MONADNOCK HUSKY

With **Perseverance** we focus on the level at which the student's work demonstrates a combination of his or her initiative, resourcefulness, and effort.

With **Responsibility** we describe the student's ability to respond to the social expectations required for a civil society. This code of conduct is outlined informally through general classroom expectations such as those concerning punctuality, attendance, and work deadlines. It is described formally in documents such as the student handbook and district policies.

With **Integrity** we look at the student's ability to make ethical decisions and accept the consequences of those decisions.

With **Dedication** we describe the attitudes and choices that lead to the student's achievement of personal, civic and academic growth. We look at how well the student connects educational goals with his or her future, community, and life.

With **Empathy** we describe how the student helps to build up his or her community and civil society. We look at personal attributes such as patience, kindness, tolerance, care and concern for the well being of others and the student's ability to accept the differences between him or herself and others.

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	Beginning	**Developing**	**Proficient**	**Exemplary**
Perseverance	The student initiates work only when directed to do so and gives up easily and quickly when faced with a challenge. The student neither looks for nor uses readily available resources and puts forward little or no effort in class, completing fewer than half of the core course requirements.	The student initiates work and attempts to solve challenges, but needs direction to stay on task. The student uses a limited range of resources in an attempt to solve a challenge and puts forward just enough effort to complete most of the core course requirements.	The student requires very little direction from others to initiate work and stay on task when faced with a challenge. The student draws on available classroom resources to overcome those challenges, putting forward enough effort to complete all of the core course requirements.	The student initiates work, and stays on task when faced with a challenge. The student searches for and draws on a wide range of resources, evaluating and using a variety of strategies to overcome these challenges. The student puts forward enough effort to complete all of the core course requirements as well as some additional or extended work.
	Beginning	**Developing**	**Proficient**	**Exemplary**
Responsibility	The student recognizes the existence of classroom or schoolwide expectations but fails to accept their application to his or her actions. The student may be either apathetic or belligerent when expectations arise.	The student recognizes that there are classroom and schoolwide expectations, but is inconsistent in meeting them.	The student understands and consistently meets classroom and schoolwide expectations.	The student helps create a sense of community by acting as a role model in meeting classroom and schoolwide expectations and advocating for a stronger understanding of these expectations.
	Beginning	**Developing**	**Proficient**	**Exemplary**
Integrity	The student demonstrates a tendency to make poor ethical choices and avoids taking responsibility for his or her actions. The student may blame others for the consequences of his or her decisions.	The student exhibits an ability to make ethical choices with some prompting. The student recognizes the connection between his or her choices and the consequences of those choices.	The student exhibits growth in ethical understanding by consistently attempting to do the right thing. The student consistently demonstrates individual ownership and responsibility for his or her personal decisions.	The student demonstrates ethical behavior by consistently choosing to do the right thing. The student takes the lead in working for the greater good; and helps to create equity in the larger schoolwide and civic communities.
	Beginning	**Developing**	**Proficient**	**Exemplary**
Dedication	The student does not make use of feedback/formative assessments when help is needed. The student does work with little or no concern about its quality.	The student has difficulty using feedback/formative assessments when help is needed. The student tries to do an acceptable job on his or her first attempt. There is little or no attempt to improve the skills or abilities needed to enhance the quality of his or her work.	The student asks for and uses feedback/formative assessment when help is needed. The student works to improve the skills and abilities needed to enhance the quality of his or her work.	The student regularly looks for feedback/formative assessment. The student consistently works to improve the skills and abilities needed to achieve an exemplary level of quality in his or her work.
	Beginning	**Developing**	**Proficient**	**Exemplary**
Empathy	The student exhibits difficulty in working with others, and rarely shares ideas or listens to others. The student may refuse to participate in class activities or may cause conflict in the class. The student has difficulty showing respect for him or herself and/or others.	The student works well and shares ideas or information but only within a limited group of peers. The student needs help in negotiating with others. The student shows respect for others in face-to-face situations or when authority is present.	The student works well with most other students, routinely sharing ideas and information. The student negotiates easily with others and treats him or herself and others with respect in most situations.	The student is an active contributor to the overall civil tone of the classroom. The student works well with students and adults, routinely sharing information or ideas when participating in discussion and group work. The student treats him or herself and others with respect regardless of the situation.