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Rubric for Learning Expectations

Learning Expectations	<p><i>Effective Communicators</i></p> <p>SCHS students will</p> <ul style="list-style-type: none"> – communicate effectively through oral and written expression across all disciplines – collaborate with peers to meet a goal or create a product 				
Criteria	4 Exceeds Expectation	3 Meets Expectation	2 Progressing Toward Expectation	1 Does Not Meet Expectation	Score
Written expression demonstrates clear, critical thinking supported by evidence	Writing includes clear, cohesive, and insightful thesis statement, supported by specific evidence, that demonstrates outstanding critical thinking	Writing includes clear thesis statement, supported by evidence, that demonstrates critical thinking	Writing includes a thesis statement that is unclear and/or unsupportable and demonstrates limited critical thinking	Does not include a thesis statement and demonstrates only basic thinking	
Written and oral expression demonstrates an organized progression of ideas	Exemplary organization and progression of ideas in both written and oral forms	Well organized progression of ideas in both written and verbal forms	Sometimes provides organized progression of ideas in both written and verbal forms	Rarely provides organized progression of ideas in both written and verbal forms	
Written and oral expression uses appropriate language/vocabulary for intended audience	Always uses appropriate language/vocabulary for intended audience	Usually uses appropriate language/vocabulary for intended audience	Sometimes uses appropriate language/vocabulary for intended audience	Rarely uses appropriate language/vocabulary for intended audience	
Oral expression demonstrates appropriate collaboration and engagement by answering and asking thoughtful, relevant questions	Always engages with speaker or classmates by answering questions and asking thoughtful, relevant questions	Usually engages with speaker and classmates by answering questions and asking relevant questions	Sometimes engages with speaker by answering and asking questions	Rarely engages with speaker by answering and asking questions	
Collaboration skills demonstrate the ability to listen and solicit the ideas of others	Always listens and solicits the ideas of others	Usually listens and solicits the ideas of others	Sometimes listens and solicits the ideas of others	Rarely listens and solicits the ideas of others	
Total:					



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Learning Expectations	<p><i>Analytical Thinkers</i></p> <p>SCHS students will</p> <ul style="list-style-type: none"> – develop critical thinking, literacy and computation skills to analyze and solve problems 				
Criteria	4 Exceeds Expectation	3 Meets Expectation	2 Progressing Toward Expectation	1 Does Not Meet Expectation	Score
Literacy skills demonstrate knowledge of the content through the appropriate use of content-specific vocabulary	Consistently demonstrates a thorough and accurate knowledge of the content through appropriate use of content-specific vocabulary	Often demonstrates a thorough and accurate knowledge of the content through appropriate use of content-specific vocabulary	Sometimes demonstrates a thorough and accurate knowledge of the content through appropriate use of content specific vocabulary	Rarely demonstrates a thorough and accurate knowledge of the content through appropriate use of content-specific vocabulary	
Critical thinking skills demonstrate appropriate analysis of text and the ability to connect to prior knowledge and/or other readings	Consistently articulates a thoughtful and accurate analysis of the text; makes insightful connections to prior knowledge and/or other readings	Often articulates sufficient analysis of the text; makes connections to prior knowledge and/or other readings	Sometimes articulates an analysis of the text; makes few connections to prior knowledge and/or other readings	Rarely articulates an analysis of the text, rarely makes connections to prior knowledge and/or other readings	
Critical thinking, inquiry and computation skills demonstrate the ability to define, analyze and solve problems by developing or following an organized procedure	Develops and/or interprets an organized procedure to define, analyze and solve problems	Follows an organized procedure to define, analyze and solve problems	Sometimes follows an organized procedure to define, analyze and solve problems	Rarely follows an organized procedure to define, analyze and solve problems	
Critical thinking, literacy and computation skills demonstrate active engagement with text through appropriate reading and note-taking strategies	Consistently applies appropriate reading and note-taking strategies, such as annotation, while actively engaging with text	Often applies appropriate reading and note-taking strategies, such as annotation, while actively engaging with text	Sometimes applies appropriate reading and note-taking strategies, such as annotation, while actively engaging with text	Rarely applies appropriate reading and note-taking strategies, such as annotation, while actively engaging with text	
Total:					



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Learning Expectations	<p><i>Global Citizens</i> SCHS students will</p> <ul style="list-style-type: none"> - apply technological literacy to enhance learning - embrace opportunities to connect a diverse and rigorous curriculum to contemporary global issues - respect and understand diversity by recognizing that each individual is a unique and valuable member of the school community 				
Criteria	4 Exceeds Expectation	3 Meets Expectation	2 Progressing Toward Expectation	1 Does Not Meet Expectation	Score
Technological literacy skills demonstrate the ability to incorporate technological resources to support and enhance learning	Appropriately incorporates technological resources, independently and cooperatively, to support and enhance the completion of assignments or tasks	Often incorporates technological resources, independently and cooperatively, to support and enhance the completion of assignments or tasks	Sometimes incorporates technological resources, independently or cooperatively, to support and enhance the completion of assignments or tasks	Rarely incorporates technological resources, independently or cooperatively, to support and enhance the completion of assignments or tasks	
<i>(embrace opportunities to connect a diverse and rigorous curriculum to contemporary global issues)</i>					
Respect for diversity demonstrates an understanding and appreciation of all races, religions, cultures, ages, orientations and abilities in the school community	Actively promotes appreciation of and respect for all races, religions, cultures, ages, orientations and abilities in the school community	Promotes appreciation of and respect for all races, religions, cultures, ages, orientations and abilities in the school community	Sometimes promotes appreciation of and respect for all races, religions, cultures, ages, orientations and abilities in the school community	Rarely promotes appreciation of and respect for all races, religions, cultures, ages, orientations and abilities in the school community	
Total:					



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Learning Expectations	<i>Life-long Learners</i> SCHS students will – express creativity, think independently, and strive for excellence as life-long learners				
Criteria	4 Exceeds Expectation	3 Meets Expectation	2 Progressing Toward Expectation	1 Does Not Meet Expectation	Score
Work exhibits creativity and originality	Creates work that exhibits a high degree of creative and original thought	Creates work that exhibits an acceptable degree of creative and original thought	Creates work that exhibits a limited degree of creative and original thought	Creates work that exhibits mostly unoriginal thought	
Creation, composition, and synthesis skills are demonstrated in a given medium	Consistently demonstrates creation, composition, and synthesis in a given medium	Often demonstrates creation, composition, and synthesis in a given medium	Sometimes demonstrates creation, composition, and synthesis in a given medium	Rarely demonstrates creation, composition, and synthesis in a given medium	
Topic development demonstrates thoroughness and use of rich language	Uses rich language to thoroughly develop topic and ideas	Uses adequate, relevant details with some variety in language to develop topic	Uses simplistic language to develop topic	Rarely demonstrates topic organization and/or development	
Work engages the intended audience	Creates work that is thought-provoking and engages the intended audience	Creates work that engages the intended audience	Creates work that somewhat engages the intended audience	Creates work that does not engage the intended audience	
Total:					



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Learning Expectations	<i>Engaged Leaders</i> SCHS students will – promote and model honesty, integrity, accountability and perseverance				
Criteria	4 Exceeds Expectation	3 Meets Expectation	2 Progressing Toward Expectation	1 Does Not Meet Expectation	Score
Participates in school activities and community service opportunities	Promotes and actively participates in school activities and organizes/participates in community service opportunities	Actively participates in school activities and participates in community service opportunities	Participates in school activities and has provided service to the community	Rarely participate in school activities and rarely provides any service to the community	
Conflict resolution skills demonstrate respect and diplomacy	Leads peers in respectful and diplomatic conflict resolution	Respectfully and diplomatically resolves problems	Respectfully resolves conflict	Reluctantly resolves conflict; usually unwilling to accept principles of compromise	
Attributes success to hard work; takes responsibility for mistakes	Promotes and exemplifies the importance of hard work in achieving success; takes responsibility for mistakes and learns from them	Attributes success to hard work; takes responsibility for mistakes	Sometimes attributes success to hard work; sometimes takes responsibility for actions or blames others for mistakes	Rarely attributes success to hard work; seldom takes responsibility for actions, but blames others for mistakes	
Demonstrates ability to identify, define, analyze, and solve problems	Consistently demonstrates ability to identify, define, analyze, and solve problems	Often demonstrates ability to identify, define, analyze, and solve problems	Sometimes demonstrates ability to identify, define, analyze, and solve problems	Rarely demonstrates ability to identify, define, analyze, and solve problems	
Total:					



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Learning Expectations	<i>Scholars and Champions</i> SCHS students will – participate in enrichment and extracurricular programs designed to develop talents, creativity and self-esteem				
Criteria	4 Exceeds Expectation	3 Meets Expectation	2 Progressing Toward Expectation	1 Does Not Meet Expectation	Score
Demonstrates an understanding of concrete and abstract ideas that lead to connections and predictions	Consistently demonstrates an understanding of concrete and abstract ideas that leads to connections to prior knowledge and/or predictions based on information	Often demonstrates an understanding of concrete and abstract ideas that leads to the use of previously learned information in a meaningful way	Sometimes demonstrates an understanding of concrete and abstract ideas that leads to organizing, rephrasing, or describing learned material one's own words	Rarely demonstrates an understanding of concrete and abstract ideas; thinking based primarily upon the stated facts and concepts	
Participates in school and community activities	Consistently participates in school and community activities	Often participates in school and community activities	Sometimes participates in school and community activities	Rarely participates in school and community activities	
Makes healthy lifestyle choices	Promotes and makes healthy lifestyle choices	Often makes healthy lifestyle choices	Sometimes makes healthy lifestyle choices	Rarely makes healthy lifestyle choices	
Demonstrates perseverance and independence to see project/activity through to completion	Demonstrates strong perseverance and independence to see project/ activity through to completion	Demonstrates perseverance and needs some support to see project through to completion	Demonstrates a lack of perseverance and needs considerable support to see project through to completion	Rarely follows the appropriate process in completing a product	
Total:					