

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

CIVIC LITERACY - the process of understanding and participating in civic life by working appropriately and productively with others.

Criteria	Levels of Performance				Points	
	Exemplary	Proficient	Developing	Beginning	Student	Teacher
Understanding	Effectively identifies and demonstrates an in-depth understanding of community/government processes and the rights and responsibilities of citizenship.	Accurately identifies and demonstrates an understanding of community/government processes and the rights and responsibilities of citizenship.	Partially identifies and understands community/government processes and the rights and responsibilities of citizenship.	Demonstrates little or no understanding of community/government processes or the rights and responsibilities of citizenship.		
Analysis	Effectively and insightfully identifies and analyzes issues. Skillfully locates and uses relevant data/evidence to support or refute a viewpoint, policy, or action.	Accurately identifies and analyzes issues. Locates and uses relevant data/evidence to support or refute a viewpoint, policy, or action.	Demonstrates some ability to identify and analyze issues. Locates and uses some data/evidence to support or refute a viewpoint, policy, or action.	Demonstrates little or no ability to analyze issues. Locates little or no data/evidence to support or refute a viewpoint, policy, or action.		
Productivity	Consistently creates thoughtful plans, solutions, and/or products.	Creates adequate plans, solutions, and/or products.	Creates some plans, solutions, and/or products.	Creates few or no plans, solutions, and/or products.		
Evaluation	Thoroughly evaluates the intended and unintended consequences of personal and government decisions or actions.	Accurately evaluates the intended and unintended consequences of personal and government decisions or actions.	Partially evaluates some consequences of personal or government decisions or actions.	Demonstrates little or no ability to evaluate the consequences of personal or government decisions or actions.		

Totals: _____

Exemplary	15-16
Proficient	12-14
Developing	8-11
Beginning	0-7

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

CRITICAL THINKING (AND VISUAL LITERACY) - the process of gathering, analyzing, synthesizing and evaluating information and images.

Criteria	Levels of Performance				Points	
	4	3	2	1	Student	Teacher
Purpose	Clearly identifies and demonstrates an in-depth understanding of the purpose and relevance of the assignment.	Accurately identifies and demonstrates an understanding of the purpose and relevance of the assignment.	Partially identifies and understands the purpose and relevance of the assignment.	Provides little or no understanding of the purpose and relevance of the assignment.		
Information Gathering/ Observation	Clearly and accurately gathers and identifies the subject matter, form, function, and composition.	Accurately gathers and identifies the subject matter, form, function, and composition.	Partially gathers and identifies the subject matter, form, function, and composition.	Demonstrates little or no ability to gather or identify the subject matter, form, function, and composition.		
Analysis/ Application	Thoughtfully analyzes and interprets information and/or images. Consistently applies techniques to determine value, credibility, and relevance. Makes insightful connections, inferences and observations.	Accurately analyzes and interprets information and/or images. Adequately applies techniques to determine value, credibility and relevance. Makes valid connections, inferences and observations.	Partially analyzes and interprets information and/or images. Applies some techniques to determine value, credibility and relevance. Attempts to make connections, inferences and observations.	Provides little or no analysis or interpretation of information and/or images. Makes few or no connections, inferences or observations.		
Synthesis/ Evaluation	Clearly and accurately identifies and assesses conclusions/products, considers implications and consequences and provides a well-developed explanation.	Accurately identifies and assesses conclusions/products, considers implications and consequences and provides a reasonable explanation.	Partially identifies and assesses conclusions/products, considers some implications and consequences and provides limited explanation.	Demonstrates little or no ability to identify or assess conclusions/products and provides no explanation.		

Totals: _____

Exemplary	15-16
Proficient	12-14
Developing	8-11
Beginning	0-7

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

CULTURAL LITERACY - the process of understanding diverse cultures, recognizing global relationships, and independently responding to changing conditions.

Criteria	Levels of Performance				Points	
	Exemplary	Proficient	Developing	Beginning	Student	Teacher
Understanding	Consistently demonstrates an accurate and insightful understanding of diverse cultures, including belief systems, values, and institutions.	Demonstrates an accurate and appropriate understanding of diverse cultures, including belief systems, values, and institutions.	Demonstrates some understanding of diverse cultures, including belief systems, values, and institutions.	Demonstrates little or no understanding of diverse cultures.		
Analysis	Consistently recognizes bias in the study of culture. Insightfully identifies perspective in cultural studies and global issues.	Recognizes bias in the study of culture. Accurately identifies perspective in cultural studies and global issues.	Recognizes some bias in the study of culture. Partially identifies perspective in cultural studies and global issues.	Demonstrates little or no recognition of bias in the study of culture. Shows little or no identification of perspective in cultural studies or global issues.		
Adaptability	Insightfully identifies complex global issues, and consistently applies appropriate skills to understand these issues. Effectively and independently responds to changing conditions.	Accurately identifies complex global issues, and adequately applies appropriate skills to understand these issues. Adequately responds to changing conditions.	Identifies some global issues and applies some appropriate skills to understand these issues. Demonstrates some ability to respond to changing conditions.	Identifies few or no global issues. Demonstrates little or no ability to respond to changing conditions.		
Synthesis	Consistently demonstrates an understanding that diverse cultures affect relationships among different peoples and nations. Insightfully identifies ways that culture affects global relationships.	Adequately demonstrates an understanding that diverse cultures affect relationships among different peoples and nations. Accurately identifies ways that culture affects global relationships.	Demonstrates some understanding that diverse cultures affect relationships among different peoples and nations. Partially identifies ways that culture affects global relationships.	Demonstrates little or no understanding that diverse cultures affect relationships among different peoples and nations. Shows few or no ways that culture affects global relationships.		
Evaluation/ Adaptability	Insightfully evaluates the benefits of mutual respect, global awareness, and global cooperation.	Adequately evaluates the benefits of mutual respect, global awareness, and global cooperation.	Partially evaluates the benefits of mutual respect, global awareness, and global cooperation.	Demonstrates little or no evaluation of the benefits of mutual respect, global awareness, and global cooperation.		

Totals: _____

Exemplary	19-20
Proficient	15-18
Developing	9-14
Beginning	0-8

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

INFORMATION AND TECHNOLOGICAL LITERACY – the process of independently gathering, evaluating and using information and technology ethically and responsibly.

Criteria	Levels of Performance				Points	
	4	3	2	1	Student	Teacher
Equipment/ Application of Technology	Demonstrates advanced skill in the use of equipment and an understanding of capabilities of the technology.	Demonstrates appropriate skill in the use of equipment and an understanding of the capabilities of the technology.	Demonstrates some skill in the use of equipment and a partial understanding of the capabilities of the technology.	Demonstrates limited skill in the use of equipment and little or no understanding of the capabilities of the technology.		
Research	Consistently demonstrates the ability to independently and effectively collect a variety of sources. Critically analyzes sources to assess accuracy, authority and timeliness.	Demonstrates the ability to independently and adequately collect a variety of sources. Adequately analyzes sources to assess accuracy, authority and timeliness.	Demonstrates some ability to independently collect a variety of sources. Partially analyzes sources to assess accuracy, authority and timeliness.	Demonstrates little or no ability to independently collect sources. Shows little or no evidence of source evaluation.		
Using Information	Effectively integrates information and demonstrates a sophisticated use of sources to accomplish the objective(s).	Adequately integrates information and demonstrates appropriate use of sources to accomplish the objective(s).	Partially integrates information and demonstrates some use of sources to accomplish the objective(s).	Demonstrates little or no ability to integrate information or use sources to accomplish the objective(s).		
Ethical and Responsible Use of Technology/Information	Consistently follows regulations and procedures regarding access to and responsible use of technology and information.		Inconsistently follows regulations and procedures regarding access to and use of technology and information.	Seldom or never follows regulations and procedures regarding access to and use of technology and information.		

Totals: _____

Exemplary	15-16
Proficient	12-14
Developing	8-11
Beginning	0-7

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

INTERACTIVE COMMUNICATION– the process of understanding, organizing/developing, speaking, listening/responding and collaborating.

Criteria	Levels of Performance				Points	
	4	3	2	1	Student	Teacher
Understanding	Thoroughly understands, analyzes and synthesizes all required parts of the topic and points of view.	Understands and analyzes essential parts of the topic and points of view.	Understands and analyzes some parts of the topic and points of view.	Demonstrates little or no understanding of the topic.		
Organizing/Developing	Establishes an engaging and effective introduction and conclusion. Progression of main ideas is clear and logical. Consistently and effectively uses supporting evidence.	Establishes an effective introduction and conclusion. Progression of main ideas and supporting evidence is clear and logical. Adequately uses supporting evidence.	Establishes a partial introduction and conclusion. Demonstrates some progression of ideas with some evidence.	Establishes little or no introduction, conclusion and/or progression of ideas.		
Speaking	Consistently uses engaging, sophisticated language, correct pronunciation and targeted vocabulary. Inflection, appropriate gestures and transitions enhance delivery.	Adequately uses appropriate language, correct pronunciation and targeted vocabulary. Inflection, appropriate gestures and transitions enhance delivery.	Sometimes uses appropriate language, correct pronunciation and targeted vocabulary. Uses some inflection, appropriate gestures and transitions in delivery.	Demonstrates little or no use of appropriate language, correct pronunciation, targeted vocabulary, inflection, appropriate gestures and/or transitions in delivery.		
Listening/Responding	Effectively acknowledges, actively listens to, and skillfully offers thought-provoking responses while consistently respecting other viewpoints.	Acknowledges, actively listens to, and offers thoughtful responses while respecting other viewpoints.	Sometimes acknowledges, listens to, and offers responses while respecting other viewpoints.	Demonstrates limited listening and offers little or no response to other viewpoints.		
Collaborating	Consistently encourages group participation and actively contributes to common goals.	Encourages group participation and contributes to common goals.	Sometimes encourages group participation and occasionally contributes to common goals.	Demonstrates little or no contribution to common goals.		

Totals: _____

Exemplary	19-20
Proficient	15-18
Developing	9-14
Beginning	0-8

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

INVENTIVE THINKING - the process of reasoning marked by adaptability, self-direction, curiosity, creativity and risk-taking.

Criteria	Levels of Performance				Points	
	4	3	2	1	Student	Teacher
Adaptability	Consistently demonstrates understanding and flexibility in reworking ideas. Makes insightful associations and connections based on different perspectives.	Demonstrates understanding and flexibility in reworking ideas. Makes accurate associations and connections based on different perspectives.	Demonstrates some understanding and flexibility in reworking ideas. Makes some associations and connections based on different perspectives.	Demonstrates little or no understanding or flexibility in reworking ideas. Makes limited or no associations or connections.		
Self-Direction	Independently creates a focused plan for achievement of goals. Effectively monitors progress and assesses the quality of products/performances.	Creates a focused plan for achievement of goals. Monitors progress and assesses the quality of products/performances.	Creates a partial plan for achievement of goals. Occasionally monitors progress with some assessment of products/performances.	Creates a limited plan for achievement of goals with little or no assessment of products/performances.		
Curiosity	Consistently demonstrates a desire to learn. Independently seeks in-depth information to explore personal and/or social topics or issues.	Demonstrates a desire to learn. Seeks additional information to explore personal and/or social topics or issues.	Demonstrates some desire to learn. Seeks some information on personal and/or social topics or issues.	Demonstrates little or no desire to learn. Seeks limited or no information on personal and/or social topics or issues.		
Creativity	Consistently brings genuine, original and well-developed ideas into existence either personally or collectively.	Brings genuine, original and developed ideas into existence either personally or collectively.	Brings some original ideas into existence either personally or collectively.	Brings few or no original ideas into existence.		
Risk-Taking	Consistently tackles challenging problems and explores unfamiliar perspectives.	Tackles challenging problems and explores unfamiliar perspectives.	Sometimes deals with challenging problems and unfamiliar perspectives.	Demonstrates little or no attempt to deal with challenging problems and unfamiliar perspectives.		

Totals: _____

Exemplary	19-20
Proficient	15-18
Developing	9-14
Beginning	0-8

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

HEALTH LITERACY - the process of understanding health information and utilizing services to enhance wellness.

Criteria	Levels of Performance				Points	
	4	3	2	1	Student	Teacher
Information Gathering	Consistently and accurately gathers health information, and identifies a variety of school and community health services.	Adequately gathers health information, and identifies a variety of school and community health services.	Gathers some health information, and identifies some school and/or community health services.	Gathers little or no health information, and identifies few or no school and/or community health services.		
Understanding	Clearly and accurately identifies and demonstrates an in-depth understanding of health information and wellness.	Adequately identifies and demonstrates an understanding of health information and wellness.	Demonstrates some understanding of health information and wellness.	Demonstrates little or no understanding of health information or wellness.		
Analysis/ Application	Effectively uses health and wellness information to make thoughtful and appropriate health-related decisions.	Adequately uses health and wellness information to make appropriate health-related decisions.	Uses some health and wellness information to make some appropriate health-related decisions.	Uses little or no health and wellness information to make health-related decisions.		

Totals: _____

Exemplary	11-12
Proficient	9-10
Developing	6-8
Beginning	0-5

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PROBLEM SOLVING (AND DECISION MAKING) - the process of stating the problem, organizing and analyzing information to solve the problem, making a decision and evaluating the solution.

Criteria	Levels of Performance				Points	
	4	3	2	1	Student	Teacher
States the Problem	Clearly identifies, clarifies, and describes critical components of the problem and related issues.	Identifies, clarifies, and describes most components of the problem and related issues.	Identifies, clarifies, and describes some components of the problem and related issues.	Identifies, clarifies, and describes few or no components of the problem and related issues.		
Organization and Analysis	Thoroughly collects, analyzes, and synthesizes relevant information to solve a problem or make a decision.	Adequately collects, analyzes, and synthesizes relevant information to solve a problem or make a decision.	Partially collects and analyzes relevant information and attempts to solve a problem or make a decision.	Collects limited or no information with no attempt to solve problem or make a decision.		
Solve the Problem Make A Decision	Consistently employs insightful and relevant strategies to evaluate alternatives and generate comprehensive solutions.	Adequately employs relevant strategies to evaluate alternatives and generate comprehensive solutions.	Partially employs strategies to evaluate alternatives and generate solutions.	Employs limited or no strategies to evaluate alternatives or generate solutions.		
Evaluates Solution/Decision	Effectively reflects with an in-depth understanding of the solution/decision and evaluates its accuracy, credibility, and relevance.	Adequately reflects with an understanding of the solution/decision and evaluates its accuracy, credibility, and relevance.	Reflects with a partial understanding of the solution/decision and sometimes evaluates its accuracy, credibility, and relevance.	Reflects with little or no understanding of the solution/decision and limited or no evaluation of its accuracy, credibility, and relevance.		

Totals: _____

Exemplary	15-16
Proficient	12-14
Developing	8-11
Beginning	0-7

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

READING - the process of understanding, interpreting, connecting to, and forming a critical stance on material from a written text.

Criteria	Levels of Performance				Points	
	4	3	2	1	Student	Teacher
Understanding	Consistently demonstrates superior and effective comprehension of concepts and/or main ideas presented in a text. Readily draws meaning from subtle context clues.	Demonstrates effective comprehension of concepts and/or main ideas presented in a text. Draws meaning from subtle context clues.	Demonstrates partial comprehension of concepts and/or main ideas presented in a text. Attempts to draw meaning from context clues.	Demonstrates little or no comprehension of concepts and/or main ideas presented in a text. Draws little or no meaning from context clues.		
Interpretation	Consistently distinguishes between what is directly stated and what is implied. Makes insightful inferences with strong textual support.	Distinguishes between what is directly stated and what is implied. Makes appropriate inferences with textual support.	Sometimes distinguishes between what is directly stated and what is implied. Makes some inferences with some textual support.	Demonstrates little or no distinction between what is directly stated and what is implied. Makes few or no inferences and lacks textual support.		
Connection	Logically, accurately and purposefully connects ideas and consistently draws insightful conclusions.	Logically and accurately connects ideas and draws appropriate conclusions.	Sometimes connects ideas and draws some appropriate conclusions.	Makes few or no connections and draws few or no conclusions.		
Critical Stance	Confidently, accurately and independently evaluates author's purpose and point of view.	Appropriately recognizes and evaluates author's purpose and point of view.	Sometimes recognizes and evaluates author's purpose and point of view.	Demonstrates little or no recognition of author's purpose and point of view.		

Totals: _____

Exemplary	15-16
Proficient	12-14
Developing	8-11
Beginning	0-7

EDWIN O. SMITH HIGH SCHOOL – SCHOOL-WIDE EXPECTATIONS

WRITING - the process of expressing ideas through writing in a variety of genres, using standard language conventions, and considering various audiences.

Criteria	Levels of Performance				Points	
	4	3	2	1	Student	Teacher
Purpose	Consistently demonstrates a clear and thorough understanding of concepts and maintains focus with a keen awareness of audience.	Demonstrates a clear understanding of concepts and maintains focus with an appropriate awareness of audience.	Demonstrates a partial understanding of concepts and maintains limited focus with some awareness of audience.	Demonstrates little or no understanding of concepts or focus with little or no awareness of audience.		
Organization	Consistently uses organization to clearly and effectively develop ideas. Effectively uses smooth and logical transitions allowing for insightful observations.	Uses organization to clearly and effectively develop ideas. Adequately uses logical transitions allowing for appropriate observations.	Uses organization to partially develop ideas. Uses limited transitions allowing for some observations.	Uses little or no organization to develop ideas. Uses few transitions and makes few or no observations.		
Content Accuracy	Consistently incorporates well-supported and well-developed ideas that result in compelling analyses and insightful conclusions.	Adequately incorporates well-developed ideas that result in effective analyses and appropriate conclusions.	Incorporates some ideas that result in some analyses and some conclusions.	Incorporates few or no ideas and makes limited or no analyses/conclusions.		
Style/Expression	Consistently creates well-crafted sentences, showing variety, originality and highly effective use of language. Demonstrates exceptional word choice and vocabulary appropriate to genre and audience.	Creates effective sentences, showing variety, originality and effective use of language. Demonstrates word choice and vocabulary appropriate to genre and audience.	Creates sentences showing some variety and originality and some effective use of language, word choice and vocabulary sometimes appropriate to genre and audience.	Creates sentences showing minimally effective use of language, limited variety and originality, with little or no regard for genre and audience.		
Conventions	Demonstrates excellence in spelling, mechanics, usage and grammar.	Demonstrates appropriate spelling, mechanics, usage and grammar.	Makes some errors in spelling, mechanics, usage and grammar.	Makes considerable errors in spelling, mechanics, usage and grammar.		

Totals: _____

Exemplary	19-20
Proficient	15-18
Developing	9-14
Beginning	0-8