

EMS INDICATOR	RUBRIC			FAR BELOW STANDARD
	ABOVE STANDARD	MEETS STANDARD	BELOW STANDARD	
<u>ACTIVE LEARNING</u> 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 AND worked on an <u>ongoing project over an extended period of time</u> . Examples: <ul style="list-style-type: none"> Filming documentary to promote recycling Creating anti-bullying bulletin board for competition presentation 	At least 75% of participants moved around / learned through hands-on activity, but not an ongoing project . Examples: <ul style="list-style-type: none"> Trying out different functions of a camera Learning and practicing ballet techniques Writing assignment about anti-bullying 	At least 50% of participants mostly stayed in one place; learned by watching /listening only. There is no ongoing project. Examples: <ul style="list-style-type: none"> Identifying parts of robot on worksheet Listening to lecture about recycling An unstructured discussion about identity 	At least 75% of participants stayed in one place; learn by watching/listening; there is no ongoing project. The activity does not allow participants any opportunities for active learning. Example: Participants watch a movie not connected to any learning goals. There was no hands-on component to activity
<u>REFLECTION</u> 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.	Activity meets standard. In addition there are intentional opportunities for reflection throughout the activity . Staff uses more than one way to check for participant understanding. Example: Staff uses various reflection strategies at the beginning, middle, and end	Participants have opportunities to reflect on what they've learned and/or think critically about activity. Staff check for participant understanding. Examples: <ul style="list-style-type: none"> Check-ins with staff (ie. Q&A) / discussions Discussion with peers or program staff or writing a reflection or summary Turn & Talk & survey & journal entry 	Staff does not check for participant understanding. Participants have minimal opportunities to reflect on what they have learned. Example: Staff asked limited question for clarity and moved on to different topic or portion of activity.	There is no reflection present. Participants did not have opportunities to reflect and/or staff did not ask any questions. Examples: <ul style="list-style-type: none"> During basketball activity staff did not check for understanding after the drill demonstration. Participants are not offered opportunities to reflect on the instructions or expand learning of basketball drill.
<u>MEANINGFUL & RELEVANT</u> 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.	The activity meets standards. In addition, the activity provides opportunities for participants to make decisions/ give feedback to further align the activity to their interests and lives. Example: Participants assume leadership roles and/or support peers	Participants have opportunities to express a personal connection to the activity and/or ask questions /volunteer their ideas. Example: Participants share opinions and question in group discussion	Participants are not encouraged to share personal connections and have limited opportunity to contribute their ideas. Example: Staff do not ask for youth feedback and do not relate activity to current youth need/interests	Participants did not contribute their ideas and/or perform tasks even when urged by staff; activity was not connected to learning goals. Example: Participants are not engaged and display a lack of interest or connection to activity

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MASTERY 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.	Activity meets standard. In addition, participants spend the activity working on a learned skill that is ongoing, and connected to goals, project and/or culminating event. Youth problem-solved, demonstrated skills, and applied what they learned. Example: In garden activity, participants take soil test results and use findings to plant appropriate flowers	Participants spent half of the activity working on a learned skill; staff encourages peer support, rather than providing all of the information/lecturing. Example: In garden activity, participants test the acidity of different soil types	Participants spend less than half of the activity practicing a new skill. There are no opportunities for application of skill. Staff members were the sole facilitators (lecture style). Example: Participants complete soil types worksheet and are not provided opportunity to work with soil itself	Activity did not support skill building and/or activity lacked learning goal Example: Participants had free play in the garden without a focus on instruction, skill, or strategy
NEW EXPERIENCES & IDEAS 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)	Activity meets standards in addition, participants have an opportunity to apply new ideas and/or take part in new experiences Examples: <ul style="list-style-type: none"> Participants visit canals and test carbon levels in the area Participants interact with guest speaker and have hands-on career exploration Applying a new skill, routine, method, or drill 	Participants had an opportunity to investigate new ideas. Examples: <ul style="list-style-type: none"> Participant study climate change by researching the water ways of each borough. Youth research anti-bullying Learning a new skill, routine, method, or drill 	Participants have limited opportunities to investigate new ideas. Examples: <ul style="list-style-type: none"> Participants watch single perspective news clips on climate change. There is no evidence of different perspectives or discussion Participants did not have access to different viewpoints on anti-bullying (one-dimensional thinking), or to develop individual viewpoints 	Participants did not have an opportunity to investigate or apply new ideas. Examples: <ul style="list-style-type: none"> Participants expressed they were already familiar with content. Participants are not provided with opportunities to make real world connections or discuss individual experiences.
GROUPING 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 intentionally use grouping strategies tailored to the developmental needs and/or level of participant engagement. Example: In literacy activity, participants are grouped according to reading skill level.	Staff uses grouping strategies that are appropriate for the activity and support learning. Example: In STEM activity, participants working with lab supplies are divided into smaller groups to ensure activity goals are met.	Staff use ineffective grouping strategies that do not best support activity. Learning still takes place, but is impacted by ineffective grouping strategies. Example: Youth work individually in STEM lab activity, which is best designed for small groups.	Grouping strategies do not support learning and are not intentional. Example: In STEM lab activity, there is no grouping. Staff conducts whole class instruction without regard to participant needs or activity goals.

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<p>LITERACY</p> <p>Activity builds and strengthens literacy development through an environment that supports skill building such as reading, writing, vocabulary, speaking, listening, and self-expression. 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.</p>	<p>Participants developed literacy skills in a project-based activity with embedded literacy learning goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Building a story box after learning elements of a story • Created blog with youth news, gossip & advice • Wrote a script incorporating specific vocabulary previously learned 	<p>Participants developed literacy skills in skill-based activity focused solely on literacy learning goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Read-alouds of athlete's autobiography • Word Games (eg. Mad Libs, Boggle, Scrabble) • Vocabulary worksheet • Mock interviewing in journalism activity 	<p>Participants did not have consistent opportunity to develop literacy skills because the activity was not fully focused on literacy learning goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A discussion (speaking/listening) without reading, writing, and/or vocabulary • Read-alouds without consideration of participants reading level/skills 	<p>Participants did not have opportunities to develop literacy skills and there is no literacy learning goals; not a literacy activity.</p> <p>Example:</p> <p>Activity lacked literacy skill or literacy learning goal. Literacy is not primary focus.</p>
<p>STEM: ONLY FOR STEM: Activity builds and strengthens STEM through an environment that supports skill building such as questioning, imagining, testing, observing, measuring and explaining. 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 a project-based activity with embedded STEM learning goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Science: created replica of animal habitats • Tech: created a movie trailer using filming software • Engineering: used Minecraft to build structures • Engineering: building clay models for design • Math: planned a dream vacation on a set budget 	<p>Participants developed STEM skills in skill-based activity focused solely on STEM learning goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Science: researched classification of animals • Tech: learned to edit film using iMovie • Engineering: observed mechanics of a car • Engineering: popsicle stick catapult • Math: grocery shopping game 	<p>Participants did not have consistent opportunities to develop STEM skills because the activity was not fully focused on STEM learning goals.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Participants discuss hypothesis but do not experiment • Browsing a website for "technology" • No use of equations or numbers for math • Lack of problem solving / trial and error • Lack STEM "action" or "doing" 	<p>Participants did not have opportunities to develop STEM skills and there is no STEM learning goals; not a STEM activity.</p> <p>Example:</p> <p>Activity lacked STEM skill or STEM learning goal. STEM is not primary focus.</p>

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<p><u>HOMEWORK HELP:</u> 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>Homework time meets standard. In addition, staff checked participants' work and <u>frequently checked in</u> with participants.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Staff checked homework and made suggestions • Staff asked questions to deepen thinking 	<p>At least 75% of participants were on task. Participants were <u>occasionally supported by staff</u> when they asked for help.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Staff redirected youth when they are off task • Staff circulated room, supporting when asked 	<p>Less than 50% of participants were on task; Staff observed participants <u>but did not support or assist them.</u></p> <p>Examples:</p> <ul style="list-style-type: none"> • Staff did not look at participants' work • Staff did not check in with participants 	<p>Less than 25% of participants were on task; Staff observed participants <u>but did not support or assist them.</u></p> <p>Examples:</p> <ul style="list-style-type: none"> • Staff did not circulate the room and/or did not check in with participants • Staff did not look at participants' work
<p><u>MS & OVY Programs Only ACADEMIC SUPPORT:</u> The program offers an activity to support and strengthen individual learning, academic goals and critical thinking skills. Staff monitor small group work, and provide one-on-one assistance. Activities are discussed with the school's principal and support the learning goals of academic support activity which may include tutoring, book clubs, independent reading, debate club. Please note: This is a stand-alone indicator for Academic Support and will not be used in combination with any other indicators. Mark N/A only if not observed.</p>	<p>Activity meets standards. In addition, program <u>staff offer individualized and/or small group support based on participant skill level</u> and track progress.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Program staff meet with grade teams to plan out academic supports • Program staff providers teachers and parents individual progress reports 	<p>Program <u>offers activities that improve and/or support academic success in alignment with the school day</u> and are connected to participant academic goals. Additionally, staff provide individual and/or small group support /check participant work</p> <p>Examples:</p> <ul style="list-style-type: none"> • Program offers tutoring, academic help hour, and/or academic focused activities e.g., self-directed reading time, book club, and/or test prep • Program offers academic support activities connected to school day STEM goals 	<p>Academic support activities are offered, but staff does not monitor or provide participant support.</p> <p>Example:</p> <ul style="list-style-type: none"> • Staff did not circulate or provide homework assistance during academic power hour; participants did not receive staff help when needed 	<p>Activity did not support or strengthen individual learning; not an academic support activity.</p> <p>Example:</p> <ul style="list-style-type: none"> • Participants watched a movie during academic power hour

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<p>ARTS: 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 & 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 project-based activity with embedded artistic learning goals / use of discipline specific terms.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A band learning to play a new song for a show • Learning to sculpt figurines for holiday display • Learning design elements to build a set for a show • Rehearsing ballet routine to perform for school • Using literary elements to write and record a song 	<p>Participants developed artistic skills in skill-based activity focused solely on artistic learning goals / use of discipline specific terms.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A band learning how to play musical notes • Using clay to sculpt a pot for a plant • Learning how to build a backdrop for a stage • Learning ballet techniques and methods • Identifying elements in rap lyrics 	<p>Participants did not have consistent opportunities to develop artistic skills; activity was not fully focused on artistic learning goals/use of discipline specific terms.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Drawing / Painting without a learning objective • Cutting paper pumpkins for bulletin board 	<p>Participants did not have opportunities to develop artistic skills; not an art activity</p> <p>Examples:</p> <ul style="list-style-type: none"> • Unstructured free play during dance activity • Activity lacked art skills or art learning goal. Art is not primary focus.
<p>LEADERSHIP</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>Activity meets standard. in addition participants lead the activity. Staff are facilitators and participants are the decision makers.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Youth determine the needs of the activity, manage transitions and organize the group. • Participants are leaders in the group and are assigned tasks and responsibilities • Staff step in to provide support, expand or explain participant ideas, and keep participants on task. 	<p>Participants developed leadership skills and/ or worked on identifying, planning, OR executing a project or action. With staff support, participants have some responsibilities in the group. Staff acknowledge participants' ideas and value participant feedback.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Staff organize the activity; participants feedback is valued and considered during the decision making process. • Participants are provided opportunities to explore personal values through a values auction game and plan a values game for their peers. • Staff allow participants to take the lead during group voting exercises 	<p>Participants develop leadership skills, but do not have an opportunity to identify, plan or execute an action. Staff led throughout activity and managed the group. Participant feedback was not considered/valued or incorporated.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Participants provided limited amount of ideas • Worksheet activity on values with no connection to learning goals and/or application to real life situations. • Activity lacks action, planning for action, or skill development. 	<p>Participants did not have opportunities to learn about or develop leadership skills; not a leadership activity</p> <p>Examples:</p> <ul style="list-style-type: none"> • Participants decorated gym for after school event • Activity is not connected to building leadership skills and/or larger leadership goals. • Leadership is not primary focus.

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<p><i>MS & OUY Only</i> <u>PHYSICAL ACTIVITY AND HEALTHY LIVING</u> 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>Activity meets standards. In addition, participants <u>learn a skill</u> and/or <u>apply a learned skill</u> to exert physical effort for an organized exercise / game or develop healthy lifestyles techniques</p> <p>Examples:</p> <ul style="list-style-type: none"> • Used breathing technique during martial arts • Used “pop & lock” technique in dance routine • Participants learn about sugar substitutes; participants create recipes or cook a healthier option dish 	<p>All participants are active, participants exert physical effort for organized exercise / game. OR if <i>Healthy Living Activity: <u>Through active learning</u></i>, all participants learn about or discuss nutrition & fitness, social-emotional wellness, and health.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Sports: basketball, tennis, football, soccer • Playground: “steal the bacon,” “hide-n-seek” • Participants play a matching game to identify and learn about organs and organ functions. • Participants take part in single-sex groups to discuss issues related to health & wellness 	<p>Some participants played/exercised; Participants engaged in <u>disorganized physical activity</u>. OR <i>if Healthy Living Activity:</i> Participants are provided opportunities to learn about nutrition and fitness, social emotional wellness, and/or healthy living, but <u>activity does not incorporate active learning</u>.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Randomly shooting basketball in the gym • Some participants are off to the side, not engaged in the activity • Activity is conducted lecture style: activity is not hands on. 	<p>Participants did not have opportunities to be physically active or actively learn about nutrition, social emotional wellness, or health; not a physical activity or healthy living activity.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Participants watch unrelated movie, not associated with physical activity or healthy living activity. • Physical activity or healthy living are not the primary focus of activity.
<p><i>Elementary Only</i> <u>PHYSICAL ACTIVITY</u> 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.</p>	<p>Activity meets standards. In addition, participants <u>learn a skill</u> and/or <u>apply a learned skill</u> to exert physical effort for an organized exercise / game.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Used breathing technique during martial arts • Used “pop & lock” technique in dance routine 	<p>All participants are active, participants exert physical effort for organized exercise / game.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Sports: basketball, tennis, football, soccer • Playground: “steal the bacon,” “hide-n-seek” 	<p>Some participants played/exercised; Participants engaged in <u>disorganized physical activity</u>.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Randomly shooting basketball in the gym • Some participants are off to the side, not engaged in the activity 	<p>Participants did not have opportunities to be physically active; not a physical activity.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Participants watch unrelated movie, not associated with physical activity or healthy living activity. • Physical activity or healthy living are not the primary focus of activity.

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<p><u>Elementary School Only</u> HEALTHY LIVING:</p> <p>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, choices and practices.</p>	<p>Activity meets standards. In addition, participants learn a skill and/or applied a learned skill to develop healthy lifestyles techniques.</p> <p>Examples:</p> <ul style="list-style-type: none"> Participants learn about sugar substitutes; participants create recipes or cook a healthier option dish Participants discuss issues affecting girls and boys and lead a peer workshop to share information with peers. 	<p>Through active learning, all participants learn about or discuss nutrition & fitness, social-emotional wellness, and health.</p> <p>Examples:</p> <ul style="list-style-type: none"> Participants play a matching game to identify and learn about human organs and organ functions. Participants take part in single-sex groups to discuss issues related to health & wellness 	<p>Participants are provided opportunities to learn about nutrition and fitness, social emotional wellness, and/or healthy living, but activity does not incorporate active learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> Activity is conducted lecture style: activity is not hands on. Staff demonstrated the impact of stress on the body; participants observed. 	<p>Participants did not have opportunities to actively learn about nutrition, social emotional wellness, or health: not a healthy living activity.</p> <p>Examples:</p> <ul style="list-style-type: none"> Participants watch unrelated movie, not associated with physical activity or healthy living activity. Healthy living is not the primary focus of activity.
<p><u>COMPASS HIGH Only</u> COHORT SUPPORT: Activity brings participants together in a hands-on, experiential way to build skills, promote social awareness, and/or develop social emotional intelligence. Activities may be stand-alone or integrated with other core content areas (Leadership, Arts, STEM, Literacy and/or Physical Activity), with a focus on teambuilding and PYD. Cohort Support Services are based in youth voice and choice, while offering a supportive, emotionally safe environment for participants to promote goal achievement and/or skill development.</p>	<p>Activity meets standards. In addition, participants have opportunities to refine and apply learned SEL skills. Staff encourage youth voice & choice.</p> <p>Examples:</p> <ul style="list-style-type: none"> Cohort A develops a script to broadcast to the school, based on a youth-identified problem. Cohort B films and edits it. Cohort C stars in the production. Participants choose STEM-related activities, and work in cohorts to either: engineer a boat for a final project, build robots to compete in an event, use recycled materials to restore bikes. <i>Each cohort gets a chance to complete each STEM activity by working in cycles</i> 	<p>Participants develop SEL skills. Staff created safe space & supported peer connections and collaboration as they work in cohorts to accomplish a goal or plan an event.</p> <p>Examples:</p> <ul style="list-style-type: none"> A cohort works from a curriculum, and builds skills in college awareness by working together to develop hands-on presentations regarding college majors. A cohort of participants is exposed to acting and improvisation from a program, and gets the opportunity to create and perform their own skits to other participants in program. 	<p>Participants do not have consistent opportunities to develop SEL skills, collaborate, or use their voice; Activity did not connect to skill development, goals or planned event(s).</p> <p>Examples:</p> <ul style="list-style-type: none"> A facilitator-driven discussion on bullying in the school community to a large group of participants, with no connection to a learning goals or culminating event. A cohort of participants work together on worksheets based on sexual education topics. 	<p>Participants do not have opportunities to develop SEL skills, collaborate, or use their voice; Not a cohort support activity.</p> <p>Example: Activity did not connect to skill development, goals or planned event(s).</p>