

	Novice (1)	Advanced Beginner (3)	Competent (5)	Proficient (7)	Expert (9)	Assessment	Value
<b>Academic Growth:</b> Learning Process	Learning opportunities demonstrate ability to document learning through MC2 structures.	Learning opportunities demonstrate use of MC2 structure to progress in academic learning & growth.	Learning opportunities demonstrate ability to apply effective strategies to meet Essential Knowledge requirements.	Learning opportunities demonstrate ability to meet Essential Knowledge requirements, using them as opportunities to pursue personal and career goals.	Learning opportunities demonstrate ability to meet and exceed Essential Knowledge requirements, using electives to pursue personal and career goals.		
	Learning opportunities show the student as a passive participant.	Learning opportunities show the student learning only in areas of comfort or ease.	Learning opportunities show the student in varying roles as a learner.	Learning opportunities show the student's ability to assume shared responsibility for learning.	Learning opportunities show the student's ability to find learning in any situation.		
<b>Academic Growth:</b> Documentation and Learning	Learning is not clearly documented. There are few or no examples, demonstrations, exhibitions, projects, diagrams, charts, etc.	Learning is documented through some examples, demonstrations, exhibitions, projects, diagrams, charts, etc.	Learning is documented through relevant examples, demonstrations, exhibitions, projects, diagrams, charts, etc. using Habits language.	Learning is clearly documented through relevant examples, demonstrations, exhibitions, projects, diagrams, charts, etc. using Habits and EK language.	Learning is clearly and compellingly documented through relevant examples, demonstrations, exhibitions, projects, diagrams, charts, etc. using Habits, EK, and Standards language.		
<b>Academic Growth:</b> Application	Application of Habits to learning is not described.	Application of Habits to learning is discussed by providing examples from learning opportunities, but connections are weak or unclear.	Application of Habits to learning is elaborated on through discussion of learning ops. Significance of learning is identified in a few examples.	Application of Habits to learning is elaborated on by providing specific examples and references to learning opportunities and other learning situations. Specific examples of making decisions related to managing goals are provided.	Application of learning is elaborated on by references to past or future learning and by specific examples and references to other learning situations. The significance of current learning is related to learning over time.		
<b>Personal Growth:</b> Content	Identification and understanding of personal growth in the Phase-specific Habits are evident.	Identification and understanding of personal growth in the Phase-specific Habits are evident and discussed.	Identification and understanding of personal growth in the Phase-specific Habits are evident, discussed and elaborated on in relation to the learning.	Identification and understanding of personal growth in all the Habits are evident, and the relationships between them are discussed.	Identification and understanding of personal growth in all the Habits are evident, and the relationships between the Habits and career goals are discussed.		
<b>Personal Growth:</b> Documentation and Learning	Growth is not clearly documented. There are few or no examples.	Personal Growth is documented through some examples using habits language.	Personal Growth is documented through relevant examples, using habits language.	Personal Growth is clearly documented through relevant examples using habits language.	Personal Growth is clearly and compellingly documented through relevant example using habits language.		
<b>Personal Growth:</b> Application	Application of Habits to personal development and participation in community is not described.	Application of Habits to personal development and participation in community is discussed by providing examples, but connections are weak or unclear.	Application of Habits to personal development and participation in community is elaborated on. Significance of the personal development and participation in community is identified in a few examples.	Application of Habits to personal development and participation in community is elaborated on by providing specific examples and references to growth opportunities. Specific examples of making decisions related to managing goals are provided.	Application of Habits to personal development and participation in community is elaborated on by references to part of future growth opportunities and by specific examples and references to such opportunities. The significance of current growth is related.		

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<b>MC2 Mission Statement</b>	The Presenter does not reference the Mission Statement.	The Presenter states the Mission Statement but communicates it with limited understanding.	The Presenter evidences a good understanding and the beginnings of application of the Mission Statement through discussion of Learning Opportunities.	The Presenter critically analyzes the relationship between the Mission Statement and their learning.	The Presenter provides evidence of integration of a personal interpretation of the Mission Statement.		
<b>Growth Connections</b>	Academic growth and personal growth are not woven together.	Academic growth and personal growth are slightly woven together.	Academic growth and personal growth are somewhat woven together.	Academic growth and personal growth are woven together in the presentation.	Academic growth and personal growth are woven together in an integrated presentation.		
<b>Presentation Style: Aids</b>	Presentation aids do not help communicate the message.	Presentation aids are not substantive or relevant, or are not used effectively.	Effort to assemble presentation aids is evident. Aids reflect the content of the presentation.	Presentation aids add considerably to the audience understanding and effectiveness of the presentation.	Presentation aids are effective, engaging, and are ready for public display.		
<b>Presentation Style: Delivery</b>	Presentation is rough and outside the time limit; Presenter's speaking style, body language and dress detract from the presentation.	Presentation requirements are not met in the time frame; Presenter's speaking style, body language and dress sometimes detract from the presentation.	Presentation fits in the 20-30 minute time frame; Presenter's body language, and dress are intentional and add to the presentation; speaking is clear.	Presentation is timed effectively; Presenter's speaking style, dress and body language add to the effectiveness of the presentation and highlight key points and ideas.	This is a polished presentation in every way; it is within the time limit; Presenter is poised and at ease in front of the audience and ready for a more public audience.		
<b>Presentation Style: Organization</b>	Sections are unorganized; ideas are unrelated to one another; there is no theme. No identifiable introduction and/or conclusion are evident.	Some sections are unorganized; some ideas are unrelated to one another; there is no theme. Introduction and conclusion are not complete, missing.	Section organization shows some logic; ideas are somewhat related; there is no theme. Both the introduction, and conclusion are complete.	Sections are organized in a logical, cohesive, way; ideas are related to one another; there may be a theme. Introduction and conclusion are complete and effective.	Sections are organized in a logical, cohesive, even creative way; ideas are related to one another; there is a theme. Introduction and conclusion are complete, powerful, and effective.		
	The presenter does not recognize the audience's need to understand, or provide any organizing devices or structure.	The presenter recognizes the audience's need to understand, but does not help by providing any organizing device or structure.	The presenter shows some evidence of having the audience's need to understand in mind, and provides a basic organizing structure.	The presenter clearly has the audience's need to understand in mind, and provides an effective organizing device or structure.	The presenter clearly has the audience's need to understand in mind and helps by providing an effective and creative organization.		
<b>Presentation Style: Q&amp;A</b>	Presenter is not prepared to answer questions.	Presenter answers questions without much thought.	Presenter answers questions appropriately and asks clarifying questions as needed.	The presenter listens to questions, answers each one effectively.	Presenter responds thoughtfully and has evidence to support the answers.		

To convert your final Assessment number into a level, use the following guides:

15-25 Novice, 26-40 Novice +, 41-54 Advanced Beginner, 55-70 Advanced Beginner +, 71-85 Competent, 86-100 Competent +, 101-115 Proficient, 116-130 Proficient +, 131 Expert

<b>Total values on this side</b>		
<b>Total from front</b>		
<b>Total for final Assessment</b>		