



INTELLECTUAL VIRTUE LEARNING HABITS (IVLH)

Engagement

The student is fully engaged in learning with wonder, humility, carefulness, risk-taking, and tenacity.

	Beginning	Approaching	Meeting	Excelling
Wonders, Discovers, and Explores <i>(Intellectual Curiosity)</i>	The student... Rarely asks questions related to learning.	The student... Sometimes asks wonder questions related to learning with support from the teacher.	The student... Consistently questions for understanding and digs deeper to find answers.	The student... Consistently demonstrates a spirit of “wonder” and a passion for truth through wondering, discovering, and exploring.
Recognizes There is Always More to Learn <i>(Intellectual Humility)</i>	Rarely able and willing to learn from others; has a hard time realizing they do not know everything.	Sometimes is able and willing to learn from others; sometimes realizes they do not know everything.	Consistently learns from his/her teacher and peers; is able to realize the difference between what they know and do not know.	Consistently and actively seeks knowledge from others for understanding and Truth; understands what they know and do not know.
Thinks and Learns with Care <i>(Intellectual Carefulness)</i>	Rarely makes careful decisions in learning	Sometimes is concerned with being careful in learning with reminders from the teacher.	Consistently is concerned with being careful in learning.	Consistently and actively seeks to be careful and shows thoughtful decisions in learning while setting a good example for others.
Is Brave With His/Her Brain <i>(Intellectual Courage)</i>	Rarely takes risks in learning.	Sometimes takes risks in learning with support from the teacher.	Consistently takes risks in learning in order to better understand Truth; is brave with his/her brain.	Consistently is brave with his/her brain; is able to share ideas, ask questions, take risks with new skills/content and is a role model for others.
Chases Truth, Does Not Give Up Easily <i>(Intellectual Tenacity)</i>	Rarely is able to overcome challenges when confronted with a difficult learning task.	Sometimes is able to work through learning challenges with direction.	Consistently is tenacious in the face of learning challenges.	Consistently overcomes difficult learning tasks by working hard and trying again; does not give up; enjoys thinking challenges.

Collaboration

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

	Beginning	Approaching	Meeting	Excelling
Listens to Others' Ideas <i>(Intellectual Fair-mindedness)</i>	The student... Rarely demonstrates interest in the thoughts and ideas of others.	The student... Sometimes demonstrates interest in the thoughts and ideas of others with reminders from the teacher.	The student... Consistently and fairly demonstrates interest in listening to the thoughts and ideas of peers and teacher(s).	The student... Consistently and fairly listens in ways that helps him or her to see things from a new point of view; asks for the opinions of others for deeper understanding.
Respects Self & Others	Rarely is courteous and respectful of others.	Generally, is courteous and respectful of others; sometimes needs teacher direction.	Consistently is respectful, kind and courteous in ways that support learning.	Consistently is a role model for others, creating a caring, respectful, and positive environment for learning.
Works as Part of a Group	Rarely demonstrates effective group work; has trouble staying on task and participating in group learning.	Sometimes understands the various roles of group work, but behavior does not always support group learning; needs reminders from the teacher.	Consistently is effective in the roles of group work, self-monitoring own behavior so that the group is successful.	Consistently excels in various roles of group work, often changing roles as needed to support the learning of others.

Personal Responsibility

The student demonstrates preparation for learning through truthfully seeking understanding, taking responsibility for learning, completing work on time, proper organization, and reflecting on learning.

	Beginning	Approaching	Meeting	Excelling
Focuses on the Truth <i>(Intellectual Honesty)</i>	The student... Rarely seeks learning in honest ways; struggles to give credit to others.	The student... Sometimes seeks learning in honest ways and sometimes gives credit to others with teacher direction.	The student... Consistently seeks learning and understanding in honest ways; gives credit to others.	The student... Consistently pursues learning and presents in truthful and honest ways; inspires others to do the same; openly gives credit where it is due.
Takes Responsibility for Learning <i>(Intellectual Autonomy)</i>	Rarely takes responsibility for his/her own learning.	Sometimes takes personal responsibility for learning with teacher direction.	Consistently takes personal responsibility for learning; self-monitors for understanding	Consistently takes personal responsibility and is proactive in his/her learning; inspires others to do the same.
Is Timely	Rarely meets school work deadlines.	Sometimes meets school work deadlines, but needs reminders.	Consistently and independently meets deadlines, turns homework in without reminders.	Consistently meets deadlines while actively seeking feedback through the learning process.
Is Organized	Rarely is organized; school materials frequently missing.	Sometimes is organized; school work materials are sometimes missing; needs teacher reminders.	Consistently organized; school work materials are organized and neat.	Consistently and actively plans ahead in the learning process; school work materials are organized effectively.
Reflects on Self and Learning	Rarely takes time for self-reflection in learning.	Sometimes uses self-reflection to improve learning; requires teacher direction.	Consistently uses personal reflection and feedback in learning.	Consistently self-aware and reflective in the learning process; seeks ways to improve as a learner and models reflective learning to others.