

DRURY HIGH SCHOOL SCHOOL-WIDE RUBRICS SPRING 2011

<p>Values: At Drury High School, the entire school community must facilitate a student-centered learning environment characterized by equity, personalization, collaboration, and engagement.</p>	<p>Beliefs: We believe learning is a collaborative process of continual student growth and all learners will become proficient in the Drury High School Expectations. To this end, all members of our school community are active and reflective agents of teaching and learning in an ever-changing global society.</p>
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Expectations:				
1. Students read for understanding	2. Students effectively analyze and evaluate information	3. Students write effectively for a variety of purposes	4. Students communicate effectively through a variety of media	5. Students collaborate effectively
6. Students demonstrate personal responsibility and productivity as participants in the school community	7. Students demonstrate effective problem solving	8. Students demonstrate technological literacy	9. Students demonstrate safe and healthy choices	10. Students demonstrate knowledge of their place in the Global environment

1. Effective Reading Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Fluency	Reading demonstrates phonemic awareness and an ability to read and pronounce words without significant hesitation.	Reading demonstrates phonemic awareness and an ability to read and pronounce new words with slight hesitation.	Reading demonstrates gaps in phonemic awareness and an inability to read and pronounce several words in a selected paragraph of text.	Reading demonstrates little or no phonemic awareness and an inability to read and pronounce words in a selected paragraph of text.		
Vocabulary	Reading demonstrates extensive knowledge of content vocabulary and ability to identify meaning through context clues.	Reading demonstrates some knowledge of content vocabulary and ability to identify meaning through context clues.	Reading demonstrates little knowledge of content vocabulary and/or an inability to identify meaning through context clues.	Reading demonstrates no knowledge of content vocabulary and an inability to identify meaning through context clues.		
Comprehension	Reading demonstrates clear and specific understanding of the text and an ability to communicate that understanding verbally, graphically, or in writing.	Reading demonstrates basic comprehensive understanding of the text and an ability to communicate that understanding verbally, graphically, or in writing.	Reading demonstrates limited understanding of the text and/or an inability to communicate that understanding verbally, graphically, or in writing.	Reading demonstrates no understanding of the text and an inability to communicate that understanding verbally, graphically, or in writing.		

2. Effective Analysis and Evaluation Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Component Parts Identified	Clearly and effectively articulates the component parts of the target of analysis. Shows knowledge of how the parts make up the whole, and the identified component parts are the most essential to the task at hand.	Clearly articulates the component parts of the target of analysis. Shows knowledge of how the parts make up the whole, but the identified component parts are not the most essential to the task.	Articulates the component parts of the target of analysis, but does not completely show knowledge of how the parts make up the whole, and component parts are not the most essential to the task.	Does not articulate the component parts or how they relate to the whole or the task at hand.		
Analysis	Provides fully-developed, logical context and explanation of each relevant piece.	Provides logical context and explanation of each relevant piece, but the explanation lacks specific and effective details.	Provides explanation or context, but not for each piece. Explanation or context may be too brief in comparison with the task.	Does not provide relevant explanation or context for the component parts.		
Evaluation	Provides detailed evaluation based on analysis. The evaluation demonstrates meaningful understanding of how the target works within its larger context.	Provides detailed evaluation based on analysis, but evaluation neglects one or two central ideas of the analysis.	Provides evaluation based on analysis, but the evaluation neglects several central ideas of the analysis or makes unsupported assertions.	Does not provide evaluation based on analysis.		

3. Effective Writing Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Organization	The introduction grabs the reader's attention, the body paragraphs logically flow together, and the conclusion ends thoughtfully. Argument or purpose is clear and specific, with logical sub-topics throughout the essay.	Clear and logical delineation between introduction, body, and conclusion. Argument or purpose may be slightly vague, but writing focuses around a single thesis with logical sub-topics	Organization somewhat logical, but may lack paragraph breaks or a clear sense of opening or closing. Argument is too vague or purpose of the essay slightly unclear.	No clear difference between introduction, body, or conclusion. Argument or purpose neither stated nor implied, and it's difficult for the reader to understand the writer's point.		
Topic Development	Examples smoothly incorporated into the essay, and they are used to prove the writer's point. Analysis and explanation demonstrates deep understanding.	Sufficient examples used to prove the writer's point. Analysis and explanation demonstrate a surface-level understanding.	Not quite as many examples as the writer needs to prove his or her point, or the examples are not fully analyzed or explained in a meaningful way.	No examples or evidence, or examples and evidence that are off-topic.		
Style	Control over sentence variety and word choice demonstrates mastery. Uses evocative language and literary terminology when appropriate.	Some control over sentence variety and word choice. Essay may be effective but feel a bit flat to the reader.	Sentences are almost all the same length, structured in the same way. Vocabulary is simplistic.	Sentences are repetitive or redundant. Vocabulary is limited and simplistic.		
Mechanics	No more than two errors in spelling, grammar, or punctuation.	Several errors in punctuation, spelling, or grammar, but they do not impair the clarity of the essay.	Many errors in punctuation, spelling, or grammar, and the clarity of the essay is impaired.	Amount of errors in punctuation, spelling, or grammar make the essay difficult to follow.		

4. Multi-Media Communication Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Content	Logically-organized information or narrative, using specific details relevant to the topic. No apparent gaps in expression of content knowledge or visible errors of fact.	Information or narrative is not completely logical, but still easy to follow. May be minor gaps in expression of content knowledge, but no visible errors of fact.	Minor factual errors which do not fully compromise the value of the project, or a difficult-to-follow organizational structure, or a lack of several key details.	Significant factual errors which compromise the value of the project, or an almost complete lack of organization or detail.		
Style	Effective use of stylistic techniques appropriate to the medium. Demonstrates mastery of the language of narrative, persuasion, and/or exposition through its use in the project.	Uses appropriate stylistic techniques, but does not show mastery. Some of the techniques may not be fully effective at demonstrating awareness of the language of narrative, persuasion, and/or exposition.	Uses a limited range of stylistic techniques, but execution is clumsy and somewhat artless. Demonstrates some awareness of the language or narrative, persuasion, and/or exposition.	Does not take advantage of any stylistic techniques appropriate to the medium. The project is likely to be visually dull, without audio, and/or ineffective.		
Audience Awareness	Tone and pacing is appropriate for the intended audience. Gives the viewer a deep understanding of the main ideas and details expressed in the project.	Tone and pacing is appropriate but not completely effective. Audience gains a surface-level understanding of the main ideas and details expressed in the project.	Tone or pacing is inconsistent or inappropriate for the audience. Audience gains a surface-level understanding of some of the main idea and details.	No apparent sense of audience. Tone and pacing is completely inappropriate for the target audience or main ideas and details are incoherent.		

5. Collaboration Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Communication	Effective, on-task use of all the following communication strategies: listening, speaking, and reporting out to the whole class when asked.	Effectively uses most of the communication strategies like listening, speaking, and reporting out. A noticeable portion, but not most, of the communication may be off-task	May listen, but not speak or respond. May speak, but the majority of the discussion is off-task. May speak and listen, but dominates group discussion to such an extent that others cannot participate fully.	No visible listening or demonstrates significant disconnection with the group. Communication is ineffective or non-existent.		
Role Responsibility	Demonstrates a respect for others and a willingness to be helpful to the group goals. Fulfills duties of the role and demonstrates leadership but not at the expense of other participants.	Demonstrates a respect for others and a willingness to be helpful to the group goals. May not completely fulfill duties of the role, but demonstrates a sense of shared responsibility. No significant demonstration of leadership.	Not always respectful or inconsistent about taking on responsibility for individual roles and group goals. Helps the group achieve common goals, but may need continuous redirection from teacher or group members.	Demonstrates no willingness to cooperate with group or perform role appropriately. Continuously redirected by teacher or group members to the detriment of the common goal.		
Productivity	Helps complete the group product efficiently. Uses appropriate technology, if needed, to complete the activity. Shares product with appropriate audience.	Helps complete the group product with only a few minor distractions. Uses appropriate technology, if needed. May not effectively share the product with appropriate audience.	Inconsistent contributions to the group product. Technology use may have been inappropriate, with too many off-task moments. Sharing of product ineffective.	No contributions to the group product.		

6. Personal Productivity and Responsibility Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Attendance and Punctuality	Rarely absent or tardy. Consistently meets academic deadlines.	Few absences or tardies that do not interfere with academic performance. Most academic deadlines are met.	Student absences or tardies interfere with academic performance. Some academic deadlines are met.	Student absences or tardies prohibit academic performance. Few if any academic deadlines are met.		
Persistence	Always works diligently and shows strong perseverance when work is difficult. Never gives up.	Works hard most of the time and shows perseverance in difficult situations.	Sometimes shows perseverance in difficult situations, but sometimes gives up.	Does not persevere in difficult situations. Apathetic to outcome.		
Responsibility for Learning	Always prepared with homework and appropriate classroom materials for that day. Preparation enhances learning for self and others.	Usually prepared with homework and the appropriate classroom materials for that day. Preparation makes it possible to participate in class and to learn	Occasionally prepared with homework and appropriate classroom materials for that day. Lack of preparation interferes with the ability to participate in class and to learn.	Rarely prepared with homework and the appropriate classroom materials for that day. Lack of preparation makes it impossible to participate in class and learn.		
Classroom Etiquette	Always displays appropriate learning behavior. Is always focused and never engages in distracting behavior. Always shows strong self-control and respect for others.	Consistently displays appropriate learning behavior in class. Consistently focused and rarely engages in distracting behavior. Consistently shows self control and respect for others.	Inconsistent focus in class, and occasionally engages in distracting behavior. Has occasional loss of self control and respect for others.	Rarely focused in class Frequently engages in distracting behavior. Has difficulty maintaining self-control and showing respect for others.		

7. Problem Solving Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Identifies, clarifies, and describes the issues and the problem.	Consistently articulates an accurate understanding of the scope of the problem and issue(s) involved and identifies the consequences of various solutions.	Articulates an understanding of the scope of the problem and the related issue(s) involved.	Inaccurately describes the nature of the problem or demonstrates limited understanding.	Does not describe the nature of the problem or the related issue(s).		
Locates, organizes, and processes information from appropriate sources.	Consistently locates essential information from appropriate sources. Evaluates relevance, accuracy, credibility, and bias. Organizes and synthesizes information.	Locates essential information from appropriate sources. Evaluates relevance, accuracy, credibility, and bias. May not organize or synthesize information fully.	Locates information from limited sources, and does not always analyze it for relevance, accuracy, credibility and bias.	Does not locate information from appropriate sources and does not analyze information for relevance, credibility and bias.		
Utilizes reasoning strategies and thinking skills.	Applies relevant thinking skills to the issues and problem. Uses appropriate strategies such as comparing, classifying, abstracting, analyzing, and criticizing.	Applies relevant thinking skills to the issues and problem, but may use inconsistent strategies.	Does not apply relevant thinking skills consistently (e.g. may oversimplify the problem, or does not consider all the essential factors of the problem).	Does not apply relevant thinking skills to the available information.		
Considers, tests, and justifies solution(s) and conclusion(s).	Consistently develops solutions by using all relevant information and bases the conclusion on a thorough examination of the evidence. Explores reasonable alternatives and evaluates possible consequences.	Develops a solution based on the analysis of the gathered information and bases conclusions on the evidence. May not explore reasonable alternatives or evaluate possible consequences.	Does not develop a solution based upon consistent analysis of information and does not always base conclusions on appropriate evidence.	Does not show how available information was used in support of the solution or that other options were considered in developing the solution.		

8. Technology Literacy Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Basic Knowledge and Concepts	Demonstrates complete understanding of the basic terminology and use of technology, from computer use to digital media to production equipment.	Demonstrates understanding of the major terminology surrounding technology. Shows appropriate use of technology, but may not demonstrate full understanding of how to use all aspects of computers, digital media, or production equipment.	Demonstrates limited knowledge of basic technology terminology. Shows appropriate, but limited, use of technology	Does not demonstrate knowledge of basic terminology or use of technology.		
Productivity	Effectively uses technology appropriate to the task to create a meaningful product.	Uses technology to create a product, but the use may not be completely effective or the product may be slightly different and inferior to what was intended.	Product created using technology, but the product does not work completely or has significant components missing.	No meaningful product created. Or, product created, but without appropriate use of technology.		
Responsible Use	Demonstrates knowledge of ethical considerations of technology use, and makes informed decisions to use technology appropriately and safely.	Demonstrates knowledge of the major ethical considerations of technology use, but may leave out one or two key details or may not cite every source properly.	May not demonstrate knowledge of ethical consideration, but makes some attempt to cite sources and follow safe practices with technology.	Demonstrates no knowledge of ethical considerations of technology use. Sources not cited or referenced. Safety of participants or technological tools not considered.		

9. Safe and Healthy Choices Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Proper Access of Information	Demonstrates understanding of how to evaluate the effectiveness and reliability of health and safety information.	Demonstrates knowledge of health and safety information but may not always evaluate the effectiveness or reliability of the information.	Demonstrates an incomplete understanding of health and safety information, and does not reliably demonstrate the ability to evaluate health or safety information for inaccuracies.	Does not demonstrate understanding of how to evaluate the effectiveness of health and/or safety information. Often relies on inaccurate information.		
Interpersonal Communication	Communicates effectively with peers and adults. Discussion is logical, meaningful, and shows an understanding of the effective use of listening and speaking skills.	Communicates with peers and adults appropriately, but not always effectively.	Communicates with peers and adults, but communication is sometimes impaired by emotional overreactions or an occasional inappropriate comment.	Communicates with peers and adults inconsistently, with overly emotional reactions or inappropriate comments.		
Decision-Making	Makes logical and appropriate decisions based on valid evidence.	Most decisions made logically and appropriately, but not always.	Frequently makes decisions without valid evidence, or makes decisions based on emotional responses.	Makes inappropriate decisions regularly that jeopardize individual or group health and/or safety.		
Goal-Setting	Sets short-term and long-term goals to maximize safety and health. Evaluates and adjusts goals appropriately.	Sets short and long-term goals, but may not evaluate and adjust promptly and effectively.	Sets short-term goals but not long-term goals. Safety or health may be compromised by some real or implied goals.	Does not set short-term or long-term goals, or fails to meet meaningful goals on a regular basis.		

10. Knowledge of Place in Global Environment Rubric

Criteria	4 - Mastery	3 - Proficient	2 - Developing	1 – Needs Improvement	Student Score	Teacher Score
Individual Responsibility	Demonstrates a thorough understanding of how individual actions affect the environment and/or society. Analyzes and evaluates historical examples or current events and connects them to the relationship between the individual and the global environment today.	Demonstrates an awareness of the relationship between the individual and the global environment today, but may not accurately or completely analyze and evaluate historical examples or current events.	Demonstrates a partial awareness of the relationship between the individual and the global environment today. Support may be lacking because of missing data, incomplete analysis or evaluation, and/or a lack of contextual examples.	Does not identify how individual actions affect society. Makes no substantial connection between individual issues and the global environment.		
Cultural Awareness	Demonstrates extensive knowledge of the characteristics of our local and national culture. Shows deep understanding of historical trends and the relationship between government and society.	Demonstrates knowledge of the major aspects of our local and national culture, but may not show a complete understanding of historical trends or the relationship between government and society.	Demonstrates some awareness of local or national culture, but shows significant gaps in knowledge regarding historical trends or the relationship between government and society.	Does not demonstrate awareness of our local or national culture. Shows no substantial knowledge of historical trends or governmental structures.		
Understanding the Connections Between Local and Global Issues	Effectively demonstrates the relationships between our culture and world cultures, historically and geographically.	Demonstrates knowledge of the major relationships between our culture and world cultures, but may not use the most effective evidence.	Makes only limited connections between cultures, historically or geographically	Makes no connection between cultures, historically or geographically.		