

Pentucket Regional School District

Personal Meaning Menu

I have an impact on the world as a creative agent

1. Acting with purpose

- Do I have a sense of purpose that I can commit to? How am I refining my sense of purpose?
- Do I pursue worthwhile activities that align with a long-term goal? How can I strengthen the pursuit of worthwhile activity?
- Am I persistent and resourceful in attaining my goals? How can I strengthen my persistence and resourcefulness in attaining my goals?
- Am I focused on accomplishing long-term goals? How can I strengthen my focus?

2. Understanding self and one's place in the world

- Am I dedicated to some purposeful outcome? How can I strengthen my dedication to a purposeful outcome?
- Do I believe I can have a positive impact in the world? How can I deepen my belief in my ability to have a positive impact in the world?
- Can I be successful in achieving significant results? How can I become more successful in achieving significant results?
- Do I engage in creative work? How can I strengthen my engagement in creative work?

3. Commitment to growth

- Do I take initiative? How can I take initiative?
- Do I strive to do my best? How can I strengthen my effort to do better?
- Do I make full use of my talents and assets? How can I expand the use of my talents and assets?
- Do I strive toward continuous improvement? How can I exert more effort to continuously improve?

4. Exercising the power of self-transcendence, empathy, compassion, and altruism

- Am I an active contributor locally or globally? How do I increase my effort to make the world a better place?
- Do I demonstrate a capacity to act on the behalf of others? How can I become more altruistic?
- Have I made a significant contribution to others locally or globally? How can I make a significant, positive impact on others locally or globally?
- Do I attempt to leave behind a good and lasting legacy? How can I strive to leave a good and lasting legacy?

Personal Meaning Menu Rubrics

1. Acting with purpose

Low Outcome

- Student expresses little or no connection between himself and an outcome.
- Student actions are disconnected with one or more long-term goals.
- Student is able to exert energy or creative thinking for short periods of time to accomplish a goal.
- Student's actions to accomplish one or more goals are side-tracked by competing interests.

Moderate Outcome

- Student expresses connectedness between himself and an outcome. He views this connection as a responsibility that will ensure the accomplishment of the goal.
- Student implements an action plan that contributes to reaching one or more long-term goals.
- Student copes with challenges in reaching intended outcomes by finding clever ways to overcome difficulties.
- Student prioritized his goal(s) in order to reach an intended outcome.

High Outcome

- Student is able to describe his connection to accomplishing an intended outcome as an imperative he is willing to participate in despite any inevitable restrictions that will come from this action.
- Student sorts high-leverage actions from low-impact actions and implements those with the greatest potential for reaching outcomes.
- Student reaches intended long-term goals by devising and implementing new solutions to overcoming difficulties.
- Student integrates multiple demands into a project plan while maintaining flow and results in an intended outcome.

V* = Variation above or below grade span that requires a description

Low Depth of Complexity

- Student actions resulted in only minor improvements to his ability to identify a sense of purpose between himself and an outcome.
- Student actions result in only minor improvements between cause and effect.
- Student actions result in only minor improvements to student's ability to endure difficulties or identify creative solutions to attain goals.
- Student actions result in only minor improvements to prioritizing among goals or interests.

Moderate Depth of Complexity

- Student has taken new action resulting in the identification of one or more goals or areas of high interest that he is willing to pursue as a priority.
- Student has taken new action resulting in the clear connection between cause/effect that leads to an intended outcome
- Student has taken new actions supporting prolonged effort or the generation of creative ideas to accomplish intended outcomes
- Student has taken new actions supporting his ability to prioritize in ways that result in accomplishment of goal(s).

High Depth of Complexity

- After pursuing best practices, student implements one or more new strategies that are personally tuned and effective in defining his sense of purpose.
- After pursuing best practices to accomplish a specific outcome, student implements an action plan that significantly increases effectiveness in accomplishing an intended goal.
- After pursuing best practices, student implements an action plan that results in significantly increased persistence and resourcefulness.
- After pursuing best practices, student implements one or more new strategies that results in significant improvements in his ability to prioritize in ways that result in accomplishing a goal(s).

V* = Variation above or below grade span that requires a description

2. Understanding self and one's place in the world

Low Outcome

- Student actions are loosely connected to an intended outcome.
- Student harbors self-doubt about his ability to have a positive impact on the world.
- Student does not have a clear vision of his connection to or low levels of success in accomplishing a significant outcome.
- Student actions are loosely connected to causing an intended result.

Moderate Outcome

- Student actions demonstrate devotion to accomplishing an intended outcome.
- Student expresses confidence in his ability to positively impact in the world.
- Student implements one or more strategies successfully to achieve significant results.
- Student actions result in creative, intended outcomes.

High Outcome

- Student actions demonstrate a passion for one or more purposeful outcomes.
- Student actions demonstrate deep levels of belief that he can have a positive impact on the world.
- Student implements high-leverage strategies that result in his achieving significant results.
- Student participates collaboratively and in multiple arenas to accomplish an intended creative outcome.

V* = Variation above or below grade span

Low Depth of Complexity

- Student actions result in unchanged or only minor levels of improvement in his dedication to a purposeful outcome.
- Student actions result in unchanged or only minor levels of improvement in his belief that he can have a positive impact on the world.
- Student actions result in unchanged or only minor levels of improvement in his level of success in achieving significant results.
- Student actions result in unchanged or only minor levels of improvement in his engagement in creative work.

Moderate Depth of Complexity

- Student implements one or more strategies resulting in a new, increased dedication to a purposeful outcome.
- Student implements one or more strategies resulting in a new, deeper belief in his ability to have a positive impact in the world.
- Student implements one or more strategies resulting in new, greater levels of success in achieving significant results.
- Student implements one or more strategies resulting in new, stronger engagement in creative work.

High Depth of Complexity

- After pursuing best practices, student implements one or more new strategies resulting in significant strengthening of dedication to an outcome.
- After gathering multiple perspectives, student adopts a significant, positive shift in his belief in his ability to have a positive impact on the world.
- After pursuing best practices, student implements and action plan resulting in significantly improved levels of success in reaching high level outcomes.
- After pursuing best practices, student implements an action plan resulting in significantly stronger engagement in creative work.

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3. Commitment to growth

Low Outcome

- Student requires assistance (hurdle help) to take beginning steps in taking action.
- Student makes low levels of effort to achieve a standard.
- Student applies some degree of talent.
- Student exerts minor effort to support self-improvement.

Moderate Outcome

- Student demonstrates an ability to take beginning steps in taking action.
- Student demonstrates an ability to make great efforts to achieve his personal best.
- Student maximizes his personal strengths.
- Student engages in ongoing, frequent reflection and action to improve.

High Outcome

- Student exerts power or opportunity to act or take charge before others do.
- Student takes action that exceeds established personal best.
- Student transcends personal strength or limitation.
- Student takes action resulting in a breakthrough for improvement.

V* = Variation above or below grade span

Low Depth of Complexity

- Student actions result in unchanged or only minor levels of improved ability to take first steps.
- Student actions result in unchanged or only minor levels of improved effort to do better.
- Student actions result in unchanged or only minor levels of expanded use of talents or strengths.
- Student actions result in unchanged or only minor levels of improved effort to continuously improve.

Moderate Depth of Complexity

- Student implements new strategy that results in an improved ability to take first steps.
- Student implements a new strategy that results in a stronger effort to do better.
- Student implements a new strategy that results in expanded use of talents or strengths.
- Student implements a new strategy that results in him exerting more effort to continuously improve.

High Depth of Complexity

- After pursuing best practices, student implements one or more new strategies resulting in student exerting power or opportunity to act or take charge before others do.
- After pursuing best practices, student implements one or more new strategies resulting in the student exceeding his personal best.
- After pursuing best practices, student implements one or more new strategies resulting in student transcending personal strength or limitation
- After pursuing best practices, student implements one or more new strategies resulting in a breakthrough for improvement.

V* = Variation above or below grade span

4. Exercising the power of self-transcendence, empathy, compassion, and altruism

Low Outcome

- Student actions are relegated to simulations or have a limited scope of positive impact beyond self.
- Student actions reflect limited levels of empathy, compassion, or altruism.
- Student actions result in limited, positive impact on others.
- Student actions are limited to short-term results with limited lasting effect on others.

Moderate Outcome

- Student demonstrates through actions and results an ability to contribute locally or globally.
- Student actions demonstrate his capacity to act on the behalf of others.
- Student contributes in ways that have a noteworthy impact on others locally or globally.
- Student contributes in ways that have a lasting, long-term effect on others.

High Outcome

- Student transcends possible results of the individual by accessing the contributions of others to a local or global initiative.
- Student demonstrates commitment to others without the expectation of reward.
- Student achieves breakthrough results impacting others locally or globally.
- Student achieves results that are a major benefit to others for the foreseeable future.

V* = Variation above or below grade span

Low Depth of Complexity

- Student actions result in unchanged or only minor levels of improved effort to make the world a better place.
- Student actions result in unchanged or only minor levels of improved capacity to act on the behalf of others.
- Student actions result in unchanged or only minor levels of improved ability to make significant contributions locally or globally.
- Student actions demonstrate unchanged or only minor levels of improved effort to leave a good and lasting legacy.

Moderate Depth of Complexity

- Student implements new strategy that results in an improved ability to actively contribute locally or globally.
- Student implements new strategy that results in an improved capacity to act on the behalf of others.
- Student implements new strategy that results in an improved level of significance in contributions made to others.
- Student implements new strategy that results in an improved effort to leave a good and lasting legacy.

High Depth of Complexity

- After pursuing best practices, student implements one or more new strategies resulting in others taking action as local or global contributors.
- After pursuing best practices, student implements one or more new strategies that help him surpass self-interest.
- After pursuing best practices, student implements one or more new strategies that accomplish breakthrough results.
- After pursuing best practices, student implements one or more new strategies that achieve a major impact on others for the foreseeable future.

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