

College Track Student GRIT Rubric

Exceeds Expectations		Meets Expectations		Approaching Expectations	
Guts: Courageous, bold, and risk-taking					
Academics	<ul style="list-style-type: none"> I am not afraid to take challenging classes. I am always looking to push myself harder and explore new and different academic opportunities. I go above and beyond in school and at College Track, not just to get grades, but also to learn and challenge myself. 	<ul style="list-style-type: none"> I take some challenging classes and take on new opportunities when I am encouraged to. I do what it takes to get the best grade possible, but that doesn't always mean I challenge myself. 	<ul style="list-style-type: none"> I take only the bare minimum classes in order to graduate, and usually avoid new academic opportunities or challenges. My goal is to do what I need to do to pass with a C. 		
Leadership	<ul style="list-style-type: none"> I thoughtfully weigh all risks to think about whether the outcome it will be a net positive or negative, and encourage others to do the same. I not only think about what happens if I <i>do</i> take a positive risk, but also consider what might happen if I don't. I push my comfort zone and boundaries. While I value the views and feelings of my peers, my decisions are my own. 	<ul style="list-style-type: none"> I think about the risks that I am taking, and consider the possible outcomes. I am interested and enthusiastic about participating in all events, and am willing to take risks if the results will be positive. When making decisions, I take into account both what others may think as well as my own opinions and views. 	<ul style="list-style-type: none"> I often act on impulses and don't think about the risks I am taking or their outcomes before jumping in. I often pass up opportunities and challenges because I put too much weight on what my peers think. I prioritize others' views over my own. 		
Resilience: Tough, reflective, and persistent					
Academics	<ul style="list-style-type: none"> I actively look for resources and support to get through academic struggles without being prompted to. I reflect on and understand my own academic strengths and weaknesses and actively attempt to find ways to practice and improve on them. When I get a low grade or have an academic setback, I always try to figure out what I can do better next time! 	<ul style="list-style-type: none"> I accept when others offer resources and support for challenging classes or academic endeavors. With guidance, 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. When I get a low grade or have an academic setback, I can bounce back and don't get overly discouraged. 	<ul style="list-style-type: none"> I am unwilling/unable to accept support to deal with my academic challenges. I don't want to reflect on academic strengths and weaknesses and refuse to try new strategies to practice or improve. I see low grades or academic setbacks as reflective of my potential, and I usually get upset or give up as a result. 		
Leadership	<ul style="list-style-type: none"> I encourage others to see the positive in their challenges, academic or otherwise. I support my peers by helping them reflect and see their struggles as a chance to learn. I can bounce back from personal setbacks and use my experiences to make better choices. 	<ul style="list-style-type: none"> I encourage others not to give up when they are feeling challenged or struggling. I am sometimes a support for my peers/friends. I often bounce back from personal setbacks and do my best to see them as learning experiences. 	<ul style="list-style-type: none"> I generally don't offer support to my peers when they are struggling or feeling challenged. When I have a personal setback, it often sends me into a downward spiral, and it's hard for me to see any positive outcomes that might come of it. 		

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Integrity: Honest, kind and reliable			
Academics	<ul style="list-style-type: none"> I model academic integrity for other students by actively avoiding of plagiarism, and help other students do the same. I always whole-heartedly accept responsibility for my actions and shortcoming, and I see feedback as a learning opportunity. 	<ul style="list-style-type: none"> I show an understanding of academic integrity by always completing my own work, telling the whole truth always, and following citation guidelines when necessary. I usually accept responsibility for actions and shortcomings and don't feel threatened by critical feedback. 	<ul style="list-style-type: none"> I general don't demonstrate academic integrity; I sometimes take credit for work that is not my own. I rarely accept responsibility for my actions and shortcomings, and I am often threatened by critical feedback.
Leadership	<ul style="list-style-type: none"> I always promote positive & constructive teamwork by encouraging and supporting the success of not just myself, but also of my peers. I consistently hold myself to the highest standards by always keeping my goals in focus and my community in mind. In addition, I consistently acknowledge, value and respect my peers, their communities and their experiences. I am always reliable: I do what I say I am going to do, and always follow through on my commitments/appointments because others are often relying on me. I hold these same expectations for other students and adults in my life. 	<ul style="list-style-type: none"> I sometimes encourage others to do their own best work. When I'm told, I give peers open and honest feedback on their work. I usually present a strong sense of self to others and resist others' negative attitudes. I am mostly reliable: I usually do what I say I am going to do, and almost always follow through on my commitments/appointments. 	<ul style="list-style-type: none"> I rarely encourage my peers to do their own best work, and prefer not to give them feedback. I adjust/change my personality depending on who is watching or what I think others want me to be, or I can be aggressive and defensive when others have negative attitudes. I am often unreliable: I tend to miss appointments, or I often don't follow through with my commitments.
Tenacity: Resolved, steadfast, and forward-thinking			
Academics	<ul style="list-style-type: none"> I set ambitious academic goals and always have a clear understanding of what is needed to achieve them. I am intrinsically motivated by my goals. I understand that progress is more important than perfection, and I am able to see long-term goals as equally important as short-term goals. 	<ul style="list-style-type: none"> I set reasonable academic goals and understand what is needed to achieve them and I see goals as motivational tools. I recognize the importance of long-term goals as well as short-tem goals. 	<ul style="list-style-type: none"> I don't set academic goals, or I do it just as an exercise and not as a self-motivation tool. I focus primarily on short-term goals and I have a hard time to setting and maintaining focus on long-term goals.

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Leadership	<ul style="list-style-type: none">• I lead through example in staying on the path to my goals even though I know there will be obstacles, or things might be slow to change.• I push others to meet their goals and always remain solution-oriented.• Challenges and setbacks serve as motivation for me to come back even stronger next time.	<ul style="list-style-type: none">• I actively try to stay on the path to my goals despite obstacles or slow change.• I remain solution-oriented most of the time.• Challenges and setbacks sometimes motivate me.	<ul style="list-style-type: none">• I get frustrated when my progress is slow, and my goals are consistently shifting or changing.• I often remain focused on the problem <i>instead</i> of the solution.• Challenges and setbacks often lead me to give up on my goals.
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