

Student Name: _____ Grade: _____ Total Score: _____

Please circle one:
MS DS RO

Teacher: _____ Course: _____

Assignment: _____ Date: _____

GRADUATION STANDARDS – INFORMATION LITERACY (Standard is 12)

MS = Met standard DS = Developing Standard RO = Refused opportunity MC = Met through CAPT

Standard 1: The student demonstrates strategies to identify, locate, and interpret information.

Standard 2: The student relates and applies new knowledge using a variety of resources including technology.

	Exceeds Standard 3	Meets Standard 2	Developing 1	Not Addressed 0	Score 0 – 3	
					S	T
Accesses Resources	Accesses six or more various resources, including professional media, containing accurate, relevant information.	Accesses three to five various resources that meet the information need.	Accesses fewer than three various resources that may not provide required depth of information.			
Selects Information (from the resources used)	Selects abundant and accurate information with significant depth relevant to the research purpose from a range of resources.	Selects adequate and specific information that consistently relates to the research purpose.	Selects some information that generally relates to the research purpose.			
Interprets Information	Makes inferences that promote a new perspective or original interpretation of the information.	Integrates appropriate academic interpretation of the information.	Provides information with some personal interpretation.			
Applies Information (Draws Conclusions)	Applies information and ideas to draw conclusions showing deep understanding of content and audience.	Applies information and ideas to draw conclusion(s) showing an understanding of content and/or audience.	Applies information and ideas to draw conclusion(s) with some understanding of content and/or audience.			
Cites Resources	Cites complex resources within the text and in works consulted/cited in consistently proper format (MLA, APA).	Cites resources within the text and in works consulted/cited in proper format (MLA, APA).	Attempts to cite resources in works consulted/cited in MLA or APA format.			
Follows Given Format	Precisely follows the given format.	Generally follows the given format.	Attempts to follow the given format.			

Please return one copy for each student to the Assistant Principals' office.
Attach a copy of student work if they have not met standard.

04/13/07
Proposed revision 4/25/11
Revised 11/13/13

Note: Format could be an abstract, annotated bibliography, essay, notecards, outline, or presentation.

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GRADUATION STANDARDS – PROBLEM SOLVING (Standard is 12)

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Standard 1: The student demonstrates use of the scientific method and applies appropriate procedures to solve and communicate an authentic problem or situation..

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	Exceeds Standard 3	Meets Standard 2	Developing 1	Not Addressed 0	Score 0 – 3	
					S	T
Identifies Problem	Provides a complete explanation of the problem.	Identifies the problem adequately .	Identifies aspects of the problem.			
Develops Action Plan	Develops an action plan that addresses the problem thoroughly and in detail .	Develops an action plan that addresses the problem adequately .	Develops an action plan that addresses some aspects of the problem.			
Collects Information	Collects a variety of sources of relevant information, data, and/or media to thoroughly address the problem.	Collects accurate and relevant information, data, or media to adequately address the problem.	Collects information, data, or media to address a portion of the problem.			
Demonstrates Solution	Clearly and thoroughly demonstrates or applies a solution to the problem in an appropriate and advanced manner .	Demonstrates or applies a solution to the problem based on the data collected.	Demonstrates or applies a solution to the problem with omissions .			
Formulates Conclusion	Formulates a conclusion that thoroughly addresses the problem and identifies other applications .	Formulates a conclusion that adequately addresses the problem.	Formulates a conclusion to the problem with misconceptions and/or omissions .			
Follows Given Format	The writing precisely follows the given format.	The writing generally follows the given format.	The writing demonstrates an attempt to follow the given format.			

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04/13/07
Proposed revision 6/10/10
Revised 11/13/13

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GRADUATION STANDARDS – SPOKEN COMMUNICATION (Standard is 12)

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Standard 1: The student is able to convey information and ideas to others in a presentation using spoken language, non-verbal language and, when appropriate, multi-media.

	Exceeds Standard 3	Meets Standard 2	Developing 1	Not Addressed 0	Score 0 – 3	
					S	T
Conveys Information and Ideas	Conveys information and ideas thoroughly, with authority, originality and sophistication.	Conveys information and ideas with accuracy and clarity.	Conveys information and ideas with minor inaccuracies; conveys ideas with minor areas of confusion.			
Uses Non-Verbal Language	Makes purposeful use of eye contact, stance, and demeanor to engage audience.	Makes purposeful eye contact to connect with audience and exhibits seriousness of purpose through stance and demeanor.	Attempts to make eye contact with audience; may not exhibit consistent seriousness of purpose.			
	Modulates pace and volume to enhance communication (controlled, energetic, and purposeful).	Speaks at a pace and volume that facilitate clear communication.	Speaks at a pace or volume that interferes with communication.			
Makes Appropriate Word Choices	Makes engaging word choices and fluent use of terminology.	Makes precise word choices appropriate to audience and correctly uses terminology.	Makes generic word choices and/or misuses terminology.			
Organizes Presentation	Organizes presentation in an engaging sequence with skillful transitions.	Organizes presentation in a logical sequence with appropriate transitions.	Organizes presentation with minor areas of confusion			
Follows Given Format	The presentation precisely follows the given format.	The presentation generally follows the given format.	The presentation demonstrates an attempt to follow the given format.			

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04/13/07
Proposed revision 10/25/10 Revised 11/13/13

Note: In addition to the spoken component, components may include the following: audio (clip, quotation, song), demonstration and/or sample, visual (handout, poster, PowerPoint, video clip), written (note cards, outline, script, text of speech). If additional components are selected, they must be integral to the presentation. The teacher may provide a separate checklist or rubric for additional components.

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GRADUATION STANDARDS - WRITTEN PERFORMANCE (Standard is 12)

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Standard 1: The student is able to take and support a position on information and ideas.

Standard 2: The student is able to convey information and ideas in a given written format.

	Exceeds Standard 3	Meets Standard 2	Developing 1	Not Addressed 0	Score 0 – 3	
					S	T
Takes Position	Takes a clear and persuasive position.	Takes a clear position.	Takes a position, but the position may not be clear.			
Supports Position	The supporting ideas are thoroughly developed; information is accurate and relevant.	The supporting ideas are adequately but not thoroughly developed; most information is accurate and relevant.	The supporting ideas are few or only somewhat developed; some information may not be accurate or relevant.			
Organizes Information and Ideas	The writing is logically organized; transitions are consistently used to connect information and ideas within and between paragraphs.	The writing is logically organized; transitions are used to connect information and ideas within or between paragraphs.	The writing is organized but transitions are not effective.			
Conveys Information and Ideas Clearly and Fluently	Ideas are clearly and fluently expressed.	Most ideas are clearly and fluently expressed.	Some ideas may not be clearly expressed; fluency may be lacking.			
Abides by Conventions of Print	Errors in citation grammar, spelling and usage are rare.	There are few errors in citation, grammar, spelling, and usage; there is evidence of proofreading.	There are frequent errors in citation, grammar, spelling, and usage; there is little evidence of proofreading.			
Follows Given Format	The writing precisely follows the given format.	The writing generally follows the given format.	The writing demonstrates an attempt to follow the given format.			

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11/2/06
Proposed revision 11/29/10
Revised 11/13

- Position: thesis
- Fluency: precise word choice (including technical terms), varied sentence structure, maturity of expression, vocabulary appropriate to purpose and discipline, richness of vocabulary
- Format: directions for the specific assignment (lab report, letter, persuasive essay) provided by the teacher, e.g., vocabulary, awareness of audience, citations protocol.