

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

| | | | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <ul style="list-style-type: none"> • Circle of influence • School initiatives & events • Advisory • Community service • Peer testimony • Other | Do they participate in a positive community? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On Track | | Comments - | | | |

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.



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