

Medway High School  
Academic Expectations Rubrics

# Medway High School Expectation Rubrics

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## **MHS EXPECTATION PERFORMANCE RATINGS**

<b>DESCRIPTIVE LABELS</b>	<b>EXPLANATION OF TERMS</b>
<b>EXEMPLARY</b>	THE ULTIMATE GOAL FULL, THOROUGH, DISTINGUISHED EXPERT COMPLETE EVIDENCE
<b>EFFECTIVE</b>	EXTREMELY POSITIVE STUDENT IS FOCUSED HIGH ACHIEVING COMPLETE, ACCURATE MASTERING PARTIAL EVIDENCE
<b>APPROACHING COMPETENCY</b>	SIGNIFICANT LEVEL OF ACHIEVEMENT SOME, INCOMPLETE APPRENTICE MINIMAL EVIDENCE
<b>MISSING KEY CONCEPTS</b>	STILL LEARNING SEVERE MISCONCEPTIONS NOVICE NO EVIDENCE

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**EXPECTATION 1 The MHS graduate acquires, applies, and integrates essential knowledge.**

*Behavior 1.1 The student acquires essential knowledge.*

<b>Exemplary</b>	The student listens actively at all times, takes essential/pertinent notes, and independently accesses enrichment material. Participation indicates a complete grasp of the covered topic. Student responses indicate a synthesis of previous topics.
<b>Effective</b>	The student listens actively, takes pertinent notes, and accesses materials independently. Participation indicates a good grasp of the covered topic. Student responses indicate some synthesis on the topic.
<b>Approaching Competency</b>	The student listens and takes some notes, but rarely reads independently on the topic. There is some participation, or student participation indicates a weak understanding of the covered topic. Student responses indicate limited recall of the topic.
<b>Missing Key Concepts</b>	The student rarely listens or pays attention, takes no notes, and does not read on the topic. There is little or no participation connected to the topic. Student responses indicate that there is little comprehension of the topic.

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**EXPECTATION 1 The MHS graduate acquires, applies, and integrates essential knowledge.**

*Behavior 1.2 The student applies essential knowledge.*

<b>Exemplary</b>	The student uses all acquired knowledge successfully in all class participation, homework, projects, and tests. Student takes the initiative to use this information in a new situation.
<b>Effective</b>	The student uses newly acquired knowledge successfully on most occasions. Student may have some difficulty initiating the use of this knowledge independently. Student occasionally uses information in a new situation.
<b>Approaching Competency</b>	The student uses some of the newly acquired knowledge when given concrete instructions and examples as patterns. Student cannot initiate work with this knowledge independently.
<b>Missing Key Concepts</b>	The student cannot connect newly acquired knowledge with course content.

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**EXPECTATION 1 The MHS graduate acquires, applies, and integrates essential knowledge.**

*Behavior 1.3 The student integrates essential knowledge.*

<b>Exemplary</b>	The student immediately integrates all newly acquired knowledge with previously acquired knowledge as well as other disciplines. Student relates knowledge to lifelike situations and does not confine uses to concrete examples.
<b>Effective</b>	The student recognizes the relationship between the newly acquired and previously studied topics. With help, the student can integrate the two and relate them to other subject areas and to lifelike situations.
<b>Approaching Competency</b>	The student can list or recite some newly acquired knowledge in isolation. The student needs significant help relating it to previously acquired knowledge and to other subject areas.
<b>Missing Key Concepts</b>	The student has no idea that the new knowledge relates to prior knowledge, or that it can be used as a building block in other subject areas or for personal use.

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**EXPECTATION 2.1 The MHS graduate communicates effectively from reading.**

*Behavior 2.1 The student is able to read actively and critically for a variety of purposes.*

<b>Exemplary</b>	The student consistently and effectively demonstrates insightful and thorough understanding of both the literal and implied meaning of the text by providing appropriate examples from both the text and other sources.
<b>Effective</b>	The student demonstrates a moderate understanding of not only the literal meaning of the text but also states the implied meaning along with providing supporting details from both the text and other relevant sources.
<b>Approaching Competency</b>	The student demonstrates a minimal understanding of the writer's literal meaning and gives some supporting evidence from the text.
<b>Missing Key Concepts</b>	The student demonstrates little to weak understanding of the major ideas in the text and provides little or inappropriate supporting evidence.

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**Expectation 2.2 The MHS graduate communicates effectively through writing.**

*Behavior 2.2 : The student is able to write using standard English for a variety of purposes and audiences.*

<b>Exemplary</b>	The student uses full topic/idea development and logical organization. The length and complexity of the writing demonstrates effective use of details, language, and vocabulary. Errors are negligible.
<b>Effective</b>	The student demonstrates moderate topic/idea development and organization with adequate relevant details. Content and mechanical errors are few and do not interfere with communication.
<b>Approaching Competency</b>	The student demonstrates minimal topic/idea development and organization using basic supporting details and simplistic language. Content and mechanical errors interfere somewhat with communication.
<b>Missing Key Concepts</b>	The student demonstrates little or weak topic/idea development and organization with insufficient details and a limited awareness of audience and/or task. Content errors and little control of grammar and usage seriously interfere with communication.

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**EXPECTATION 2.3 The MHS graduate communicates effectively through speaking.**

*Behavior 2.3 The student is able to communicate ideas and information coherently in a variety of circumstances.*

<b>Exemplary</b>	The student effectively engages the listener and adapts his/her style to the audience by utilizing verbal skills and ancillary resources to impact the audience. Grammatical errors are insignificant.
<b>Effective</b>	The student engages the listener using appropriate verbal skills and ancillary aids to express himself or herself effectively. Grammatical errors do not distract the listener.
<b>Approaching Competency</b>	The student conveys information with minimal detail and in a somewhat organized fashion. Grammatical errors do not interfere with comprehension.
<b>Missing Key Concepts</b>	The student has difficulty conveying ideas and views in a coherent fashion. The student has difficulty asking/answering appropriate questions in various circumstances. Grammatical errors do interfere with comprehension

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**EXPECTATION 2.4 The MHS graduate communicates effectively from listening.**

*Behavior 2.4 The student is able to listen actively, critically, and responsibly.*

<b>Exemplary</b>	The student summarizes the main idea and supporting details by eliminating the irrelevant information and draws inferences and comparisons based on the presentation and personal knowledge. The listener tolerates different viewpoints and attempts clarification through responsible questioning.
<b>Effective</b>	The student grasps the main idea and comprehends supporting details; distinguishes fact from opinion; assesses the validity of the information. The listener recognizes differing viewpoints and seeks clarification through questioning.
<b>Approachin g Competency</b>	The student identifies the main idea and some supporting details. The listener distinguishes between clear facts and opinions and recognizes differing viewpoints.
<b>Missing Key Concepts</b>	The student needs improvement in identifying the main idea and supporting details and cannot often distinguish between fact and opinion. The listener may not recognize or tolerate different viewpoints.

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**EXPECTATION 2.5 The MHS Graduate communicates effectively through artistic expression.**

*Behavior 2.5 The student is able to expressively demonstrate concepts, ideas, emotions, and skills through the use of fine or practical arts.*

<b>Exemplary</b>	The student consistently shows proficiency of technical skills associated with the art form by demonstrating original, expressive, imaginative, and creative thought. The student can engage in a meaningful and thoughtful dialogue in regards to work.
<b>Effective</b>	The student shows proficiency of technical skills associated with the art form by demonstrating original and expressive thought. The student describes the purpose of his/her work.
<b>Approaching Competency</b>	The student shows minimal proficiency of technical skills associated with the art form by demonstrating some original and expressive thought. The student can minimally describe the purpose of his/her work.
<b>Missing Key Concepts</b>	The student shows a lack of proficiency of technical skills by demonstrating little or no expressive thought. The student cannot describe the purpose of his/her work.

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**EXPECTATION 2.6 The MHS graduate communicates effectively from observing.**

*Behavior 2.6 The student is able to evaluate and interpret a variety of visual media.*

<b>Exemplary</b>	The student evaluates the main idea and inferences of the visual presentation. The student synthesizes the data, draws conclusions, and applies the information to the appropriate discipline.
<b>Effective</b>	The student summarizes and analyzes the main idea of the visual presentation, interprets the symbols or inferences, and draws conclusions based on the data.
<b>Approaching Competency</b>	The student identifies the main idea of the visual presentation, recognizes some symbols and inferences, and makes some connections to the appropriate discipline.
<b>Missing Key Concepts</b>	The student infrequently identifies the main idea of the visual presentation and makes little connection to the appropriate discipline.

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**EXPECTATION 3.1** The MHS graduate generates ideas and defines problems.

*Behavior 3.1 The student is able to pose questions and formulate testable solutions.*

<b>Exemplary</b>	The student looks at problems in many different ways, to identifies and provides a complete description of the problem, and finds new perspectives that generate innovative solutions.
<b>Effective</b>	The student states the problem including the constraints or conditions of the problem, poses relevant questions, and suggests plausible solutions.
<b>Approaching Competency</b>	The student poses some basic questions, states the problem in broad terms, and suggests possible solutions.
<b>Missing Key Concepts</b>	The student is unable to pose sufficient and appropriate questions, is unable to identify the problem or suggest a possible solution.

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**EXPECTATION 3.2 The MHS graduate analyzes and solves complex problems.**

*Behavior 3.2 The student is able to employ and assess the problem solving process.*

<b>Exemplary</b>	The student independently selects relevant procedures and strategies needed to solve the problem and considers all constraints. The solution and relevant work is essentially correct.
<b>Effective</b>	The student identifies the appropriate problem solving technique and gathers relevant information. A misconception may be present or the student may fail to consider a constraint, or has an incorrect variable, or has not considered a relevant variable. The solution is generally correct.
<b>Approaching Competency</b>	The student identifies appropriate techniques and gathers relevant information; may have some misconceptions, irrelevant variables, and may neglect to consider some constraints. The response/solution is not entirely correct.
<b>Missing Key Concepts</b>	The student is unable to choose the appropriate problem solving techniques, has several misconceptions, irrelevant variables, or does not consider several constraints. The response/solution is not correct.

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**EXPECTATION 3.3** The MHS graduate applies acquired knowledge.

*Behavior 3.3 The MHS student is able to utilize acquired information and knowledge to formulate opinions, ideas, and solutions.*

Exemplary	The student consistently formulates relevant ideas and viable or innovative solutions.
Effective	The student often formulates relevant ideas and viable solutions based on acquired knowledge.
Approaching Competency	The student sometimes formulates ideas and solutions based on acquired knowledge from the problem solving process.
Missing Key Concepts	The student demonstrates misconceptions, which impede formulation of ideas and/or solutions.

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**EXPECTATION 4 The MHS Graduate utilizes appropriate technologies as tools to acquire, organize, and communicate knowledge and information.**

*Behavior 4 The student is able to utilize the tools of technology such as audio visual equipment, computers, scientific data collection devices to acquire, organize, and communicate knowledge and information.*

<b>Exemplary</b>	The student consistently maximizes the capability of appropriate technologies such as scientific instruments, graphing calculators, or computer software applications to acquire, organize, and communicate information.
<b>Effective</b>	The student proficiently uses the capability of appropriate technologies such as scientific instruments, graphing calculators, or computer software applications to acquire, organize, and communicate information.
<b>Approaching Competency</b>	The student demonstrates a minimum ability to use appropriate technologies such as scientific instruments, graphing calculators, or computer software applications to acquire, organize, or communicate information.
<b>Missing Key Concepts</b>	The student cannot demonstrate a minimum ability to use appropriate technologies such as scientific instruments, graphing calculators, or computer software applications to acquire, organize, or communicate information.

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**EXPECTATION 5.1 The MHS Graduate organizes for learning and working independently.**

*Behavior 5.1 The student is able to set priorities and achievable goals, evaluate, and manage progress toward goals.*

Exemplary	The student consistently sets priorities and achievable goals and evaluates and efficiently manages progress toward goals.
Effective	The student frequently sets priorities and achievable goals, evaluates and efficiently manages progress toward goals.
Approaching Competency	The student sets minimal achievable goals, prioritizes those goals with some guidance, sometimes evaluates and manages progress toward goals.
Missing Key Concepts	The student infrequently sets achievable goals, rarely prioritizes those goals despite some guidance, seldom evaluates and manages progress toward goals.

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**EXPECTATION 5.2 The MHS Graduate organizes for learning and working in teams.**

*Behavior 5.2 The student is able to exhibit the interpersonal skills necessary for success in the modern workplace.*

<b>Exemplary</b>	The student consistently and effectively participates in group work; assumes various roles including a leadership role when needed; contributes useful ideas and supports them; listens actively and makes suggestions to help the group achieve its goals; applies strategies to improve group efforts and task completion; empowers and gives credit to others.
<b>Effective</b>	The student effectively participates in group work; assumes various roles including a leadership role when needed; contributes useful ideas and supports them; listens actively and provides direction; is helpful in improving group efforts and task completion; gives credit to others.
<b>Approaching Competency</b>	The student takes part in group tasks; assumes various roles as delegated; contributes ideas; listens actively and helps the group achieve its goal.
<b>Missing Key Concepts</b>	The student inconsistently and inadequately participates in group tasks; sometimes resists assuming assigned roles, listening to others, and/or contributing ideas; tends to work only when directed by the teacher.