



INTELLECTUAL VIRTUE LEARNING HABITS (IVLH)

Engagement

The student is fully engaged in learning through a demonstration of intellectual curiosity, humility, carefulness, courage, and tenacity.

	Beginning	Approaching	Meeting	Excelling
Questions and Enquires <i>(Intellectual Curiosity)</i>	The student... Rarely asks questions or shows engagement in learning.	The student... Sometimes asks clarifying questions and shows engagement in learning.	The student... Consistently questions for understanding in an attempt to understand "the big idea."	The student... Consistently shows a spirit of "wonder" and a passion for truth through insightful questions and proactive classroom engagement.
Believes There is Always More to Learn <i>(Intellectual Humility)</i>	Rarely looks to others or the teacher as a source of learning.	Sometimes able to learn from others.	Consistently learns from his/her teacher and peers.	Consistently and actively seeks out the opinions and insights of others in the pursuit of truth.
Is Attentive <i>(Intellectual Carefulness)</i>	Rarely attentive to, or careful with, knowledge	Sometimes concerned with accuracy and careful to get the facts right.	Consistently concerned with accuracy and careful to get the facts right.	Consistently stimulates high-level thinking in others through accurate and rigorous engagement with teacher/peers.
Takes Risks <i>(Intellectual Courage)</i>	Rarely willing to try on new ideas or approaches to learning.	Sometimes considers new ideas and tries new approaches to learning when prompted.	Consistently considers new ideas and tries new approaches to learning.	Consistently considers new ideas and approaches to learning, and, as appropriate, respectfully challenges the conclusions of others.
Perseveres in the Face of Obstacles <i>(Intellectual Tenacity)</i>	Rarely perseveres when confronted with an obstacle to learning.	Sometimes able to work through challenges with direction.	Consistently perseveres in the face of learning challenges by seeking resources, answers, or new approaches to problems.	Consistently inspires peer engagement through tenacious resilience in the face of complex challenges and creative problem-solving.

Collaboration

The student interacts with others in ways that produce learning which extends beyond what he/she could produce on his/her own.

	Beginning	Approaching	Meeting	Excelling
Listens Well <i>(Intellectual Fair-mindedness)</i>	The student... Rarely listens to peers and to teacher instruction.	The student... Sometimes listens to peers and teacher but may demonstrate a lack of fair-mindedness in doing so.	The student... Consistently, actively and fairly listens to peers and teacher in the pursuit of understanding.	The student... Consistently, actively, and fairly listens in ways that help others see things from a fresh perspective and that helps solve complex problems.
Respects Self & Others and is Kind and Courteous	Rarely courteous and respectful of others.	Sometimes courteous and respectful of others.	Consistently respectful, kind and courteous in ways that support learning.	Consistently a role model for others, creating a caring, respectful, and positive climate for learning.
Works as Part of a Group	In terms of engagement and behavior, rarely supports group learning.	Sometimes aware of their role in group work but exhibits behavior that does not support group learning.	Consistently effective in the roles of group work, monitoring own behavior to facilitate group productivity.	Consistently excels in various roles of group work, fluently changing roles as needed to support the learning of others.

Personal Responsibility

The student demonstrates effective and ethical preparation for learning and life through the honest pursuit and use of knowledge, taking responsibility for learning, the timely completion of work, prioritizing tasks, reflecting on learning, and planning ahead.

	Beginning	Approaching	Meeting	Excelling
Seeks and Uses Learning in Ethical Ways <i>(Intellectual Honesty)</i>	The student... Rarely seeks knowledge in ethical ways or gives credit to others.	The student... Sometimes seeks knowledge in ethical ways and gives credit to others.	The student... Consistently pursues and presents learning in ethical and honest ways.	The student... Consistently pursues and presents learning in ethical and honest ways and inspires others to do the same.
Takes Responsibility for Learning <i>(Intellectual Autonomy)</i>	Rarely takes responsibility for learning, blaming others/circumstances for his/her lack of learning.	Sometimes takes personal responsibility for learning.	Consistently takes personal responsibility for learning.	Consistently takes personal responsibility for learning and inspires others to do the same.
Is Timely	Rarely submits assignments on time or meets class deadlines.	Sometimes meets deadlines and class commitments but needs reminders.	Consistently meets deadlines and class commitments.	Consistently meets deadlines and seeks out teacher (and peers) for feedback in advance of deadlines.
Demonstrates a Planned, Organized and Productive Learning Process	Rarely organized and struggles to produce work.	Sometimes uses basic strategies such as a planner to stay organized and produce work.	Consistently plans using effective strategies to set priorities and monitor own productivity.	Consistently and actively plans ahead and effectively manages competing demands and busy periods.
Reflects on Self and Learning	Rarely engages in self-reflection tasks.	Sometimes completes assignments but without insightful self-reflection.	Consistently completes work and effectively integrates personal reflection and feedback when appropriate.	Consistently self-aware and reflective in the learning process, continuously seeking ways to improve as a learner and modeling the benefits of reflective learning to others.