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. |
| 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. |
| 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. |
| 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. |
| 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. |