

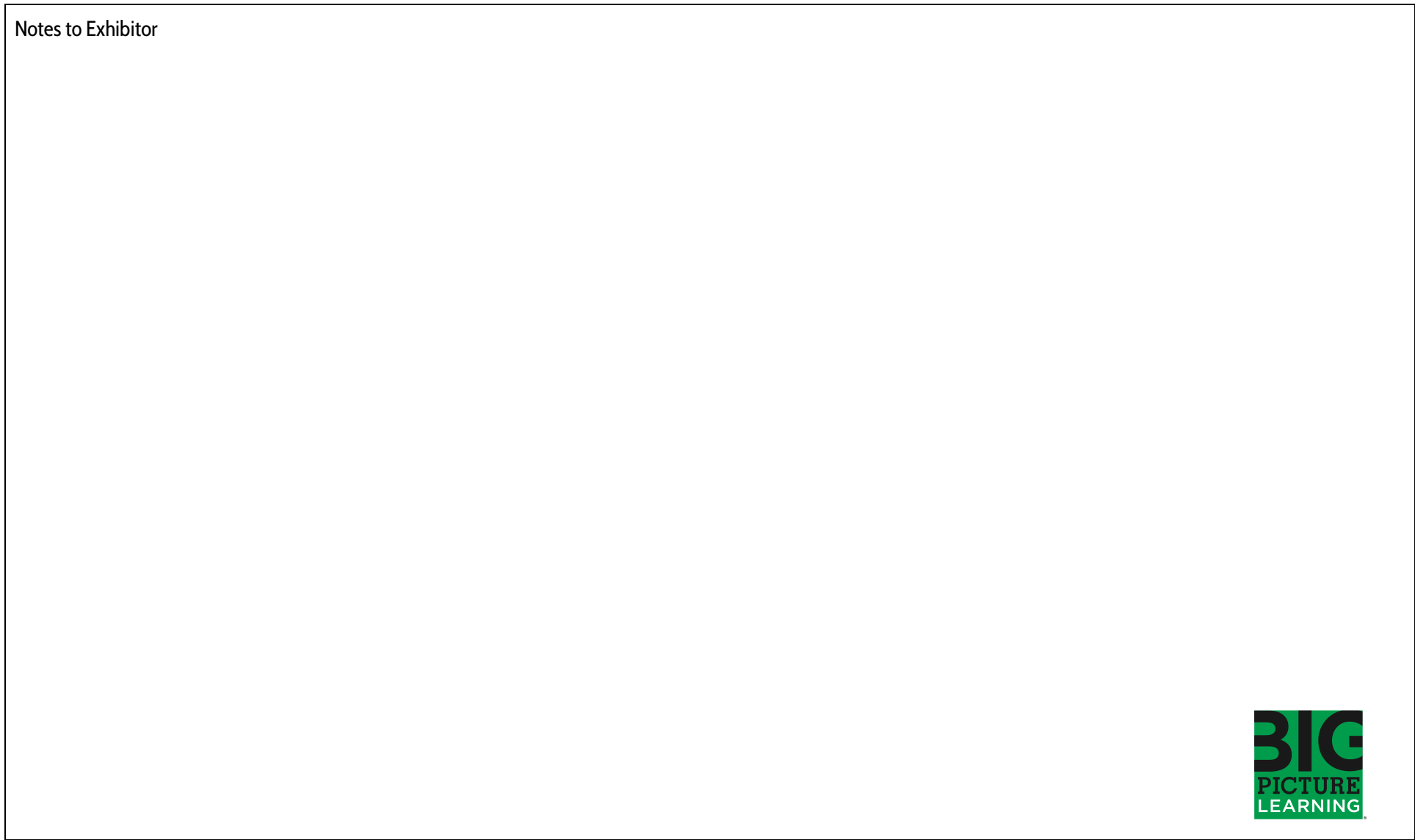
Exhibitor name:

Panelist name:

Exhibition Rubric		Henderson Bay High School - Real World. Real Learning. Real Life.			
	Key considerations	Emerging (Little growth)	Discovering (Some growth)	Engaged (Significant growth)	Empowered (Exceptional growth)
<p><b>Curious</b> Do they show a consistent interest and engagement in new possibilities and opportunities?</p> <p>Key Evidence:</p> <ul style="list-style-type: none"> <li>• Learning Plan</li> <li>• LTI</li> <li>• Other</li> </ul>	<p>Does their Learning Plan show <b>new ideas, questions, and opportunities</b> that have come up throughout the learning cycle?</p> <p>Do they reflect and <b>explore new topics from that reflection</b>?</p> <p>Are they engaging in either a <b>variety of meaningful, challenging, realistic</b> goals and achieve them?</p> <p>Do they maintain <b>curiosity</b> through obstacles/disappointments?</p>	<p>Experiences, projects, evidence &amp; learning reflect <b>little</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning reflect <b>some</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning reflect <b>solid</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning are <b>strongly and consistently</b> driven by this value.</p> <p><input type="checkbox"/></p>
		Comments -			
<p><b>Empowered</b> Are they engaged in real-world learning that is relevant and challenging?</p> <p>Key Evidence:</p> <ul style="list-style-type: none"> <li>• Internship</li> <li>• Project work</li> <li>• D-labs</li> <li>• Life outside school</li> <li>• Other</li> </ul>	<p>Does their work go <b>beyond the teachers desk</b>?</p> <p>Does their presentation include work and learning that happens <b>outside</b> the classroom? <b>Outside school hours</b>?</p> <p>Are they acquiring <b>in-depth knowledge</b> in a field of interest?</p> <p>Do they provide evidence of connecting with <b>professionals</b>?</p>	<p>Experiences, projects, evidence &amp; learning reflect <b>little</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning reflect <b>some</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning reflect <b>solid</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning are <b>strongly and consistently</b> driven by this value.</p> <p><input type="checkbox"/></p>
		Comments -			
<p><b>Compassionate</b> Do they see and act in the world as if they and others matter?</p> <ul style="list-style-type: none"> <li>• Circle of influence</li> <li>• School initiatives &amp; events</li> <li>• Advisory</li> <li>• Community service</li> <li>• Peer testimony</li> <li>• Other</li> </ul>	<p>Have they <b>approached conflict restoratively</b>?</p> <p>Are they engaged in <b>work that serves others</b>? (In or out of school)</p> <p>Do they <b>participate in a positive community</b>?</p>	<p>Experiences, projects, evidence &amp; learning reflect <b>little</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning reflect <b>some</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning reflect <b>solid</b> understanding of this value.</p> <p><input type="checkbox"/></p>	<p>Experiences, projects, evidence &amp; learning are <b>strongly and consistently</b> driven by this value.</p> <p><input type="checkbox"/></p>
		Comments -			

		Comments -
<b>On Track</b>		

Notes to Exhibitor



The purpose of this document is to help facilitate a discussion that celebrates, affirms and challenges the exhibitor in ways that we value as a community.