

## College Track San Francisco Student Excellence GRIT Rubric (Student Version)

Exceeds Expectations		Meets Expectations		Below Expectations	
<b>Guts: Courageous, bold, and risk-taking</b>					
<b>Academics</b>	<ul style="list-style-type: none"> <li>I am not afraid to take challenging classes.</li> <li>I am always looking to push myself harder and explore new and different academic opportunities.</li> <li>I go above and beyond in school and at College Track to get the best grades and do my best work possible.</li> </ul>	<ul style="list-style-type: none"> <li>I take some challenging classes and takes new opportunities when offered.</li> <li>I always want to get the best <i>grade</i> possible.</li> </ul>	<ul style="list-style-type: none"> <li>I take only the bare minimum classes in order to graduate, and usually avoid new academic opportunities</li> <li>My goal is to pass with a C</li> </ul>		
<b>Leadership</b>	<ul style="list-style-type: none"> <li>I invigorate others with my energy and enthusiasm for all events and have an active interest in positive risk-taking.</li> </ul>	<ul style="list-style-type: none"> <li>I am interested and enthusiastic about participating in all events, and am willing to take risks if the results will be positive.</li> </ul>	<ul style="list-style-type: none"> <li>I hesitate or refuse to participate in events, either academic or social; I don't like to take risks, even though the result might be positive.</li> </ul>		
<b>College</b>	<ul style="list-style-type: none"> <li>I take challenging classes in college, and I'm not afraid to try new things or learn about new subjects.</li> <li>I seek social and academic resources to boost my confidence and I engage in positive risk-taking.</li> <li>I actively seek activities that will push my boundaries and comfort levels.</li> </ul>	<ul style="list-style-type: none"> <li>If I am presented with them, I engage in some social and academic resources</li> <li>I participate in some activities that push comfort levels</li> </ul>	<ul style="list-style-type: none"> <li>I don't participate in or even actively avoid activities that push my boundaries or comfort levels.</li> <li>I am slow to reach out for social or academic resources when needed.</li> </ul>		
<b>Resilience: Tough, reflective, and persistent</b>					
<b>Academics</b>	<ul style="list-style-type: none"> <li>I actively look for resources and support to get through challenging classes or academic struggles (I ask for help without prompting!)</li> <li>I reflect on and understand my own academic strengths and weaknesses and actively attempt to find ways to practice and improve on them.</li> </ul>	<ul style="list-style-type: none"> <li>I accept when others offer me resources and support when attempting to get through challenging classes or academic endeavors.</li> <li>With someone's help, I can reflect on my academic weaknesses and strengths and how to practice and improve, but don't know how to do this on my own.</li> </ul>	<ul style="list-style-type: none"> <li>I am unwilling/unable to accept support to deal with my academic challenges.</li> <li>I don't want to reflect on academic strengths and weaknesses and don't want to try new strategies to practice or improve.</li> </ul>		
<b>Leadership</b>	<ul style="list-style-type: none"> <li>I encourage others to see the positive in their challenges. I support my peers by helping them reflect and see their struggles as a chance to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I encourage others not to give up when they are feeling challenged or struggling. I can be a support for my peers/friends.</li> </ul>	<ul style="list-style-type: none"> <li>I don't offer support to others when they are struggling or feeling challenged, and don't help them see their challenges as a learning experience.</li> </ul>		
<b>College</b>	<ul style="list-style-type: none"> <li>I put my absolute maximum effort into every single thing I do.</li> <li>I respond to setbacks as learning experiences, and try again!</li> </ul>	<ul style="list-style-type: none"> <li>I put strong effort into all most of what I do. I see my setbacks as learning experiences and look for support when I need it.</li> </ul>	<ul style="list-style-type: none"> <li>I don't really put effort into my tasks, and sometimes I don't complete them. I don't see setbacks as learning experiences or find support to help me try again.</li> </ul>		

<b>Integrity: Honest, kind and open</b>			
<b>Academics</b>	<ul style="list-style-type: none"> <li>• I <b>model</b> academic integrity for other students by actively avoiding of plagiarism, and help other students do the same.</li> <li>• I <b>always</b> whole-heartedly accept responsibility for my actions and shortcoming, and I'm open critical feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>show an understanding</b> of academic integrity by always completing my own work, telling the whole truth always, and following citation guidelines when necessary.</li> <li>• I <b>usually</b> accept responsibility for actions and shortcomings and is usually open to feedback</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>do not show</b> academic integrity by lying, copying another student's work, or otherwise taking credit for work I didn't do myself.</li> <li>• I <b>rarely</b> accept responsibility for my actions and shortcomings and I'm not really open to critical feedback.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• I <b>always</b> encourage others to do their own best work and give my peers open and honest feedback on their work without someone telling me to.</li> <li>• I <b>consistently</b> present a strong sense of self to others and respond to negative attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>sometimes</b> encourage others to do their own best work. When I'm told, I give peers open and honest feedback on their work.</li> <li>• I <b>usually</b> present a strong sense of self to others and resist negative attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>do not encourage</b> others to do their own best work, and don't like to give feedback to others.</li> <li>• I <b>do not present</b> a strong sense of self and I am aggressive or defensive towards negative attitudes.</li> </ul>
<b>College</b>	<ul style="list-style-type: none"> <li>• I <b>stay true</b> to myself throughout academic and social interactions in college.</li> <li>• I <b>accept</b> sole responsibility for all work</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>attempt to stay true</b> to myself throughout academic and social interactions in college</li> <li>• I <b>accept</b> responsibility for all work</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>struggle</b> to stay true to myself throughout academic and social interactions in college</li> <li>• There are times when I <b>cannot accept</b> sole responsibility for work</li> </ul>
<b>Tenacity: Resolved, steadfast, and forward-thinking</b>			
<b>Academics</b>	<ul style="list-style-type: none"> <li>• I <b>set ambitious</b> academic goals and always have a clear understanding of what is needed to meet them.</li> <li>• I <b>understand</b> that progress is more important than perfection, and I am able to see long-term goals as equally important as short-term goals</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>set reasonable</b> academic goals and understand what is needed to meet them</li> <li>• I <b>recognize</b> the importance of long-term goals as well as short-tem goals.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>don't think about</b> academic goals, but focus on the day-to-day</li> <li>• I <b>focus primarily on short-term</b> goals and I have a hard time to setting and maintaining focus on long-term goals</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• I <b>lead through example</b> in staying on the path to my goals even though there will be obstacles or things might be slow to change.</li> <li>• I <b>push</b> others to meet their goals and always remains solution-oriented</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>actively try</b> to stay on the path to my goals despite obstacles or slow change</li> <li>• I remain <b>solution-oriented</b></li> </ul>	<ul style="list-style-type: none"> <li>• I <b>get frustrated</b> when progress is slow, and my goals consistently shift or change</li> <li>• I often <b>remain problem-oriented</b> instead of solution-oriented</li> </ul>
<b>College</b>	<ul style="list-style-type: none"> <li>• I <b>consistently</b> set daily, weekly, or semesterly goals, and set out an plan to reach my goals</li> <li>• I <b>follow-through</b> with commitments in a <b>timely and professional way</b></li> </ul>	<ul style="list-style-type: none"> <li>• I <b>usually</b> set goals and put an action plan into place to reach them</li> <li>• I <b>follow through</b> with commitments</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>do not often</b> set goals, or if I do set goals, I don't use an action plan to ensure that that I will reach them.</li> <li>• I <b>am not reliable</b> and don't always follow through.</li> </ul>