



PHHS: Independent Research
GRIT Rubric for Measurement of Student Excellence and Growth

	Developing 2.0	Applying 3.0	Innovating 4.0
Guts: Courageous, Bold, and Risk-Taking			
Academics	<ul style="list-style-type: none"> <input type="checkbox"/> I complete only the bare minimum in order to pass the class <input type="checkbox"/> I usually avoid academic opportunities and challenges <input type="checkbox"/> My goal is to pass with a C 	<ul style="list-style-type: none"> <input type="checkbox"/> I attempt some challenging work within the class <input type="checkbox"/> I sometimes take academic opportunities and challenges <input type="checkbox"/> I always want to get the best <i>grade</i> possible 	<ul style="list-style-type: none"> <input type="checkbox"/> I am not afraid to challenge myself in all classes <input type="checkbox"/> I am always looking to push myself harder and explore new and different academic challenges <input type="checkbox"/> I go above and beyond in class because I enjoy and see the value in learning
Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> I hesitate or refuse to participate in events, either academic or social <input type="checkbox"/> I don't like to take risks, even though the result might be positive <input type="checkbox"/> I don't participate, or even actively avoid, activities that push my boundaries or comfort levels 	<ul style="list-style-type: none"> <input type="checkbox"/> I am interested and enthusiastic about participating in all events <input type="checkbox"/> I am willing to take risks if the result will be positive <input type="checkbox"/> I participate in some activities that push boundaries 	<ul style="list-style-type: none"> <input type="checkbox"/> I invigorate others with my energy and enthusiasm for all events <input type="checkbox"/> I have an interest in active risk-taking <input type="checkbox"/> I actively seek activities that push my boundaries and comfort levels
Resilience: Tough, Reflective, and Persistent			
Academics	<ul style="list-style-type: none"> <input type="checkbox"/> I am unwilling/unable to accept support to deal with my academic challenges <input type="checkbox"/> I don't want to reflect on academic strengths and weaknesses <input type="checkbox"/> I don't want to try new strategies to practice or improve <input type="checkbox"/> I don't really put any effort into my tasks and sometimes don't complete them 	<ul style="list-style-type: none"> <input type="checkbox"/> I accept when others offer me resources and support when attempting to get through challenges and endeavors <input type="checkbox"/> 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 <input type="checkbox"/> I put strong effort into most of what I do 	<ul style="list-style-type: none"> <input type="checkbox"/> I actively look for resources and support to get through academic challenges or struggles (I ask for help without prompting!) <input type="checkbox"/> I reflect on and understand my own academic strengths and weaknesses and actively attempt to practice and improve on them <input type="checkbox"/> I put my absolute maximum effort into everything that I do
Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> I don't offer support to others when they are struggling or feeling challenged <input type="checkbox"/> I don't see setbacks as learning experiences or find support to help me try again <input type="checkbox"/> I don't help them see their challenges as learning experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> I encourage others not to give up when they are feeling challenged or struggling <input type="checkbox"/> I can be a support for my peers and friends <input type="checkbox"/> I see my setbacks as learning experiences and seek support when I need it 	<ul style="list-style-type: none"> <input type="checkbox"/> I encourage others to see the positives in their challenges <input type="checkbox"/> I support my peers by helping them reflect and see their struggles as a chance to learn <input type="checkbox"/> I respond to setbacks as learning experiences and try again!

Integrity: Honest, Kind, and Open

Academics	<ul style="list-style-type: none"> <input type="checkbox"/> I do not show academic integrity by lying, copying another student's work, or otherwise taking credit for work I didn't do myself <input type="checkbox"/> I rarely accept responsibility for my actions and shortcomings and I'm not really open to critical feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> I show an understanding of academic integrity by always completing my own work, telling the whole truth, and following citation guidelines when necessary <input type="checkbox"/> I usually accept responsibility for actions and shortcoming and am usually open to feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> I model academic integrity for other students by actively avoiding plagiarism, and helping other students to do the same <input type="checkbox"/> I always whole-heartedly accept responsibility for my actions and shortcomings, and I am open to critical feedback
Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> I do not encourage others to do their own best work, and I don't like to give feedback to others <input type="checkbox"/> I do not present a strong sense of self and I am aggressive or defensive towards negative attitude 	<ul style="list-style-type: none"> <input type="checkbox"/> I sometimes encourage others to do their own best work <input type="checkbox"/> When I'm told, I give others open and honest feedback on their work <input type="checkbox"/> I usually present a strong sense of self to others and resist a negative attitude 	<ul style="list-style-type: none"> <input type="checkbox"/> I always encourage others to do their own best work <input type="checkbox"/> I give my peers open an honest feedback on their work without someone telling me to <input type="checkbox"/> I consistently present a strong sense of self to others and respond to negative attitudes

Tenacity: Resolved, Steadfast, and Forward Thinking

Academics	<ul style="list-style-type: none"> <input type="checkbox"/> I don't think about academic goals, but focus on the day-to-day <input type="checkbox"/> I have no plan to meet my academic goals <input type="checkbox"/> I focus primarily on short term goals and have a hard time setting and maintaining focus on long-term goals 	<ul style="list-style-type: none"> <input type="checkbox"/> I usually set reasonable academic goals and understand what is needed to meet them <input type="checkbox"/> I put a reasonable action plan into place in order to meet my goals <input type="checkbox"/> I recognize the importance of short-term and long-term goals 	<ul style="list-style-type: none"> <input type="checkbox"/> I set ambitious academic goals and always have a clear understanding of what is needed to meet them <input type="checkbox"/> I consistently set daily, weekly, and quarterly goals and set out a plan to meet my goals <input type="checkbox"/> 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
Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> I get frustrated when progress is slow, and my goals consistently shift or change <input type="checkbox"/> I often remain problem-oriented instead of solution-oriented <input type="checkbox"/> I am not reliable and don't always follow through 	<ul style="list-style-type: none"> <input type="checkbox"/> I actively try to stay on the path to my goal, despite obstacles or slow change <input type="checkbox"/> I remain solution-oriented <input type="checkbox"/> I follow through with commitments 	<ul style="list-style-type: none"> <input type="checkbox"/> I lead through example in staying on the path to my academic goal even though there might be obstacles or things might be slow to change <input type="checkbox"/> I push others to meet their goals and always remain solution-oriented <input type="checkbox"/> I follow through with commitments in a professional and timely manner