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| **Criterion A: Knowing and Understanding***This criterion focuses on the key understandings of the program provided in the workbook and our class.* | |
| **0** | The student does not reach a standard described by any of the descriptors. |
| *Basic* **1-2** | *The Teen Leadership Student…*   1. **states** factual, procedural and conceptual knowledge 2. **applies**  knowledge to investigate issues and suggestsolutions to problems set in familiar situation 3. **applies** terminology to communicate understanding with limited success |
| *Developing* **3-4** | *The Teen Leadership Student…*   1. **outlines** factual, procedural and conceptual knowledge 2. **applies** knowledge to analyze issues and to **solve** problems set in familiar situations 3. **applies** terminology to communicate understanding |
| *Proficient* **5-6** | *The Teen Leadership Student…*   1. **identifies** factual, procedural and conceptual knowledge 2. **applies** knowledge to analyze issues to solve problems set in familiar and unfamiliar situations 3. **applies** terminology consistently to communicate understanding |
| *Goal* **7-8** | *The Teen Leadership Student…*   1. **explains** factual, procedural and conceptual knowledge 2. **applies** knowledge to analyze complex issues to solve complex problems set in familiar and unfamiliar situations 3. **applies** terminology consistently and effectively to communicate understanding |

# **Teen Leadership 2019-2020**

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| **Criterion B: Thinking and Planning***This criterion focuses on ideas, plans and actions developed and supported using the TL content* *and MLC courses. This includes using the ACOVA Speech Planning Sheet* | |
| **0** | The student does not reach a standard described by any of the descriptors. |
| *Basic* **1-2** | *The Teen Leadership Student…*   1. **constructs and outlines** a plan/idea to improve performance (ACOVA Planning) 2. **outlines** the effectiveness of a plan/idea based on the outcome |
| *Developing* **3-4** | *The Teen Leadership Student…*   1. **constructs and describes** a plan/idea to improve performance (ACOVA Planning) 2. **explains** the effectiveness of a plan/idea based on the outcome |
| *Proficient* **5-6** | *The Teen Leadership Student…*   1. **designs and explains** a plan/idea to improve performance (ACOVA Planning) 2. **analyzes** the effectiveness of a plan/idea based on the outcome |
| *Goal* **7-8** | *The Teen Leadership Student…*   1. **designs**, **explains** and **justifies** a plan/idea to improve performance (ACOVA Planning) 2. **analyzes** and **evaluates** the effectiveness of a plan/idea based on the outcome |

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| **Criterion C: Skill Development***This criterion focuses on skills – the “what we DO” within our role as leaders of self and others. This includes the skill of preparing a speech.* | |
| **0** | The student does not reach a standard described by any of the descriptors. |
| *Basic* **1-2** | *The Teen Leadership Student…*   1. **demonstrates** and **applies** skills and techniques with limited success (ACOVA) 2. **recalls** information to produce a product |
| *Developing* **3-4** | *The Teen Leadership Student…*   1. **demonstrates** and **applies** skills and techniques (ACOVA) 2. **identifies** and **applies** information to produce a product |
| *Proficient* **5-6** | *The Teen Leadership Student…*   1. **demonstrates** and **applies a range** of skills and techniques (ACOVA) 2. **analyzes** and **applies** information to produce a product |
| *Goal* **7-8** | *The Teen Leadership Student…*   1. **demonstrates** and **applies a range** of complex skills and techniques (ACOVA) 2. **analyzes** and **applies** information to perform effectively |

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| **Criterion D: Communication***This criterion focuses on the specific skill of communication. In TL, we recognize that speaking and listening make up nearly 75% of the way we share messages. This includes the PLVELGS method used in public speaking.* | |
| **0** | The student does not reach a standard described by any of the descriptors. |
| *Basic* **1-2** | *The Teen Leadership Student…*   1. **identifies** and **demonstrates** strategies to communicate effectively (PVLEGS) 2. **identifies** goals to enhance teen leadership performance 3. **outlines** and **summarizes** teen leadership performance |
| *Developing* **3-4** | *The Teen Leadership Student…*   1. **outlines** and **demonstrates** strategies to communicate effectively (PVLEGS) 2. **outlines** goals and **applies** strategies to enhance teen leadership performance 3. **describes** and **summarizes** teen leadership performance |
| *Proficient* **5-6** | *The Teen Leadership Student…*   1. **describes** and **demonstrates** strategies to communicate effectively (PVLEGS) 2. **explains** goals and **applies** strategies to enhance teen leadership performance 3. **explains** and **evaluates** teen leadership performance |
| *Goal* **7-8** | *The Teen Leadership Student…*   1. **explains** and **demonstrates** strategies to communicate effectively (PVLEGS) 2. **develops** goals and **applies** strategies to enhance teen leadership performance 3. **analyzes** and **evaluates** teen leadership performance |

* **Analyze:** Break down, identify parts and interpret information to reach conclusions.
* **Apply –** Use ideas and information in a new situation
* **Construct:** Develop information in a diagrammatic or logical form.
* **Demonstrate:** Prove or make clear through practical evidence or explanation.
* **Describe:** Give a detailed account or picture of a situation, event, pattern or process.
* **Design –** Produce a plan or model
* **Evaluate:** To assess and make judgments in relation to selected criteria.
* **Explain:** Give a detailed account including reasons or causes.
* **Identify:** Provide an answer from a number of possibilities
* **Investigate:** Observe, study or examine in order to establish facts and reach new conclusions.
* **Justify**: Give valid reasons or evidence to support an answer or conclusion.
* **Outline:** Give a brief account.
* **State:** Give a specific name, value or other brief answer without explanation or calculation.
* **Suggest:** Propose a solution, hypothesis or other possible answer.
* **Summarize:** Abstract a general theme or major point(s).