Rubric: 3-5

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can work independently and collaboratively and respect others' diverse ideas and opinions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely works independently towards a common goal <input type="checkbox"/> Rarely works collaboratively towards a common goal <input type="checkbox"/> Rarely contributes actively both independently and/or collaboratively 	<ul style="list-style-type: none"> <input type="checkbox"/> Often works independently and/or collaboratively towards a common goal <input type="checkbox"/> Often contributes actively both independently and/ or collaboratively 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently works independently and/or collaboratively towards a common goal <input type="checkbox"/> Consistently participates in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts <input type="checkbox"/> Consistently generates ideas and builds upon other's ideas in daily activities
<p>I can collaborate with group members and support them as we work towards a common goal.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely prepares for and participates in a range of sustained collaborative discussions with diverse partners <input type="checkbox"/> Rarely contributes to the collaboration process 	<ul style="list-style-type: none"> <input type="checkbox"/> Often prepares for and participates in a range of sustained collaborative discussions with diverse partners <input type="checkbox"/> Often shares responsibility for the learning based on assigned roles and/or task expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently prepares for and participates in a range of sustained collaborative discussions with diverse partners <input type="checkbox"/> Consistently shares responsibility for the learning based on assigned roles and/or task expectations

Definition: Nelson County students develop critical thinking skills when they have opportunities to explore issues, develop questions and hypotheses, consider the evidence and synthesize results with other lessons and information.

Critical Thinking Rubric: 3-5

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can state my purpose while exploring issues, creating a purpose, and considering evidence from a variety of sources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely able to use prior (experience) and background (content) knowledge as context for new learning <input type="checkbox"/> Rarely analyzes one account of the same event or topic, noting important similarities and differences in the point of view they represent <input type="checkbox"/> Rarely identifies the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented <input type="checkbox"/> Rarely explains the problem, has a plan or idea, nor is able to work through challenges along the way 	<ul style="list-style-type: none"> <input type="checkbox"/> Often uses prior (experience) and background (content) knowledge as context for new learning <input type="checkbox"/> Often analyzes one or two accounts of the same event or topic, noting important similarities and differences in the point of view they represent <input type="checkbox"/> Often identifies the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented <input type="checkbox"/> Often explains the problem, has a plan or idea, and is able to work through challenges along the way 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently uses prior (experience) and background (content) knowledge as context for new learning <input type="checkbox"/> Consistently analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent <input type="checkbox"/> Consistently identifies the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented <input type="checkbox"/> Consistently explains the problem, has a plan or idea, and is able to work through challenges along the way
<p>I can synthesize results with other lessons, conversations, and relevant information and develop logical conclusions while receiving feedback.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely able to explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts <input type="checkbox"/> Rarely works independently to 	<ul style="list-style-type: none"> <input type="checkbox"/> Often explains the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts <input type="checkbox"/> Often works independently to 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently explains the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts <input type="checkbox"/> Consistently works

	<p>complete the assignment</p> <p><input type="checkbox"/> Rarely asks and responds to questions that acquire or confirm information on a topic</p>	<p>complete the assignment</p> <p><input type="checkbox"/> Often asks and responds to questions that acquire or confirm information on a topic</p>	<p>independently to complete the assignment</p> <p><input type="checkbox"/> Consistently asks and responds to questions that acquire or confirm information on a topic</p>
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Definition: Nelson County students will develop creative thinking skills while in school in order to pose questions, harness their imagination, and explore new possibilities to situations.

Creativity Rubric: 3-5

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can be open-minded and engage in inquiry to explore my interests while understanding perspective, bias, and process.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely uses prior experience and background knowledge as a context for new learning <input type="checkbox"/> Rarely goes beyond what is expected when applying information to a new topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Often uses prior experience and background knowledge as context for new learning <input type="checkbox"/> Often goes beyond what is expected when applying information to a new topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently uses prior (experience) and background (content) knowledge as context for new learning <input type="checkbox"/> Consistently selects idea(s) to go beyond what the task expects (e.g. attention to detail, application to a new topic)
<p>I can create a plan for my work that is adaptive and sympathetic.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely creates a range of new ideas by considering a lot of possibilities, looking more closely at key information, or reexamining the task <input type="checkbox"/> Rarely demonstrates flexibility in response to challenges in problem solving to create solutions and apply knowledge across content areas 	<ul style="list-style-type: none"> <input type="checkbox"/> Often creates a range of new ideas by considering a lot of possibilities, looking more closely at key information, or reimagining the task <input type="checkbox"/> Often demonstrates flexibility in response to challenges in problem solving to create solutions and apply knowledge across content areas 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently creates a range of new ideas by considering a lot of possibilities, looking more closely at key information, or reimagining the task <input type="checkbox"/> Consistently demonstrates flexibility in response to challenges in problem solving to create solutions and apply knowledge across content areas

Middle Grades

Definition: Nelson County students will graduate prepared for life outside the classroom when they respect diversity, contribute positively to one's own community, live a healthy lifestyle, and are accountable for their own actions.

Citizenship Rubric: Grades 6-8

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can show respect to myself and my community.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely understands and is unable to participate in the success of the classroom community <input type="checkbox"/> Rarely seeks to be an active participant in the school community <input type="checkbox"/> Rarely shows understanding of school needs and cannot make connections between the community and the classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Often understands and connects how their own contributions influence the success of the classroom and school community <input type="checkbox"/> Often seeks to be an active participant in the school community <input type="checkbox"/> Often shows understanding of school needs and cannot make connections between the community and the classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently understands and connects how their own contributions influence the success of the classroom and school community <input type="checkbox"/> Consistently seeks to be an active participant in the school community <input type="checkbox"/> Consistently shows understanding of school needs and cannot make connections between the community and the classroom
<p>I can demonstrate integrity and accountability.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely understands or demonstrates integrity through daily interactions with peers, teachers, and administrators <input type="checkbox"/> Rarely follows established rules and understands his or her role in the school community 	<ul style="list-style-type: none"> <input type="checkbox"/> Often understands or demonstrates integrity through daily interactions with peers, teachers, and administrators <input type="checkbox"/> Often follows established rules and understands his or her role in the school community 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently understands or demonstrates integrity through daily interactions with peers, teachers, and administrators <input type="checkbox"/> Consistently follows established rules and understands his or her role in the school community

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Definition: Nelson County students will have opportunities to develop their communication skills in their classroom, school, local, and global communities through purposeful written and oral language, active listening strategies, and appropriate use of current and emerging technologies.

Communication Rubric: Grades 6-8

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can develop my communication skills through written and oral listening skills by listening actively and asking questions while being sensitive to my audience.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely uses listening, reading, speaking and writing communication skills in a variety of settings to explain and persuade <input type="checkbox"/> Rarely listens actively by asking questions that explore, probe, and clarify information, opinions, and proposals as an active interpreter <input type="checkbox"/> Rarely uses understanding of social-emotional context to support narratives that inform and persuade 	<ul style="list-style-type: none"> <input type="checkbox"/> Often uses listening, reading, speaking and writing communication skills in a variety of settings to explain and persuade <input type="checkbox"/> Often listens actively by asking questions that explore, probe and clarify information, opinions, and proposals as an active interpreter <input type="checkbox"/> Often uses understanding of social-emotional context to support narratives that inform and persuade 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently uses listening, reading, speaking and writing communication skills in a variety of settings to explain and persuade <input type="checkbox"/> Consistently listens actively by asking questions that explore, probe, and clarify information, opinions, and proposals as an active interpreter <input type="checkbox"/> Consistently uses understanding of social-emotional context to support narratives that inform and persuade

<p>I can use emerging technology and receive feedback that allows me to improve myself and my community.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely is receptive to constructive feedback that pushes ideas and products toward continuous improvement/new creations <input type="checkbox"/> Rarely applies the appropriate use of technology to conduct research, gather information from a single source, and use the research to influence composition. <input type="checkbox"/> Rarely utilizes verbal/written constructive feedback to continuously reflect upon and improve work 	<ul style="list-style-type: none"> <input type="checkbox"/> Often is receptive to constructive feedback that pushes ideas and products toward continuous improvement/new creations <input type="checkbox"/> Often applies the appropriate use of technology to conduct research, gather information from a single source, and use the research to influence composition. <input type="checkbox"/> Often utilizes verbal/written constructive feedback to continuously reflect upon and improve work 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently is receptive to constructive feedback that pushes ideas and products toward continuous improvement/new creations <input type="checkbox"/> Consistently applies the appropriate use of technology to conduct research, gather information from a single source, and use the research to influence composition. <input type="checkbox"/> Consistently utilizes verbal/written constructive feedback to continuously reflect upon and improve work

Definition: Nelson County students will be effective collaborators by respecting diverse ideas and opinions, working together to explore possible outcomes, and establish common goals.

Collaboration Rubric: Grades 6-8

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can work independently and collaboratively and respect others' diverse ideas and opinions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely works independently before collaborating on a project with others with assigned roles <input type="checkbox"/> Rarely learns from others to establish common goals, solve problems, and accomplish tasks <input type="checkbox"/> Rarely cooperates with group members to make equal contributions for a shared outcome <input type="checkbox"/> Rarely receives or provides feedback, and rarely revises work <input type="checkbox"/> Rarely uses specific tools or teacher guidance to help the group resolve conflicts <input type="checkbox"/> Rarely fosters group reflection and improvement when working toward a common goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Often works independently before collaborating on a project with others with assigned roles <input type="checkbox"/> Often learns from others to establish common goals, solve problems, and accomplish tasks <input type="checkbox"/> Often cooperates with group members to make equal contributions for a shared outcome <input type="checkbox"/> Often receives or provides feedback, and rarely revises work <input type="checkbox"/> Often uses specific tools or teacher guidance to help the group resolve conflicts <input type="checkbox"/> Often fosters group reflection and improvement when working toward a common goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently works independently before collaborating on a project with others with assigned roles <input type="checkbox"/> Consistently cooperates with group members to make equal contributions for a shared outcome <input type="checkbox"/> Consistently collaborates with all group members and makes meaningful contributions to the shared outcome <input type="checkbox"/> Consistently receives or provides feedback, and rarely revises work <input type="checkbox"/> Consistently uses specific tools or teacher guidance to help the group resolve conflicts <input type="checkbox"/> Consistently fosters group reflection and improvement when working toward a common goal
<p>I can collaborate with group</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely respects others ideas, 	<ul style="list-style-type: none"> <input type="checkbox"/> Often respects others ideas, 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently respects others

<p>members and support them as we work towards a common goal.</p>	<p>opinions, or the learning preferences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rarely resolves conflict in a civil manner; is not open to new ideas <input type="checkbox"/> Rarely receives and provides feedback in a variety of ways while reflecting and revising work continuously <input type="checkbox"/> Rarely understands or allows all voices/positions being heard during class or school activities. 	<p>opinions, or the learning preferences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Often resolves conflict in a civil manner; is open to new ideas <input type="checkbox"/> Often receives and provides feedback in a variety of ways while reflecting and revising work continuously <input type="checkbox"/> Often understands or allows all voices/positions being heard during class or school activities. 	<p>ideas, opinions, or the learning preferences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently resolves conflict a civil manner; is open to understanding and trying new ideas <input type="checkbox"/> Consistently receives and provides feedback in a variety of ways while reflecting and revising work continuously <input type="checkbox"/> Consistently understands or allows all voices/positions being heard during class or school activities.
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Definition: Nelson County students develop critical thinking skills when they have opportunities to explore issues, develop questions and hypotheses, consider the evidence, and synthesize results with other lessons, conversations, and relevant information.

Critical Thinking Rubric: Grades 6-8

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can state my purpose while exploring issues, creating a purpose, and considering evidence from a variety of sources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely able to state the purpose of an activity, problem, or challenge and cannot describe its purpose <input type="checkbox"/> Rarely accumulates relevant information and evidence from one reputable source <input type="checkbox"/> Rarely represents more than one point of view <input type="checkbox"/> Rarely questions ideas as a way of evaluating information, rarely establishes connections, and rarely solves problems based instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Often able to state the purpose of an activity, problem, or challenge and cannot describe its purpose <input type="checkbox"/> Often accumulates relevant information and evidence from one reputable source <input type="checkbox"/> Often represents more than one point of view <input type="checkbox"/> Often questions ideas as a way of evaluating information, often establishes connections, and rarely solves problems based instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently can state the purpose of an activity, problem, or challenge and can describe its purpose <input type="checkbox"/> Consistently accumulates relevant information and evidence from one reputable source <input type="checkbox"/> Consistently represents more than one point of view <input type="checkbox"/> Consistently questions ideas as a way of evaluating information, establishes connections, and rarely solves problems based instruction
<p>I can synthesize results with other lessons, conversations, and relevant information and develop logical conclusions while receiving feedback.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely develops conclusions or connections between other ideas <input type="checkbox"/> Rarely receives feedback in a variety of ways; rarely revises work 	<ul style="list-style-type: none"> <input type="checkbox"/> Often develops conclusions or connections between other ideas <input type="checkbox"/> Often receives feedback in a variety of ways; often revises work 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently develops conclusions or connections between other ideas <input type="checkbox"/> Consistently receives feedback in a variety of ways; rarely revises work continuously

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Definition: Nelson County students will develop creative thinking skills while in school in order to pose questions, harness their imagination and explore new possibilities to situations.

Creative Thinking Rubric: Grades 6-8

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can be open-minded and engage in inquiry to explore my interests that match educational goals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely engages in inquiry to explore curiosities that align with the learning goals; rarely identifies, reliable sources in order to develop innovative and practical ideas <input type="checkbox"/> Rarely evaluates ideas with the understanding that personal perspectives and biases exist; rarely uses multiple perspectives to evaluate and process ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Often engages in inquiry to explore curiosities that align with the learning goals; often times identifies, reliable sources in order to develop innovative and practical ideas <input type="checkbox"/> Often begins to evaluate ideas with the understanding that personal perspective and biases exist; routinely uses multiple perspectives to evaluate and process ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently in inquiry to explore curiosities that align with the learning goals; often times identifies, evaluates, and synthesizes reliable sources in order to develop innovative and practical ideas <input type="checkbox"/> Consistently evaluates ideas with the understanding that personal perspective and biases exist; routinely uses multiple perspectives to evaluate and process ideas
<p>I can create a work plan that helps me stay on task in order to finish a project</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely creates a plan that includes necessary steps, timelines, and accountability to address the problem <input type="checkbox"/> Rarely brainstorms and execute inventive solutions collaboratively and/or individually <input type="checkbox"/> Rarely receives or provides feedback; rarely reflects or revises work 	<ul style="list-style-type: none"> <input type="checkbox"/> Often creates a plan that includes necessary steps, timelines, and accountability address the problem <input type="checkbox"/> Often brainstorms and execute inventive solutions collaboratively and/or individually <input type="checkbox"/> Often receives feedback while reflecting and revising work 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently begins to Create a plan that includes necessary steps, timelines, and developing a specific and actionable process to address the problem <input type="checkbox"/> Consistently uses a variety of methods to brainstorm and execute inventive solutions collaboratively and/or individually <input type="checkbox"/> Consistently receives and provides feedback in a variety

			of ways while reflecting and revising
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High School and Beyond

Definition: Nelson County students will graduate prepared for life outside the classroom when they respect diversity, contribute positively to one's own community, live a healthy lifestyle, and are accountable for their own actions.

Citizenship Rubric: High School and Beyond

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can show respect to myself and my community.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely understands and connects how their own contributions influence the success of the classroom, school, local and global communities in the world <input type="checkbox"/> Rarely shows empathy and can actively analyze and understand community needs and determines steps to effectively address those needs <input type="checkbox"/> Rarely seeks to be an active participant in the global community 	<ul style="list-style-type: none"> <input type="checkbox"/> Often understands and connects how their own contributions influence the success of the classroom, school, local and global communities in the world <input type="checkbox"/> Often shows empathy and can actively analyze and understand community needs and determines steps to effectively address those needs <input type="checkbox"/> Often seeks to be an active participant in the global community 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently understands and connects how their own contributions influence the success of the classroom, school, local and global communities in the world <input type="checkbox"/> Consistently shows empathy and can actively analyze and understand community needs and determines steps to effectively address those needs <input type="checkbox"/> Consistently seeks to be an active participant in the global community
<p>I can demonstrate integrity and accountability.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely understands or demonstrates integrity through daily interactions with peers, teachers, administrators, and community members <input type="checkbox"/> Rarely follows established rules and understands his or her role in the community 	<ul style="list-style-type: none"> <input type="checkbox"/> Often understands or demonstrates integrity through daily interactions with peers, teachers, administrators, and community members <input type="checkbox"/> Often follows established rules and understands his or her role in the community 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently understands, and demonstrates integrity through daily interactions with peers, teachers, administrators, and community members <input type="checkbox"/> Consistently follows established rules and understands his or her role in the community

Definition: Nelson County students will have opportunities to develop their communication skills in their classroom, school, local, and global communities through purposeful written and oral language, active listening strategies, and appropriate use of current and emerging technologies.

Communication Rubric: High School and Beyond

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can develop my communication skills through written and oral listening skills by listening actively and asking questions while being sensitive to my audience.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely uses listening, reading, speaking, and writing communication skills in a variety of settings that best support a particular purpose, context, and audience <input type="checkbox"/> Rarely listens actively by asking questions that explore, probe, and clarify information, opinions, and proposals as an active interpreter and influencer <input type="checkbox"/> Rarely analyzes, synthesizes, and communicates information both verbally/written <input type="checkbox"/> Rarely uses understanding of social-emotional context to support narratives that inform or persuade 	<ul style="list-style-type: none"> <input type="checkbox"/> Often uses listening, reading, speaking and writing communication skills in a variety of settings that best support a particular purpose, context, and audience <input type="checkbox"/> Often listens actively by asking questions that explore, probe and clarify information, opinions, and proposals as an active interpreter and influencer <input type="checkbox"/> Often analyzes, synthesizes, and communicates information both verbally/written <input type="checkbox"/> Often uses understanding of social-emotional context to support narratives that inform or persuade 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently uses listening, reading, speaking and writing communication skills in a variety of settings to analyze, inform, persuade, and argue <input type="checkbox"/> Consistently listens actively by asking questions that explore, probe, and clarify information, opinions, and proposals as an active interpreter <input type="checkbox"/> Consistently and clearly analyzes, synthesizes, and communicates information both verbally/written <input type="checkbox"/> Consistently uses understanding of social-emotional context to support narratives that inform, persuade, argue, and analyze
<p>I can use emerging technology and receive feedback that allows me to improve myself and my community.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely is receptive to constructive feedback that pushes ideas and products toward continuous improvement/new creations <input type="checkbox"/> Rarely offers valuable constructive feedback to peers that pushes ideas and products 	<ul style="list-style-type: none"> <input type="checkbox"/> Often is receptive to constructive feedback that pushes ideas and products toward continuous improvement/new creations <input type="checkbox"/> Often offers valuable constructive feedback to peers that pushes ideas and products toward continuous 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently is receptive to constructive feedback that pushes ideas and products toward continuous improvement/new creations <input type="checkbox"/> Consistently offers valuable constructive feedback to peers that pushes ideas and products

	<p>toward continuous improvement/new creations</p> <ul style="list-style-type: none"><input type="checkbox"/> Rarely applies the appropriate use of technology to conduct research, gather information from multiple sources, analyze the sources to identify common themes and key information, and use the information to produced research-based composition<input type="checkbox"/> Rarely receives and provides constructive feedback in a variety of ways, continuously reflecting and revising their own work while challenging others to do the same	<p>improvement/new creations</p> <ul style="list-style-type: none"><input type="checkbox"/> Often applies the appropriate use of technology to conduct research, gather information from multiple sources, analyze the sources to identify common themes and key information, and use the information to produced research-based composition<input type="checkbox"/> Often receives and provides constructive feedback in a variety of ways, continuously reflecting and revising their own work while challenging others to do the same	<p>toward continuous improvement/new creations</p> <ul style="list-style-type: none"><input type="checkbox"/> Consistently applies the appropriate use of technology to conduct research, gather information from multiple sources, analyze the sources to identify common themes and key information, and use the information to produced research-based composition<input type="checkbox"/> Consistently receives and provides constructive feedback in a variety of ways, continuously reflecting and revising their own work while challenging others to do the same
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Definition: Nelson County students will be effective collaborators by respecting diverse ideas and opinions, working together to explore possible outcomes, and establish common goals.

Collaboration Rubric: High School and Beyond

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can work independently and collaboratively and respect others' diverse ideas and opinions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely works independently before collaborating on a project with others to ensure an equitable partnership <input type="checkbox"/> Rarely learns from and works with others to establish and achieve common goals, solve problems, and accomplish tasks <input type="checkbox"/> Rarely cooperates with all group members and makes meaningful contributions to the shared outcome <input type="checkbox"/> Rarely receives or provides feedback in a variety of ways; rarely reflects or revises work <input type="checkbox"/> Rarely uses specific tools or processes to help the group resolve conflicts and builds on the strengths of others <input type="checkbox"/> Rarely fosters continuous improvement using the iterative nature of design thinking/processes when working toward a common goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Often works independently before collaborating on a project with others to ensure an equitable partnership <input type="checkbox"/> Often learns from and works with others to establish and achieve common goals, solve problems, and accomplish tasks <input type="checkbox"/> Often cooperates with all group members and makes meaningful contributions to the shared outcome <input type="checkbox"/> Often uses specific tools or processes to help the group resolve conflicts and builds on the strengths of others <input type="checkbox"/> Often fosters continuous improvement using the iterative nature of design thinking/processes when working toward a common goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently works independently before collaborating on a project with others to ensure an equitable partnership <input type="checkbox"/> Consistently learns from and works with others to establish and achieve common goals, solve problems, and accomplish tasks <input type="checkbox"/> Consistently collaborates with all group members and makes meaningful contributions to the shared outcome <input type="checkbox"/> Consistently uses specific tools or processes to help the group resolve conflicts and builds on the strengths of others <input type="checkbox"/> Consistently fosters continuous improvement using the iterative nature of design thinking/processes when working toward a common goal

<p>I can collaborate with group members and support them as we work towards a common goal.</p>	<ul style="list-style-type: none"><input type="checkbox"/> Rarely respects diverse ideas, a variety of opinions, or the various learning preferences of others<input type="checkbox"/> Rarely resolves conflict in a civil or communicative manner while addressing challenges, making compromises; is not open to new ideas<input type="checkbox"/> Rarely supports all voices/positions being heard to include those that may be unrepresented	<ul style="list-style-type: none"><input type="checkbox"/> Often acknowledges and builds on the ideas, opinions, and contributions of other group members<input type="checkbox"/> Often helps resolve conflicts and address challenges within the group<input type="checkbox"/> Often receives and provides feedback in a variety of ways while reflecting and revising work continuously<input type="checkbox"/> Often supports all voices/positions being heard to include those that may be unrepresented	<ul style="list-style-type: none"><input type="checkbox"/> Consistently acknowledges and builds on the ideas, opinions, and contributions of other group members<input type="checkbox"/> Consistently helps to resolve conflicts and address challenges within the group<input type="checkbox"/> Consistently receives and provides feedback in a variety of ways while reflecting and revising work continuously<input type="checkbox"/> Consistently supports all voices/positions being heard to include those that may be unrepresented
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Definition: Nelson County students develop critical thinking skills when they have opportunities to explore issues, develop questions and hypotheses, consider the evidence, and synthesize results with other lessons, conversations, and relevant information.

Critical Thinking Rubric: High School and Beyond

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can state my purpose while exploring issues, creating a purpose, and considering evidence from a variety of sources.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely able to state the purpose of an activity, investigation, problem, or challenge and describes its purpose even with substantial assistance/scaffolding. <input type="checkbox"/> Rarely accumulates, evaluates, and implements relevant information and evidence from one reputable source. <input type="checkbox"/> Does not represent multiple points of view. <input type="checkbox"/> Rarely analyzes, questions, or synthesizes ideas as a way of evaluating information in an effective manner; rarely makes inferences; rarely establishes connections/patterns, conclusions; and rarely solves problems based on content and learning despite consistent assistance being given 	<ul style="list-style-type: none"> <input type="checkbox"/> Often states the purpose of an activity, investigation, problem, or challenge and describes its purpose with slight assistance/prompting <input type="checkbox"/> Often accumulates, evaluates, and implements relevant information and evidence from at least one reputable source. <input type="checkbox"/> Often represents multiple points of view, and does so effectively. <input type="checkbox"/> Often analyzes, questions, and synthesizes ideas as a way of evaluating information; making inferences; establishing connections and patterns, conclusions, and solving problems based on content and learning with slight assistance given 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently states the purpose of an activity, investigation, problem, or challenge and describes its purpose with slight assistance/prompting <input type="checkbox"/> Consistently accumulates, evaluates, and implements relevant information and evidence from multiple reputable sources. <input type="checkbox"/> Consistently represents multiple points of view, and does so effectively. <input type="checkbox"/> Consistently analyzes, questions, and synthesizes ideas as a way of evaluating information; making inferences; establishing connections and patterns, conclusions, and solving problems based on content and learning with slight assistance given
<p>I can synthesize results with other lessons,</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely develops logical conclusions based on data, 	<ul style="list-style-type: none"> <input type="checkbox"/> Often develops logical conclusions based on data, 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently develops logical conclusions based on data,

<p>conversations, and relevant information and develop logical conclusions while receiving feedback.</p>	<p>calculations, connections, between other ideas, and debates while justifying reasoning despite consistent assistance being given</p> <p><input type="checkbox"/> Rarely receives or provides feedback in a variety of ways; rarely reflects or revises work</p>	<p>calculations, connections between other ideas, and debates while justifying reasoning when slight assistance given</p> <p><input type="checkbox"/> Often receives and provides feedback in a variety of ways while reflecting on and applying feedback to revise work continuously</p>	<p>calculations, connections between other ideas, and debates while justifying reasoning when slight assistance given</p> <p><input type="checkbox"/> Consistently receives and provides feedback in a variety of ways while reflecting on and applying feedback to revise work continuously</p>
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Definition: Nelson County students will develop creative thinking skills while in school in order to pose questions, harness their imagination and explore new possibilities to situations.

Creative Thinking Rubric: High School and Beyond

Learning Goal:	Emerging:	Advancing:	Mastering:
<p>I can be open-minded and engage in inquiry to explore my interests while understanding perspective, bias, and process.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely engages in inquiry to explore curiosities that align with the learning goals; rarely identifies, evaluates, and synthesizes reliable sources in order to develop innovative and practical ideas <input type="checkbox"/> Rarely evaluates ideas with the understanding that personal perspectives and biases exist; rarely uses multiple perspectives to evaluate and process ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Often engages in inquiry to explore curiosities that align with the learning goals; often times identifies, evaluates, and synthesizes reliable sources in order to develop innovative and practical ideas <input type="checkbox"/> Often routinely evaluates ideas with the understanding that personal perspective and biases exist; routinely uses multiple perspectives to evaluate and process ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently engages in inquiry to explore curiosities that align with the learning goals; often times identifies, evaluates, and synthesizes reliable sources in order to develop innovative and practical ideas <input type="checkbox"/> Consistently evaluates ideas with the understanding that personal perspective and biases exist; routinely uses multiple perspectives to evaluate and process ideas
<p>I can create a plan for my work that is adaptive and sympathetic.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely creates a plan that includes necessary steps, timelines, and accountability measures while taking risks, thinking flexibly, and developing a specific and actionable process to address the problem <input type="checkbox"/> Rarely uses a variety of methods to brainstorm and execute inventive solutions collaboratively and/or individually <input type="checkbox"/> Rarely receives or provides feedback in a variety of ways; 	<ul style="list-style-type: none"> <input type="checkbox"/> Often creates a plan that includes necessary steps, timelines, and accountability measures while taking risks, thinking flexibly, and developing a specific and actionable process to address the problem <input type="checkbox"/> Often usually uses a variety of methods to brainstorm and execute inventive solutions collaboratively and/or individually 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently creates a plan that includes necessary steps, timelines, and accountability measures while taking risks, thinking flexibly, and developing a specific and actionable process to address the problem <input type="checkbox"/> Consistently uses a variety of methods to brainstorm and execute inventive solutions collaboratively and/or individually

	rarely reflects or revises work	<input type="checkbox"/> Often receives and provides feedback in a variety of ways while reflecting and revising work	<input type="checkbox"/> Consistently receives and provides feedback in a variety of ways while reflecting and revising work
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