

# LEARNING RUBRIC

	No Evidence	Beginning	Approaching	On Target	Exceeding
The 3Es	No Evidence	Students can articulate the meaning of good work as defined by the 3Es.	Students can articulate the meaning of good work as defined by the 3Es. Students can differentiate between work and good work.	Students can articulate the meaning of good work as defined by the 3Es and differentiate between work and good work. They are also aware of how several other communities define good work.	Students can articulate the meaning of good work as defined by the 3Es and can differentiate between work and good work. They are also aware of how several other communities define good work. They can provide examples for each of these concepts.
Preparing for Good Work	No Evidence	Students can identify obstacles to good work in the stories of others.	Students can identify obstacles to good work in the stories of others and can describe strategies to overcome these obstacles.	Students can identify obstacles to good work in the stories of others and can describe strategies to overcome these obstacles. Students can also identify and articulate their own experiences with obstacles to good work.	Students can identify obstacles to good work in the stories of others and can describe these obstacles. Students can also identify and articulate their own experiences with obstacles to good work and are able to describe ways that they did, could have, or would overcome these obstacles.
Values	No Evidence	Students can identify and articulate the values that are most and least important to them.	Students can identify and articulate the values that are most and least important to them. Students can identify values of their community.	Students can identify and articulate the values that are most and least important to them. Students can identify values of their community. Students can reflect on whether their own values are in alignment with the values of their community.	Students can identify and articulate the values that are most and least important to them. Students can identify values of their community. Students can reflect on whether their own values are in alignment with the values of their community. Students can explain how values are connected to feelings of engagement.
Roles Models & Mentors	No Evidence	Students can identify a role model or mentor who inspires them because they do "good work" and explain why this person is a role model in relation to the 3Es.	Students can identify a role model or mentor who inspires them because they do "good work" and explain why this person is a role model in relation to the 3Es. Students can also identify an "anti-mentor" and describe why this person is not a role model in relation to the 3Es.	Students can identify a role model or mentor who inspires them because they do "good work" and explain why this person is a role model in relation to the 3Es. Students can also identify an "anti-mentor" and describe why this person is not a role model in relation to the 3Es. Students can articulate how they are like and not like their role models and anti-mentors.	Students can identify a role model or mentor who inspires them because they do "good work" and explain why this person is a role model in relation to the 3Es. Students can also identify an "anti-mentor" and describe why this person is not a role model in relation to the 3Es. Students can articulate how they are like and not like their role models and anti-mentors. Students can identify a mentor in their life to help them reach their goals.
Responsibility	No Evidence	Students can reflect upon what responsibility means in their own lives.	Students can reflect upon what responsibility means in their own lives and how that connects to the "rings of responsibility."	Students can reflect upon what responsibility means in their own lives and how that connects to the "rings of responsibility." Students can compare their own responsibilities to others in their lives.	Students can reflect upon what responsibility means in their own lives and how that connects to the "rings of responsibility." Students can compare their own responsibilities to others in their lives. Students can describe how their responsibilities affected a decision they have made.