

Expectation:

Students will write using standard English for a variety of purposes and audiences.

	Exceeds Expectations	Meets Expectations	Below Expectations
Main Idea / Argument	Writing shows original thought and extraordinary insight in formulating a focused main idea or argument. Writing shows a keen awareness of writing's purpose and audience.	Writing is based around a single clearly stated, thoughtful idea or argument. Writing shows a general awareness of writing's purpose and audience.	Writing's main idea is either incomplete or confusing, or does not exist. Writing provides several different ideas without focusing on one main idea. Writing lacks purpose or awareness of audience.
Organization / Supporting Details	Writing is clearly organized and logically ordered. Writing's details and supporting information make explicit connections to the writing's main idea. Writing makes connections between supporting details and main idea that are subtle and / or complex and show original thought.	Writing is organized and logically ordered. Writing's details and supporting information are written in a logical order from beginning to end. Writing's details build on each other.	Writing lacks organization or logical order. Writing lacks supporting details and information or the connections between supporting details and information is unclear.
Sentence Structure	All sentences are grammatically correct. Subtle variations of sentence structure help organize the writing and lend the writing an original voice. Supporting details are seamlessly integrated into writing.	All sentences are grammatically correct. Supporting details are integrated into writing.	Errors in sentence structure get in the way of writing's main idea or argument. Some sentences are either fragments or run-ons. Sentences are difficult to interpret due to grammatical errors.

Expectation:
Read actively and critically for a variety of purposes.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>The student thoroughly examines the text, recognizes complex ideas with the text, uses information from the text to support ideas and has an understanding of the author’s purpose and style. The student demonstrates insights from within the text, and makes connections between information and concepts from the text and previously learned information and experiences. The student demonstrates the ability to apply new information with a variety of contexts and/or situations.</p>	<p>The student demonstrates a proficient examination of the text and can recognize some complex ideas within the text. The students indicate some understanding of the author’s purpose and style, and generally support ideas with information from the text. There is evidence that the student makes appropriate connections to previous information and contexts, and is able to apply new information from the text to contexts and situations previously learned.</p>	<p>The student demonstrates some or no recognition of complex ideas within the text. If there is evidence, the student can only create this evidence with guided instructional support. The student demonstrates the use of little or no support of ideas from information within the text, and is unable to apply information to previous situations and contexts. The student has limited or no understanding of the author’s purpose or style.</p>

**Expectation:
Speak Clearly and Effectively using a variety of methods**

	Exceeds Expectation 100-90	Meets Expectation 89-80	Does Not Meet Expectation 69-0
Purpose	Establishes and maintains a <i>thorough</i> understanding of the audience and topic.	Establishes and maintains a <i>good</i> understanding of the audience and topic.	<i>Lacks</i> purpose and understanding of the audience and topic.
Content	Research contains <i>extensive</i> details and examples to support topic.	Research contains <i>sufficient</i> details with examples to support topic.	Research contains <i>inadequate</i> details and examples to support topic.
Organization	<i>Well</i> organized. Progression of ideas is <u>logical</u> and transitions are <u>easy to follow</u> .	<i>Mostly</i> organized. Progression of ideas has <u>some inconsistencies</u> in unity and/or coherence. Transitions are <u>evident</u> .	<i>Poorly</i> organized. Progression of ideas is <u>difficult to follow</u> . Transitions are <u>missing</u> .
Grammar Usage	<i>Insignificant</i> grammatical errors <u>that do not interfere</u> with communication.	<i>Few</i> grammatical errors <u>that do not interfere</u> with communication.	<i>Many</i> grammatical errors <u>that interfere</u> with communication.
Presentation	<i>Always</i> speaks clearly and at an appropriate rate. <u>Excellent</u> body language.	<i>Generally</i> speaks clearly and at an appropriate rate. <u>Good</u> body language.	<i>Rarely</i> speaks clearly and at an appropriate rate. <u>Poor</u> body language.

Expectation:

Apply academic knowledge and critical thinking skills to solve problems.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Demonstrates full and complete understanding of concepts and processes appropriate to the application.	Shows reasonable understanding of concepts and processes appropriate to application. May have minor errors.	Approach is only associated with the task and lacks key elements of appropriate response and lacks solution.

Expectation:

Select and apply the tools of technology to improve personal and professional productivity.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
The student independently uses appropriate technology to locate, retrieve, organize and store information; uses several types of software programs and demonstrates the skills needed to operate several forms of technology to create and communicate written, visual, oral and or multimedia presentations.	The student is able, with minimal support, to use some form of technology to locate, retrieve, organize, and store information; uses several types of software programs and uses some form of technology to create and communicate student presentations.	The student is not able to use technology to locate, retrieve, organize or store information without significant help.

Expectation:

Exhibit respect for themselves and other.

Exceeds	Meets	Does Not Meet
Always trustworthy. Always respects others, self and authority. Displays high level of integrity. Accepts constructive criticism well and maintains an excellent disposition	Sometimes trustworthy. Sometimes respects others, self and authority. Displays acceptable level of integrity. Usually accepts constructive criticism well and usually maintains an excellent disposition.	Trustworthy on occasion. A majority of the time does not respect others, self and authority. Displays minimal level of integrity. Does not accept constructive criticism well and has difficulty maintaining a well balanced disposition.

Expectation:

Develop an Awareness of Behavior that promotes a healthy and responsible lifestyle

Exceeds Expectations	Meets Expectations	Does not meet Expectations
Demonstrates and practices the skills and knowledge necessary to perpetuate lifelong physical fitness and good health	Demonstrates a basic understanding of the value of life long physical fitness and good health	Demonstrates a lack of understanding of the skills and knowledge necessary for lifelong physical fitness and good health

Expectation:

Provide Service to the greater community

Exceeds	Meets	Does Not Meet
<p>The student participated extensively in several and helped lead one or more volunteer service activities dedicated to helping the community, comprising 40+ hours of service. Effectively completed journal and reflective essay and shared the experience through a presentation that effectively communicated a sense of responsibility to help meet a community's needs and encouraged other to participate in volunteer activities. Received high written commendation for efforts from supervisors.</p>	<p>The student participated in one or more volunteer service activities dedicated to helping the community, comprising 20+ hours of service. Satisfactory completed the journal and reflective essay that summarizes what was learned from participating in the this program. Received written acknowledgement of efforts from supervisors.</p>	<p>The student participated in volunteer activities for less than 20 hour. The journal and reflective essay were partially completed. Received a less satisfactory acknowledgment of efforts from supervisors.</p>

Expectation:

Demonstrate an appreciation for diverse cultures.

Rubric is coming.

Expectation:

Exhibit positive communication and collaboration within the school and regional community.

Exceeds	Meets	Does Not Meet
Always supports group and works productively. Always arrives promptly. Avoids and resolves conflicts well. Listens to others and is always upright and honest.	Usually supports group and works productively. Usually arrives promptly. Usually avoids and resolves conflicts well. Usually listens to others and is usually upright and honest.	Displays difficulty with supporting a group and does not work productively. Does not avoid nor resolve conflicts well. Creates disruption. On occasion listens to others and is on occasion upright and honest.