Responsible and Involved Citizenship

 Scoring Criteria

| PERFORMANCE INDICATOR | BEGINNING | DEVELOPING | PROFICIENT | EXPANDING |
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| 1. Participate in and contribute to the enhancement of community life.
 | I can * Identify opportunities for community involvement.
 | I can* Work with a community organization to continue an ongoing project.
 | I can* Build a proposal, which includes community connections, for an improvement in the community.
 | I can* Mobilize others in sustained efforts, advocate to implement solutions, and analyze how actions impact the community;
* Or
* Create alternative evidence that expands upon proficient.
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| 1. Take responsibility for personal decisions and actions.
 | I can * Identify personal decisions and actions.
 | I can* Identify the effects of personal decisions and actions.
 | I can* Take ownership for the outcome of my decisions or actions by explaining how my choices affect myself and others.
 | I can* Demonstrate that I have learned from my experiences and made positive changes in my decisions and actions;

Or* Create alternative evidence that expands upon proficient.
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| 1. Demonstrate ethical behavior and the moral courage to sustain it.
 | I can* Identify my own values;
* Consider the impact of actions on others.
 | I can* Respect rights & values of others;
* Identify ways to resolve conflicts, promote equity and/or solve community problems.
 | I can* Employ empathy when considering others in a variety of contexts;
* Take positive action to resolve conflicts, promote equity and/or solve community problems.
 | I can* Advocate responsible decision- making;
* Network with others to resolve conflicts, promote equity and/or solve community problems.

Or* Create alternative evidence that expands upon proficient.
 |
| 1. Respect diversity and differing points of view.
 | I can * Respond respectfully toward people, including those who are not like me;
* Discuss the importance of creating a safe space for others through words and actions.
 | I can* Discuss differing points of view with others;
* Give examples of how words, actions, attitudes and behaviors impact others.
 | I can* Engage in open discussion and respond thoughtfully to differing points of view;
* Explain how my words, actions, attitudes and behaviors may be interpreted by others including majority and minority groups and other cultures.
 | I can* Engage in open discussions with individuals of differing points of view with the intention of promoting divergent and creative perspectives;
* Anticipate how my words, actions, attitudes and behaviors may be interpreted by others and modify appropriately;

Or* Create alternative evidence that expands upon proficient.
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| 1. Demonstrate a commitment to personal and community health and wellness.
 | I can* Explain the components that contribute to healthy environments (physical, emotional, mental and social);
* Set goals for personal health or wellness.
 | I can* Work with others to maintain healthy environments (physical, emotional, mental and social);
* Develop a plan for personal health or wellness.
 | I can * Advocate for creation or maintenance of healthy environments (physical, emotional, mental and social);
* Make progress on, and continuously revisit a plan for personal health or wellness.
 | I can* Mobilize others to create a healthy environment (physical, emotional, mental and social);
* Support others in progress toward personal health or wellness;

Or* Create alternative evidence that expands upon proficient.
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| 1. Practice responsible digital citizenship.
 | I can* Identify basic rules for online behavior.
* Define social issues.
 | I can * Describe the difference between responsible and irresponsible material to post online;
* Identify broader societal issues related to digital use.
 | I can* Make responsible judgments about what is appropriate material to post online;
* Explain the broader societal issues related to digital use, such as online bullying, and how people can be affected.
 | I can* Make strategic decisions about what to put online based on how my postings might be perceived by others as well as my school and career goals;
* Evaluate how broader societal issues related to digital use impact people and use this information to create positive changes;

Or* Create alternative evidence that expands upon proficient.
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