

**The Texas Whole Child School Award
Scoring Rubric**

This award recognizes an academically successful school that exemplifies all five of the Whole Child Tenets.

Applicant:

Scoring:

				Total
TENET 1: Healthy				
1.1	1.2	1.3		
TENET 2: Safe				
2.1	2.2	2.3		
TENET 3: Engaged				
3.1	3.2	3.3	3.4	
TENET 4: Supported				
4.1	4.2	4.3		
TENET 5: Challenged				
5.1	5.2	5.3		

Total Score: _____

* Indicators are from the ASCD Whole Child Approach to Education found at <http://www.ascd.org/whole-child.aspx>

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Tenet 1*: Each student enters school healthy and learns about and practices a healthy lifestyle.			
Indicator	Distinguished (4)	Proficient (2)	Beginning (1)
1.1 The school culture supports and reinforces the health and well-being of each student.	Developed and implemented a vision supporting and reinforcing the health and well-being for each student	Developed and implemented a vision supporting and reinforcing the health and well-being for most students	Developed a vision supporting and reinforcing the health and well-being for each student
1.2 The school facility and environment support and reinforce the health and well-being of each student and staff member.	Support and reinforce the health and well-being of each student and staff member	Support and reinforce the health needs of most students and staff members	Support the basic health needs of most students and staff members
1.3 The school collaborates with parents and the local community to promote the health and well-being of each student.	School collaborates with parents and the local community to promote the health and well-being of each student	School collaborates with parents to promote the health and well-being of most students	School is aware of the health needs of most students
Tenet 2*: Each student learns in an environment that is physically and emotionally safe for students and adults.			
2.1 The physical, emotional, academic, and social school climate is safe, friendly, and student-centered.	Physical, emotional, academic, and social school climate is always safe, friendly, and student-centered	Physical, emotional, academic, and social school climate is usually safe, friendly, and student-centered	Physical, emotional, academic, and social school climate is rarely safe, friendly, and student-centered
2.2 The school teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.	Implements the plan to teach, model, and provide opportunities for all students to practice social-emotional skills	Implements the plan to teach, model, and provide opportunities for at least 50% of the students to practice social-emotional skills	Develops a plan to teach, model, and provide opportunities to practice social-emotional skills
2.3 The school climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.	Climate, curriculum, and instruction always reflect high expectations and an understanding of child and adolescent growth and development	Climate, curriculum, and instruction usually reflects both high expectations and an understanding of child and adolescent growth and development	Climate, curriculum, and instruction rarely reflects both high expectations and an understanding of child and adolescent growth and development

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Tenet 3*: Each student is actively engaged in learning and is connected to the school and broader community.			
Indicator	Distinguished (4)	Proficient (2)	Beginning (1)
3.1 The teachers use active learning strategies, such as cooperative learning and project-based learning.	Active learning strategies integrated consistently in all instruction	Active learning strategies used in instruction weekly	Active learning strategies used in instruction monthly
3.2 The teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.	Inquiry-based, experiential learning tasks and activities are integrated daily	Inquiry-based, experiential learning tasks and activities monthly	Inquiry-based, experiential learning tasks and activities one or two times each year
3.3 The staff works closely with students to help them monitor and direct their own progress.	Students monitor and direct their own progress	Staff monitors student progress at the end of each grading period	Staff monitors student progress at the end of each semester
3.4 The school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.	Students assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management	Students have 1 opportunity each grading period to assume age-appropriate responsibility for learning	Students have less than 1 opportunity each semester to assume age-appropriate responsibility for learning
Tenet 4*: Each student has access to personalized learning and is supported by qualified, caring adults.			
4.1 The school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.	Plan to personalize learning implemented by all teachers	Plan to personalize learning implemented by most teachers	Plan to personalize learning implemented by a few teachers
4.2 The school personnel welcome and include all families as partners in their children's education and significant members of the school community.	Plan implemented by all school personnel	Plan implemented by most school personnel	Plan developed
4.3 The school helps families understand available services, advocate for their children's needs, and support their children's learning.	School collaborates with families	School provides written information to families	School provides written information on available educational services only

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Tenet 5*: Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.

Indicator	Distinguished (4)	Proficient (2)	Beginning (1)
5.1 The curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.	Critical-thinking and reasoning skills, problem solving competencies, and technology proficiency integrated in all content classes	Critical-thinking and reasoning skills included 1 to 2 times a month in core content classes	Critical-thinking and reasoning skills included 1 to 2 times a year in specific classes
5.2 The curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.	Activities to develop students' global awareness integrated continually	Activities to develop students' global awareness integrated periodically in the grading period	Activities to develop students' global awareness integrated periodically in the semester
5.3 The school provides cross-curricular opportunities for learning with and through technology.	Cross-curricular opportunities provided continually throughout the instructional day	Cross-curricular opportunities provided some of the time in all classes	Opportunities to learn using technology provided through specific technology classes

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