

EMS INDICATOR	RUBRIC		
	ABOVE STANDARD	MEETS STANDARD	BELOW STANDARD
<b>ACTIVE LEARNING</b> Activity keeps learning active. Activity allows participants to learn by “doing”, being physically active, stimulates their curiosity, is hands-on, and is project-based.	At least 75% of participants moved around / learned through hands-on activity <b>AND</b> worked on an <u>ongoing project</u> : a process (ie. days, weeks, months) with culminating event / display. <b>Examples:</b> <ul style="list-style-type: none"> <li>Building a robot for city-wide competition</li> <li>Filming documentary to promote recycling</li> <li>Creating anti-bullying bulletin board for hallway</li> </ul>	At least 75% of participants moved around / learned through hands-on activity, but <b>not ongoing project</b> : a process (ie. days, weeks, months) with culminating event / display. <b>Examples:</b> <ul style="list-style-type: none"> <li>Trying out different functions of a camera</li> <li>Learning and practicing ballet techniques</li> <li>Writing or drawing for homework assignment</li> </ul>	At least 75% of participants mostly stayed in one place; learned by watching /listening only; not ongoing project. <b>Examples:</b> <ul style="list-style-type: none"> <li>Identifying parts of robot on worksheet</li> <li>Listening to lecture about recycling</li> <li>An unstructured discussion about identity</li> </ul>
<b>REFLECTION</b> Activity incorporates opportunities for youth to reflect. Participants discuss, write about, or create, to recap what was learned, what worked, what didn't, why and, next steps.	Staff had <b>more than one way</b> of <u>checking for understanding</u> / <b>more than one way</b> participants could <u>think critically</u> about what they were doing. <b>Examples:</b> <ul style="list-style-type: none"> <li>Artistic response &amp; thumb check</li> <li>Turn &amp; Talk &amp; survey &amp; journal entry</li> </ul>	Staff checked for participants' understanding / participants had <b>one opportunity</b> to think critically about what they were doing. <b>Examples:</b> <ul style="list-style-type: none"> <li>Check-ins with staff (ie. Q&amp;A) / discussions</li> <li>Writing about results of science experiment</li> </ul>	Participants <b>did not</b> have opportunities to reflect; May have been in the lesson plan but was not observed.
<b>MEANINGFUL &amp; RELEVANT</b> Activity is meaningful. Activity is relevant to participants' own interests, experiences, and the real world in which they live; helps youth apply new skills to areas of interest and real world problems; or involves responsibility, leadership, and service to others.	At least 50% of participants did <b>at least 3</b> below: <ul style="list-style-type: none"> <li>Expressed a personal connection to the activity</li> <li>Asked questions / volunteered their ideas</li> <li>Followed directions / performed task without staff having to urge them to do so</li> <li>Assumed leadership role / supported peers</li> </ul>	At least 50% of participants did <b>at least 1</b> below: <ul style="list-style-type: none"> <li>Expressed a personal connection to the activity</li> <li>Asked questions / volunteered their ideas</li> <li>Followed directions / performed task at hand without staff having to urge them to do so</li> <li>Assumed leadership role / supported peers</li> </ul>	Less than 50% of participants expressed a personal connection to the activity; at least 50% of participants contributed their ideas / performed task <b>only when urged by staff</b> ; activity was not connected to the learning goals.
<b>MASTERY</b> Activity supports mastery of skills. Activity gives participants a chance to learn and practice a set of skills; allows participants to demonstrate mastery in a way they couldn't before; it leads to a culminating event or product that can be viewed or celebrated.	At least 50% of participants spent <b>more than half</b> of the activity working on a learned skill that <u>results in a product</u> ; activity was youth led / centered; youth problem solved, and consulted staff when needed. <i>*all youth had enough physical materials.</i>	At least 50% of participants spent <b>half</b> of the activity working on a learned skill; staff encouraged peer support, rather than providing all of the information / lecturing. <i>*all youth had enough physical materials.</i>	More than 50% of participants spent <b>less than half</b> of the activity practicing a new skill; staff members were the sole facilitators and bearers of information; lecture. <i>*some youth did not have physical materials.</i>
<b>NEW EXPERIENCES &amp; IDEAS</b> Activity expands horizons and knowledge (activity offers opportunities to take participants beyond their current experiences; uses the surrounding community as a classroom; brings in individuals and businesses that participants may not come into contact with normally; helps them develop a global/career awareness)	Participants had an opportunity to <b>apply</b> new ideas by <u>at least one of the following</u> : <ul style="list-style-type: none"> <li>Trying to solve a social issue / problem</li> <li>Interacting with different cultures/histories</li> <li>Working with local community/stakeholders</li> <li>Hands-on career exploration with guests</li> <li>Applying a new skill, routine, method, or drill</li> </ul>	Participants had an opportunity to <b>investigate</b> new ideas by <u>at least one of the following</u> : <ul style="list-style-type: none"> <li>Analyzing a social issue / problem</li> <li>Discovering different cultures/histories</li> <li>Researching local community/stakeholders</li> <li>Identifying career pathways</li> <li>Learning a new skill, routine, method, or drill</li> </ul>	Participants <b>did not have an opportunity</b> to investigate or apply new ideas (e.g. Participants expressed they were already familiar with content; Participants did not have access to different viewpoints – one-dimensional thinking).
<b>GROUPING</b> Staff used a variety of group configurations to support learning (e.g. triads, independent work, groups of four, groups of eight, pair work, whole class discussion).	Staff used <b>more than 2</b> of the following different ways of grouping participants to support learning: <ul style="list-style-type: none"> <li>Whole class</li> <li>Independent work</li> <li>Small groups of 2,3, 4, 5, 6, etc.</li> </ul>	Staff used <b>at least 2</b> of the following different ways of grouping participants to support learning: <ul style="list-style-type: none"> <li>Whole class</li> <li>Independent work</li> <li>Small groups of 2,3, 4, 5, 6, etc.</li> </ul>	Staff <b>used 1</b> of the following different ways of grouping participants to support learning: <ul style="list-style-type: none"> <li>Whole class</li> <li>Independent work</li> <li>Small groups of 2, 3, 4, 5, 6, etc.</li> </ul>
<b>LITERACY</b> Activity builds and strengthens literacy development through an environment that supports skill building such as <b>reading, writing, vocabulary, speaking, listening, and self-expression</b> . In addition, participants experience literacy in action through personal, social/ project based activities as well as reflection that incorporates journaling, turn & talk, stop & jot/table talk.	Participants developed literacy skills in <b>project-based</b> activity with <b>embedded</b> literacy learning goals. <b>Examples:</b> <ul style="list-style-type: none"> <li>Produced a highlight video of historic Olympians</li> <li>Created blog with youth news, gossip &amp; advice</li> <li>Wrote a script incorporating specific vocabulary talk.</li> </ul>	Participants developed literacy skills in <b>skill-based</b> activity <b>focused solely</b> on literacy learning goals. <b>Examples:</b> <ul style="list-style-type: none"> <li>Read-alouds of athlete's autobiography</li> <li>Word Games (eg. Boggle, Scrabble)</li> <li>Theatre exercise of acting out vocabulary words</li> </ul>	Participants <b>did not have opportunities to develop</b> literacy skills; not a literacy activity <b>Examples:</b> <ul style="list-style-type: none"> <li>A discussion (speaking/listening) without reading, writing, and/or vocabulary.</li> <li>Read text that is below age/reading level.</li> </ul>

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<p><b>STEM: ONLY FOR STEM:</b> Activity builds and strengthens STEM through an environment that supports skill building such as <b>questioning, imagining, testing, observing, measuring and explaining</b>. In addition, participants experience STEM in action through investigation, hands-on, and/or project based activities as well as reflection that incorporates opportunities to share what they're noticing, identify what went well and what didn't, set goals, and discuss what was learned.</p>	<p>Participants developed STEM skills in <b>project-based</b> activity with <b>embedded</b> STEM learning goals.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Science: physics to enhance athletic performance</li> <li>Tech: used iMovie to create a book trailer</li> <li>Engineering: used Minecraft to build structures</li> <li>Engineering: building clay models for design</li> <li>Math: planned a dream vacation on a set budget</li> </ul>	<p>Participants developed STEM skills in <b>skill-based</b> activity focused solely on STEM learning goals.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Science: researched classification of animals</li> <li>Tech: learned to edit film using iMovie</li> <li>Engineering: observed mechanics of a car</li> <li>Engineering: popsicle stick catapult</li> <li>Math: grocery shopping game</li> </ul>	<p>Participants <b>did not have opportunities</b> to develop STEM skills; not a STEM activity</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Opinions only instead of experimenting</li> <li>Simply using a website for "technology"</li> <li>No use of equations or numbers for math</li> <li>Lack of problem solving / trial and error</li> <li>No hands-on use of STEM tools</li> </ul>
<p><b>HOMEWORK HELP:</b> The program offers homework help time or designated academic enrichment activities aimed at supporting individual learning and academic goals. Academic/homework help is conducted in a manner that builds youth confidence, supports independent problem solving and decision making abilities. Staff has a desire to assist participants and do so by monitoring small group work and providing one-on-one assistance. Completion is not required.</p>	<p>At least 75% of participants were on task. Staff checked participants' work and <b>frequently checked in</b> with participants.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Staff checked homework and made suggestions</li> <li>Staff asked questions to deepen thinking</li> </ul>	<p>At least 75% of participants were on task. Participants were <b>occasionally supported</b> by staff when they asked for help.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Staff redirected youth when they are off task</li> <li>Staff circulated room, supporting when asked</li> </ul>	<p><b>Less than 75%</b> of participants were on task; Staff observed participants but <b>did not support or assist them</b>.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Staff did not look at participants' work</li> <li>Staff did not check in with participants</li> </ul>
<p><b>ARTS:</b> Art enrichment activities are characterized by hands-on opportunities for art making and creating, performing/presenting, and reflecting. Activities may be stand-alone or integrated with other core content areas (STEM &amp; Literacy) to make cross-curriculum and real-world connections. Activities may have the goal of developing artistic literacy and participants' mastery of skills in a particular discipline (i.e. dance, media arts, music, visual arts, or theater), and supporting the development of transferable skills, including problem solving, teamwork, creativity and self-expression.</p>	<p>Participants developed artistic skills in <b>project-based</b> activity with embedded artistic learning goals / use of discipline specific terms.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>A band learning to play a new song for a show</li> <li>Learning to sculpt figurines for holiday display</li> <li>Learning design elements to build a set for a show</li> <li>Rehearsing ballet routine to perform for school</li> <li>Reporting stats &amp; news for a sports magazine</li> <li>Using literary elements to write and record a song</li> </ul>	<p>Participants developed artistic skills in <b>skill-based</b> activity focused solely on artistic learning goals / use of discipline specific terms.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>A band learning how to play musical notes</li> <li>Using clay to sculpt a pot for a plant</li> <li>Learning how to build a backdrop for a stage</li> <li>Learning ballet techniques and methods</li> <li>Mock interviewing for journalism activity</li> <li>Identifying literary elements in rap lyrics</li> </ul>	<p>Participants <b>did not have opportunities</b> to develop artistic skills; not an art activity</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>A homecoming dance</li> <li>Drawing / Painting without a learning objective</li> <li>Youth are not able to be creative / use their imagination</li> <li>An unstructured writing activity</li> </ul>
<p><b>LEADERSHIP</b></p> <p>Activity affords youth the opportunity to take responsibility, lead, and develop leadership skills (e.g., ability to articulate one's personal values; awareness of how one's personal actions impact the larger communities; ability to engage in the community in a positive manner; respect and caring for oneself and others; sense of responsibility of self and others; integrity; awareness of and appreciation of cultural differences among peers and within the larger community; high expectations for self and community; sense of purpose in goals and activities; and ability to follow the lead of other when appropriate).</p>	<p>Participants <b>led</b> activity, demonstrating leadership skills; managed transitions, and organized the group. Worked on identifying, planning, <b>OR</b> executing a project or action. Staff <b>coached</b> /supported leaders, ensuring emotional safety.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Youth determined the needs of the community by conducting needs assessments.</li> <li>Youth worked as a team to strategize, plan, and make decisions to determine project goals.</li> <li>Youth developed a leadership skill (ie. Taking initiative within team or group to complete a task)</li> </ul>	<p>Participants <b>developed</b> leadership skills /worked on identifying, planning, <b>OR</b> executing a project or action. Staff <b>collaborated</b> with youth during activity; Staff valued participants' ideas; managed group and created an emotionally safe space.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Youth are organizers; determined the needs of the community</li> <li>Youth and adults are decision makers; adults lead, plan, and rely on youth to make decisions.</li> <li>Youth collaborated to achieve common goals (ie. delegating tasks / holding peers accountable).</li> </ul>	<p>Participants <b>did not have opportunities</b> to develop leadership skills. <b>Adults led</b> throughout activity &amp; managed /organized the group. Activity lacked identifying, planning, <b>OR</b> execution.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Youth provided a <b>limited</b> amount of ideas.</li> <li>Activity <b>lacks action</b>, planning for action, or skill development.</li> <li>Adults determined direction of the project.</li> <li>Adults determined youth collaboration.</li> </ul>
<p><b>PHYSICAL ACTIVITY AND HEALTHY LIVING</b></p> <p>Physical activities are demonstrated through gym/physical education, organized sports and sports practice, dance, martial arts, fun fitness games (e.g., tag and jump rope) and other forms of physical exercise and play. Healthy living related activities are characterized through active learning, and are designed to teach the importance of physical activity, good nutrition, and healthy life-styles and practices.</p>	<p>Participants <b>applied a learned skill</b> to exert physical effort for an organized exercise / game in a safe &amp; spacious area.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Used breathing technique during martial arts</li> <li>Used "pop &amp; lock" technique in dance routine</li> <li>Used specific drill/play during basketball game</li> <li>Used specific warmups to prepare muscles</li> </ul>	<p>Participants <b>exerted</b> physical effort for organized exercise / game in a safe &amp; spacious area.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Self-defense: karate, boxing, wrestling</li> <li>Sequence: dancing, gymnastics, yoga</li> <li>Sports: basketball, tennis, football, soccer</li> <li>Playground: "steal the bacon," "hide-n-seek"</li> </ul>	<p>Participants played/exercised in a <b>confined/inappropriate</b> space; Participants engaged in <b>disorganized</b> physical activity.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Randomly shooting basketball in the gym</li> <li>Ran around the playground</li> <li>Gymnastics on a concrete surface</li> <li>Yoga in a noisy cafeteria</li> </ul>