## STANDARD: THE STUDENT READS ACTIVELY AND CRITICALLY

LEARNER OUTCOME: The student is able to read varied materials with both literal and analytical comprehension for a variety of purposes.

|                     | Criteria   | 4  | Exceeds Standard:   | 3 Meets Standard:  | 2                          | Developing<br>toward Standard:  | 1                   | Does Not<br>Meet Standard:   | Student<br>Assessment | Teacher<br>Assessment |
|---------------------|--|--|---|--|----------------------------|---|---------------------|--|-----------------------|-----------------------|
| Key Ideas & Details | Purpose<br>and Theme<br>MCF.R1<br>P21.1            | demonstrates an insightful<br>understanding of the purpose and<br>theme of the written work as well<br>as the ability to make logical infer- |   | Effectively demonstrates an<br>understanding of the purpose<br>and theme of the written<br>work as well as the ability to<br>make inferences and draw<br>conclusions from it.                      | unde<br>and<br>and<br>with | ginally demonstrates an<br>erstanding of the purpose<br>theme of the written work<br>states the implied meaning<br>a some supporting evidence<br>in the text.               | star<br>thei<br>doe | nonstrates little or no under-<br>iding of the purpose and<br>ne of the written work and<br>s not state the implied<br>aning.                |                       |                       |
|                     | Central and<br>Supporting ideas<br>MCF.R2<br>P21.1 | dem<br>stan<br>supp<br>the<br>sum  | sistently and effectively<br>onstrates an insightful under-<br>ding of the central and<br>porting ideas being conveyed in<br>written work and can<br>marize the text using relevant<br>porting details. | Effectively demonstrates an<br>understanding of the central<br>and supporting ideas being<br>conveyed in the written work<br>and can summarize the text<br>using relevant supporting de-<br>tails. | unde<br>and<br>conv<br>and | ginally demonstrates an<br>erstanding of the central<br>supporting ideas being<br>veyed in the written work<br>can somewhat summarize<br>text using some supporting<br>ils. | star<br>sup<br>con  | nonstrates little or no under-<br>iding of the central and<br>porting ideas being<br>veyed in the written work<br>cannot summarize the text. |                       |                       |
|                     | Interactions and<br>Connections<br>MCF.R3<br>P21.1 | dem<br>stan<br>idea  | sistently and effectively<br>onstrates an insightful under-<br>ding of characters, events, and<br>s from the text and how they<br>ract and/or interrelate.  | Effectively demonstrates an<br>understanding of characters,<br>events, and ideas from the<br>text and how they interact<br>and/or interrelate.   | unde<br>ever<br>and        | ginally demonstrates an<br>erstanding of characters,<br>nts, and ideas from the text<br>how they interact and/or<br>rrelate.  | star<br>and         | nonstrates little or no under-<br>iding of characters, events,<br>ideas from the text and how<br>y interact and/or interrelate.              |                       |                       |
|                     | Pre-reading<br>strategies                          | dem<br>prio<br>peno<br>tion  |   | Effectively demonstrates pre-<br>viewing, activates prior<br>knowledge when applicable,<br>and independently generates<br>some relevant questions.   | prev<br>vate<br>resp       | ginally demonstrates<br>riewing, sometimes acti-<br>s prior knowledge, and can<br>ond appropriately to some<br>vant questions.  | pre<br>pric<br>spo  | nonstrates little or no<br>viewing, does not activate<br>or knowledge, and cannot re-<br>nd to some relevant<br>stions.                      |                       |                       |
| ure                 | Content<br>Vocabulary<br>MCF.R4<br>P21.1           | dem<br>stan<br>and   | sistently and effectively<br>onstrates an insightful under-<br>ding of the content vocabulary<br>details how it shapes the<br>ten work.   | Effectively demonstrates an<br>understanding of the content<br>vocabulary and recognizes<br>how it shapes the written<br>work.   | unde<br>voca<br>ogni       | ginally demonstrates an<br>erstanding of the content<br>abulary and somewhat rec-<br>izes how it shapes the writ-<br>work.  | star<br>lary        | nonstrates little or no under-<br>iding of the content vocabu-<br>r and does not recognize how<br>hapes the written work.                    |                       |                       |
| Craft and Structure | Structure<br>MCF.R5<br>P21.1                       | dem<br>stan<br>and   | sistently and effectively<br>onstrates an insightful under-<br>ding of the structure of the text<br>details how it shapes the<br>ten work.  | Effectively demonstrates an<br>understanding of the structure<br>of the text and recognizes<br>how it shapes the written<br>work.  | unde<br>of th<br>reco      | ginally demonstrates an<br>erstanding of the structure<br>he text and somewhat<br>gnizes how it shapes the<br>ten work.   | star<br>text        | nonstrates little or no under-<br>iding of the structure of the<br>and does not recognize how<br>hapes the written work.                     |                       |                       |
| Cra                 | Point of view<br>MCF.R6<br>P21.1                   | dem<br>stan<br>text  | sistently and effectively<br>onstrates an insightful under-<br>ding of the point of view of the<br>and details how it shapes the<br>ten work.   | Effectively demonstrates an<br>understanding of the point of<br>view of the text and<br>recognizes how it shapes the<br>written work.  | unde<br>view<br>reco       | ginally demonstrates an<br>erstanding of the point of<br>v of the text and somewhat<br>gnizes how it shapes the<br>ten work.  | star<br>the         | nonstrates little or no under-<br>iding of the point of view of<br>text and does not recognize<br>v it shapes the written work.              |                       |                       |



| Application       | Delineation and<br>Evaluation<br>MCF.R8<br>P21.2          | Consistently and effectively<br>assesses validity and relevancy of<br>the text and its claims through<br>insightful delineation and<br>evaluation.                           | Effectively assesses validity<br>and relevancy of the text and<br>its claims through delineation<br>and evaluation.  | Marginally assesses validity<br>and relevancy of the text and<br>its claims through delineation<br>and evaluation.                                 | Does not assess validity and rel-<br>evancy of the text and its claims<br>through delineation and evalua-<br>tion.   |  |
|-------------------|---|--|--|--|--|--|
| Integration and A | Similar and/or<br>Contrasting<br>Texts<br>MCF.R9<br>P21.2 | Consistently and effectively<br>references or connects at least two<br>texts which address similar themes<br>and/or elements, or appropriate<br>contrasting themes or ideas. | Effectively references or con-<br>nects at least two texts which<br>address similar themes and/or<br>elements, or<br>appropriate contrasting<br>themes or ideas. | With prompting, connects at<br>least one text which addresses<br>similar themes and/or<br>elements, or appropriate<br>contrasting themes or ideas. | With or without prompting,<br>does not connect any text which<br>addresses similar themes and/or<br>elements, or appropriate<br>contrasting themes or ideas. |  |

Student Comments:

#### Teacher Comments:

## STANDARD: THE STUDENT COMMUNICATES CLEARLY IN SPEECH

LEARNER OUTCOME: The student is able to verbally communicate ideas and information effectively for a variety of purposes and audiences

|                                     | Criteria  | 4   | Exceeds Standard:   | 3                               | Meets Standard:   | 2                                    | Developing<br>toward Standard:   | 1  | Does Not<br>Meet Standard:  | Student<br>Assessment | Teacher<br>Assessment |
|-------------------------------------|---|---|---|---------------------------------|---|--------------------------------------|--|--|---|-----------------------|-----------------------|
| Comprehension & Collaboration       | Persuasive<br>Participation<br>MCF.SL1<br>P21.3 | Participationdiscussions on various issues.<br>Demonstrates an insightful under-<br>standing of others' input and<br>utilizes it in a persuasive argument |   | var<br>on<br>stra<br>oth<br>a p | Sectively participates in a<br>riety of group discussions<br>various issues. Demon-<br>ates an understanding of<br>lers' input and utilizes it in<br>ersuasive argument<br>propriately. | abili<br>discu<br>Dem<br>unde<br>and | ginally demonstrates the<br>ty to participate in group<br>assions on various issues.<br>constrates a marginal<br>erstanding of others' input<br>conveys ideas in a<br>uasive manner. | to p<br>sion<br>con<br>mar<br>und<br>and | nonstrates little or no ability<br>articipate in group discus-<br>is on issues and is unable to<br>vey ideas in a persuasive<br>iner; rarely demonstrates an<br>erstanding of others' input<br>does not convey ideas<br>musively. |                       |                       |
|                                     | Research<br>MCF.SL2<br>P21.3                    | rese<br>vari<br>gage  | sistently and effectively<br>arches a topic always using a<br>ety of media/technology to en-<br>e in a thoughtful well-informed<br>nange of ideas on a topic.   | usi<br>tec<br>tho               | Tectively researches a topic<br>ng a variety of media/<br>hnology to engage in a<br>sughtful well-informed ex-<br>ange of ideas on a topic.   | using<br>tech                        | ginally researches a topic<br>g a variety of media/<br>nology to engage in an in-<br>ned exchange of ideas on a<br>c.  | to re<br>vari<br>enga                    | nonstrates little or no ability<br>esearch a topic using a<br>ety of media/technology to<br>age in an informed<br>nange of ideas on a topic.  |                       |                       |
|                                     | Participation<br>MCF.SL4<br>P21.4               | pate<br>goal  | asistently and effectively partici-<br>es in a discussion setting clear<br>ls for the outcome while being<br>eptive to the ideas of others.                     | dis<br>for<br>rec               | Tectively participates in a cussion setting clear goals the outcome while being eptive to the ideas of the set.   | cussi<br>outc                        | ginally participates in dis-<br>ions setting goals for the<br>ome while occasionally<br>g receptive to the ideas of<br>rs.   | to p<br>setti<br>whi                     | nonstrates little or no ability<br>articipate in a discussion<br>ing goals for the outcome<br>le rarely being receptive to<br>ideas of others.  |                       |                       |
| and Ideas                           | Presentation<br>MCF.SL4<br>P21.3                | pres<br>man   | sistently and effectively<br>sents findings in a clear concise<br>uner recognizing purpose,<br>ience and task.  | in a<br>ogi                     | ectively presents findings<br>a clear concise manner rec-<br>nizing purpose,<br>lience and task.  | in a                                 | ginally presents findings<br>clear manner recognizing<br>ose, audience and task.   | to p<br>mar                              | nonstrates little or no ability<br>resent findings in a clear<br>ner recognizing purpose,<br>ience and task.  |                       |                       |
| Presentation of Knowledge and Ideas | Presentation<br>(Media)<br>MCF.SL5<br>P21.3     | vari<br>(e.g<br>ual a   | isistently and effectively uses a<br>ety of media to present ideas<br>., textual, graphical, audio, vis-<br>and interactive elements) to en-<br>e the audience. | me<br>tex<br>vis<br>ele         | ectively uses a variety of<br>dia to present ideas (e.g.,<br>tual graphical, audio,<br>ual and interactive<br>ments) to engage the<br>lience.   | medi<br>textu<br>and i               | ginally uses a variety of<br>ia to present ideas (e.g.,<br>aal graphical, audio, visual<br>interactive elements) to<br>ge the audience.  | to u<br>sent<br>ical                     | nonstrates little or no ability<br>se a variety of media to pre-<br>ideas (e.g., textual graph-<br>, audio, visual and interac-<br>elements) to engage the au-<br>ace.  |                       |                       |
| Presentatio                         | Adaptation<br>MCF.SL6<br>P21.2                  | spee<br>dem   | sistently and effectively adapts<br>ech to appropriate audience<br>constrating command of formal<br>lish when necessary.  | app<br>stra                     | ectively adapts speech to<br>propriate audience demon-<br>ating command of formal<br>glish when necessary.  |                                      | ginally able to adapt<br>ch to appropriate audi-   | to a                                     | nonstrates little or no ability<br>dapt speech to appropriate<br>ience.   |                       |                       |



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## STANDARD: THE STUDENT WRITES EFFECTIVELY

LEARNER OUTCOME: The student is able to write using standard English for a variety of purposes and audiences.

|                         | Criteria   | 4                                   | Exceeds Standard:   | 3                         | Meets Standard:  | 2                     | Developing<br>toward Standard:   | 1                      | Does Not<br>Meet Standard:  | Student<br>Assessment | Teacher<br>Assessment |
|-------------------------|--|-------------------------------------|---|---------------------------|--|-----------------------|--|------------------------|---|-----------------------|-----------------------|
|                         | Thesis/Argument<br>MCF.W1<br>P21.2                       | intro<br>state<br>subs<br>can       | sistently and effectively<br>oduces topic with a solid thesis<br>ement, one which presents a<br>stantive, reasonable argument that<br>be developed and supported with<br>ropriate evidence.   | wit<br>whi<br>that        | ectively introduces topic<br>h a thesis statement, one<br>ich presents an argument<br>t can be supported with<br>propriate evidence.                                       | w:<br>pr<br>ar        | Iarginally introduces topic<br>ith a thesis statement that<br>resents an undeveloped<br>rgument, one which cannot be<br>illy supported.  | to<br>the              | monstrates little or no ability<br>effectively introduce topic as<br>esis statement is unclear or<br>ssing entirely.  |                       |                       |
| Text Types and Purposes | Topic<br>Development<br>MCF.W2<br>P21.2                  | topi<br>suff<br>and<br>ject;<br>men | sistently and effectively develops<br>c with well-chosen, relevant, and<br>icient facts, examples, details,<br>quotations appropriate to the sub-<br>arguments and counter-argu-<br>ts are well thought-out and sup-<br>the thesis. | with<br>cier<br>and       | ectively develops topic<br>h appropriate and suffi-<br>nt facts, examples, details,<br>l quotations; arguments<br>clear and support the the-                               | fa<br>qu<br>th<br>do  | larginally develops topic with<br>acts, examples, details, and<br>uotations; arguments support<br>at thesis statement, but may<br>b so inconsistently or<br>asufficiently.               | dev<br>exa<br>are      | monstrates little or no<br>velopment of the topic; facts,<br>amples, details, and quotations<br>e insufficient or irrelevant;<br>oport of the thesis is weak.                           |                       |                       |
| Text Types              | Style<br>MCF.W1&2<br>P21.2                               | and<br>appr<br>of th<br>high        | sistently and effectively develops<br>maintains a formal style<br>copriate to the type and purpose<br>ne text; uses precise language,<br>1-level vocabulary, and excellent<br>mmar/mechanics (few to no<br>rs).                     | mai<br>pro<br>pos<br>lang | ectively develops and<br>intains a formal style ap-<br>priate to the type and pur-<br>e of the text; uses good<br>guage, vocabulary, and<br>mmar/mechanics (few er-<br>s). | sty<br>an<br>sa<br>la | larginally develops a formal<br>yle appropriate to the type<br>nd purpose of the text; uses<br>atisfactory language, vocabu-<br>ry, and grammar/mechanics<br>errors can be distracting). | op:<br>sev<br>me<br>vo | monstrates little or no devel-<br>ment of a formal style, with<br>vere lapses in text develop-<br>ent; uses poor language,<br>cabulary, and grammar/<br>echanics (errors are abundant). |                       |                       |
|                         | Transitions<br>MCF.W2<br>P21.2                           | prop<br>link<br>cohe                | sistently and effectively uses ap-<br>priate and varied transitions to<br>major sections of the text, create<br>esion, and clarify relationships<br>ing complex ideas and topics.   | trar<br>tior<br>sior      | ectively uses appropriate<br>nsitions to link major sec-<br>ns of the text, create cohe-<br>n, and clarify relation-<br>ps among ideas.                                    | lir<br>cr             | Iarginally uses transitions to<br>nk major sections of the text,<br>reate cohesion, and clarify re-<br>tionships among ideas.  | tra<br>of              | monstrates little or no use of<br>nsitions to link major sections<br>the text; text is not cohesive<br>d relationships are unclear.   |                       |                       |
|                         | Narrative Writing<br>MCF.W3<br>P21.2                     | the n<br>hibi<br>strue<br>tech      | sistently and effectively develops<br>narrative to engage the reader, ex-<br>ting excellent control of narrative<br>cture and narrative<br>niques (characterization, plot<br>cture, description, etc.)                              | rati<br>rea<br>nar        | ectively develops the nar-<br>ve to engage the<br>der, with skill in use of<br>rative structure and<br>hniques.  | tiv<br>w:<br>na       | larginally develops the narra-<br>ve to try to engage the reader,<br>ith minimal skills in use of<br>arrative structure and<br>archniques.   | de <sup>r</sup><br>po  | monstrates little or no<br>velopment of narrative and<br>orly employs narrative<br>ucture and techniques, if at all.  |                       |                       |
| Production/Distribution | Planning,<br>Editing, and<br>Revising<br>MCF.W5<br>P21.2 | each<br>plan<br>and<br>ing          | sistently and effectively follows<br>a step in the writing process –<br>ning, drafting, revising, editing,<br>rewriting; appropriately, employ-<br>strategies to improve the text ac-<br>ling to purpose and audience.              | in t<br>emp<br>imp        | ectively follows the steps<br>he writing process,<br>ploying strategies to<br>prove the text according to<br>pose and audience.  | th<br>su<br>to        | Iarginally follows the steps in<br>we writing process with some<br>access at employing strategies<br>improve the text according<br>purpose and audience.                                 | in<br>ing<br>atte      | monstrates little or no success<br>following the steps of the writ-<br>g process, with little<br>ention paid to strategies for<br>proving the text.                                     |                       |                       |
| Production              | Organization<br>MCF.W4<br>P21.2                          | text<br>that<br>ence                | sistently and effectively presents<br>in a clear and coherent manner<br>is appropriate to purpose, audi-<br>e, and style, resulting in a high<br>l of engagement and  | coh<br>pro                | ectively presents text in a<br>lerent manner that is ap-<br>priate to purpose, audi-<br>e, and style, resulting in   | cc                    | Iarginally presents text in a obtenent manner, with limited nderstanding of purpose, au-   | col                    | monstrates little or no<br>herence in presentation of text,<br>th no understanding of   |                       |                       |



|                   |   | understanding with the reader.  | the reader's engagement and understanding.   | dience, and style that nega-<br>tively impacts the reader's en-<br>gagement and understanding.  | purpose, audience, and style; lit-<br>tle or no reader engagement or<br>understanding.  |  |
|-------------------|---|---|--|---|---|--|
| Present Knowledge | Research Skills<br>MCF.W7<br>P21.3        | Consistently and effectively conducts<br>both short and sustained research pro-<br>jects to answer a question or solve a<br>problem; narrows or broadens the in-<br>quiry when appropriate; and synthe-<br>sizes multiple sources, demonstrating<br>understanding of the topic. | Effectively conducts both<br>short and sustained research<br>projects to answer a question<br>or solve a problem; narrows<br>or broadens the inquiry when<br>appropriate; and synthesizes<br>multiple sources, demon-<br>strating understanding of the<br>topic. | Marginally successful in<br>conducting research projects;<br>limited ability to narrow or<br>broaden the inquiry and<br>synthesize multiple sources.  | Demonstrates little or no success<br>in conducting research projects,<br>with severely limited ability to<br>narrow/broaden the inquiry or<br>synthesize multiple sources.                            |  |
| Build &           | Quality of<br>Sources<br>MCF.W8<br>P21.3  | Consistently and effectively gathers<br>relevant information from multiple<br>and diverse sources, assesses the use-<br>fulness of each, and integrates infor-<br>mation into the text selectively; con-<br>sistently and effectively follows<br>standard citation format.      | Effectively gathers relevant<br>information from multiple<br>sources, assesses the useful-<br>ness of each, and integrates<br>appropriate information into<br>the text; effectively follows<br>standard citation format.   | Marginally successful in<br>gathering, assessing, and<br>integrating information from<br>multiple sources; some<br>problems with correctly<br>attributing and citing sources.   | Demonstrates little or no ability<br>to gather, assess, or integrate in-<br>formation from multiple sources;<br>problems with<br>attribution and citation that<br>constitute plagiarism.              |  |
| Research to       | Quality of<br>Evidence<br>MCF.W9<br>P21.3 | Consistently and effectively draws<br>information from literary or informa-<br>tional texts to support analysis,<br>reflection, and/or research; demon-<br>strates an understanding of the<br>argument and the most effective<br>evidence to support it.                        | Effectively draws infor-<br>mation from literary or infor-<br>mational texts to support<br>analysis, reflection, and/or<br>research; demonstrates an<br>understanding of the argu-<br>ment and the appropriate evi-<br>dence to support it.                      | Marginally draws information<br>from literary or informational<br>texts to support analysis,<br>reflection, and/or research;<br>demonstrates limited under-<br>standing of the argument and<br>the appropriate evidence to<br>support it. | Demonstrates little or no ability<br>to draw information from literary<br>or informational texts to support<br>writing; no connection between<br>the argument and the evidence<br>used to support it. |  |
| Range of Writing  | Purpose<br>MCF.W10<br>P21.2               | Consistently and effectively writes to<br>a specific purpose, audience, and/or<br>task, maintains clear and cogent<br>focus throughout the piece and uses<br>time well.   | Effectively writes to a spe-<br>cific purpose, audience,<br>and/or task, maintains focus<br>throughout the piece and<br>uses time well.  | Marginally writes to a specific<br>purpose, audience, and/or task,<br>with some problems maintain-<br>ing focus and/or managing<br>time.  | Unable to effectively write to a specific purpose, audience, and/or task, does not effectively maintain focus and/or manages time poorly.   |  |

| Student Comments: | Teacher Comments: | Total/Score: |
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|                                  | Criteria  | 4   | Exceeds Standard:   | 3                  | Meets Standard:   | 2             | Developing<br>toward Standard:  | 1                                   | Does Not<br>Meet Standard:   | Student<br>Assessment | Teacher<br>Assessment |
|----------------------------------|---|---|---|--------------------|---|---------------|---|-------------------------------------|--|-----------------------|-----------------------|
| Locating and Accessing Materials | Research<br>MCF W.8<br>P21.3                    | wid<br>the<br>taba<br>info  | Consistently and effectively uses a<br>wide variety of resources including<br>the Internet, library and library da-<br>tabases to gather relevant<br>information with clear, attainable<br>goals in mind during the research. |                    | ectively uses a wide<br>ety of resources including<br>Internet, library and<br>ary databases to gather<br>vant information; demon-<br>tes evidence of a clear<br>l. | gath<br>form  | ginally uses resources to<br>er somewhat relevant in-<br>ation; demonstrates some<br>ence of a clear goal.      | star<br>met<br>info                 | nonstrates little or no under-<br>iding of using research<br>hods to gather relevant<br>ormation; has no identifiable<br>l when doing so.  |                       |                       |
|                                  | Citation<br>MCF W.8<br>P21.3                    | each<br>wor   | sistently and effectively cites<br>a source, in the text and in a<br>ks-cited or bibliography, as<br>essary.  | sou<br>woi         | ectively cites most<br>rces, in the text and in a<br>ks-cited or bibliography,<br>recessary.  | text<br>bibli | ginally cites sources in the<br>and in a works-cited or<br>ography, as necessary;<br>e citations are incorrect. | star<br>prol<br>cita                | nonstrates little or no under-<br>iding of how to cite sources;<br>blems with attribution and<br>tion that constitute<br>giarism.  |                       |                       |
|                                  | Evaluation for<br>Relevance<br>MCF W.8<br>P21.3 | ates<br>whi   | sistently and effectively evalu-<br>each source and recognizes<br>ch sources enhance the final<br>luct and which sources detract<br>n it.   | sou<br>and<br>whi  | ectively evaluates each<br>rce for appropriateness<br>relevance; recognizes<br>ch sources are effective in<br>context of the assignment.                            | some          | ginally cites sources; has<br>e recognition of their<br>tiveness.   | star<br>ater<br>or n                | nonstrates little or no under-<br>iding of a source's appropri-<br>ness or relevance; has little<br>no recognition of which<br>rces are effective.   |                       |                       |
| [                                | Application<br>MCF W.9<br>P21.2,3               | Consistently and effectively uses<br>many sources, of varying types, in<br>support of the assignment. |   |                    | ectively uses many rces in the assignment.  |               | ginally uses sources in the nment.  | out                                 | nonstrates little or no use of side sources in support of the gnment.  |                       |                       |
| nthesis                          | Resource<br>Analysis<br>MCF W.9<br>P21.2,3      | ates<br>gun<br>sour   | sistently and effectively deline-<br>and evaluates in depth the ar-<br>nent and/or evidence in each<br>rce assessing its connections to<br>assignment and other sources.  | gun<br>eacl<br>con | ectively evaluates the ar-<br>nent and/or evidence in<br>h source and makes<br>nections between it and<br>assignment.   |               | ginally evaluates the argu-<br>and/or evidence in each ce.  | to e<br>evic<br>den<br>star<br>betv | nonstrates little or no ability<br>valuate the argument and/or<br>lence of the source and<br>nonstrates little or no under-<br>iding of connections<br>ween the source and its use<br>he assignment. |                       |                       |
| Analysis and Synthesis           | Resource<br>Connections<br>MCF W.9<br>P21.2,3   | man<br>the  | sistently and effectively draws<br>by relevant connections among<br>resources to support analysis,<br>ection and research.  | tion               | ectively makes connec-<br>is among the sources in<br>port of the assignment.  | amor<br>conn  | es marginal connections<br>ng the sources; those<br>ections are in support of<br>ssignment.                     | Der<br>to n<br>sou                  | nonstrates little or no ability<br>nake connections among re-<br>rces to support analysis, re-<br>tion or research.  |                       |                       |
|                                  | Synthesis<br>MCF W.7                            | supj<br>rele  | sistently and effectively<br>ports the use of resources with<br>vant use of prior background<br>wledge.   | of s<br>use        | ectively supports the use<br>ources with appropriate<br>of background<br>wledge.  | sour<br>back  | ginally supports the use of ces with appropriate ground knowledge.  | to s<br>with                        | nonstrates little or no ability<br>upport the use of research<br>n little or no use of prior<br>kground knowledge.   |                       |                       |

**STANDARD: THE STUDENT IDENTIFIES, ACCESSES AND UTILIZES A VARIETY OF RESOURCES FOR OBTAINING INFORMATION** LEARNER OUTCOME: The student is able to locate, analyze, and synthesize appropriate materials for a variety of sources.



| Student Comments: | Teacher Comments: | Total/Score: |
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# STANDARD: THE STUDENT EMPLOYS MULTIPLE STRATEGIES IN REASONING AND PROBLEM SOLVING BOTH INDEPENDENTLY AND COLLABORATIVELY

LEARNER OUTCOME: The student is able to effectively identify, evaluate, and creatively solve problems in addition to evaluating the process utilized.

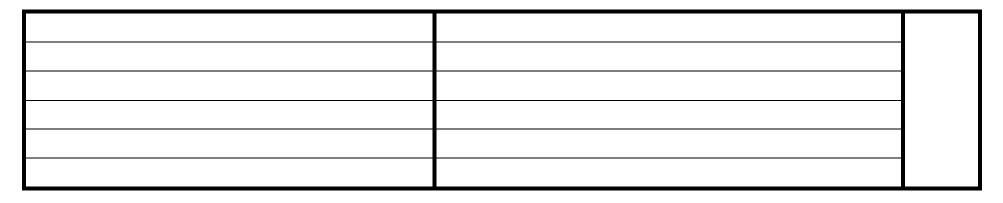


|               | Criteria   | 4 Exceeds Standard:   | 3 Meets Standard:   | 2 Developing<br>toward Standard:   | 1 Does Not<br>Meet Standard:   | Student<br>Assessment | Teacher<br>Assessment |
|---------------|--|---|---|--|--|-----------------------|-----------------------|
|               | Identification<br>(Problem)<br>MCF. M.1<br>P21.2     | Consistently and effectively<br>demonstrates an insightful under-<br>standing of the scope and meanin<br>of a problem and seeks entry poin<br>to its solution, plans a solution<br>pathway, and considers analogous<br>problems as appropriate.                             | and seeks entry points to its solution, plans a solution  | Marginally demonstrates an<br>understanding of the scope and<br>meaning of a problem and<br>seeks limited entry points to its<br>solution, plans a solution path-<br>way; does not consider rele-<br>vant analogous problems.                      | Demonstrates little or no under-<br>standing of the scope and<br>meaning of a problem; seeks no<br>entry points to its solution, does<br>not plan a solution pathway;<br>does not consider relevant<br>analogous problems.               |                       |                       |
| gation        | Identification<br>(Constraints)<br>MCF. M.1<br>P21.2 | Consistently and effectively<br>demonstrates an ability to identify<br>all constraints and limiting<br>conditions that are related to the<br>problem.   | Effectively demonstrates an<br>ability to identify most<br>constraints and limiting<br>conditions that are related to<br>the problem.   | Marginally demonstrates an<br>ability to identify constraints<br>and limiting conditions that are<br>related to the problem.   | Demonstrates little or no ability<br>to identify constraints and<br>limiting conditions that are re-<br>lated to the problem.  |                       |                       |
| Investigation | Identification<br>(Goal)<br>MCF. M.1<br>P21.2        | Consistently and effectively<br>demonstrates an ability to identify<br>goal that reflects careful and thor-<br>ough consideration of the key ele-<br>ments of the situation.  | a Effectively demonstrates an ability to identify a goal that reflects a thorough consideration of the key elements of the situation.   | Marginally demonstrates an<br>ability to identify a goal that<br>reflects a consideration of the<br>key elements of the situation.   | Demonstrates little or no ability<br>to identify a goal that reflects<br>consideration of the key ele-<br>ments of the situation.  |                       |                       |
|               | Reasoning<br>MCF. M.2<br>P21.2                       | Consistently and effectively<br>demonstrates an ability to apply<br>relevant thinking skills in present<br>ing information (e.g. comparing,<br>classifying, abstracting, decontex<br>tualizing, analyzing); thoroughly<br>and carefully examines supporting<br>information. | information (e.g. comparing,<br>classifying, abstracting, de-<br>contextualizing, analyzing);   | Marginally demonstrates an<br>ability to apply relevant think-<br>ing skills in presenting infor-<br>mation (e.g. comparing, classi-<br>fying, abstracting, decontextu-<br>alizing, analyzing); sometimes<br>examines supporting infor-<br>mation. | Demonstrates little or no ability<br>to apply relevant thinking skills<br>in presenting information (e.g.<br>comparing, classifying, ab-<br>stracting, decontextualizing, an-<br>alyzing); does not examine sup-<br>porting information. |                       |                       |
| ion           | Application/<br>Modeling<br>MCF. M.4<br>P21.2        | Consistently and effectively<br>demonstrates an ability to apply a<br>quired knowledge, information, a<br>skills to new circumstances or situ<br>ations in innovative ways.   | d knowledge, information, and   | Marginally demonstrates an<br>ability to apply acquired<br>knowledge, information, and<br>skills to new circumstances or<br>situations.  | Demonstrates little or no ability<br>to apply acquired knowledge,<br>information, and skills to new<br>circumstances or situations.  |                       |                       |
| Application   | Precision and<br>clarity<br>MCF. M.6<br>P21.2        | Consistently and effectively<br>demonstrates an ability to com-<br>municate precisely in discussion<br>with others and in their own rea-<br>soning, using clear definitions,<br>symbols, and language appropriat<br>for the problem's context.                              | Effectively demonstrates<br>ability to communicate with<br>others and in their own rea-<br>soning, using clear defini-<br>tions, symbols, and language<br>appropriate for the problem's<br>context. | Marginally demonstrates abil-<br>ity to communicate with oth-<br>ers; uses some definitions,<br>symbols, and language some-<br>what appropriate for the prob-<br>lem's context.  | Demonstrates little or no ability<br>to communicate with others;<br>uses little or no definitions,<br>symbols, and language appro-<br>priate for the problem's context.  |                       |                       |

|             | Technology<br>P21.3                          | Consistently and effectively<br>demonstrates an ability to access<br>and apply technology and available<br>tools; identifies relevant resources,<br>and makes sound decisions about<br>which tools or resources to use in<br>order to explore and deepen under-<br>standing of the concepts. | Effectively demonstrates<br>ability to access and apply<br>technology and available<br>tools; identifies relevant re-<br>sources, and makes decisions<br>about which tools or re-<br>sources to use in order to ex-<br>plore and deepen understand-<br>ing of the concepts. | Marginally demonstrates abil-<br>ity to access and apply tech-<br>nology and available tools;<br>identifies some relevant re-<br>sources, and makes decisions<br>about which tools or resources<br>to use in order to explore the<br>concepts. | Demonstrates little or no ability<br>to access and apply technology<br>and available tools; identifies<br>some relevant resources, and<br>makes decisions about which<br>tools or resources to use in or-<br>der to explore the concepts. |  |
|-------------|--|--|---|--|---|--|
| Application | Effort/<br>Perseverance<br>MCF. M.1<br>P21.4 | Consistently and effectively<br>demonstrates an ability to focus on<br>the task and arrive at a logical and<br>sensible conclusion; displays crea-<br>tivity and innovation during pro-<br>cess.   | Effectively demonstrates<br>ability to focus on the task<br>and arrive at a logical and<br>sensible conclusion; displays<br>creativity during process.  | Marginally demonstrates abil-<br>ity to focus on the task and ar-<br>rive at a logical and sensible<br>conclusion; displays creativity<br>during process.  | Demonstrates little or no ability<br>to focus on the task and arrive<br>at a logical and sensible conclu-<br>sion; displays creativity during<br>process.   |  |
| Appl        | Collaboration<br>P21.4                       | Consistently and effectively<br>demonstrates an ability to partici-<br>pate collaboratively in all aspects<br>of the problem solving process;<br>openly and freely shares thoughts<br>and supports or questions those of<br>others appropriately.  | Effectively participates col-<br>laboratively in all aspects of<br>the problem solving process;<br>shares thoughts and supports<br>or questions those of others<br>appropriately.   | Marginally participates collab-<br>oratively in aspects of the<br>problem solving process;<br>shares some thoughts and sup-<br>ports or questions those of oth-<br>ers somewhat appropriately.   | Demonstrates little or no ability<br>to participate collaboratively in<br>aspects of the problem solving<br>process; shares no thoughts, nor<br>supports or questions those of<br>others.   |  |
|             | Evaluation<br>MCF. M.3<br>P21.2              | Consistently and effectively<br>demonstrates an ability to evaluate<br>the solution in a thorough and<br>highly detailed manner; identifies<br>and describes both elements of suc-<br>cess and how the solution over-<br>comes constraints.  | Effectively demonstrates an<br>ability to evaluate the solu-<br>tion in a detailed manner;<br>identifies and describes both<br>elements of success and how<br>the solution overcomes con-<br>straints.  | Marginally demonstrates an<br>ability to evaluate the solution;<br>identifies and describes some<br>elements of success and how<br>the solution overcomes con-<br>straints.  | Demonstrates little or no ability<br>to evaluate the solution; does<br>not identify or describe ele-<br>ments of success or how the so-<br>lution overcomes constraints   |  |

Student Comments:

**Teacher Comments:** 



## STANDARD: THE STUDENT LISTENS EFFECTIVELY AND CRITICALLY

LEARNER OUTCOME: The student is able to listen with literal and analytical comprehension in a variety of situations.

|                                     | Criteria  |   | Exceeds Standard:  | 3   | Meets Standard:   | 2   | Developing<br>toward Standard:   | 1  | Does Not<br>Meet Standard:   | Student<br>Assessment | Teacher<br>Assessment |
|-------------------------------------|---|---|--|---|---|---|--|--|--|-----------------------|-----------------------|
| ttion                               | Persuasive<br>Participation<br>MCF.SL1<br>P21.2,4   | ipationDemonstrates an insightful under-<br>standing of others' input and uti-<br>lizes it in a persuasive argument in  |  | variety of group discussions<br>on various issues. Demon-<br>strates an understanding of<br>others' input and utilizes it in<br>a persuasive argument |   | Marginally demonstrates the<br>ability to participate in group<br>discussions on various issues.<br>Demonstrates a marginal<br>understanding of others' input<br>and conveys ideas in a<br>persuasive manner. |  | Demonstrates little or no ability<br>to participate in group discus-<br>sions on issues and is unable to<br>convey ideas in a persuasive<br>manner; rarely demonstrates an<br>understanding of others' input<br>and does not convey ideas<br>persuasively. |  |                       |                       |
| and Collaboration                   | Participation<br>MCF.SL4<br>P21.4                   | pate:<br>goal   | sistently and effectively partici-<br>s in a discussion setting clear<br>s for the outcome while being<br>ptive to the ideas of others.                                    | disc<br>for t   | ectively participates in a<br>ussion setting clear goals<br>the outcome while being<br>prive to the ideas of<br>ers.                                  | cussi<br>outc   | ginally participates in dis-<br>tions setting goals for the<br>ome while occasionally<br>g receptive to the ideas of<br>rs.                              | to p<br>sett<br>whi  | nonstrates little or no ability<br>articipate in a discussion<br>ing goals for the outcome<br>le rarely being receptive to<br>ideas of others. |                       |                       |
| Comprehension                       | Purpose/Theme/<br>Point of View<br>MCF.SL4<br>P21.2 | dem<br>stand<br>as w<br>logic   | sistently and effectively<br>onstrates an insightful under-<br>ding of the purpose and theme<br>ell as the ability to make<br>cal inferences and draw<br>clusions from it. | und<br>and<br>abil  | ectively demonstrates an<br>erstanding of the purpose<br>theme as well as the<br>ity to make inferences<br>draw conclusions from it.                  | unde<br>and t<br>impl   | ginally demonstrates an<br>erstanding of the purpose<br>theme and states the<br>ied meaning with some<br>orting evidence from the                        | star<br>the  | nonstrates little or no under-<br>iding of the purpose and<br>ne and does not state the im-<br>d meaning.                                      |                       |                       |
|                                     | Central and<br>Supporting ideas<br>MCF.R2<br>P21.2  | Consistently and effectively<br>demonstrates an insightful under-<br>standing of the central and support-<br>ing ideas being conveyed and can<br>summarize the text using relevant<br>supporting details. |  | und<br>and<br>con<br>the  | ectively demonstrates an<br>erstanding of the central<br>supporting ideas being<br>veyed and can summarize<br>text using relevant<br>porting details. | unde<br>and s<br>conv<br>sum  | ginally demonstrates an<br>erstanding of the central<br>supporting ideas being<br>eyed and can somewhat<br>narize the text using some<br>orting details. | star<br>sup<br>con   | nonstrates little or no under-<br>iding of the central and<br>porting ideas being<br>veyed and cannot<br>imarize the text.                     |                       |                       |
| and Ideas                           | Relevance<br>MCF.SL4<br>P21.2                       | Consistently and effectively distin-<br>guishes relevant from irrelevant in-<br>formation and cites both<br>appropriately.  |  | Effe<br>van<br>info   | ectively distinguishes rele-<br>t from irrelevant<br>rmation and cites both ac-<br>ttely.   | Marg<br>vant<br>matie   | ginally distinguishes rele-<br>from irrelevant infor-<br>on and cites both with<br>e accuracy.   | to d<br>rele   | nonstrates little or no ability<br>istinguish relevant from ir-<br>vant information and<br>not cite either with accuracy.                      |                       |                       |
| Presentation of Knowledge and Ideas | Evaluation<br>MCF.SL3<br>P21.2                      | ates and  | sistently and effectively evalu-<br>the presentation for validity<br>clarity and cites specific<br>nples to support conclusions.   | pres<br>clar<br>spec  | ectively evaluates the<br>entation for validity and<br>ity and cites some<br>cific examples to support<br>clusions.                                   | prese<br>clari<br>exan  | ginally evaluates the<br>entation for validity and<br>ty and cites few specific<br>uples to support<br>lusions.  | to e<br>vali<br>exa  | nonstrates little or no ability<br>valuate the presentation for<br>dity and clarity and cites no<br>mples to support<br>clusions.              |                       |                       |
| Presentatio                         | Recognition<br>MCF.SL2<br>P21.2                     | nize:<br>poin   | sistently and effectively recog-<br>s differing or challenging view-<br>ts and responds to them in-<br>tfully and appropriately.   | ing<br>and  | ectively recognizes differ-<br>or challenging viewpoints<br>responds to them<br>ropriately.   | ing of and i  | ginally recognizes differ-<br>or challenging viewpoints<br>responds to them<br>ewhat appropriately.  | to r<br>cha<br>doe   | nonstrates little or no ability<br>ecognize differing or<br>llenging viewpoints and<br>s not respond to them<br>ropriately.                    |                       |                       |



| Inferences and | Consistently and effectively makes   | Effectively makes accurate  | Marginally makes accurate in-   | Demonstrates little or no ability |  |
|----------------|--------------------------------------|-----------------------------|---------------------------------|-----------------------------------|--|
| Comparisons    | accurate inferences and compari-     | inferences and comparisons  | ferences and comparisons        | to make accurate inferences and   |  |
| Comparisons    | sons based on the presentation, per- | based on the presentation,  | based on the presentation, per- | comparisons based on the          |  |
| MCF.SL3        | sonal knowledge, and other           | personal knowledge, and     | sonal knowledge, and other      | presentation, personal            |  |
| P21.2          | sources, and incorporates this       | other sources, and incorpo- | sources, and somewhat incor-    | knowledge, and other sources,     |  |
| 1 21.2         | information accurately.              | rates this information      | porates this information        | and does not incorporate this in- |  |
|                |                                      | appropriately.              | appropriately.                  | formation appropriately.          |  |

Student Comments:

#### Teacher Comments:

## STANDARD: THE STUDENT DEMONSTRATES KNOWLEDGE AND SKILLS IN A VARIETY OF FORMS

LEARNER OUTCOME: The student is actively engaged in his/her education. The student shows initiative, self-direction and productivity.

|                                     | Criteria                                    | 4   | Exceeds Standard:  | 3 Meets Standard:   | 2   | Developing<br>toward Standard:   | 1  | Does Not<br>Meet Standard:  | Student<br>Assessment | Teacher<br>Assessment |
|-------------------------------------|---|---|--|---|---|--|--|---|-----------------------|-----------------------|
|                                     | Initiative<br>P21.4                         | strat<br>is ac<br>wha   | isistently and effectively demon-<br>tes an interest in the assignment,<br>daptable, is able to anticipate<br>t needs to be done and as a<br>lt, completes the task efficiently.   | Effectively demonstrates an interest in the assignment and completes the task efficiently.  | tere                                      | rginally demonstrates an in-<br>est in the assignment but<br>nages to complete the task.   | in t   | monstrates little or no interest<br>he assignment and partially<br>npletes the task.  |                       |                       |
| Comprehension / Collaboration       | Productivity and<br>Accountability<br>P21.4 | strat<br>clea<br>velo<br>are a<br>audi<br>fecti                     | sistently and effectively demon-<br>tes assignment outcomes that are<br>r and coherent in which the de-<br>opment, organization and style<br>appropriate to task, purpose, and<br>tence; demonstrates a highly ef-<br>tive ability to manage goals in a<br>ely manner.   | Effectively demonstrates co-<br>herent assignment outcomes<br>in which the development, or-<br>ganization and style are appro-<br>priate to task, purpose, and au-<br>dience; demonstrates an effec-<br>tive ability to manage goals in<br>a timely manner. | ent<br>whi<br>zati<br>to t<br>opi         | rginally demonstrates coher-<br>assignment outcomes in<br>ich the development, organi-<br>ion and style are appropriate<br>ask; demonstrates a devel-<br>ng an ability to manage<br>ds in a timely manner.                                   | standing of assignment outcomes<br>that are unclear; development,<br>organization and style of product |   |                       |                       |
| Comprehen                           | Delineation and<br>Evaluation<br>P21.2      | Con<br>ates<br>prob<br>whe<br>and<br>ficie<br>dend<br>form<br>dia a | sistently and effectively deline-<br>and evaluates the argument,<br>olem or claims and assesses<br>ther the claims made are sound<br>the evidence is relevant and suf-<br>ent; recognizes irrelevant evi-<br>ce. Integrates and evaluates in-<br>nation presented in diverse me-<br>and formats, including<br>ally, quantitatively and orally. | Effectively delineates and<br>evaluates the argument<br>problem or claims and<br>assesses whether the claims<br>made are sound and the<br>evidence is relevant and<br>sufficient; recognizes when ir-<br>relevant evidence is<br>introduced.                | uate<br>clai<br>whe<br>sou<br>van<br>rece | rginally delineates and eval-<br>es the argument, problem or<br>ims and somewhat assesses<br>ether the claims made are<br>and and the evidence is rele-<br>tt and sufficient; sometimes<br>ognizes when irrelevant evi-<br>ace is introduced | to c<br>gur<br>doe<br>clai<br>evi<br>suf   | monstrates little or no ability<br>delineate and evaluate the ar-<br>nent, problem or claims and<br>es not assess whether the<br>ims made are sound and the<br>dence is relevant and<br>ficient; does not recognize<br>en irrelevant evidence is<br>roduced |                       |                       |
| and Ideas                           | Preparation<br>P21.4                        | ops<br>outc<br>editi  | sistently and effectively devel-<br>and strengthens the assignment<br>come by planning, revising,<br>ing, rewriting, or trying a new<br>roach when appropriate.  | Effectively develops and<br>strengthens the assignment<br>outcome by planning, revis-<br>ing, editing, rewriting, or<br>trying a new approach when<br>appropriate.  | stre<br>con<br>itin<br>app                | rginally develops and<br>engthens the assignment out-<br>ne by planning, revising, ed-<br>g, rewriting, or trying a new<br>proach when<br>propriate.   | star<br>stre   | monstrates little or no under-<br>nding of how to develop and<br>engthen the assignment<br>come.  |                       |                       |
| Presentation of Knowledge and Ideas | Participation<br>P21.4                      | pate<br>disc<br>cons<br>clea  | sistently and effectively partici-<br>is in completion of the task, class<br>ussion, contributing ideas,<br>structive criticism and setting<br>r goals for the outcome while<br>g receptive to the ideas of<br>ers.  | Effectively participates in<br>completion of the task, class<br>discussion, contributing ideas,<br>constructive criticism and set-<br>ting clear goals for the out-<br>come while being receptive to<br>the ideas of others.                                | pler<br>sion<br>stru<br>clea<br>whi       | pletion of the task, class discus-<br>sion, contributing ideas, con-<br>structive criticism and setting discu  |  | monstrates little or no under-<br>nding of how to complete the<br>k, participate constructively in<br>cussion or be receptive to the<br>as of others.   |                       |                       |
| Present                             | Application<br>P21.2                        | sugg<br>ter;  | sistently and effectively makes<br>gestions on how to do things bet-<br>relates material to real life appli-<br>on when appropriate.   | Effectively makes suggestions<br>on how to do things better;<br>can relate material to real life<br>application when appropriate.   | sug<br>thir<br>mat                        | rginally attempts to make<br>gestions on how to do<br>ngs better; sometimes relates<br>terial to real life application<br>en appropriate.  | star<br>acc  | monstrates little or no under-<br>ading of how to improve, or<br>urately relate material to real<br>application.  |                       |                       |



# North Reading High School – CIVIC AND SOCIAL EXPECTATION #8

## STANDARD: THE STUDENT DEMOSTRATES RESPECT AND TOLERANCE

LEARNER OUTCOME: The student is able to interact effectively with others and work effectively in diverse teams, in both the local and global community.

|                       | Criteria   | 4   | Exceeds Standard:  | 3  | Meets Standard:  | 2   | Developing<br>toward Standard:   | 1                             | Does Not<br>Meet Standard:  | Student<br>Assessment | Teacher<br>Assessment |
|-----------------------|--|---|--|--|--|---|--|-------------------------------|---|-----------------------|-----------------------|
|                       | Diversity and In-<br>dividual Rights<br>P21.4    | Consistently and effectively exhib-<br>its an understanding and tolerance<br>of others, regardless of differences<br>in gender, race, religion or sexual<br>preference. |  | Effectively exhibits an under-<br>standing and tolerance of oth-<br>ers; usually accepts individu-<br>als' right to free expression. |  | Marginally demonstrates an<br>understanding and tolerance<br>of others; occasionally<br>participates in group activities<br>with diversity. |  | und<br>of c                   | nonstrates little or no<br>erstanding and/or tolerance<br>thers; rarely participates in<br>up activities with diversity.  |                       |                       |
|                       | Respect and<br>Consideration<br>P21.4            | Consistently and effectively inter-<br>acts in a courteous and respectful<br>manner with self and others by us-<br>ing appropriate language and skills.                 |  | courte<br>mann<br>by us  | courteous and respectful alt<br>manner with self and others ou   |   | Marginally demonstrates an<br>ability to interact in a courte-<br>ous and respectful manner<br>with self and others.   |                               | nonstrates little or no ability<br>nteract in a courteous and<br>pectful manner with self and<br>ers; rarely demonstrates re-<br>ct for others.   |                       |                       |
| Respect and Tolerance | Responsibility<br>and<br>Accountability<br>P21.4 | fies a<br>deve<br>men<br>befo   | sistently and effectively identi-<br>strengths and limitations and<br>lops strategies for improve-<br>t; always considers all options<br>re taking action and freely ac-<br>s responsibility.    | streng<br>devel<br>impro   | tively identifies<br>gths and limitations and<br>lops strategies for<br>ovement; accepts<br>onsibility for actions.  | abili<br>and<br>time<br>impr  | ginally demonstrates an<br>ity to identify strengths<br>limitations and only some-<br>s develops strategies for<br>rovement; occasionally ac-<br>s responsibility for<br>ons.      | to io<br>limi<br>stra<br>rare | nonstrates little or no ability<br>dentify strengths and<br>itations and rarely develops<br>tegies for improvement;<br>ly adheres to all school<br>ilations.                                  |                       |                       |
| Respe                 | Advocacy for<br>Self and Others<br>P21.4         | demo<br>an u<br>for p<br>othe   | sistently and effectively<br>onstrates self-respect as well as<br>inderstanding and appreciation<br>versional abilities and beliefs of<br>rs; always uses appropriate<br>ins to question others. | self-ro<br>dersta<br>for pe<br>lief of   | tively demonstrates<br>espect as well as an un-<br>anding and appreciation<br>ersonal abilities and be-<br>f others; uses appropri-<br>teans to question others. | resp<br>stand<br>pers<br>of of  | ginally demonstrates self-<br>ect as well as an under-<br>ding and appreciation for<br>onal abilities and beliefs<br>thers; occasionally uses<br>ropriate means to question<br>rs. | to e<br>ders<br>for<br>of c   | nonstrates little or no ability<br>xhibit self-respect or an un-<br>standing and appreciation<br>personal abilities and beliefs<br>others; rarely uses appropri-<br>means to question others. |                       |                       |
|                       | Integrity<br>P21.4                               | tains<br>men<br>ceed  | sistently and effectively main-<br>positive interaction with<br>abers of the community and ex-<br>s expectations in and out of the<br>ol setting.  | tive in<br>of the<br>expec   | tively maintains posi-<br>nteraction with members<br>e community and meets<br>ctations in and out of the<br>ol setting.  | abili<br>terac<br>com<br>expe   | ginally demonstrates an<br>ity to maintain positive in-<br>ction with members of the<br>munity and usually meets<br>ectations in and out of the<br>pol setting.                    | to n<br>with<br>nity          | nonstrates little or no ability<br>maintain positive interaction<br>in members of the commu-<br>r; rarely meets expectations<br>nd out of the school setting.                                 |                       |                       |

Student Comments:

**Teacher Comments:** 



# North Reading High School - CIVIC AND SOCIAL EXPECTATION #9

## STANDARD: THE STUDENT ACTS RESPONSIBLY AND DISPLAYS GOOD CITIZENSHIP

LEARNER OUTCOME: The student participates in the school community both positively and ethically while finding constructive opportunities to influence its direction.

|                | Criteria  | 4                       | Exceeds Standard:  | 3   | Meets Standard:  | 2                              | Developing<br>toward Standard:   | 1  | Does Not<br>Meet Standard:   | Student<br>Assessment | Teacher<br>Assessment |
|----------------|---|-------------------------|--|---|--|--------------------------------|--|--|--|-----------------------|-----------------------|
|                | Attendance and<br>Punctuality<br>P21.4            | atter<br>tatio<br>for a | sistently and effectively meets<br>adance and punctuality expec-<br>ns. Arrives in a timely manner<br>appointments and is rarely ab-<br>, tardy, or late.      | and<br>Arr<br>for   | ectively meets attendance<br>punctuality expectations.<br>ives in a timely manner<br>appointments and is only<br>asionally absent, tardy, or               | and j<br>is so<br>men          | ginally meets attendance<br>punctuality expectations;<br>metimes late for appoint-<br>ts and can be absent,<br>7, or late.   | Demonstrates little or no ability<br>to meet attendance and punctu-<br>ality expectations; is usually<br>late for appointments and is of-<br>ten absent, tardy, or late.               |  |                       |                       |
| sibility       | Participation<br>P21.4                            | parti<br>out o<br>whic  | sistently and effectively<br>cipates in activities in and/or<br>of school and acts in a manner<br>ch positively influences their<br>ction.                     | Effectively participates in ac<br>tivities in and/or out of<br>school and acts in a manner<br>which positively influences<br>their direction. |  | tiviti<br>usua<br>man          | ginally participates in ac-<br>es in and/or out of school;<br>lly acts in a<br>ner which positively<br>ences their direction.  | Demonstrates little or no ability<br>to participate in activities in<br>and/or out of school; does not<br>act in a manner which posi-<br>tively influences their direction.            |  |                       |                       |
| Responsibility | Honesty and Sin-<br>cerity<br>P21.4               | dem<br>in al<br>acco    | sistently and effectively<br>onstrates honesty and sincerity<br>l actions; demonstrates both<br>untability and graciousness<br>n appropriate.                  | hon<br>acti<br>eler<br>and  | ectively demonstrates<br>esty and sincerity in<br>ons; demonstrates<br>nents of accountability<br>graciousness when<br>ropriate.                           | hone<br>actic<br>deme<br>cour  | ginally demonstrates<br>esty and sincerity in<br>ons; only occasionally<br>onstrates elements of ac-<br>itability and graciousness<br>n appropriate.                               | Demonstrates little or no ability<br>to exhibit honesty and sincerity<br>in actions; does not demon-<br>strate any degree of accounta-<br>bility nor graciousness when<br>appropriate. |  |                       |                       |
|                | Wellness<br>P21.4                                 | dem<br>sour<br>phys     | sistently and effectively<br>onstrates an ability to make<br>ad decisions about personal<br>sical and mental health and<br>ity of life.                        | abil<br>sior  | ectively demonstrates an<br>ity to make sound deci-<br>as about personal physical<br>mental health and quality<br>ife.                                     | abili<br>decis<br>phys         | ginally demonstrates an<br>ty to make sound<br>sions about personal<br>ical and mental health<br>quality of life.  | to n<br>pers   | nonstrates little or no ability<br>nake sound decisions about<br>sonal physical and mental<br>lth and quality of life.   |                       |                       |
| ship           | Ethical Behavior<br>P21.4                         | dem<br>activ            | sistently and effectively<br>onstrates ethical behavior in<br>vities in and/or out of school<br>acts as a model for others.                                    | ical<br>and   | ectively demonstrates eth-<br>behavior in activities in<br>/or out of school and acts<br>model for others.   | cal b<br>and/                  | ginally demonstrates ethi-<br>behavior in activities in<br>or out of school and, only<br>nes, acts as a model for<br>rs.   | Demonstrates little or no ability<br>to exhibit ethical behavior in<br>activities in and/or out of<br>school; does not act as a model<br>for others.                                   |  |                       |                       |
| Citizenship    | Global and<br>Environmental<br>Awareness<br>P21.1 | in a<br>envi<br>awa     | sistently and effectively acts<br>manner that reflects global,<br>ronmental, and cultural<br>reness and uses 21 <sup>st</sup> century<br>s in these practices. | that<br>mer<br>ness<br>cen  | ectively acts in a manner<br>reflects global, environ-<br>ntal, and cultural aware-<br>s and uses some 21 <sup>st</sup><br>tury skills in these<br>ctices. | abili<br>refle<br>and<br>casio | ginally demonstrates an<br>ty to act in a manner that<br>cts global, environmental,<br>cultural awareness and oc-<br>onally uses 21 <sup>st</sup> century<br>s in these practices. | to a<br>glob<br>tura<br>use  | nonstrates little or no ability<br>ct in a manner that reflects<br>bal, environmental, and cul-<br>l awareness and does not<br>21 <sup>st</sup> century skills in these<br>ctices. |                       |                       |



| Teacher Comments: | Total/Score:      |
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