LE 1: Communicate effectively in writing

	4: Advanced	3: Proficient	2: Needs Improvement	1: Unsatisfactory
Introduction	• Opening is engaging, interesting, and related to the topic; entices reader to read on. • Includes the title and author of the work(s) to be discussed. • States the points that will be covered in the body. • Thesis statement is evident at the end of the introduction.	• Opening is interesting and related to the topic; entices reader to read on. • Includes the title of the work(s) to be discussed. • States points covered in the body. • Thesis is evident somewhere in the introduction.	• Opening makes an attempt to entice reader to read on or opens with thesis statement. • States points covered in the body.	• No attempt is made to engage reader. • Introduction does not clearly state the points to be covered in the essay. • May or may not have a clear thesis statement.
Evidence/Examples	• A sufficient number of quotes/examples comes from the entire work. • Every quote/example of evidence supports thesis. • Evidence is always given a context that allows the reader to understand the quote. • Evidence is always explained so that the reader understands how the quote relates to the thesis.	• Sufficient number of quotes/examples come from entire work. • Most quotes/examples support thesis. • Evidence is often given a context that allows the reader to understand the quote. • Evidence is often explained so that the reader understands how the quote relates to the thesis.	• Limited number of quotes/examples; evidence comes from a limited part of the work. • Some quotes/examples support thesis. • Evidence is occasionally given a context that allows the reader to understand the quote. • Evidence is occasionally explained so that the reader understands how the quote relates to the thesis.	• Few, if any quotes/examples; evidence comes from a limited part of the work. • Few, if any quotes/examples support thesis. • Evidence is rarely given a context that allows reader to understand the quote. • Evidence is rarely explained so that the reader understands how the quote relates to the thesis.
Logical Development/Essay Construction	• Essay demonstrates a strong fluency of ideas following a clearly defined chronology or order of importance • All details thoroughly support and / or defend thesis • All topic sentences refer back and are directly related to thesis	• Essay flows (most ideas follow a chronology or adhere to an order of importance • Evidence of details supporting the thesis are present • Smooth transitions are found within paragraphs or between paragraphs • Most topic sentences are relevant to thesis	• Some ideas follow a chronology or adhere to an order of importance • Few details supporting the thesis are present • Poor transitions within paragraphs or between paragraphs • Some topic sentences are relevant to thesis	• Ideas are poorly organized (no chronology / order of importance) • Little to no supporting details • Poor transitions within paragraphs as well as between paragraphs • Topic sentences are not relevant to thesis

LE 2: Read and interpret varied texts accurately and insightfully.

	4: Advanced	3: Proficient	2: Developing	1: Beginner
Central Ideas and Supporting Details	Correctly identifies the central idea in a college level text and provides multiple examples of textual evidence to support his/her claim.	Correctly identifies the central idea in a high school level text and provides adequate evidence to support his/her claim.	Is able, with minimal support, to correctly identify the central idea in a pre-high school level text and provide some evidence to support his/her claim.	Needs consistent support to correctly identify the central idea in a pre-high school level text and provide some evidence to support his/her claim.
Inferences and Conclusions	Able to make insightful connections between college level text and his/her prior knowledge; provides rich and detailed evidence to support his/her inferences and/or conclusions.	Able to make meaningful connections between high school level text and his/her prior knowledge; provides adequate evidence to support his/her inferences and/or conclusions.	Able to make at least one appropriate connection between pre-high school level text and his/her own prior knowledge; provides some evidence to support his/her inferences and/or conclusions.	Rarely able to draw meaningful inferences or draw conclusions from texts without consistent support.
Synthesizes	Able to consistently summarize information and ideas from college level texts and restate with detail in own words.	Able to summarize information and ideas from high school level texts and restate in own words.	Able to adequately summarize information and ideas from pre-high school level texts and restate in own words.	Rarely able to restate in his/her own words information and ideas taken from pre high-school level texts.
Globalization	Actively uses texts to seek out new or contrary points of view in order to develop a richer understanding of a topic.	Frequently recognizes and acknowledges contrary views in texts, and is able to adjust opinions based on new information.	Recognizes contrary views in texts, but has difficulty adjusting opinions.	Does not accept contrary opinions and gets stuck on singular point of view.
Technology	Accurately evaluates appropriateness of complex digital information.	Accurately evaluates digital information.	Has limited ability to effectively evaluate digital information.	Does not demonstrate ability to evaluate appropriateness of digital information.

	4: Advanced	3: Proficient	2: Needs Improvement	1: Unsatisfactory
Word Choice	• The essay strategically uses words, phrases, and clauses as well as varied syntax. • Use of clichés, colloquialisms, and informal language are absent. • The essay employs an appropriate tone.	• The essay uses a variety of words, phrases, and clauses. • Use of clichés, colloquialisms, and informal language are absent or limited. • The essay employs an appropriate tone.	• The essay contains a limited variety of words, phrases, and clauses. • Clichés, colloquialisms, and informal language are apparent. • Tone is less than appropriate for the assignment.	• There is little to no variety in words, phrases, and clauses. • Clichés, colloquialisms, and informal language are overused. • Tone is inappropriate for assignment.
Conventions	• Little to no grammatical errors (0-3), including punctuation, capitalization, spelling. • Evidence is cited correctly using MLA format (parenthetical/works cited page).	• Few grammatical errors (5-3), including punctuation, capitalization, and spelling. • Evidence is mostly cited correctly using MLA format (parenthetical/works cited page).	• Many grammatical errors (5-10), including punctuation, capitalization, and spelling. • Evidence is not cited with parenthetical citations, or there are many errors in citation in-text and on the works cited page.	• Too many grammatical errors (more than 10), including punctuation, capitalization, and spelling. • Evidence is not cited at all, or there are many errors in citation (little to no effort was used to observe MLA format).
Conclusions	• Thesis is restated in a new and compelling way at the start of the conclusion. • Points of argument are summarized, but not redundant. • Conclusion ends with a thought-provoking idea (call to action).	• Thesis is restated at the start of the conclusion. • Points of argument are summarized, but not redundant. • Conclusion ends with a basic idea.	• Thesis is restated word-for-word at the start of the conclusion. • A summary of the arguments is unclear. • There is no ending thought.	• Essay lacks a conclusion, or the conclusion does not restate the thesis or summarize the arguments.

LE 3: Effectively deliver oral presentations

	4: Advanced	3: Proficient	2: Developing	1. Beginner
Presence	Uses eye contact, poise, posture, and movement in a purposeful way to hold audience attention. Presence noticeably enhances presentation.	Uses eye contact, poise, posture or movement to hold audience attention.	Limited use of eye contact and posture to hold audience attention.	Rarely or does not look at audience, use gestures, or change posture.
Fluency	Speaks with fluidity, clarity, and emphasis, using appropriate volume, pronunciation, enunciation, inflection, and tone. Fluency has purpose and noticeably enhances presentation.	Speaks with clarity, using appropriate volume, pronunciation, enunciation, inflection, and tone.	Volume, pronunciation, enunciation, inflection, and tone vary in quality.	Difficult to understand or hear presenter due to lack of volume, enunciation, or both.
Content	Demonstrates full knowledge of topic and/or answers all questions with developed explanations; information is presented in an effective and well-organized manner.	Demonstrates knowledge of topic and/or responds to questions; information is presented in an organized manner.	Demonstrates limited knowledge of topic; presentation of information needs better organization.	Reports information without understanding it. Is not able to answer clarifying questions.
Technology	Effectively uses a variety of digital resources with strong expertise to enhance presentations.	Effectively uses a variety of digital resources to enhance presentations.	Uses technology during presentations, but with minimal impact on overall quality of presentation.	Does not use technology effectively/ appropriately to present information.

LE 4: Demonstrate Problem Solving and Critical Thinking Skills

	4: Advanced	3: Proficient	2: Developing	1: Beginner
Complexity	Is able to solve highly complex problems typical of college level work.	Is able to solve complex problems that are typical of end-of-high school work.	Is able to solve problems of moderate complexity—typical of beginning high school work.	Is able to solve problems typical of pre-high school level work.
Identifies the Problem	Independently and accurately identifies the problem and important implications.	Accurately identifies the problem with minimal supports.	Is able to identify the problem with some support.	Needs consistent support to identify the problem.
Connections	Independently makes connections to prior knowledge and applies that knowledge independently and accurately to new situation.	Is able to make connections to prior knowledge with minimal support. Is able to apply that knowledge to new situation.	Understands connections between new material and prior knowledge when prompted.	Needs consistent prompting to make connections to prior knowledge.
Strategies	Independently and accurately identifies a thoughtful, well-developed, or creative strategy	Independently and accurately identifies an appropriate strategy	Is able to identify an appropriate strategy with some support.	Needs consistent support to identify an appropriate strategy.
Implementation	Independently implements chosen strategy accurately and thoroughly. Is able to overcome unforeseen obstacles.	Is able to accurately implement strategy with minimal supports. Needs some direction to overcome unforeseen obstacles	Needs support to accurately implement strategy. Has difficulty overcoming unforeseen obstacles.	Needs consistent support to implement a strategy. Is unable to manage unforeseen obstacles.
Synthesizes	Independently and appropriately judges reasonableness of results and consistently draws accurate conclusions to problems.	With prompting, can understand both reasonableness of results and understand conclusions.	Needs consistent prompting to judge accuracy of results and understand conclusions.	Does not judge accuracy of results or draw appropriate conclusions.
Tenacity	Independently continues to work at a challenging problem until it is solved, using as many resources as possible.	With prompting, will rework a challenging problem until it is solved.	Needs multiple prompts to stay with a challenging problem. Would rather move on to the next one.	Gives up quickly and is resistant to trying anything that he or she determines to be too difficult.
Technology	Independently uses technology to efficiently investigate or solve problems.	Uses technology to investigate or solve problems with minimal support.	Needs consistent support to use technology appropriately to investigate or solve problems.	Does not use technology effectively/appropriately to investigate or solve problems.

LE 5: Conduct Research Effectively Using Various Media

	4: Advanced	3: Proficient	2: Developing	1: Beginner
Selects Topic	The student independently selects a topic that is ideal for the given assignment and sparks their natural interest.	The student is able to pick an appropriate topic for the assignment with minimal support.	The student needs steady guidance to be able to identify an appropriate topic for the assignment.	Student needs to have a topic chosen for them.
Identifies Sources	The student independently identifies authentic sources of information from a variety of media sources.	The student needs minimal guidance to identify authentic sources and to use a variety of media.	The student needs steady guidance to identify authentic sources and/or to use multiple media sources.	Student needs to have authentic resources identified for him/her. Will not seek multiple media sources without prompting.
Gathers Information	Student is able to independently gather information that is relevant to their thesis/topic.	Student gathers information and needs some support to determine relevance to topic/thesis.	Student needs steady help determining which information is relevant to topic/thesis.	Student cannot distinguish between relevant and irrelevant information.
Synthesizes	Student is able to independently connect various pieces of information and apply them to thesis/topic.	Student needs some support to connect various pieces of information and apply them to thesis/topic.	Student needs steady support to make connections between various pieces of information and/or to apply them to thesis/topic.	Student needs to have connections between pieces of information identified for them.
Cites Sources	Student independently and consistently identifies sources and uses correct format for citation. Never attempts to take credit for another person's ideas.	Student needs minimal guidance to identify and properly cite sources. Is able to appropriately paraphrase and/or quote information and cite source.	Student needs steady guidance to identify and properly cite sources. Has difficulty paraphrasing information, and may not give appropriate credit for information.	Student does not identify or cite sources without consistent adult support. Will cut and paste information.
Technology	Accurately evaluates appropriateness of complex digital information.	Accurately evaluates digital information.	Has limited ability to effectively evaluate digital information.	Does not demonstrate ability to evaluate appropriateness of digital information.

LE 6: Actively Participate in Community Service

	4: Advanced	3: Proficient	2: Developing	1: Beginner
Commitment	Student independently and routinely participates in community service activities.	Student participates in community service activities with some prompting.	Student needs consistent prompting to participate in community service activities.	Student does not participate in community service activities.
Initiative	Student independently creates opportunities for themselves and others to engage in community service activities.	Student will create community service opportunities for themselves and others as part of a group or team.	Student will help initiate community service activities if prompted by others.	Student shows little or no interest in initiating community service activities.
Participation	Student is highly engaged during community service activities and encourages others to be engaged. Student has made a personal connection to their organization and is invested in their mission.	Student is engaged during community service activities and understands the mission of the organization they are assisting.	Student needs prompting to be engaged during community service activities and has a limited understanding of the impact of their work and the work of their organization.	Student shows little or no interest in community service, or does not engage when attending a community service event. Student has little understanding about the impact of social responsibility.

LE 7: Be a caring, informed, and active citizen who demonstrates respect, responsibility and readiness.

	4: Advanced	3: Proficient	2: Developing	1: Beginner
Respect	Student always demonstrates respect toward all other members of the community and actively fosters a climate of respect in others.	Student consistently demonstrates respect towards all members of the community.	Student needs some guidance on how to appropriately demonstrate respect for peers and/or faculty members.	Student needs consistent guidance on how to demonstrate respect for peers and/or faculty members.
Responsibility	Student independently and consistently takes responsibility for his/her actions and actively seeks ways to enhance their personal growth.	Student takes responsibility for his/her actions with minimal prompting. Is open to suggestions for personal growth.	Student often looks to defer responsibility away from self and toward others. Needs support to accept the need for personal growth.	Student usually denies responsibility for behavior, often blaming circumstances or others for their behavior. Is not open to suggestions for personal growth.
Readiness	Student has 1 or fewer absences per quarter and is consistently prepared for class. Is able to independently negotiate unforeseen obstacles.	Student averages 2 absences per quarter and is generally prepared for class. With support, is able to negotiate unforeseen obstacles.	Student averages 3 absences per quarter and/or needs consistent support to be ready for class and to manage unforeseen obstacles.	Student averages 4 or more absences per quarter and/or is rarely prepared for class. Has difficulty managing unforeseen obstacles.
Goal Setting	Student independently sets realistic personal and academic goals and monitors his/her progress toward achieving them.	With minimal guidance, student is able to set personal and academic goals and will monitor progress with some prompting.	Student will set personal and academic goals only when directed to. Progress monitoring must be prompted and overseen by an adult.	Resists setting realistic academic and personal goals. Does not see any value in the process.
Technology	Student independently and appropriately uses technology to extend their learning in a subject; helps others to use technology at appropriate times in class.	Student uses technology as directed by the teacher for academic purposes only, at appropriate times in class.	Student often uses technology for non-related school tasks during class; distracts themselves and others from the assignments or interferes with their learning.	Student does not stop using technology even after being redirected by the instructor or other staff members. May use technology to gossip or attack others.