

**SCHOOL-WIDE ACADEMIC RUBRIC
FOR CIVIC EXPECTATIONS**

The student/graduate will demonstrate civic responsibility.

Each student/graduate will be able to:

- » participate in school activities and
- » participate in community activities.

DESCRIBING THE LEVELS OF PERFORMANCE

3 = Exceeds the standard

2 = Meets the standard

1 = Partially meets the standard

0 = Does not meet the standard

SCHOOL-WIDE RUBRIC FOR CIVIC EXPECTATIONS

ELEMENT	CRITERIA	RATING	COMMENTS
<p style="text-align: center;">Participates in school-sponsored activities</p>	<p>3 actively and regularly participates in co-curricular and extracurricular activities</p> <p>2 actively participates in co-curricular and extracurricular activities</p> <p>1 occasionally participates in co-curricular and/or extracurricular activities</p> <p>0 does not participate in co-curricular and/or extracurricular activities</p>		
<p style="text-align: center;">Participates in community activities</p>	<p>3 consistently works and learns effectively in collaborative and independent settings in the larger community</p> <p>2 frequently engages effectively in collaborative and independent settings in the larger community</p> <p>1 occasionally works and learns effectively in collaborative and independent settings in the larger community</p> <p>0 does not work or learn in collaborative or independent settings</p>		

**SCHOOL-WIDE ACADEMIC RUBRIC
FOR DECISION MAKING**

The student/graduate will demonstrate effective skills in problem solving and decision making.

Each student/graduate will be able to:

- » identify the problem and related issues;
- » locate, evaluate, and select relevant information from a variety of research sources;
- » organize and analyze selected information in support of a developed conclusion;
- » identify steps that might be taken to improve the problem-solving process.

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SCHOOL-WIDE RUBRIC FOR DECISION MAKING

ELEMENT	CRITERIA	RATING	COMMENTS
<p>Identifies the problem and related issues</p>	<p>3 clearly and accurately defines the problem, states the problem in his or her own words, and places the problem in the larger context 2 identifies and states the problem with some accuracy in his/her own words, placing it within the larger context 1 does not adequately identify the problem or related issues in his/her own words 0 does not identify a problem</p>		
<p>Locates, evaluates, and selects strategies from a variety of sources</p>	<p>3 locates, evaluates, and selects relevant and accurate information from a variety of sources to solve the problem 2 locates, evaluates, and selects mostly relevant and accurate information from a variety of sources to solve the problem 1 has difficulty locating, evaluating, and/or selecting relevant and accurate information from a variety of sources to solve the problem 0 does not attempt or is unable to locate, evaluate, and/or select relevant and accurate information from a variety of sources to solve the problem</p>		
<p>Organizes and analyzes information to implement a solution</p>	<p>3 logically organizes and analyzes all of the available information and applies that information to the problem to reach and implement a viable solution 2 logically organizes and analyzes available information to reach and implement a possible solution 1 makes a minimal or incomplete attempt to organize and/or analyze information to reach and implement a solution 0 does not attempt or is unable to organize information to reach and implement a solution</p>		
<p>Identifies a conclusion supported by evidence</p>	<p>3 identifies a logical and insightful conclusion supported by multiple forms of relevant evidence 2 identifies a logical conclusion supported by sufficient relevant evidence 1 communicates an unclear conclusion supported by limited relevant evidence 0 does not identify a conclusion or communicates an unsupported conclusion</p>		

**SCHOOL-WIDE ACADEMIC RUBRIC
FOR LISTENING SKILLS**

The student/graduate will demonstrate skills in active, critical, and responsive listening.

Each student/graduate will be able to listen effectively by:

- » Identifying the speaker's point of view;
- » Identifying the speaker's main idea and supporting details;
- » Responding to information;
- » Following oral directions.

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SCHOOL-WIDE ACADEMIC RUBRIC FOR LISTENING

ELEMENT	CRITERIA	RATING	COMMENTS
Identifies speaker's purpose and point of view	<p>3 determines and identifies speaker's purpose and point of view</p> <p>2 usually determines and identifies speaker's purpose and point of view</p> <p>1 rarely identifies speaker's purpose and point of view</p> <p>0 does not identify speaker's purpose and point of view</p>		
Identifies speaker's main idea(s) and supporting details	<p>3 identifies main idea(s) and all supporting details</p> <p>2 identifies main idea(s) and some supporting details</p> <p>1 identifies main idea(s) and no supporting details</p> <p>0 does not identify main idea(s)</p>		
Responds to information	<p>3 formulates a thoughtful response based on ideas and information presented</p> <p>2 formulates a response based on some ideas and information presented</p> <p>1 formulates a response based on minimal or irrelevant information</p> <p>0 does not formulate a response</p>		
Follows oral directions	<p>3 follows all oral directions</p> <p>2 usually follows oral directions</p> <p>1 rarely follows oral directions</p> <p>0 does not follow oral directions</p>		

**SCHOOL-WIDE ACADEMIC RUBRIC
FOR READING SKILLS**

The student/graduate will demonstrate effective reading skills.

Each student/graduate will be able to:

- » Form an understanding of the ideas presented;
- » Define ideas found in the text to analyze, draw conclusions, and make inferences;
- » Make connections in the text to analyze, draw conclusions, and make inferences;
- » Examine content and structure of the text.

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SCHOOL-WIDE ACADEMIC RUBRIC FOR READING

ELEMENT	CRITERIA	RATING	
<p>Forms an understanding and demonstrates ideas presented</p>	<p>3 demonstrates an accurate understanding of the ideas presented 2 demonstrates a general understanding of the ideas presented 1 demonstrates a limited understanding of the ideas presented 0 demonstrates no understanding of the ideas presented</p>		
<p>Extends and defines ideas to analyze, draw conclusions, and make inferences</p>	<p>3 effectively uses information from the text to draw and support significant and accurate conclusions 2 uses relevant evidence from the text to interpret basic idea(s) and demonstrates some analysis 1 has difficulty drawing on ideas for a limited analysis 0 does not use or analyze ideas from the text</p>		
<p>Makes connections within and beyond the text</p>	<p>3 demonstrates insightful inferences, connections between ideas in the text and references to prior knowledge and/or experiences 2 demonstrates thoughtful connections between ideas in the text or references to prior knowledge and/or experiences 1 makes limited inferences, connections between ideas in the text or references to prior knowledge and/or experiences 0 makes irrelevant connections</p>		
<p>Makes overall, good decisions about text, author's purpose, intended audience, and points of view while evaluating content and structure</p>	<p>3 generates well-supported, thoughtful predictions about text, author's purpose, and points of view 2 generates predictions about text and points of view 1 generates limited predictions about text or points of view 0 makes no predictions about the text</p>		

**SCHOOL-WIDE ACADEMIC RUBRIC
FOR SOCIAL EXPECTATIONS**

The student/graduate will demonstrate social expectations.

Each student/graduate will be able to:

- » demonstrate responsible behavior by showing respect for self and others;
- » work and learn collaboratively and independently.

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SCHOOL-WIDE RUBRIC FOR SOCIAL EXPECTATIONS

ELEMENT	CRITERIA	RATING	COMMENTS
Demonstrates responsible behavior by showing respect for self and others' person and property	3 demonstrates a high level of respect for self, others, and property 2 demonstrates a satisfactory level of respect for self, others, and property 1 demonstrates a developing level of respect for self and others 0 does not have respect for self, others, and/or property		
Works and learns collaboratively and in independent settings	3 consistently works and learns effectively in collaborative and independent settings 2 frequently works and learns effectively in collaborative and independent settings 1 occasionally works and learns effectively in collaborative and independent settings 0 does not work and learn effectively in collaborative or independent settings		

**SCHOOL-WIDE ACADEMIC RUBRIC
FOR SPEAKING SKILLS**

The student/graduate will demonstrate effective skills in speaking.

Each student/graduate will be able to engage the listener effectively by:

- » Using content that is appropriate to the audience and purpose and that shows depth of understanding;
- » Organizing the presentation in a logical and coherent manner;
- » Using language that demonstrates an awareness of the standard rules of the target language;
- » Using speech that is audible, clear, and expressive;
- » Using posture, eye contact, and gestures to enhance the presentation;
- » Using technology, aids, and activities, when appropriate, to engage the audience actively.

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SCHOOL-WIDE ACADEMIC RUBRIC FOR SPEAKING

ELEMENT	CRITERIA	RATING	
Content shows awareness of audience	3 ideas are appropriate to audience and purpose and demonstrate an in-depth understanding of materials 2 ideas are somewhat appropriate to audience and demonstrate an adequate understanding of material		

<p>and purpose, and depth of understanding</p>	<p>1 ideas are minimally appropriate to audience and purpose and demonstrate limited understanding of the material 0 ideas are not appropriate to audience and/or purpose and demonstrate no understanding of the material</p>		
<p>Presentation is logical, organized, and coherent</p>	<p>3 ideas are presented in a logical and coherent manner 2 ideas are presented in a somewhat logical and coherent manner 1 ideas are presented in a minimally logical and coherent manner 0 ideas are not presented in a logical or coherent manner</p>		
<p>Use of language shows awareness of the standard rules of the target language</p>	<p>3 use of grammar and syntax is appropriate to content, audience, and purpose of assignment 2 use of grammar and syntax is somewhat appropriate to content, audience, and purpose of assignment 1 use of grammar and syntax is minimally appropriate to content, audience, and purpose of assignment 0 use of grammar and syntax is not appropriate to content, audience, or purpose</p>		
<p>Vocally speech is audible, clear, and expressive</p>	<p>3 the audibility, articulation, punctuation, and expressiveness of speech are effective 2 the audibility, articulation, punctuation, and expressiveness are somewhat effective 1 the audibility, articulation, punctuation, and expressiveness are minimally effective 0 the audibility, articulation, punctuation, and expressiveness are not effective</p>		
<p>Posture, eye contact, and gestures enhance the presentation</p>	<p>3 posture, eye contact, and gestures effectively enhance the presentation as a whole 2 posture, eye contact, and gestures occasionally enhance the presentation as a whole 1 posture, eye contact, and gestures rarely enhance the presentation 0 posture, eye contact, and gestures distract from the presentation</p>		
<p>Technology, aids, or activities are used to engage the audience when appropriate</p>	<p>3 use of technology, aids, or activities enriches the presentation 2 use of technology, aids, or activities somewhat helps the presentation 1 use of technology, aids, or activities minimally helps the presentation 0 use of technology, aids, or activities detracts from the presentation</p>		

**SCHOOL-WIDE ACADEMIC RUBRIC
FOR TECHNOLOGY**

The student/graduate will demonstrate skills in applying technology and information processing.

Each student/graduate will be able to use information and technology to express ideas, solve problems, and facilitate learning by:

- » defining information needs;
- » conducting research;
- » solving complex problems;
- » locating and using a variety of resources;
- » practicing responsible and ethical use of resources;
- » and presenting ideas, information, and/or conclusions using a variety of appropriate technologies.

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SCHOOL-WIDE ACADEMIC RUBRIC FOR TECHNOLOGY

ELEMENT	CRITERIA	RATI
<p>Defines informational needs, conducts research, solves complex problems and utilizes resources while avoiding plagiarism</p>	<p>3 effectively utilizes information from multiple resources, considering the credibility and accuracy of the sources to complete the task and avoiding plagiarism 2 with limited support utilizes information from resources, considering the credibility and accuracy of the sources to complete the task and avoiding plagiarism 1 needs significant assistance to utilize information resources to complete research and avoid plagiarism 0 does not utilize information resources, even with significant assistance, and is unable to complete research and/or avoid plagiarism</p>	
<p>Locates and uses information that appropriately and purposefully enhances the end product</p>	<p>3 independently locates and effectively utilizes information that is appropriate and purposeful, enhancing the end product 2 locates and utilizes information that is appropriate and purposeful to completing the end product 1 locates information that is appropriate but not purposeful and which does not lead to completion of the task 0 does not locate or use information that is purposeful to the task</p>	
<p>Communicates ideas that are organized, innovative and effective and presented with consistency</p>	<p>3 compiles and organizes information critically and effectively, using appropriate and innovative format and ideas, with grammar, spelling, capitalization, and punctuation consistently correct 2 compiles and organizes information effectively, using an approved format, with grammar, spelling, capitalization, and punctuation generally correct 1 compiles and organizes information with a limited understanding, with grammar, spelling, capitalization, and punctuation somewhat correct 0 does not compile or formulate information effectively, and grammar, spelling, capitalization, and punctuation contain significant errors</p>	
<p>Design layout is effective, and properly formatted, to sight, and hearing, and is visually stimulating</p>	<p>3 produces an effective, properly formatted, stimulating audio and/or visual presentation 2 produces a properly formatted audio and/or visual presentation 1 produces an inconsistently formatted audio and/or visual presentation 0 is unable to produce a formatted audio and/or visual presentation</p>	

**SCHOOL-WIDE ACADEMIC RUBRIC
FOR WRITING SKILLS**

The student/graduate will demonstrate effective writing skills.

Each student/graduate will be able to:

- » incorporate insightful ideas based on a sound understanding or interpretation of the material in question;
- » demonstrate an awareness of purpose and audience through consistency in focus as well as elements such as
 - voice, tone, and diction;
- » provide ideas in a logical, understandable, and coherent manner from the thesis through the body and conclusion;
- » provide specific and appropriate direct references to the text, material, data or concept being studied to support the thesis;
- » demonstrate consistent use of all standard rules of spelling, grammar, usage, and mechanics;
- » follow the formatting standards of the MLA or APA, as indicated by the instructor.

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SCHOOL-WIDE ACADEMIC RUBRIC FOR WRITING

ELEMENT	CRITERIA	RAT
<p align="center">Topic development/thesis is specific, and direct reference to the text is used for validity</p>	<p>3 effectively and insightfully develops a thesis and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support a position on topic 2 develops thesis and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support position on topic 1 develops thesis, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support position 0 develops no thesis and/or uses no evidence</p>	
<p align="center">Structure and organization of presentation and development of ideas are logical, understandable, and coherent</p>	<p>3 is well organized and clearly focused, demonstrating clear, coherent, and smooth progression of ideas 2 is generally well organized and focused, demonstrating some coherence and progression of ideas 1 is limited in organization or focus, or may demonstrate lapses in coherence or progression of ideas 0 is disorganized or unfocused, resulting in a disjointed or incoherent essay</p>	
<p align="center">Language skillfully uses an appropriate vocabulary</p>	<p>3 exhibits skillful use of language, using a varied, accurate, and apt vocabulary 2 exhibits adequate but inconsistent use of language, using generally appropriate vocabulary 1 sometimes uses inappropriate or imprecise vocabulary 0 displays fundamental errors in vocabulary</p>	
<p align="center">Sentence structure is meaningful and varied</p>	<p>3 demonstrates meaningful variety in sentence structure 2 demonstrates some variety in sentence structure 1 lacks variety or demonstrates problems with sentence structure 0 demonstrates severe flaws in sentence structure</p>	
<p align="center">Rules of standard grammar, usage, and mechanics are applied</p>	<p>3 has minor, if any, errors in grammar, usage, and mechanics 2 has some errors in grammar, usage, and mechanics 1 contains an accumulation of errors in grammar, usage, and mechanics 0 contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning</p>	
<p align="center">Writing presentation conforms to the instructor's guidelines</p>	<p>3 exceeds or follows guidelines for assignment as provided by instructor 2 meets most guidelines for assignment as provided by instructor 1 lacks some required elements of the task as provided by instructor 0 does not follow or meet guidelines for assignment as provided by instructor</p>	