CITIZENSHIP RUBRIC

To receive a score, the student meets several, but not necessarily all, of the following criteria:

	Excellent	Good	Needs Improvement	Unacceptable
Welcome	Responds positively to and takes action on feedback.	Responds positively to feedback and frequently takes action on it.	Inconsistently responds to and takes action on feedback.	Regularly struggles with feedback and/or fails to take action on the feedback given.
	Demonstrates and models leadership qualities in the community (e.g., verbal and nonverbal communication is welcoming; encourages others to be welcoming; mentors others to foster a welcoming environment).	Demonstrates a welcoming attitude toward others (verbal and nonverbal).	Welcoming attitude is demonstrated at times (e.g., verbal and/or nonverbal communication is at times less welcoming).	Makes others feel unwelcome. Refuses to help others when requested; disrupts others and/or the learning environment.
	Actively seeks out interaction with adults.	Interacts with adults regularly and occasionally initiates contact.	Interacts with adults positively when approached, but rarely initiates contact.	Avoids contact with adults.
Do No Harm	Demonstrates concern for others and the learning environment and models leadership qualities that improve circumstances.	Demonstrates concern for others and the learning environment and follows the lead of others to improve circumstances.	Often demonstrates concern for others and the learning environment.	Repeatedly does physical, verbal, or emotional harm to others and/or the learning environment.
	Consistently and actively participates in, and at times leads, the restorative process (circles, conferences, etc.). The contributions are insightful and advance the discussion. Seeks adult assistance and intervention to prevent harm.	Consistently and willingly participates in and contributes meaningful ideas to the restorative process (circles, conferences, etc.).	Participates in the restorative process (circles, conferences, etc.).	Significant disruption to the community resulting in harm (restoring harm to those hurt can result in change in citizenship). Rarely or unwillingly participates in the restorative process (circles, conferences, etc.).

Figure 3.4

	Excellent	Good	Needs Improvement	Unacceptable
Do Not Harm (continued)	Consistently presents own work in class and encourages academic honesty in the learning community (e.g., does not allow others to copy his or her work, counsels others to make ethical academic decisions). Consistently follows courtesy policy in regard to use of personal electronic devices and anticipates when and how these PEDs are best used.	Consistently presents own work in class and contributes to an ethical learning environment (e.g., does not allow others to copy his or her work). Consistently follows teacher directions regarding use of personal electronic devices.	Inconsistently presents own work in class and occasionally contributes to an ethical learning environment (e.g., does not allow others to copy his or her work). Occasionally needs reminders or redirection regarding the use of personal electronic devices.	Submits plagiarized or copied work in class and/or allows others to copy his or her work. Repeatedly uses personal electronic devices despite teacher reminder and redirection.
Choice Words	Consistently influences others by modeling positive and appropriate language. Consistently communicates kindly with peers both in and out of the classroom. Consistently uses academic language to express ideas in class discussions.	Often models positive and appropriate language. Often communicates kindly with peers both in and out of the classroom. Strives to use academic language to express ideas in class discussions.	Demonstrates understanding of appropriate and kind language and strives to use it. Occasionally uses language that degrades or belittles self or others, or is inappropriate for school, but understands its effects and consequences.	Frequently uses language that degrades or belittles self or others. Regularly uses inappropriate language (language that is not well-suited for school or academic settings). Remains unaware of or resistant to the effects and consequences of harsh language despite adult guidance.
Never Too Late to Learn	In attendance 95% or more of the time. Sets a scholarly example through careful preparation for learning (e.g., completing assignments, anticipating topics, bringing additional	In attendance 95% or more of the time. Comes to class on time and prepared intellectually and organizationally to learn (e.g., completed assignments, materials, completed	In attendance 95% or more of the time. Usually comes to class on time and prepared to learn (e.g., completed assignments, materials, completed out-of-class readings for discussion).	In attendance < 95% of the time. Often unprepared to learn without assignments completed. Often out of class for prolonged periods of time, negatively impacting

(Continued)

(CONTINUED)

	Excellent	Good	Needs Improvement	Unacceptable
Never Too Late to Learn (continued)	materials to contribute to class discussion).	out-of-class readings for discussion).		his or her individual learning and that of the group.
	Reliably present throughout class and makes decisions to minimize impact of brief time out of class.	Frequently present throughout class and often makes decisions to minimize impact of brief time out of class.	Usually present throughout class, although impact of time out of class is sometimes prolonged and requires teacher redirection.	Attitudes and/or contributions are counterproductive to the group and the learning environment.
	Constructive in groups as a member, regularly serving as a leader and promoting and supporting the leadership of others.	Constructive in groups, sometimes as a leader and consistently as a member.	Constructive in groups as a member.	Routinely inattentive to class discussions; rarely participates; often offers information that is off topic.
	Can be relied upon to contribute to discussions to advance the learning of self and others by posing questions and making connections to other disciplines and subjects.	Frequently contributes to class discussions in ways that advance the learning of self and others, occasionally posing questions or making connections to other disciplines and subjects.	Often contributes pertinent and on-topic information to class discussions.	Avoids accepting challenges. Needs to be reminded to get help when needed. Gives up easily. Does not take advantage of help offered.
	Reliably seeks resources or academic assistance independently in order to persevere (additional materials, academic recovery, tutoring, intervention, office hours, homework completion, etc.).	Frequently seeks resources or academic assistance with little or no prompting, in order to persevere (additional materials, academic recovery, tutoring, intervention, office hours, homework completion, etc.).	Needs prompting and encouragement to seek resources or academic assistance in order to persevere (additional materials, academic recovery, tutoring, intervention, office hours, etc.).	Needs continuous redirection and/or attention. Routinely needs to be reminded to put non-classroom materials away and return to a learning state.

Retrieved from the companion website for *Engagement by Design: Creating Learning Environments Where Students Thrive* by Douglas Fisher, Nancy Frey, Russell J. Quaglia, Dominique Smith, and Lisa L. Lande. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.