

The Canton High School student communicates effectively.

(Primary: English, World Language; Secondary: Fine Arts, Social Studies)

Criteria	Exceeds Expectation (E)	Meets Expectation (M)	Working Toward Expectation (W)	Below Expectations (B)	S	T
Content	Details are appropriate, relevant and include examples to support topic. Shows extensive understanding of the topic.	Details are sufficient, effective and include examples to support topic. Shows thorough understanding of the topic	Details/examples are meager or excessive to support topic. Shows some understanding of the topic	Relevant details and examples lacking. Shows little or no understanding of the topic		
Organization	Introduction is informative and highly engaging. Progression of main idea is clear. Conclusion is effective, makes new connections and succinctly elaborates on the significance of the findings. Time frame met.	Introduction is informative and somewhat engaging. Progression of main idea has minor inconsistencies in unity or coherence. Conclusion is effective and elaborates on the significance of the findings. Time frame almost met.	Introduction informs but does not engage the audience. Progression of main idea has major inconsistencies in unity or coherence. Conclusion merely presents the findings. Significantly over or under time frame.	Introduction lacking or does not inform the audience. Progression of main idea is difficult or impossible to follow. Conclusion lacking. Time frame disregarded.		
Audio/Visual Aids	Variety of media, free of mechanical errors, is effectively and creatively integrated to enhance the ideas being presented.	Variety of media, nearly free of mechanical errors, integrated to support the ideas being presented.	Media integrated has obvious or frequent mechanical errors and does not fully support the ideas being presented.	Media is rife with mechanical errors, is not integrated, or is inaccessible.		
Voice and Physical Expression	Speech is clear and energized. Tone is perfect for the audience and purpose. Rapport established with audience through sustained eye contact. Posture, gestures and dress enhance communication.	Speech is clear. Tone is appropriate for the audience and purpose. Rapport established with audience through frequent eye contact. Posture, gestures and dress are appropriate for communication.	Speech is clear. Tone is usually appropriate for the audience and purpose. Rapport not established due to limited eye contact with the audience. Posture, gestures or dress detracts from communication.	Speech is unclear. Tone is rarely appropriate for the audience and/or purpose. Rapport not established due to failure to make eye contact with the audience. Posture, gestures or dress severely detract from communication.		
Respectful Interaction	Tolerance and empathy for the ideas, positions, and perspective of others. Conversation and input from others is invited and used to enhance the development of ideas.	Tolerance and empathy for the ideas, positions, and perspective of others. Conversation and input from others is included.	Tolerance and empathy for the ideas, positions, and perspective of others are often lacking. Conversations tend to be monopolized.	Tolerance and empathy for the ideas, positions, and perspective of others is lacking. Conversations are monopolized and opposing view interrupted.		

Student Name: _____ **Project:** _____ **Date:** _____ **Rating:** _____

Comments:

**The Canton High School student is a competent problem solver
(Primary: Science, Math; Secondary: Fine Arts, FCS, Tech Ed)**

Student Name: _____ **Assignment:** _____

Criteria	Exceeds Expectations (E)	Meets Expectations (M)	Working Towards Expectations (W)	Below Expectation (B)	Unable to score 0	Teacher	Student
Identify the problem	Clearly and correctly identifies or restates the problem. Clearly states the variables or issues associated with the problem.	Adequately identifies or restates the problem. Adequately identifies the majority of the variables or issues associated with the problem.	Does not identify or restate the problem completely. Identifies some of the variables or issues associated with the problem or identifies 1 inaccurate variable.	Does not correctly identify or restate the problem. Does not identify variables or issues associated with the problem or identifies more than one inaccurate variable.			
Collect and Organize Information	Locates, evaluates, and selects relevant information. Accurately presents information in an organized manner.	Locates, evaluates, and selects mostly relevant information. Presents information in a relatively organized manner.	Locates information but does not always evaluate its relevance. Makes an attempt to present information in an organized manner.	Does not locate information or includes completely irrelevant information. Information is not presented in an organized manner.			
Select and implement an appropriate problem solving strategy	Accurately and logically analyzes the information gathered. Effectively employs an appropriate and efficient strategy to solve a problem. Independently completes the process of selecting and implementing a problem solving strategy.	Analyzes the information gathered in a relatively logical manner. Employs an appropriate and efficient strategy to solve a problem. Completes the process of selecting and implementing a problem solving strategy with little teacher input.	Makes an attempt to analyze information gathered. Uses an appropriate strategy, possibly not the most efficient, to solve a problem. Completes the process of selecting and implementing a problem solving strategy with direct teacher input.	Little or no attempt is made to analyze information. Uses an inappropriate or inefficient strategy to solve a problem. Does not complete the process of selecting and implementing a problem solving strategy even with direct teacher input.			

Criteria	Exceeds Expectations (E)	Meets Expectations (M)	Working Towards Expectations (W)	Below Expectation (B)	Unable to score 0	Teacher	Student
Formulate a conclusion	<p>Makes a valid conclusion based on all the information collected and analyzed.</p> <p>Identifies and evaluates a wide variety of possible conclusions or solutions.</p> <p>Recognizes that the solution is realistic and provides a correct and complete explanation.</p> <p>Completely justifies the problem solving strategy used.</p>	<p>Makes a valid conclusion based on most of the information collected and analyzed.</p> <p>Identifies and evaluates a variety of possible conclusions or solutions.</p> <p>Recognizes the solution is realistic but provides an incorrect or incomplete explanation or can logically explain the error in their unrealistic solution.</p> <p>Adequately justifies the problem solving strategy used.</p>	<p>Makes an invalid conclusion based on the information collected and analyzed.</p> <p>Identifies several possible conclusions or solutions but does not evaluate their validity.</p> <p>Recognizes the solution is realistic but offers no explanation.</p> <p>Some attempt made to justify the problem solving strategy used.</p>	<p>Fails to make a conclusion or makes a conclusion that is not based on any of the information collected.</p> <p>Fails to identify a number of possible conclusions or solutions.</p> <p>Fails to recognize that their solution is unacceptable and unrealistic.</p> <p>No attempt made to justify the problem solving strategy used.</p>			

Comments:

OVERALL SCORE: _____

(In order to meet expectation, all sub-scores must be at least an M)

The Canton High School student reads effectively. (Primary: Social Studies and English; Secondary: World Language)

Criteria	Exceeds Expectation (E)	Meets Expectation (M)	Working Toward Expectation (W)	Below Expectations (B)	S	T
Comprehension	Uses detailed language to identify all the main points of the text, and provide several details for each, without having to reference the text.	Uses several sentences to identify most of the main points of the text, and provide several details for each, but uses the text for references.	Identifies some of the main points of the text, and may provide details but must be directed in how to text for references.	Has difficulty identifying main points and cannot accurately locate details from the text.		
Interpretation	Insightfully analyzes and evaluates the text's meaning. Consistently uses ample evidence to draw and support a conclusion.	Adequately analyzes and/or evaluates the text's meaning. Uses sufficient evidence from the text to draw and/or support a conclusion.	Ineffectively analyzes or evaluates the text's meaning. Uses some evidence from the text to draw and/or support a conclusion.	Does not attempt to analyze or evaluate the text's meaning. Uses little to no evidence from the text to draw and/or support a conclusion.		
Connection	Makes insightful connections between the text and outside experiences and knowledge.	Makes connections between the text and outside experiences and knowledge.	Makes few connections between the text and outside experiences and knowledge.	Does not make connections between the text and outside experiences and knowledge.		
Critical Stance	Independently identifies and draws insightful conclusions about the purpose of the text. Accurately identifies or infers the author's use of structural and organizational patterns. Independently challenges assumptions, ambiguities and inconsistencies evident within the text	Can identify and draw conclusions about the purpose of the text. Identifies or infers the author's use of structural and organizational patterns. Recognizes assumptions, ambiguities and inconsistencies evident within the text.	Struggles to identify and draws limited conclusions about the purpose of the text. Sometimes identifies or infers the author's use of structural and/or organizational patterns. Sometimes recognizes assumptions, ambiguities and/or inconsistencies within the text.	Cannot identify nor draw conclusions about the purpose of the text. Does not identify or infer the author's use of structural and/or organizational patterns. Does not recognize assumptions, ambiguities or inconsistencies within the text.		

Student Name: _____ **Project:** _____ **Date:** _____ **Rating:** _____

Comments:

The Canton High School student is a discriminating user of technology as a tool for learning
 (Primary: Math and Science; Secondary: Tech Ed)

Criteria	Exceeds Expectation 4	Meets Expectation 3	Working Toward Expectation 2	Below Expectations 1	S	T
Responsible and appropriate use of technology	Independently demonstrates responsibility in using technology appropriately and reminds classmates of appropriate use	Independently demonstrates responsibility in using technology appropriately	Occasionally needs teacher prompt to use technology in an appropriate and responsible way	Does not demonstrate responsibility in using technology appropriately even when prompted to do so		
Uses technology to find, organize and store information	<p>Independently uses multiple and appropriate technology to locate, retrieve, organize and store information</p> <p>Makes an advanced web search to locate specific information</p> <p>OR</p> <p>Can independently collect data using a CBR, probe or other means with a graphing calculator</p>	<p>Is able to use some form of technology to locate, retrieve, organize and store information with little to no help.</p> <p>Makes a thorough web search to locate specific information</p> <p>OR</p> <p>Needs little assistance to collect data using a CBR, probe or other means with a graphing calculator</p>	<p>Is able to use limited sources of technology to locate, retrieve, organize or store information with some help</p> <p>Can do a basic web search for specific information</p> <p>OR</p> <p>Needs some assistance to collect data using a CBR, probe or other means with a graphing calculator</p>	<p>Is unable to use technology to locate, retrieve, organize or store information without significant help or locates the wrong information or has trouble organizing and storing information</p> <p>Can't effectively use electronic media to search information</p> <p>OR</p> <p>Needs a great deal of assistance to collect data using a CBR, probe and graphing calculator</p>		

<p>Documents and evaluates on-line resources or data collected</p>	<p>Appropriately documents all web site sources using MLA format</p> <p>Rigorously evaluates the reliability of information gathered when utilizing technology</p> <p>OR</p> <p>Rigorously and completely analyzes data collected</p>	<p>Documents web sites using MLA format with only minor errors</p> <p>Effectively evaluates the reliability of information gathered when utilizing technology</p> <p>OR</p> <p>Effectively analyzes data collected</p>	<p>Documents most of sites using MLA format or incorrectly documents most of sites used</p> <p>Attempts to evaluate the reliability of information gathered when utilizing technology</p> <p>OR</p> <p>Attempts to analyze data collected</p>	<p>Does not document web sites appropriately</p> <p>Makes little or no attempt to evaluate the reliability of information gathered when utilizing technology</p> <p>OR</p> <p>Makes little to no attempt to analyze data collected</p>		
<p>Uses technology and related software for presentation</p>	<p>Creates a complex document that uses two or more advanced features of the software</p> <p>Uses digital images to enhance the presentation of material</p> <p>Effectively uses a variety of graphics, sounds and/or transitions to promote a clear graphical theme</p>	<p>Creates a document that uses one advanced feature of the software</p> <p>Uses digital images to enhance the presentation of material</p> <p>Utilizes graphics, sounds and /or transitions to deliver a message</p>	<p>Creates a document that uses basic features of the software or that incorrectly uses an advanced feature</p> <p>Uses digital images with help or chooses images that do not enhance the material</p> <p>Basic integration of graphics, sound and /or transition</p>	<p>Creates a document that does not use features or graphics</p> <p>Does not use digital images</p> <p>Little to no use of graphics, sound and /or transition</p>		

Comments:

The Canton High School student writes effectively. (Primary: Social Studies and English; Secondary: World Language, Science)

Criteria	Exceeds Expectation (E)	Meets Expectation (M)	Working Toward Expectation (W)	Below Expectations (B)	Not Scored 0	S	T
Purpose	Topic is fully addressed. Central purpose is clear, effectively written and evident throughout the paper. Tone and voice are ideal for audience.	Topic is fully addressed. Central purpose is clear and developed throughout the paper. Tone and voice are appropriate for audience.	Topic is mostly addressed. Central purpose is clear in places, but not sustained throughout the paper. Tone and voice are usually appropriate for audience.	Topic is partially addressed. Central purpose is vague, unclear, briefly addressed or not identified. Tone and voice are rarely appropriate for audience.	Not submitted; Off topic, or Plagiarized		
Organization	Ideas develop and progress logically and/or creatively. Title and introduction are engaging. Transitions are artful. Conclusion extends implications of thesis.	Ideas develop and progress logically. Title and introduction are effective. Transitions are smooth. Closing paragraph is conclusive and thematically related to the opening.	Some ideas develop and progress logically. Title and/or introduction do little to draw the reader in. Transitions are often bumpy. Closing paragraph merely restates introduction.	Structure is difficult to identify. Main ideas are not identified. Title nonexistent or borrowed from text or assignment sheet. Introduction, transitions, and/or conclusion missing.			
Content and development	Argument is a persuasive, insightful presentation of own ideas that thoroughly analyzes or explores the topic. All major points are clearly relevant and meaningful. Clear and appropriate examples support all main ideas and are smoothly integrated.	Argument is clear; ideas have adequate depth and detail. All major points are relevant and meaningful. Clear and appropriate examples support main ideas and are usually integrated.	Depends upon summary rather than interpretation or analysis. Inadequate coverage of topic. Most main points are relevant and meaningful. Insufficient examples or examples that are frequently not integrated.	Few points if any are developed. Supporting ideas are weak or irrelevant. Paper lacks adequate content.			
Mechanics	Clear and concise. Few errors in grammar, usage, spelling or style relative to length and complexity. Accurate citations. Conventions of discipline and/or genre followed.	Often clear and concise. Some errors in grammar, usage, spelling and/or style. Accurate citations. Conventions of discipline and/or genre mostly followed.	Frequently unclear. Many errors in grammar, usage, spelling and/or style. Some incorrect or insufficient citations. Conventions of discipline and/or genre partially followed.	Pervasive errors in grammar, usage, and/or spelling. No citations.			

Student Name: _____ **Project:** _____ **Date:** _____ **Rating:** _____

Comments:

Civic Expectation # 1

Students will understand the responsibility of citizenship.

	Exceeds Expectations (E)	Meets Expectations (M)	Working Toward Expectations (W)	Below Expectations (B)
Students will understand the responsibility of citizenship.	<p>Encourages peers to adhere to policies and rules outlined by the student handbook and individual classroom teachers in addition to federal, state, and local laws</p> <p>Successful completion of a Government course that covers the purpose of government, rights and responsibilities of citizens and the democratic process.</p>	<p>Usually adheres to policies and rules outlined by the student handbook and individual classroom teachers in addition to federal, state, and local laws</p> <p>Successful completion of a Government course that covers the purpose of government, rights and responsibilities of citizens and the democratic process.</p>	<p>Sometimes adheres to policies and rules outlined by the student handbook and individual classroom teachers in addition to federal, state, and local laws</p> <p>Did not successfully complete a Government course that covers the purpose of government, rights and responsibilities of citizens and the democratic process.</p>	<p>Rarely adheres to policies and rules outlined by the student handbook and individual classroom teachers in addition to federal, state, and local laws</p> <p>Did not successfully complete a Government course that covers the purpose of government, rights and responsibilities of citizens and the democratic process.</p>

Comments:

Civic Expectation # 2

Students will appreciate diversities of American and global cultures.

	Exceeds Expectation (E)	Meets Expectation (M)	Working Toward Expectation (W)	Below Expectation (B)
Students will appreciate diversities of American and global cultures.	<p>Always demonstrates evidence of adjustment in own attitudes and beliefs because of working within, or learning from, diverse American and global communities/cultures</p>	<p>Usually reflects on how own attitudes and beliefs are different from those of other American and global communities/cultures</p>	<p>Sometimes has awareness that own attitudes and beliefs are different from those of other American and global communities/cultures</p>	<p>Expresses attitudes and beliefs as an individual, from a one-sided view; is indifferent or resistant to what can be learned from American and global communities/cultures</p>
	<p>Evaluates the dynamics of cultural conflict in American and global communities/cultures</p>	<p>Is aware of some of the political, economic, and religious forces on American and global communities/cultures</p>	<p>Identifies political, economic, and religious differences in American and global communities/cultures.</p>	<p>Has a limited knowledge of political, economic, and religious issues within American and global communities/cultures</p>

Comments:

Civic Expectations # 3

Students will make positive contributions to the school and to the community.

Students will make positive contributions to the school and to the community.

Exceeds Expectation (E)	Meets Expectation (M)	Working Toward Expectation (W)	Below Expectations (B)
<p>Always demonstrates respect, responsible decision-making and responsible choices by practicing ethical behavior in the school and community</p>	<p>Usually demonstrates respect, responsible decision-making and choices by practicing ethical behavior in the school and community</p>	<p>Sometimes demonstrates respect, responsible decision-making and responsible choices by practicing ethical behavior in the school and community or has a number of administrative referrals</p>	<p>Many referrals to administration for lack of demonstrating respect, responsible decision-making and responsible choices by practicing ethical behavior in the school and community</p>
<p>When presented with opportunities to make a positive contribution, embraces them and takes the initiative to involve others or expand the project</p>	<p>When presented with opportunities to make a positive contribution, does so with enthusiasm</p>	<p>When presented with opportunities to make a positive contribution, makes some effort to be involved</p>	<p>When presented with opportunities to make a positive contribution, makes no effort to be involved</p>
<p>Initiates a program or leads a group that addresses an important school or community need</p>	<p>Actively participates in a program or a group that addresses an important school or community need</p>	<p>Makes some effort to take part in or minimally takes part in a program or a group that addresses an important school or community need</p>	<p>Takes no part in available programs or groups that address an important school or community need</p>

Comments:

Social Expectation # 1

Students will demonstrate a willingness to resolve conflicts responsibly.

	Exceeds Expectation (E)	Meets Expectation (M)	Working Toward Expectation (W)	Below Expectations (B)
Students will demonstrate a willingness to resolve conflicts responsibly.	Always practices self-advocacy and always involves teachers or administrators, if necessary, to keep issues from escalating	Usually practices self-advocacy and usually involves teachers or administrators, if necessary, to keep issues from escalating	Sometimes practices self-advocacy or involves teachers or administrators, if necessary, to keep issues from escalating	Rarely practices self-advocacy or involves teachers or administrators, if necessary, to keep issues from escalating
	Always is an active listener allowing others to express their opinion without interruption, judgment and negative nonverbal messages	Usually is an active listener allowing others to express their opinion without interruption, judgment and negative nonverbal messages	Sometimes is an active listener allowing others to express their opinion without interruption, judgment and negative nonverbal messages	Rarely is an active listener allowing others to express their opinion without interruption, judgment and negative nonverbal messages
	Non-violent resolution is always generated by student(s) with minimal teacher or administrator involvement and student always adheres to conditions of resolution	Non-violent resolution is usually generated by student(s) with minimal teacher or administrator involvement and student always adheres to conditions of resolution	Resolution is sometimes generated by student(s) with minimal teacher or administrator involvement and student usually adheres to conditions of resolution	Resolution is rarely generated by student(s) with minimal teacher or administrator involvement and student rarely adheres to conditions of resolution

Comments:

Social Expectation # 2

Students will assume responsibility for their own behavior.

	Exceeds Expectation (E)	Meets Expectation (M)	Working Toward Expectation (W)	Below Expectation (B)
Students will assume responsibility for their own behavior.	<p>Always is supportive and respectful of others and helps others take responsibility for their actions and work</p> <p>Always models appropriate behaviors and recognizes expectations while encouraging others to complete tasks</p> <p>Always is aware of others' feelings and responds to their needs</p>	<p>Usually takes responsibility for own actions and work</p> <p>Usually models appropriate behaviors and recognizes expectations</p> <p>Usually is aware of others' feelings and responds to their needs</p>	<p>Sometimes takes responsibility for own actions and work with some encouragement from others</p> <p>Sometimes models appropriate behaviors and sometimes recognizes expectations or only does so when directed by a faculty member or peers</p> <p>Sometimes is aware of others' feelings but ignores them</p>	<p>Rarely takes responsibility for own actions and work; often denies any wrongdoing</p> <p>Rarely models appropriate behaviors and recognizes expectations despite redirection from faculty or peers</p> <p>Rarely is aware of others' feelings and is often hurtful, with little or no regard for how others feel</p>

Comments:

Draft 1-19-11

Social Expectation #3

Students will act with respect and acceptance of others

	Exceeds Expectations (E)	Meets Expectations (M)	Working Toward Expectations (W)	Below Expectations (B)
Students will act with respect and acceptance of others.	Independently takes advantage of opportunities to act with kindness and respect at school and during co-curricular activities	Usually acts with kindness and respect at school and during co-curricular activities	Sometimes acts with kindness and respect at school and during co-curricular activities	Rarely acts with kindness or respect at school and during co-curricular activities
	Independently takes advantage of opportunities to listen and show a genuine willingness to learn about others ideas and interests	Usually listens and shows a genuine willingness to learn about others ideas and interests	Sometimes listens and shows a genuine willingness to learn about others ideas and interests	Rarely listens or shows a genuine willingness to learn about others ideas and interests
	Goes out of their way to create or independently takes advantage of opportunities to invite and incorporate all members of the school community in structured and unstructured activities	Usually takes advantage of opportunities to invite and incorporate all members of the school community in structured and unstructured activities	Sometimes takes advantage of opportunities to invite and incorporate all members of the school community in structured and unstructured activities but sometimes makes other feel unwelcome	Rarely takes advantage of opportunities to invite and incorporate all members of the school community in structured and unstructured activities or often makes others feel unwelcome
	Always acts with concern for others	Usually acts with concern for others	Sometimes acts with concern for others	Rarely acts with concern for others

Comments: