Gilmour Academy Senior Examen
2019-2020

“How are you learning to live the Gilmour Mission?”

Purpose: The Senior Examen (from the Latin “for consideration”) is designed to be a thoughtful reflection on your total experience during your career at Gilmour. Each senior student should consider the particular ideas, values, and events from his/her Gilmour experience. From these milestones, you should create a presentation that gives insight into your journey and reflects an ownership of your high school career and the development of your ability "to see" and "to act" in a different way.

What to do:

1. Defining Moments are those experiences we personally have lived, that have significantly influenced our life’s journey. These Moments can be pointed to as perspective-changing, validating, inspirational or life-altering.

   We are asking you to differentiate your experiences, discern what has been most meaningful, explain what has had an impact on you, and identify what you have integrated into your life. What has helped shape who you have become and how you have come to understand Gilmour’s Mission Statement:

   "the competence to see and the courage to act in creating a more humane and just society.”

   In exploring defining moments and your personal growth, it is essential that you delve into your understanding of the implications of the mission, “creating a more humane and just society,” for the future—college and beyond!

2. Taking a holistic approach, please discuss your academic goals for the year, what you see as your greatest strengths and your greatest challenges. What are you doing or would you like to do to help prepare you for your academic pursuits in the future? This may entail reflecting on the college application process.
Gilmour Academy Graduation Outcomes

Each of these outcomes supports the Gilmour Academy mission “to develop the competence to see and the courage to act in creating a more humane and just society.”

People of Hope on a Journey of Faith
- Understands spirituality as foundational in faith formation
- Is hopeful—trusting that all will be well and that God is good
- Values inclusiveness through the respectful understanding of other faith traditions, different cultures and the life-journeys of all people
- Understands that one’s purpose and call in life comes from God (Zeal)
- Recognizes that sin, human weakness, conflict and forgiveness of self and others are part of the human journey (The Cross)

Courageous, Collaborative Leaders
- Nurtures and values a sense of welcoming and generously extends hospitality to others by being friendly, accepting, open and gracious
- Possesses the values necessary to effectively work in collaboration with others and demonstrates the courage it takes to create a more humane and just society
- Promotes social responsibility and the fundamental option for the poor especially through service by embracing moral and ethical values reflective of Catholic social justice teaching

Empathetic, Engaged Global Citizens
- Demonstrates an adaptable spirit, open to new ideas, that addresses needs and challenges as they emerge
- Takes initiative and demonstrates courage in humane and just leadership
- Responds to, manages and constructively influences change in a discerning manner
- Sees oneself as a valued and connected member of the academic, social, spiritual and global community

Authentic, Effective Communicators
- Listens actively and critically to learn and understand
- Reads, understands and uses written materials effectively
- Presents information and ideas clearly and honestly and with sensitivity to others
- Integrates Judeo-Christian values to manage, interpret, validate, share and act upon information found in the arts, media and digital world to enhance the quality of life

Reflective, Analytical Thinkers
- Demonstrates inventive thinking in creating and adapting new ideas in light of the common good.
- Thinks strategically and reflectively when making decisions
- Adopts a holistic approach to life through interdisciplinary experiences
- Examines, evaluates and applies knowledge of interdependent systems for the development of a more humane and just society

Innovative, Resilient Problem Solvers
- Thinks creatively and seeks to identify patterns when evaluating situations and solutions
- Uses a variety of resources to access information to identify and analyze problems
- Perseveres in seeking appropriate and just solutions

Curious, Resourceful Lifelong Learners
- Sets appropriate goals and priorities in school, work and personal life in order to develop one’s potential
- Reflects on and leverages one’s personal values, abilities and aspirations to influence life choices and opportunities
- Recognizes the importance of caring and nurturing for one’s whole self
# Senior Examen Rubric

**“How are you learning to live the Gilmour Mission?”**

<table>
<thead>
<tr>
<th></th>
<th>Does not meet the standards; requires further work</th>
<th>Meets the standards of the Examen</th>
<th>Exceeds the Standards of the Examen</th>
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</thead>
<tbody>
<tr>
<td><strong>Defining Moments</strong></td>
<td>Speaks in generalities about experiences</td>
<td>Discusses specific defining moments</td>
<td>Discusses specific defining moments in rich and meaningful detail</td>
</tr>
<tr>
<td></td>
<td>Lacks meaningful detail</td>
<td>Articulates how these moments were perspective-changing; validating, inspiring and/or life-changing</td>
<td>In addition to articulating how these moments were perspective-changing, validating, inspiring and/or life-changing, discusses how these defining moments demonstrate a clear understanding, formation and integration of Gilmour’s mission</td>
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<tr>
<td></td>
<td>Struggles with understanding the meanings of experiences</td>
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<tr>
<td><strong>Discussion of the Gilmour Mission &amp; Outcomes</strong></td>
<td>Shows little or no understanding of personal growth towards understanding the mission, our outcomes and their implication for his/her future</td>
<td>Discusses his/her own way of understanding the mission, GA outcomes and their implications for the future</td>
<td>Demonstrates a foundation, an understanding of and a grounding in the mission and outcomes for one’s life beyond Gilmour Academy</td>
</tr>
<tr>
<td><strong>Academic Assessment</strong></td>
<td>Cannot or struggles to articulate an understanding of his/her goals, strengths, challenges and/or growth.</td>
<td>Clearly articulates goals and holistically approaches specific strengths, challenges and areas of growth.</td>
<td>Clearly articulates goals and holistically approaches specific strengths, challenges and areas of growth. In addition, articulates a strong understanding of how current academic endeavors impact future academic progress</td>
</tr>
</tbody>
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**NOTES:**