

#1 Write effectively using standard English

| | Exceeds expectation 4 | Meets expectation 3 | Working toward expectation 2 | Below expectation 1 |
|---------------------------------------|---|---|--|--|
| Audience and purpose | Thorough and insightful understanding of audience and assignment | Adequate and effective understanding of audience and assignment | Minimal and basic understanding of audience and assignment | Lacking an inadequate understanding of audience and assignment |
| Thesis or topic | Clear thesis that is thoroughly and insightfully developed throughout the writing | Clear thesis that is adequately and effectively developed throughout the writing | Thesis is present but minimally and basically developed throughout the writing | Thesis is lacking and inadequate with little or no development throughout the writing |
| Focus, organization, coherence | Presentation of information is thorough and insightful in coherence and organization | Presentation of information is adequate and effective in coherence and organization | Presentation of information is minimal and inadequate in coherence and organization | Presentation of information is lacking and inadequate in coherence and organization |
| Detail | Thesis is supported by relevant, thorough, and insightful examples and ideas | Thesis is supported by relevant, adequate, and effective examples and ideas | Thesis is supported by relevant but minimal and basic examples and ideas | Thesis lacks support or is supported by irrelevant or inadequate examples and ideas |
| Conventions | There are few, if any, grammatical or usage errors. Cites ideas of others correctly and consistently. | There are some grammatical or usage errors, but writing is fundamentally solid and errors do not interfere with communication. Cites ideas of others with few errors. | Writing has many errors, and errors begin to interfere with communication. Cites ideas of others infrequently or improperly. | Writing is filled with errors. Errors are so frequent and severe that they interfere with communication. Does not cite of ideas of others. |

#2 Demonstrate the ability to read effectively

| | Exceeds expectation 4 | Meets expectation 3 | Working toward expectation 2 | Below expectation 1 |
|---|--|--|--|--|
| Comprehension | Student demonstrates thorough and insightful comprehension of text. | Student demonstrates sufficient and accurate comprehension of text. | Student demonstrates insufficient and unclear comprehension of text. | Student demonstrates inadequate or faulty comprehension of text. |
| Interpretation and inference | Student consistently distinguishes fact from opinion and draws conclusions. | Student frequently distinguishes fact from opinion and draws conclusions. | Student occasionally distinguishes fact from opinion and draws conclusions. | Student seldom distinguishes fact from opinion and draws conclusions. |
| Analysis | Student makes insightful judgments from the reading and provides thorough textual support. | Student makes adequate judgments from the reading and provides some textual support. | Student makes inadequate judgments from the reading and provides limited textual support. | Student makes little or no judgment from the reading and provides no textual support. |
| Synthesis | Student makes insightful connections and practical applications from the text to other disciplines and previous knowledge. | Student makes adequate connections and applications from the text to other disciplines and previous knowledge. | Student makes occasional connections and applications from the text to other disciplines and previous knowledge. | Student seldom makes connections and applications from the text to other disciplines and previous knowledge. |
| Identification of author's purpose | Student consistently demonstrates understanding of author's intended purpose. | Student frequently demonstrates understanding of author's intended purpose. | Student occasionally demonstrates understanding of author's intended purpose. | Student seldom demonstrates understanding of author's intended purpose. |

#3 Demonstrate the ability to communicate effectively

| | Exceeds expectation | Meets expectation | Working toward expectation | Below expectation |
|---|---|---|---|--|
| | 4 | 3 | 2 | 1 |
| Oral Expression | Student voice is clear and fully comprehensible. And speaks directly to the audience with an ease of flow and using proper intonation, strong language control, and rich use of vocabulary. Student makes effective use of props. | Student voice is clear and comprehensible. Student has effective use of props and maintains strong eye contact with the audience. Student uses appropriate vocabulary and pacing. | Student voice is generally comprehensible. Student makes some use of props and has some eye contact with the audience. There is limited ease of expression and limited use of vocabulary. | Student voice is confusing and/or not comprehensible. Student makes little or no effective use of props and little or no eye contact with the audience. There is inappropriate use of vocabulary and excessive hesitation. |
| Writing | Student has an excellent ability to communicate through writing demonstrated through clear organization of ideas and correct use of language. | Student has a good ability to communicate through writing demonstrated through organization of ideas and mostly correct use of language. | Student has some ability to communicate through writing demonstrated through little organization of ideas and limited use of correct language. | Student has a lack of ability to communicate through writing demonstrated through disorganization of ideas and incorrect use of language. |
| Active Listening | Student has an excellent ability to listen, comprehend and exchange information, demonstrated through asking many questions and retaining information. | Student has the ability to listen, comprehend and exchange information demonstrated through asking questions and retaining information. | Student has a limited ability to listen, comprehend and exchange information demonstrated through asking of some questions and retaining some information. | Student has a minimal ability to listen, comprehend and exchange information demonstrated through asking a limited number of questions and retaining little information. |
| Communicating in a technologically diverse environment | Student has an excellent ability to communicate effectively across technological platforms, demonstrated through projects, research, class activities and interaction with peers and teachers. | Student has good ability to communicate effectively across technological platforms demonstrated through projects, research, class activities and interaction with peers and teachers. | Student has some ability to communicate effectively across technological platforms demonstrated through projects, research, class activities and interaction with peers and teachers. | Student has a lack of ability to communicate effectively across technological platforms demonstrated through projects, research, class activities and interaction with peers and teachers. |
| Communicating in a culturally diverse environment | Student has an excellent ability to communicate effectively across cultural boundaries, demonstrated through excellent knowledge of and respect for situational etiquette. | Student has good ability to communicate effectively across cultural boundaries, demonstrated through adequate knowledge of and respect for situational etiquette. | Student has some ability to communicate effectively across cultural boundaries, demonstrated through some knowledge of and respect for situational etiquette. | Student is unable to communicate effectively across cultural boundaries, demonstrated through lack of knowledge of and respect for situational etiquette. |

#4 Demonstrate the ability to use technology responsibly and effectively

| | Exceeds expectation 4 | Meets expectation 3 | Working toward expectation 2 | Below expectation 1 |
|-------------------------------------|---|--|---|---|
| Safety and responsibility | Student consistently uses technology in a safe and responsible manner and requires no adult supervision. | Student frequently uses technology in a safe and responsible manner and requires minimal adult supervision. | Student occasionally uses technology in a safe and responsible manner and requires regular adult supervision. | Student seldom uses technology in a safe and responsible manner and requires significant adult supervision. |
| Ethics and responsibility | Student consistently uses technology in an ethical and responsible manner and in a way that does not cause harm to others or the equipment. | Student frequently uses technology in an ethical and responsible manner and in a way that does not cause harm to others or the equipment. | Student occasionally uses technology in an ethical and responsible manner. Student sometimes uses technology in a way that can cause harm to others or the equipment. | Student seldom uses technology in an ethical and responsible manner. Student uses technology in a way that causes harm to others or the equipment. |
| Data collection | Student consistently works independently to select and employ the correct technology to obtain information and compile data. | Student frequently works independently to select and employ the correct technology to obtain information and compile data. | Student occasionally works independently to select and employ the correct technology to obtain information and compile data. | Student seldom works independently to select and employ the correct technology to obtain information and compile data. |
| Communication of information | Student consistently works independently to select and employ correct technology to present and communicate information. Student consistently uses technology to present information in an interesting and informative manner. Content is complete and is enriched by a visually pleasing layout. | Student frequently works independently to select and employ correct technology to present and communicate information. Student frequently uses technology to present information in an interesting and informative manner. Content is mostly complete and is enriched by a clear and logical layout. | Student occasionally works independently to select and employs correct technology to present and communicate information. Student occasionally uses technology to present information in an interesting and informative manner. Content is somewhat complete and/or has a confusing layout. | Student seldom works independently to select and employ correct technology to present and communicate information. Student seldom uses technology to present information in an interesting and informative manner. Content is incomplete and/or has a confusing layout. |

#5 Demonstrate the ability to problem solve effectively

| | Exceeds expectation 4 | Meets expectation 3 | Working toward expectation 2 | Below expectation 1 |
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| Recognizes and understand the problem | Student clearly identifies the problem and its many influencing factors. | Student adequately identifies the problem and some influencing factors. | Student identifies part of the problem and a few influencing factors. | Student misunderstands the problem and requires assistance to start the problem. |
| Seeks and evaluate information | Student utilizes a variety of sources to effectively gather, organize, and analyze the information necessary to solve the problem. | Student gathers, organizes, and analyzes the information necessary to solve the problem. | Student gathers, organizes, and analyzes some relevant information necessary to solve the problem. | Student is unable to gather, organize, and analyze information necessary to solve the problem. |
| Develops, evaluates, and plans solutions | Student develops multiple plans to solve the problem. Student evaluates the effectiveness of the plans and makes adjustments as necessary. | Student develops a plan to solve the problem. Student evaluates the effectiveness of the plan and makes adjustments as necessary. | Student develops a plan to solve the problem. Student evaluates the effectiveness of the plans but does not make adjustments as necessary. | Student does not develop a plan to solve the problem. |
| Describes effective strategies and outcomes | Student is able to independently identify and communicate a logical process that leads to a valid conclusion. | With some teacher direction, student is able to identify and communicate a logical process that leads to a valid conclusion. | With considerable teacher direction, student is able to identify and communicate a logical process that leads to a valid conclusion. | Student is unable to identify and communicate a logical process that leads to a valid conclusion. |

#6 Demonstrate an understanding of arts and culture

| | Exceeds expectation 4 | Meets expectation 3 | Working toward expectation 2 | Below expectation 1 |
|----------------------|--|--|--|--|
| Creativity | Student demonstrates excellent original applications and work shows evidence of significant self expression, creativity and critical thinking. | Student demonstrates original applications and work shows evidence of self expression, creativity and critical thinking. | Student demonstrates some original applications and work shows some evidence of self expression, creativity and critical thinking. | Student demonstrates limited original applications and work shows limited evidence of self expression, creativity and critical thinking. |
| Applications | Student consistently recognizes the unique characteristics of a culture, including its artistic styles and applies them through written, oral, or visual expression. | Student frequently recognizes the unique characteristics of a culture, including its artistic styles and applies them through written, oral, or visual expression. | Student occasionally recognizes the unique characteristics of a culture, including its artistic styles and applies them through written, oral, or visual expression. | Student seldom recognizes the unique characteristics of a culture, including its artistic styles and applies them through written, oral, or visual expression. |
| Understanding | Student consistently demonstrates a recognition and understanding of the attributes of a culture through written, oral, or visual expression. | Student frequently demonstrates a recognition and understanding of the attributes of a culture through written, oral, or visual expression. | Student occasionally demonstrates a recognition and understanding of the attributes of a culture through written, oral, or visual expression. | Student seldom demonstrates a recognition and understanding of the attributes of a culture through written, oral, or visual expression. |

#7 Demonstrate an understanding of the behaviors that promote wellness

| | Exceeds expectation 4 | Meets expectation 3 | Working toward expectation 2 | Below expectation 1 |
|---------------------------|---|--|--|---|
| Physical Wellness | Student demonstrates a full understanding of the components of a healthy lifestyle. | Student demonstrates an adequate understanding of the components of a healthy lifestyle. | Student demonstrates a limited understanding of the components of a healthy lifestyle. | Student demonstrates little to no understanding of the components of a healthy lifestyle. |
| Social Wellness | Student demonstrates a full understanding of the skills necessary to develop healthy relationships. | Student demonstrates an adequate understanding of the skills necessary to develop healthy relationships. | Student demonstrates a minimal understanding of the skills necessary to develop healthy relationships. | Student demonstrates little to no understanding of the skills necessary to develop healthy relationships. |
| Emotional Wellness | Student demonstrates a full understanding of how expressing and accepting emotions can contribute to a healthy lifestyle. | Student demonstrates an adequate understanding of how expressing and accepting emotions can contribute to a healthy lifestyle. | Student demonstrates a limited understanding of how expressing and accepting emotions can contribute to a healthy lifestyle. | Student demonstrates little to no understanding of how expressing and accepting emotions can contribute to a healthy lifestyle. |
| Mental Health | Student demonstrates a full understanding of the connection between mental health and physical well-being. | Student demonstrates an adequate understanding of the connection between mental health and physical well-being. | Student demonstrates a limited understanding of the connection between mental health and physical well-being. | Student demonstrates little to no understanding of the connection between mental health and physical well-being. |
| Healthy Choices | Student demonstrates a full understanding and is able to communicate the consequences of risky behaviors. | Student demonstrates an adequate understanding and is able to communicate the consequences of risky behaviors. | Student demonstrates a limited understanding of the consequences of risky behaviors. | Student demonstrates little to no understanding of the consequences of risky behaviors. |

#8 Demonstrate good citizenship

| | Exceeds expectation 4 | Meets expectation 3 | Working toward expectation 2 | Below expectation 1 |
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| Community Service | Student has performed a minimum of 100 hours of community service. | Student has performed 48 hours of community service. | Student has performed less than 12 hours per year. | Student has not performed any community service. |
| Current Events | Student has an excellent knowledge and understanding of current political, social, and economic situations across the globe and the people involved and can present multiple sides of an issue. | Student has a good knowledge and understanding of current political, social, and economic situations across the globe and the people involved and can frequently present multiple sides of an issue. | Student has some information and knowledge of current political, social, and economic situations across the globe and the people involved and can occasionally present multiple sides of an issue. | Student has little or no information and knowledge of political, social, and economic situations across the globe and seldom presents multiple sides of an issue. |
| Civic Engagement | Student consistently participates in discussions and/or activities relating to community involvement. Student consistently assumes a leadership role. | Student frequently participates in discussions and/or activities relating to community involvement. Student frequently assumes a leadership role. | Student occasionally participates in discussions and/or activities relating to community involvement. Student occasionally assumes a leadership role. | Student seldom participates in discussions and/or activities relating to community involvement. Student seldom assumes a leadership role. |
| School Policy | Student always adheres to school policy and actively acts as a positive role model for peers. | Student always adheres to school policy. | During the school year, student has had fewer than 3 level one of school policy. | During the school year, student has more than 3 level one violations and/or one or more level 2, 3, or 4 violations. |
| Democracy | Student has an excellent knowledge and understanding of the democratic process in America and the role of the citizen in a global society. Student consistently participates in the democratic process within the school. | Student has a good knowledge and understanding of the democratic process in America and the role of the citizen in a global society. Student frequently participates in the democratic process within the school. | Student has some information and knowledge and of the democratic process in America and the role of the citizen in a global society. Student occasionally participates in the democratic process within the school. | Student has little or no information and knowledge of the democratic process and the role of the citizen in a global society. Student seldom participates in the democratic process within the school. |

#9 Demonstrate the ability to plan and implement goals

| | Exceeds Expectation 4 | Meets Expectation 3 | Working toward expectation 2 | Below Expectation 1 |
|--|--|---|--|---|
| Academic Planning | Student participates fully in his/her academic planning and goal setting by meeting frequently with his/her teachers and guidance counselor and by taking an active role in the course selection process. | Student participates adequately in his/her academic planning and goal setting by meeting regularly with his/her teachers and guidance counselor and by taking a role in the course selection process. | Student participates occasionally in his/her academic planning and goal setting by meeting sometimes with his/her teachers and guidance counselor and by taking a passive role in the course selection process. | Student seldom participates in his/her academic planning or goal setting, rarely meets with his/her teachers and guidance counselor and takes little role in the course selection process. |
| Career and Post-Graduate Planning | Student participates fully in his/her career and post-graduate planning by meeting frequently with his/her guidance counselor, by taking the initiative to begin career exploration using self-assessment tools and by demonstrating a strong awareness of college, and career options and the connection between academic performance and post high school opportunities. | Student participates adequately in his/her career and post-graduate planning by meeting regularly with his/her guidance counselor, by responding to prompts to begin career exploration using self-assessment tools, and by demonstrating an adequate awareness of college and career options and the connection between academic performance and post high school opportunities. | Student participates occasionally in his/her career and post-graduate planning by meeting a few times with his/her guidance counselor, by responding inconsistently to prompts to begin career exploration and by demonstrating a developing awareness of college and career options and the connection between academic performance and post high school opportunities. | Student seldom participates in his/her career and post-graduate planning. He/she rarely meets with his/her guidance counselor to discuss post-graduate planning, and makes little effort to begin career exploration. He/she demonstrates little to no awareness of college and career options or the connection between academic performance and post high school opportunities. |
| Co-Curricular | Student participates fully in a wide range of co-curricular activities including school sponsored clubs, organizations, or athletics. | Student participates adequately in a range of co-curricular activities including school sponsored clubs, organizations, or athletics. | Student participates occasionally in some co-curricular activities including school sponsored clubs, organizations, or athletics. | Student rarely, if ever, participates in any co-curricular activities. |
| Social/Behavioral | Student demonstrates an excellent understanding of healthy and appropriate relationships by making strong social connections with both peers and adults and displaying proper behavior for school and school sponsored events. | Student demonstrates an adequate understanding of healthy and appropriate relationships by making social connections with both peers and adults and displaying an understanding of proper behavior for school and school sponsored events. | Student demonstrates some understanding of healthy and appropriate relationships. Student has made a few social connections with peers or adults, and displays an emerging understanding of proper behavior for school and school sponsored events. | Student demonstrates little to no understanding of healthy and appropriate relationships. Student rarely makes social connections with peers or adults, and displays little to no understanding of proper behavior for school and school sponsored events. |

#10 Demonstrate an understanding of diversity and exercise tolerance and respect for themselves, others, and their school

| | Exceeds expectation 4 | Meets expectation 3 | Working toward expectation 2 | Below expectation 1 |
|-----------------------------------|---|---|---|---|
| Understanding of Tolerance | Student fully demonstrates, through words and actions, a fair and objective attitude toward opinions and practices that differ from one's own. | Student often demonstrates, through words and actions, a fair and objective attitude toward opinions and practices that differ from one's own. | Student occasionally demonstrates, through words and actions, a fair and objective attitude toward opinions and practices that differ from one's own. | Student fails to demonstrate, through words and actions, a fair and objective attitude toward opinions and practices that differ from one's own. |
| Understanding of Diversity | Student fully demonstrates respect for individual differences through a fair and objective attitude toward those whose race, religion, nationality, sexual orientation, age, and disabilities differ from one's own. | Student often demonstrates respect for individual differences through a fair and objective attitude toward those whose race, religion, nationality, sexual orientation, age, and disabilities differ from one's own. | Student occasionally demonstrates respect for individual differences through a developing understanding of those whose race, religion, nationality, sexual orientation, age, and disabilities differ from one's own. | Student fails to demonstrate respect for individual differences by showing little or no understanding of those whose race, religion, nationality, sexual orientation, age, and disabilities differ from one's own. |
| Respect for Self | Student fully recognizes the need for rules and accepts personal responsibility for his/her own actions by demonstrating self-respect, using decision making skills, and practicing self reliance. | Student often recognizes the need for rules and accepts personal responsibility for his/her own actions by demonstrating self-respect, using decision making skills, and practicing self reliance. | Student occasionally recognizes the need for rules and accepts personal responsibility for his/her own actions by demonstrating self-respect, using decision making skills, and practicing self reliance. | Student fails to recognize the need for rules and does not accept personal responsibility for his/her own actions by rarely demonstrating self-respect, using decision making skills, or practicing self reliance. |
| Respect for Others | Student fully demonstrates positive healthy relationships and the ability to work cooperatively with others. | Student often demonstrates positive healthy relationships and has the ability to work cooperatively with others. | Student occasionally demonstrates positive healthy relationships and is developing the ability to work cooperatively with others. | Student fails to demonstrate positive healthy relationships and rarely works cooperatively with others. |
| Respect for School | Student fully understands the importance of involvement in a variety of activities, including school functions and community projects and demonstrates respect for school property including building, grounds, technology, furniture, and materials. | Student often understands the importance of involvement in a variety of activities, including school functions and community projects and demonstrates respect for school property including building, grounds, technology, furniture, and materials. | Student occasionally understands the importance of involvement in a variety of activities, including school functions and community projects and is developing a respect for school property including building, grounds, technology, furniture, and materials. | Student fails to understand the importance of involvement in a variety of activities, including school functions and community projects and rarely shows respect for school property including building, grounds, technology, furniture, and materials. |