|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **4 - Exemplary** | **3 - Accomplished** | **2 - Approaching** | **1 - Developing** | **0 - No Evidence** |
| 1. **Act as a responsible and contributing citizen and employee** (CCTC 1)
 | Student consistently contributes effort as a responsible member of the classroom. | Student often contributes effort as a responsible member of the classroom. | Student sometimes contributes effort as a responsible member of the classroom. | Student rarely contributes effort as a responsible member of the classroom. | Student does not contribute effort as a responsible member of the classroom. |
| 1. **Apply appropriate academic and technical skills.** (CCTC 2)
 | Student consistently uses knowledge and skills acquired to make connections between abstract concepts and real world applications. | Student often uses knowledge and skills acquired to make connections between abstract concepts and real world applications. | Student sometimes uses knowledge and skills acquired to make connections between abstract concepts and real world applications. | Student rarely uses knowledge and skills acquired to make connections between abstract concepts and real world applications. | Student does not use knowledge and skills acquired to make connections between abstract concepts and real world applications. |
| 1. **Communicate clearly, effectively and with reason.** (CCTC 4)
 | Student consistently communicates (written, verbal, visual) with clarity, conciseness, correctness, and purpose. Student is consistently an active listener.  | Student often communicates (written, verbal, visual) with clarity, conciseness, correctness, and purpose. Student is often an active listener.  | Student sometimes communicates (written, verbal, visual) with clarity, conciseness, correctness, and purpose. Student is sometimes an active listener.  | Student rarely communicates (written, verbal, visual) with clarity, conciseness, correctness, and purpose. Student is rarely an active listener.  | Student does not communicate (written, verbal, visual) with clarity, conciseness, correctness, and purpose. Student is not an active listener.  |
| 1. **Demonstrate creativity and innovation.** (CCTC 6)
 | Student consistently seeks new and different ways to solve problems, determines which will work best, and applies their ideas. | Student often seeks new and different ways to solve problems, determines which will work best, and applies their ideas. | Student sometimes seeks new and different ways to solve problems, determines which will work best, and applies their ideas. | Student rarely seeks new and different ways to solve problems, determines which will work best, and applies their ideas. | Student does not seek new and different ways to solve problems, determines which will work best, and applies their ideas. |
| 1. **Utilize critical thinking to make sense of problems and persevere in solving them.**

(CCTC 8) | Student consistently recognizes the problem, investigates the root cause of the problem, carefully considers options, devises a plan, and then takes action. Student follows through to ensure the problem is solved. | Student often recognizes the problem, investigates the root cause of the problem, carefully considers options, devises a plan, and then takes action. Student often follows through to ensure the problem is solved. | Student sometimes recognizes the problem, investigates the root cause of the problem, carefully considers options, devises a plan, and then takes action. Student sometimes follows through to ensure the problem is solved. | Student rarely recognizes the problem, investigates the root cause of the problem, carefully considers options, devises a plan, and then takes action. Student rarely follows through to ensure the problem is solved. | Student does not recognize the problem, investigate the root cause of the problem, carefully consider options, devise a plan, and then takes action. Student does not follow through to ensure the problem is solved. |
| 1. **Model integrity, ethical leadership and effective management.**

(CCTC 9) | Student consistently uses integrity to guide decisions in order to effectively complete the task. Student consistently uses strategies that positively influence others in the classroom.  | Student often uses integrity to guide decisions in order to effectively complete the task. Student often uses strategies that positively influence others in the classroom.  | Student sometimes uses integrity to guide decisions in order to effectively complete the task. Student sometimes uses strategies that positively influence others in the classroom.  | Student rarely uses integrity to guide decisions in order to effectively complete the task. Student rarely uses strategies that positively influence others in the classroom.  | Student does not use integrity to guide decisions in order to effectively complete the task. Student does not use strategies that positively influence others in the classroom.  |