



# Warrior Intellectual Portfolio Defense Rubric

**Essential Question:** What does it mean to be a Warrior Intellectual? How have I equipped myself with the knowledge, skills, and agency to become a Warrior Intellectual?

Student Presenter Name
Your Name

Introduction & Personal Growth			
Check when criteria is met + Score			Note EVIDENCE of meeting/ not yet meeting criteria
A M E	Reflects on personal growth/ evolution since 9 <sup>th</sup> or 10 <sup>th</sup> grade	<input type="checkbox"/> Intro <input type="checkbox"/> Identity <input type="checkbox"/> Strengths <input type="checkbox"/> Challenges <input type="checkbox"/> Influences	

Graduate Profile			
	Criteria + Score		Note EVIDENCE of meeting/ not yet meeting criteria
Knowledge	E M A	<u>Explains and describes</u> , through specific examples, their progress toward demonstrating the KNOWLEDGE required of a Warrior Intellectual	
Skills	E M A	<u>Explains and describes</u> , through specific examples, their progress toward demonstrating the SKILLS required of a Warrior Intellectual	
Agency	E M A	<u>Explains and describes</u> , through specific examples, their progress toward demonstrating the AGENCY required of a Warrior Intellectual by using the ARISE Core Values to transform self and community	

Warrior Intellectual Mastery and Growth			
Must use evidence from 6 artifacts from a portfolio of work: CARP, 3 RSAs, WBL, C&C			
* = Skill or Core Value that must be included for this section			
Artifact	Skill and Score		Note EVIDENCE of meeting/ not yet meeting criteria
COMMUNITY ACTION RESEARCH PROJECT (CARP) provides evidence of assessing community needs and contributes to community transformation based on those needs	E M A	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> <b>Critical Consciousness*</b> <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> <b>Community Transformation*</b>	



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<b>ACADEMIC ARTIFACT (RSA) #1 - STEM</b> is shown, described, and used to illustrate growth in <b>at least 2 skills</b> . Skills are defined and explained related to the artifact.	E M A	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Critical Consciousness <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Community Transformation	
<b>ACADEMIC ARTIFACT (RSA) #2 - Humanities</b> is shown, described, and used to illustrate growth in <b>at least 2 skills</b> . Skills are defined and explained related to the artifact.	E M A	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Critical Consciousness <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Community Transformation	
<b>ACADEMIC ARTIFACT (RSA) #3 - Choice</b> is shown, described, and used to illustrate growth in <b>at least 2 skills</b> . Skills are defined and explained related to the artifact.	E M A	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Critical Consciousness <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Community Transformation	
<b>WORK-BASED LEARNING (WBL)</b> section provides evidence of engaging in work in real-world and professional spaces, reflecting and cultivating growth.	E M A	<input type="checkbox"/> Build <input type="checkbox"/> Lead <input type="checkbox"/> Respect <input type="checkbox"/> Persevere <input type="checkbox"/> <b>Community Transformation*</b>	
<b>COLLEGE &amp; CAREER (C&amp;C)</b> section provides evidence of coursework in dual enrollment class and College Prep class. Resume is shared, highlighting job-related skills and experiences.	E M A	<input type="checkbox"/> <b>Build*</b> <input type="checkbox"/> Lead <input type="checkbox"/> Respect <input type="checkbox"/> Persevere	

Future Plans			
Criteria + Score			Note Evidence
<i>Guiding Question:</i> How can your future plans lead you to living a successful life as a warrior intellectual?	E	Personal definition of success is clear and consistent	
	M	Analysis of career exploration activities, including discoveries that inform future plans	
	A	Current and concrete plans for college, career, and/or life are shared and connected to what it means to be successful	
		Describes and reflects on how they are and will become an <b>agent of change</b> in their community	



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## Q & A

Criteria + Score		Note Evidence
E	<input type="checkbox"/> Answers to questions are clear, correct, and uses evidence or examples to provide more clarity	
	<input type="checkbox"/> When prompted, student demonstrates understanding of the content of their portfolio through clear explanations and use of academic language and content-specific vocabulary	
A	<input type="checkbox"/> When prompted, student breaks down complex concepts into parts	
	<input type="checkbox"/> When prompted, student articulates personal connection to the work	

## Presentation & Communication

Criteria + Score		Note Evidence
E	<input type="checkbox"/> Student is professionally dressed	
	<input type="checkbox"/> Presentation organizes ideas clearly, concisely, and thoughtfully	
M	<input type="checkbox"/> Digital / media component in the presentation is polished, visually appealing, and appropriate to the audience	
	<input type="checkbox"/> Student is audible and speaks clearly	
A	<input type="checkbox"/> Family member is present during presentation	

## Response to the Essential Question

Check when criteria is met + Score		Note EVIDENCE of meeting/ not yet meeting criteria
A M E	<input type="checkbox"/> Overall presentation thoroughly and consistently responds to essential question in a way that is unique to student's journey and relies on concrete evidence	

## Final Score

Do you believe they have equipped themselves with the knowledge, skills and agency to become a warrior intellectual?

☐ **Pass with Distinction** (at least 12 of the 14 criteria assessed as EXCEEDS)

☐ **Pass** (no approaches)

☐ **Resubmit**



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## Sample Questions Per Section for Q&A

<p><b>Part 1: Personal Growth</b></p> <ul style="list-style-type: none"><li>- Introduction</li><li>- <u>Personal Growth</u>: Identity, Strengths, Challenges, &amp; Influences</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> When you look back at who you were as a freshman, what is the main difference between who you were then, compared to now?</li><li><input type="checkbox"/> What knowledge have you gained in high school?</li><li><input type="checkbox"/> What skills have you acquired in high school?</li><li><input type="checkbox"/> What type of agency have you gained in high school? Or what kind of action have you taken in high school?</li><li><input type="checkbox"/> Do you have any regrets?</li><li><input type="checkbox"/> What do you consider to be your biggest strengths? Where do they come from?</li><li><input type="checkbox"/> Who has influenced you?</li><li><input type="checkbox"/> What experiences have shaped who you are?</li><li><input type="checkbox"/> What is your definition of a “Warrior Intellectual”?</li></ul>
<p><b>Part 2: Graduate Profile</b></p> <ul style="list-style-type: none"><li>- Knowledge</li><li>- Skills</li><li>- Agency, including growth in the <u>Core Values</u>: Lead, Persevere, Build, Respect</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> What is your personal definition of...</li><li><input type="checkbox"/> Outside of the ARISE Core Values, what are your individual values?</li><li><input type="checkbox"/> Could you give a specific example of how you embody the core value of ____ ?</li><li><input type="checkbox"/> Could you give a specific example of how you embody the core value of ____ outside of school?</li><li><input type="checkbox"/> What do you consider to be the most important core value? Why?</li></ul>
<p><b>Part 3: Warrior Intellectual Mastery &amp; Growth</b></p> <ul style="list-style-type: none"><li>- <u>Growth in the 5 Cs</u>: Critical Thinking, Critical Consciousness, Community Transformation, Collaboration, Communication</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Could you clarify your definition of ____ ?</li><li><input type="checkbox"/> What did you do on this RSA that shows ____ (skill)?</li><li><input type="checkbox"/> Could you clarify how this evidence ties to ____ (skill)?</li><li><input type="checkbox"/> What was the main goal of this RSA?</li><li><input type="checkbox"/> In what ways did you use ____ (skill) in your internship?</li><li><input type="checkbox"/> Could you give another example of how you used ____ (skill) outside of the classroom?</li></ul>
<p><b>Part 4: Future Plans</b></p> <ul style="list-style-type: none"><li>- Definition of Success</li><li>- <u>Future Plans</u></li><li>- Knowledge, Skills, Agency to become a Warrior Intellectual</li><li>- How you know you’ll be successful</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> How will you know you are successful in the future?</li><li><input type="checkbox"/> What have you learned at ARISE that you will take with you after high school?</li><li><input type="checkbox"/> How will the idea of a “<u>Warrior Intellectual</u>” apply to your future?</li><li><input type="checkbox"/> If you’re not sure about your future plans, what paths are you considering?</li><li><input type="checkbox"/> In what ways do you feel connected to or disconnected from your community?</li><li><input type="checkbox"/> What <u>knowledge</u> do you want to learn in the future?</li><li><input type="checkbox"/> What <u>skills</u> do you want to refine in the future?</li><li><input type="checkbox"/> What <u>actions</u> do you want to take in the future?</li></ul>



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## Expectations for “EXCEEDS”

Grading Between Meets and Exceeds

- Meets = checking all the boxes, and they did okay
- Meets = checking most boxes, missing one slightly, but did most very well
- Exceeds = checking all boxes, did all very well (see examples)

Section	Criteria	Exceeds Examples
Intro & Personal Growth  (3 points)	Reflects on personal growth/evolution since 9 <sup>th</sup> or 10 <sup>th</sup> grade	<ul style="list-style-type: none"><li>→ Provides a timeline, picture collage, or map visualizing their ARISE journey and speaks to the significance of the contents</li><li>→ Provides <u>specific</u> insight into who the student was, became, and wants to be (recognizes and articulates that process, including events or examples)</li><li>→ Claim gives unique insight to the EQ (above) such as their personal definition of a WI or individual insight into <u>their specific knowledge, skills, agency</u></li><li>→ Student reflects deep gratitude (beyond a shout out) for people or experiences in their lives that have guided/helped them</li></ul>
	Claim is unique to student’s journey and clearly and concisely answers the essential question	
	Claim is consistently defended throughout the presentation	
Growth in the Core Values  (4 points, 1 per value)	<u>Explains and describes</u> , through specific examples, their progress toward embodiment of <b>RESPECT</b> and how they use this Core Value to transform self and community	<ul style="list-style-type: none"><li>→ Goes beyond the 4 Core Values, and provides insight into their own personal values</li><li>→ Gives <u>more than one specific example</u> of how they embody the four ARISE Core Values</li><li>→ Explains how these values show up inside <u>and outside</u> of school</li><li>→ Provides insight into how their Core Values will help them to take on and overcome future challenges</li><li>→ Uses their Collective Visionary Sci-Fi Story to exemplify their personal Core Values</li></ul>
	<u>Explains and describes</u> , through specific examples, their progress toward embodiment of <b>PERSEVERE</b> and how they use this Core Value to transform self and community	
	<u>Explains and describes</u> , through specific examples, their progress toward embodiment of <b>BUILD</b> and how they use this Core Value to transform self and community	
	<u>Explains and describes</u> , through specific examples, their progress toward embodiment of <b>LEAD</b> and how they use this Core Value to transform self and community	
Portfolio of Work Showing Growth in the 5 Cs  (5 points, 1 per artifact)	<b>ARTIFACT #1: Academic artifact (RSA)</b> is shown, described, and used to illustrate growth in <u>at least 2 skills</u> . Skills are defined and explained related to the artifact.	<ul style="list-style-type: none"><li>→ Definitions of skills go beyond the ARISE standard and provide personal insight/understanding</li><li>→ Description and evidence of the artifact are detailed, show evidence of learning, and is clearly and accurately connected to the skill</li><li>→ Uses quotes, pictures, data, awards/recognition or other evidence/visuals from the artifact to <u>accurately explain</u> how the skill was used in the artifact</li><li>→ Connects work to other classes or</li></ul>
	<b>ARTIFACT #2: Academic artifact (RSA)</b> is shown, described, and used to illustrate growth in <u>at least 2 skills</u> . Skills are defined and explained related to the artifact.	
	<b>ARTIFACT #3: Academic artifact(RSA)</b> is shown, described, and used to illustrate growth in <u>at least 2 skills</u> . Skills are defined and explained related to the artifact.	
	<b>ARTIFACT #4: Academic artifact (RSA)</b> is shown, described, and used to illustrate growth in <u>at least 2 skills</u> . Skills are defined and explained related to the artifact.	





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	<b>ARTIFACT #5: Academic artifact (RSA) <u>OR</u> Enrichment, volunteer or other work experience</b> is shown, described, and used to illustrate growth in <b>at least 2 skills</b> . Skills are defined and explained related to the artifact.	experiences (recognizes the significance of this artifact in other classes or real-world contexts)
<b>Conclusion &amp; Future Plans</b>  (1 point)	Personal definition of success is clear and consistent	<b>→</b> Provides a timeline, map or other visualization of their journey post-ARISE <b>→</b> Explains context behind their plans and why they are making these choices/decisions <b>→</b> Clearly or uniquely defines how they plan to be an agent of change in their future
	Current and concrete plans for college, career, and/or life are shared and connected to what it means to be successful	
	Describes and reflects on how they are and will become an <b>agent of change</b> in their community	
<b>Presentation &amp; Communication</b>  (1 point)	Student is professionally dressed	<b>→</b> Student is professionally dressed (e.g. collared/button up shirt, slacks, professional dress, skirt, nice shoes-no sneakers, etc.) <b>→</b> Slides are unique to the personality and disposition of the person presenting <b>→</b> Slides are easy to follow and not overwhelmed with text <b>→</b> Student <u>expands beyond the slide</u> and doesn't just read from the slide itself
	Presentation organizes ideas clearly, concisely, and thoughtfully	
	Digital / media component in the presentation is polished, visually appealing, and appropriate to the audience	
	Student is audible and speaks clearly	
	Family member is present during presentation	
<b>Q&amp;A</b>  (1 point)	Answers to questions are clear, correct, and uses evidence or examples to provide more clarity	<b>→</b> Student gives evidence of their understanding of vocab, ideas, and/or concepts learned in class, or related to the RSA, to answer questions <b>→</b> Student follows up responses with attempts to clarify by asking questions: "Can I help to clarify..."; "or can I expand on..."; etc. <b>→</b> Student connects what they've learned to their future post-ARISE or in real-world contexts
	When prompted, student demonstrates understanding of the content of their portfolio through clear explanations and use of academic language and content-specific vocabulary	
	When prompted, student breaks down complex concepts into parts	
	When prompted, student articulates personal connection to the work	

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