

# Hanover High School

## NEASC • Expectations for Student Learning

### RUBRICS

4	Advanced	Exceeds Expectation	Extensively Meets Expectation
3	Proficient	Meets Expectation	Frequently Meets Expectation
2	Developing	Approaches Expectation	Sometimes Meets Expectation
1	Deficient	Does Not Meet Expectation	Rarely Meets Expectation

#### ACADEMIC SKILLS

1. Reads actively and critically.
2. Writes/creates effectively.
3. Speaks/presents effectively.
4. Listens attentively and critically.
5. Identifies and utilizes a variety of resources for obtaining information.
6. Employs multiple strategies in critical thinking, problem-solving, and performance.
7. Demonstrates knowledge and skills in a variety of forms across disciplines.

#### SOCIAL & CIVIC SKILLS

8. Works effectively and responsibly as an individual and in groups.
9. Acts as a responsible citizen using the democratic process to address concerns and effect change in the community, state, nation, and world.

10. Demonstrates an understanding of the necessary balance between the resource needs of human beings and the finite nature of the environment.

## ACADEMIC SKILLS

### 1. Reads actively and critically.

	<b>Knowledge</b>	<b>Comprehension</b>	<b>Interpretation &amp; Analysis</b>	<b>Evaluation</b>
4	The student demonstrates thorough and accurate knowledge of the text.	The student demonstrates thorough and insightful comprehension of the text by understanding the main ideas and subtleties.	The student demonstrates with supporting examples thorough understanding of the writer's intent and can make broader connections.	The student makes informed and insightful judgments about the text and provides thorough support for those claims.
3	The student demonstrates adequate knowledge of the text.	The student demonstrates sufficient and accurate comprehension of the text and understands the main ideas but may not understand the subtleties of the text.	The student demonstrates with some supporting examples an adequate understanding of the writer's intent.	The student makes informed judgments about the text and provides sufficient support for those claims.
2	The student demonstrates insufficient or unclear knowledge of the text.	The student demonstrates insufficient and unclear comprehension of the text and understands only parts of the main ideas.	The student demonstrates with few supporting examples some understanding of the writer's intent.	The student makes unclear or confusing judgments about the text and provides insufficient support for those claims.
1	The student demonstrates minimal and inaccurate knowledge of the text.	The student demonstrates minimal and inaccurate comprehension of the text and does not understand the main ideas.	The student demonstrates minimal understanding of the writer's intent.	The student makes uninformed or biased judgments about the text and provides minimal support for those claims.

## 2. Writes effectively.

	<b>Purpose</b>	<b>Organization</b>	<b>Detail</b>	<b>Voice/Tone</b>	<b>Usage/Mech./Grammar</b>
4	The student establishes and maintains a clear purpose, demonstrates a clear understanding of audience and task, and exhibits ideas that are developed in depth.	The student's work is organized from beginning to end, displaying a clear focus and a fluent, logical, cohesive progression of ideas.	The student uses effective, vivid, explicit, and pertinent details.	The student's work exhibits a distinctive voice and a tone that enhances personal expression.	The student's work shows few if any errors, relative to length and complexity.
3	The student establishes a purpose, demonstrates an awareness of audience and task, and develops ideas, but they may be limited in depth.	The student's work is organized but may have minor lapses in unity or coherence and usually has a clear focus. Transitions are evident.	The student uses elaborated and appropriate details.	The student's work shows evidence of voice and appropriate tone.	The student's work shows some errors, relative to length and complexity.
2	The student attempts to establish a purpose, demonstrates some awareness of audience and task, and exhibits rudimentary development of ideas.	The student's work displays inconsistencies in unity or coherence, has poor transitions, or shifts in point of view.	The student uses incomplete or repetitious details.	The student's work shows a beginning sense of voice and some evidence of appropriate tone.	The student's work shows multiple errors or patterns of errors.
1	The student does not establish a clear purpose, demonstrates minimal awareness of audience and task, and does not develop ideas.	The student's work displays serious errors or minimal development in organization, lacks introduction or conclusion. Thought patterns are difficult or impossible to follow.	The student uses random, inappropriate details or none at all.	The student's work shows little or no voice and tone that is absent or inappropriate for writer's purpose.	The student's work shows frequent and severe errors.

### 3. Speaks effectively.

	<b>Purpose</b>	<b>Organization</b>	<b>Detail</b>	<b>Tone/Style/Performance</b>
4	The student establishes a clear and specific focus and communicates main ideas clearly and consistently.	The student clearly organizes thoughts to connect ideas and makes convincing arguments.	The student thoroughly supports main ideas with specific examples and illustrations.	The student engages listeners, uses appropriate tone and style, and asks/answers questions with elaboration.
3	The student establishes a focus and communicates main ideas.	The student organizes thoughts to connect ideas and makes adequate arguments.	The student supports main ideas with examples and illustrations.	The student interests listeners, uses appropriate tone and style, and asks/answers questions.
2	The student attempts to establish a focus and communicate main ideas.	The student attempts to organize thoughts and make adequate arguments.	The student attempts to support main ideas with some examples and illustrations.	The student attempts to interest listeners, uses inconsistent tone and style, and asks/answers some questions.
1	The student does not establish a clear focus or communicate main ideas.	The student inadequately organizes thoughts.	The student does not use examples or illustrations.	The student uses inappropriate tone and style and asks/answers no questions.

#### 4. Listens attentively and critically.

	<b>Attention</b>	<b>Response</b>	<b>Comprehension</b>
4	The student listens with a positive attitude, focuses on speaker with eye contact, ignores distractions, and makes effective notes.	The student gives others time to talk and responds appropriately.	The student comprehends main ideas and details in responding to questions, statements, and expressions and is able to retell and recall important information in detail.
3	The student maintains appropriate attitude and attention span, tends to focus on speaker, ignores most distractions, and makes notes.	The student gives others time to talk and attempts to respond appropriately.	The student comprehends main ideas in responding to questions, statements, and expressions and is able to recall important information.
2	The student tries to maintain positive attitude and attention span, occasionally makes eye contact with speaker, sometimes ignores distractions, and takes some notes.	The student sometimes gives others time to talk and has difficulty responding appropriately.	The student has difficulty comprehending main ideas in responding to questions, statements, and expressions and is able to recall some information.
1	The student has difficulty listening with positive attitude, has limited attention span, does not focus on speaker with eye contact, is easily distracted, and takes few notes.	The student does not give others time to talk and either responds inappropriately or does not respond at all.	The student does not comprehend main ideas, is unable to answer questions, and has difficulty recalling information.

## 5. Identifies, evaluates, and uses a variety of resources for obtaining and presenting information.

	Source Identification	Source Evaluation	Source Usage
4	The student identifies a variety of resources appropriate for the purposes of the assignment.	The student successfully uses source evaluation criteria to find both primary and secondary sources (traditional and electronic) that are credible and relevant.	The student accurately and clearly records, summarizes, and organizes information, correctly cites sources, understands the idea of intellectual property, and follows the rules governing plagiarism.
3	The student identifies resources appropriate for the purposes of the assignment.	The student uses some source evaluation criteria to find both primary and secondary sources (traditional and electronic) that are credible and relevant.	The student accurately records, summarizes, and organizes information, correctly cites sources, and does not plagiarize.
2	The student identifies few appropriate resources or resources that only partially meet the purposes of the assignment.	The student uses source evaluation criteria to find both primary and secondary sources (traditional and electronic) but the sources may not be both credible and relevant.	The student inadequately records, summarizes, and organizes information, inconsistently cites sources, and does not plagiarize.
1	The student does not identify resources that are appropriate for the purposes of the assignment.	The student does not use source evaluation criteria to find sources or finds sources that are neither credible nor relevant.	The student does not record, summarize, and organize information, does not cite sources, or plagiarizes.

## 6. Employs multiple strategies in critical thinking and problem-solving.

	<b>Problem Identification</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Presentation &amp; Evaluation</b>
4	The student accurately identifies the problem.	The student develops an effective strategy or multiple strategies to solve the problem.	The student develops a clear, detailed, and well-organized solution to the problem.	The student's presentation demonstrates an accurate understanding of the problem, the solution process, and the implications of the solution.
3	The student adequately identifies the problem.	The student develops an adequate strategy to solve the problem.	The student develops an adequate solution to the problem.	The student's presentation demonstrates an adequate understanding of the problem and the solution process.
2	The student does not fully identify the problem.	The student does not fully develop a strategy to solve the problem.	The student develops a solution that lacks clarity and detail.	The student's presentation demonstrates some understanding of the problem and the solution process.
1	The student does not identify the problem.	The student does not develop a strategy to solve the problem.	The student does not develop a solution.	The student's presentation demonstrates minimal understanding of the problem and the solution process.

**7. Demonstrates knowledge and skills in a variety of forms across disciplines.**

	<b>Media Selection</b>	<b>Media Use &amp; Presentation</b>	<b>Application of Learning</b>
4	The student appropriately selects a variety of traditional and electronic media to demonstrate learning.	The student's work shows creative thought and exceptional technical skill consistent with the traditional or electronic medium.	The student independently and successfully applies previously learned knowledge and skills to the use of new media.
3	The student appropriately selects some traditional and electronic media to demonstrate learning.	The student's work shows thought and technical skill consistent with the traditional or electronic medium.	The student adequately applies previously learned knowledge and skills to the use of new media.
2	The student selects some traditional and electronic media to demonstrate learning.	The student's work shows limited thought and technical skill for the medium.	The student inconsistently applies previously learned knowledge and skills to the use of new media.
1	The student selects inappropriate traditional and electronic media to demonstrate learning.	The student's work shows minimal thought and technical skill for the medium.	The student does not apply previously learned knowledge and skills to the use of new media.