Standards for Excellence Rubric

At Salt Lake Arts Academy, our students are evaluated in three categories that describe these important traits of a successful student. We believe PEPR, CAB, and Proficiency sections of our assessment rubric are each critical to the development of the whole learner. Our 4-point scale is just a “snapshot” of where a student is at any given point in their learning journey, and we believe growth is always attainable.

PEPR: Preparation / Effort / Participation / Risk-Taking

4	The student demonstrates a high level of engagement. They demonstrate a positive and appropriate involvement in the classroom activities and show a willingness to try new things. They come to class prepared to learn.
3	The student demonstrates a positive attitude toward learning and is engaged for much of the time. They are comfortable with assigned work and occasionally will push him/herself to try new and more challenging work. Effort is adequate but has much room for improvement. Punctuality, preparation, and work completion may be occasional problems that impact students’ success.
2	The student demonstrates intermittent effort. Some days, they struggle to engage in the learning process and show modest participation. The student is beginning to try new things. Poor preparation and work completion may be creating barriers to learning. This student requires interventions to enhance their academic success.
1	Student effort is far below grade-level expectations. They demonstrate negative and inappropriate involvement in classroom activities. Poor preparation and work completion are creating continual problems that need to be addressed. Parent/Student/Teacher conference is required.

CAB: Cooperation / Attitude / Behavior

4	The student consistently models good behavior; is respectful of others’ feelings and knowledge while collaboratively working with other students. They consistently listen and follow instructions. They assist in making a positive learning environment.

3	The student models good behavior frequently. They are often a good listener and contributor in class. Occasionally, they get off task and interrupt their own learning as well as others. They engage in group work at an adequate level most of the time.
2	The student is frequently off task and demonstrates a problem listening and following instructions. They struggle with group work and frequently are insensitive to others' feelings, unwilling to work toward group goals, or be respectful of rules. This student needs interventions at this time.
1	Student attitude and behavior are major problems. They are insensitive to others, unwilling to work toward group goals, and disrespectful of rules. Parent/Student/Teacher conference is required.

Proficiency in Grade Level Concepts and Skills

4	Student work demonstrates deep understanding through the ability to explain, interpret, apply, and make judgments based upon information they have learned. Student work shows a high level of quality and accuracy that surpasses grade-level expectations.
3	Student work demonstrates that the student can examine and break information into parts, make inferences, and find evidence to support a generalization. Work shows growth toward increased quality and accuracy. Student is performing at an acceptable level, but through more thoughtful work, can take his/her performance up to a 4.
2	Student work demonstrates that the student can recall, list, define, and reproduce information. They are building a foundation of skills and basic understanding. Work quality and accuracy are also at a basic level with room for growth.
1	Student work demonstrates that the student has a very limited understanding. The student is partially able to recall, define, and remember information. Work quality and accuracy are significantly below grade-level expectations. Missing work has impacted evidence of learning.