LEWIS S. MILLS HIGH SCHOOL – STUDENT PERFORMANCE EXPECTATIONS RUBRICS

1. The **LSM** graduate comprehends written, visual, and auditory texts and effectively communicates with clarity in a variety of modes.

	DEFINITIONS
Advanced (Superior)	The student's performance/product/work has: • A clear, purposeful and sustained organizational structure that creates a sense of unity and completeness • A creative and rich interpretation that reflects, reshapes and deepens an initial understanding • Highly creative connections made to prior knowledge and experiences; expression of thoughts or feelings with rich detail and development • Perceptive self and peer assessment • A purposeful and appropriate command of conventions
Goal (Comprehensive)	The student's performance/product/work has: • A clear and sustained organizational structure that creates a sense of unity and completeness • A thorough interpretation that reflects, reshapes, and deepens an initial understanding • Creative connections made to prior knowledge and experiences; expression of thoughts or feelings with detail and development • Reflective self and peer assessment • An appropriate command of conventions
Proficient (Competent)	The student's performance/product/work has: • An organizational structure • An adequate interpretation and some reflection and initial understanding • Concrete connections to prior knowledge and experiences; expression of simple thoughts or feelings with little development • Literal self and peer assessments • An adequate command of conventions
Basic (Partial)	The student's performance/product/work has: • A disorganized structure • A limited interpretation, reflection and initial understanding • Simple connections to other information and experiences; expression of simple and often vague thoughts and feelings with minimal development • General self and peer assessments • A limited command of conventions
Below Basic (Little to no understanding)	The student's performance/product/work has: • No structure and/or may be incomplete • An inadequate interpretation and/or no ability to reflect, reshape, and deepen initial understanding • Weak connections to other information and experiences; no expression of thoughts or feelings; no development • Weak or no self and peer assessments • Little or no command or conventions

As of October 1, 2014

2. The **LSM** graduate effectively employs critical thinking in the problem solving process.

	DEFINITIONS
Advanced (Superior)	The student demonstrates critical thinking as part of the problem-solving process as evidenced by • Interpretation of information (data, ideas, or concepts) is accurate, appropriate, and in-depth in new contexts • Formulas, procedures, principles, or themes are accurately, appropriately, and/or creatively employed in new contexts • Accurate and thorough explanation of solutions, positions, or perspectives that balance opposing points of view • Conclusion or solution is complete, well-supported, logical, consistent with evidence presented, and creative • Ideas are integrated and solutions developed that are exceptionally clear, coherent, and cohesive
Goal (Comprehensive)	The student demonstrates critical thinking as part of the problem-solving process as evidenced by • Interpretation of information (data, ideas, or concepts) is accurate, appropriate, and in-depth in familiar contexts • Formulas, procedures, principles, or themes are accurately, appropriately, and/or creatively employed in familiar contexts • Accurate and thorough explanation of solutions, positions, or perspectives • Conclusion or solution is complete, well-supported, logical, and consistent with evidence presented • Ideas are integrated and solutions developed that are clear, coherent, and cohesive
Proficient (Competent)	The student demonstrates critical thinking as part of the problem-solving process as evidenced by • Information (data, ideas, or concepts) is reported in familiar contexts with few inaccuracies, irrelevancies, or omissions • Appropriate formulas, procedures, principles, or themes are used in familiar contexts with few inaccuracies • Identification of simple solutions, simplified positions, or perspectives with few inaccuracies • Conclusion or solution is mostly consistent with evidence presented, but may have omissions • Ideas are integrated and solutions developed in a clear coherent order
Basic (Partial)	The student demonstrates critical thinking as part of the problem-solving process as evidenced by • Information (data, ideas, or concepts) is reported in familiar contexts with significant inaccuracies, irrelevancies, or omissions • Appropriate formulas, procedures, principles, or themes are used in familiar contexts with inaccuracies • Identification of simple solutions, over-simplified positions, or perspectives with inaccuracies • Conclusion or solution is not always consistent with the evidence presented, and may have omissions • Ideas or solutions are arranged into a simple pattern
Below Basic (Little to no understanding)	The student demonstrates little to no critical thinking as part of the problem-solving process as evidenced by • Information (data, ideas, or concepts) is often reported inaccurately, incompletely, or omitted • Formulas, procedures, principles, or themes are labeled inaccurately, inappropriately, or omitted • A single solution, position, or perspective that is often inaccurate or is inconsistent with evidence presented • Ideas or solutions are expressed without a clear or coherent order • No solution

As of October 1, 2014

3. The **LSM** graduate demonstrates ethical and effective use of information and technology to enhance learning.

	DEFINITIONS
Advanced (Superior)	The student demonstrates understanding of the ethical and effective use of information and technology to enhance learning evidenced by • Knowledge of how to locate, select, and use advanced technology resources to evaluate, interpret, synthesize and cite information from a variety of resources • Ability to analyze current trends in information and communication technology and assess the potential of emerging technologies; integration and/or adaptation of emerging technologies with existing technologies in innovative ways • Ability to identify legal and ethical issues related to use of information and communication technology, recognize consequences of misuse, and predict possible long-range effects of ethical and unethical use of technology on culture and society
Goal (Comprehensive)	The student demonstrates understanding of the ethical and effective use of information and technology to enhance learning evidenced by • Knowledge of how to conduct an advanced search using the sophisticated search functions; and how to evaluate information from a variety of resources • Ability to analyze current trends in information and communication technology and assess the potential of emerging technologies; integration and/or adaptation of emerging technologies with existing technologies as modeled in the classroom • Ability to analyze the consequences and costs of unethical use of information and computer technology and identify how individuals can protect their technology systems from the unethical user
Proficient (Competent)	The student demonstrates understanding of the ethical and effective use of information and technology to enhance learning evidenced by • Knowledge of how to use common search engines and basic search functions of other technology resources to locate and evaluate information from a variety of resources • Ability to analyze current trends in information and communication technology and assess the potential of emerging technologies; integration and/or adaptation of emerging technologies with existing technologies with direct supervision • Discussion of basic issues related to responsible use of technology and information, identify scenarios describing acceptable and unacceptable computer use, and describe personal consequences of inappropriate use
Basic (Partial)	The student demonstrates understanding of the ethical and effective use of information and technology to enhance learning evidenced by • Knowledge of how to use technology resources to locate information, with assistance from teacher or student partners • Inconsistent ability to analyze current trends in information and communication technology and/or how to integrate emerging technologies with existing technologies • Recognition that copyright law affects how one can use technology systems, information, and software resources
Below Basic (Little to no understanding)	The student demonstrates little to no understanding of the ethical and effective use of information and technology to enhance learning evidenced by • Little to no knowledge of how to identify and apply the skills necessary to locate, evaluate, interpret, synthesize, and cite information from a variety of resources • Little to no ability to analyze current trends in information and communication technology and/or how to integrate emerging technologies with existing technologies • Little to no awareness of the impact of technology on society including ethical and legal issues

As of October 1, 2014

4. The **LSM** graduate demonstrates knowledge and skills to assess, improve and maintain personal wellness.

	DEFINITIONS
Advanced (Superior)	The student: • Makes connection between physical, mental, social and emotional health with self and others; demonstrates and articulates this through written, oral, and authentic assessments • Actively seeks ways to create a caring, nurturing environment • Positively influences others by analyzing choices and the effect on personal health and wellness • Accurately evaluates sources for reliability and validity
Goal (Comprehensive)	The student: • Demonstrates connections between physical, mental, social, and emotional health with self through a specific assignment; written, oral or authentic assessment • Respects individual differences, involves all members of group, cares about group success • Analyze choices and the effect on personal health and wellness • Locates reliable sources and estimates validity of information
Proficient (Competent)	The student: • Demonstrates connections between physical, mental, social and emotional health through classroom work • Aware of individual differences, cares about personal success, uses appropriate language and social skills • With adult guidance, analyzes choices and the effect on personal health and wellness • With adult guidance, locates sources and evaluates reliability and validity of information
Basic (Partial)	The student: • Knows basic knowledge of physical, mental, social and emotional health but does not apply this knowledge to self or others • Uses appropriate language and social skills, cares about personal success, sometimes separates self from group dynamics • Inconsistent analysis of personal choices and the effect on health and wellness • Inconsistently locates sources related to health and wellness
Below Basic (Little to no understanding)	The student: • Makes no connection between choices and the effect on self • Uses inappropriate language, separates self from group dynamics, does not care about personal or group success • Little or no analysis of personal choices and the effect on health and wellness • Fails to locate appropriate sources related to health and wellness

As of October 1, 2014

5. The LSM graduate acquires and applies knowledge to develop multiple perspectives on events and issues.

	DEFINITIONS
Advanced (Superior)	The student: • Clearly identifies and demonstrates extensive knowledge of the event or issue • Richly supports the event or issue with accurate and relevant evidence • Offers a sophisticated analysis of multiple perspectives
Goal (Comprehensive)	The student: • Clearly identifies and demonstrates significant knowledge of the event or issue • Strongly supports the event or issue with accurate and relevant evidence • Offers a thorough analysis of multiple perspectives
Proficient (Competent)	The student: • Clearly identifies and demonstrates adequate knowledge of the event or issue • Supports the event or issue with accurate and relevant evidence • Identifies multiple perspectives
Basic (Partial)	The student: • Identifies the event or issue • Offers limited supporting evidence on the event or issue • Identifies few perspectives on the event or issue
Below Basic (Little to no understanding)	The student: • Fails to identify the event or issue • Lacks supporting evidence on the event or issue • Identifies one perspective or fails to identify any perspective

As of October 1, 2014

6. The **LSM** graduate values and demonstrates personal responsibility, character, cultural understanding, and ethical behavior.

	DEFINITIONS
Advanced and Goal (Superior)	The student values and demonstrates personal responsibility, character, cultural understanding, and ethical behavior by: • Rarely being absent or tardy and consistently meets academic deadlines. • Always working diligently and showing strong perseverance in difficult situations. Never gives up. • Always being prepared with appropriate materials. Preparation enhances learning for self and others. • Always thinking before acting and sets clear goals. Establishes an organized multi-step plan. Always understands the directions before proceeding. • Always displaying appropriate learning behavior. Is always focused and never engages in distracting behavior. Always shows strong self-control and respect for others.
Proficient Competent)	The student values and demonstrates personal responsibility, character, cultural understanding, and ethical behavior by: • Having few absences or tardies that do not interfere with academic performance. Most academic deadlines are met. • Working hard most of the time and shows perseverance in difficult situations. • Usually being prepared with appropriate materials for that day. Preparation makes it possible to participate in class to learn. • Usually thinking before acting and sets good goals. Organizes a plan and usually understands directions before proceeding. • Consistently displaying appropriate learning behavior. Consistently focused and rarely engages in distracting behavior. Consistently shows self-control and respect for others.
Basic (Partial)	The student values and demonstrates personal responsibility, character, cultural understanding, and ethical behavior by: • Having absences or tardies interfere with academic performance. Some academic deadlines are met. • Sometimes showing perseverance in difficult situations, but sometimes gives up. • Occasionally prepared with appropriate materials for that day. Lack of preparation interferes with ability to participate in learning community. • Occasionally beginning before directions are clear. Does not develop an independent plan and goal. • Occasionally engaging in distracting behavior and not always focusing on classroom topic. Has occasional loss of self-control and respect for others.
Below Basic (Little to no understanding)	The student values and demonstrates personal responsibility, character, cultural understanding, and ethical behavior by: • Having absences and tardies that prohibit academic deadlines from being met. • Not persevering in difficult situations. Apathetic to outcome. • Rarely being prepared with homework and the appropriate classroom materials. Lack of preparation makes it impossible to participate in school community. • Rarely or never having a plan or goals. Begins without understanding directions. • Rarely being focused and engaging in distracting behavior. Has difficulty maintaining self-control and showing respect for others.

As of October 1, 2014