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| Students earning a 10 eclipse all expectations in such a way as to render those expectations moot. |  | 10 | 100 | IUSTIFICATION: UPPER HALF |
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| 0 |  |  |  |  |
| < | The strongest readers, thinkers, and communicators, these students also evince the best kind of collegiality, the most authentic curiosity, and the most mature amenability. They are exemplary autodidacts, utilizing inquiry-based tools and structures to improve purposefully in skills and knowledge. They demonstrate a precocious strength in metacognition and are consistently, insightfully reflective. | 9 | 97 |  |
|  | These students are polished communicators, critical thinkers, and close readers; they lack only the maturity and skill of students earning a 9 . An 8 reflects a deep investment in the course and a desire to do more than just what is required. These students are also collegial, curious, and amenable in ways that galvanize their peers and improve the learning environment. | 8 | 92 |  |
|  | These students may lack the depth and breadth of success evinced by students earning an 8 , but they show skill in close reading, effective communication, and critical thinking. They tend to demonstrate more growth throughout the course work than students earning a 6 , and their aptitude in autodidactic and inquiry-based work is measurably better. Their work ethic is impeccable. | 7 | 87 |  |
|  | Students earning a 6 are consistent and reliable in performance. They are above-average in demonstrated skills and knowledge but do not have the maturity and insight of students earning a 7. They may not improve much in their course work, and they may occasionally fail to complete work. They may also lack some precision in the metacognitive and/or reflective components of the learning process. | 6 | 82 |  |
| $\cup$ | These students may struggle with the skills and knowledge required by the course, but they are more successful than not. They may have more lapses in completing work than students receiving a 6 . They may be less focused at home and in class and tend to demonstrate less precision in the metacognitive and/or reflective components of the course. Overall, however, their successes outnumber their flaws. | 5+ | 77 |  |

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IUSTIFICATION: LOWER HALF
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