

## Learning Expectation Rubric

<b>Expectation #1:</b>	<b>Read actively and critically for a variety of purposes</b>
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English, History/Social Science, Business, Foreign Language

<b>Criteria</b>	<b>Mastery</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
Reads For Understanding Of Literary Or Informational Texts	Consistently responds to questions with accuracy and/or insight.	Frequently responds to questions with accuracy and/or insight..	Sometimes responds to questions with accuracy and/or insight.	Rarely or never responds to questions with accuracy and/or insight.
Examines Content Relationships	Expresses profound understanding of relationships among facts, ideas, sequence and events in the work and/or text.	Expresses understanding of relationships among facts, ideas, sequence and events in the work and/or text.	Expresses some understanding of relationships among facts, ideas, sequence and events in the work and/or text.	Expresses little understanding of relationships among facts, ideas, sequence and events in the work and/or text.
Evaluates Text For Evidence	Consistently uses evidence from text to generate, validate, predict, expand, and/or reflect one's own ideas and/or apply to life situations.	Frequently uses evidence from text to generate, validate, predict, expand, and/or reflect one's own ideas and/or apply to life situations.	Sometimes uses evidence from text to generate, validate, predict, expand, and/or reflect one's own ideas and/or apply to life situations.	Rarely or never uses evidence from text to generate, validate, predict, expand, and/or reflect one's own ideas and/or apply to life situations.
Identifies Author's Meaning And Bias	Student consistently demonstrates higher level thinking by understanding and interpreting the author's meaning or potential bias in oral and written expression.	Student frequently demonstrates higher level thinking by understanding and interpreting the author's meaning or potential bias in oral and written expression.	Student sometimes demonstrates higher level thinking by understanding and interpreting the author's meaning or potential bias in oral and written expression.	Student has difficulty demonstrating higher level thinking by understanding and interpreting the author's meaning or potential bias in oral and written expression.

Targeted level of achievement = Proficient

## Learning Expectation Rubric

<b>Expectation #2:</b>	<b>Write Effectively for a Variety of Purposes</b>
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English, History, Foreign Language

Criteria	Mastery	Proficient	Developing	Beginning
Topic Development  <b>[ELA CCS = PRODUCTION &amp; DISTRIBUTION]</b>	Rich topic/idea development	Full topic/idea development	Moderate topic/idea development	Limited
Language Conventions  <b>[ELA CCS = PRODUCTION &amp; DISTRIBUTION]</b>	Control of sentence structure, grammar, usage and mechanics.	Few errors do not interfere with sentence structure, usage and mechanics.	Errors interfere somewhat with sentence structure, usage and mechanics.	Errors significantly interfere with sentence structure, usage and mechanics.
Organization  <b>[ELA CCS = PRODUCTION &amp; DISTRIBUTION]</b>	Maintains a consistent tone and purposefully illustrates a control of organization.	Maintains a consistent tone and focus and illustrates a control of organization.	Maintains an inconsistent tone and focus and illustrates little if any control of organization.	Fails to maintain a focus and illustrates little or no control of organization.
Writing Process  <b>[ELA CCS = TEXT TYPES &amp; PURPOSE]</b>	Clearly addresses all parts of the writing task. Thoughtfully supports the main idea with specific details and examples. Demonstrates a clear sense of audience.	Addresses all parts of the writing task. Supports the main idea with detail and examples. Demonstrates a general sense of audience.	Addresses only parts of the writing task. May support the main idea with limited, if any details or examples. Demonstrates little or no sense of audience.	Addresses only part of the writing task. Fails to support idea with details or examples. Demonstrates no sense of audience.

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Language <b>[ELA CCS = TEXT TYPES &amp; PURPOSE]</b>	Provides a variety of sentence types and uses precise, descriptive language. Effective, rich use of language.	Provides a variety of sentence types and uses some descriptive language. Appropriate use of language.	Provides few, if any, types of sentences and uses basic, predictable language. Moderate use of language.	Provides few, if any, types of sentences and uses basic, predictable language. Simplistic use of language.
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Targeted level of achievement = Proficient

## Learning Expectation Rubric

<b>Expectation #3:</b>	<b>Works Independently as well as Collaboratively.</b>
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Math, Art, Music, Science, Physical Education

Criteria	Mastery	Proficient	Developing	Beginning
Collaborative Work Skills	Consistently works effectively with diverse teams and contributes to group effort to accomplish a common goal.	Frequently works effectively with diverse teams and contributes to group effort to accomplish a common goal.	Sometimes works effectively with diverse teams and contributes to group effort to accomplish a common goal.	Rarely works effectively with diverse teams and contributes to group effort to accomplish a common goal.
Independent Work Skills	Consistently self-assesses work and successfully implements strategies for improvement.	Frequently self-assesses work and often implements strategies for improvement.	Sometimes self-assesses work and occasionally implements strategies for improvement.	Rarely self-assesses work and seldom implements strategies for improvement.

Targeted level of achievement = Proficient

## Learning Expectation Rubric

<b>Expectation #4:      Solve Problems Effectively</b>
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Math, Music, Science, Technology Education, Art

<b>Criteria</b>	<b>Mastery</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
Define the Problem	The student can construct a clear and insightful problem statement	The student demonstrates the ability to construct a problem statement	The student demonstrates a limited ability to construct a problem statement	The student has minimal ability to construct a problem statement
Research the Problem	The student accesses a wide variety of resources to collect quality information all relating to the topic	The student accesses resources to collect quality information all relating to the topic	The student accesses limited resources to collect information mostly relating to the topic	The student collects minimal information, or information does not relate to topic.
Develop Possible Solutions or Strategies for the Problem	The student is able to develop multiple possible solutions to a problem	The student is able to develop a number of possible solutions to a problem.	The student is able to develop a limited number possible solutions to a problem	The student has minimal ability to develop possible solutions to the problem

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Evaluate and Implement Possible Solutions for the Problem	The student is able to effectively evaluate and implement a solution while addressing all aspects of the problem	The student is able to evaluate and implement a solution while addressing most aspects of the problem	The student has limited ability to evaluate and implement a solution while addressing few aspects of the problem	The student has minimal ability to evaluate and implement a solution
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Targeted level of achievement = Proficient

## Learning Expectation Rubric

### Expectation #5: Demonstrates Content Knowledge Through Use of Technology

Technology Education, Senior Seminar

Criteria	Mastery	Proficient	Developing	Beginning
Employing Technology	Student always knows how to select and use technology efficiently and effectively to collect, analyze, and display data for class assignments, projects, and presentations	Student consistently knows how to select and use technology efficiently and effectively to collect, analyze, and display data for class assignments, projects, and presentations	Student sometimes knows how to select and use technology efficiently and effectively to collect, analyze, and display data for class assignments, projects, and presentations	Student is learning how to select and use technology efficiently and effectively to collect, analyze, and display data for class assignments, projects, and presentations
Understanding Usage	Student always demonstrates an understanding of concepts underlying hardware, software, and connectivity and how technology resources can be combined to develop and promote understanding and the value of visual and auditory features to convey accurate and convincing information	Student consistently demonstrate an understanding of concepts underlying hardware, software, and connectivity and how technology resources can be combined to develop and promote understanding and the value of visual and auditory features to convey accurate and convincing information	Student sometimes demonstrate an understanding of concepts underlying hardware, software, and connectivity and how technology resources can be combined to develop and promote understanding and the value of visual and auditory features to convey accurate and convincing information	Student are beginning to demonstrate an understanding of concepts underlying hardware, software, and connectivity and how technology resources can be combined to develop and promote understanding and the value of visual and auditory features to convey accurate and convincing information
Digital Citizenship	Student always identifies and discusses issues related to acceptable and responsible use of information and communication technology (e.g., privacy, security, copyright, file sharing, and plagiarism), and understand the consequences and costs of unethical use of information and computer technology (hacking, fraud, spamming, and virus	Student consistently identifies and discusses issues related to acceptable and responsible use of information and communication technology (e.g., privacy, security, copyright, file sharing, and plagiarism), and understand the consequences and costs of unethical use of information and	Student sometimes identifies and discusses issues related to acceptable and responsible use of information and communication technology (e.g., privacy, security, copyright, file sharing, and plagiarism), and	Student is learning to identify and discuss issues related to acceptable and responsible use of information and communication technology (e.g., privacy, security, copyright, file sharing, plagiarism), and understand the consequences and costs of

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	setting) and identify methods for addressing these risks.	computer technology (hacking, fraud, spamming, virus setting) and identify methods for addressing these risks.	understand the consequences and costs of unethical use of information and computer technology (hacking, fraud, spamming, and virus setting) and identify methods for addressing these risks.	unethical use of information and computer technology (hacking, fraud, spamming, virus setting) and identify methods for addressing these risks.
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Targeted level of achievement = Proficient

## Learning Expectation Rubric

**Expectation: #6 Civic: Demonstrate appropriate and effective community involvement, civic responsibility, and leadership skills.**

Health Family and Consumer Science, Support Services, Senior Seminar, Physical Education

Criteria	Mastery	Proficient	Developing	Beginning
Community Involvement	Makes a lasting positive contribution to the Mashpee High School community, either through a single, but enduring project, or a significant contribution to an ongoing program within the MHS community.	Contributes to the MHS community through an ongoing program. Involvement is measured by at least 16 hours per year for at least 2 years of high school.	Contributes to the MHS community through an ongoing program involving sustained commitment (more than a single event), but less than 16 hours per year for at least 2 years of high school.	Minimal involvement at all in MHS community organizations.
Civic Responsibility	No formal discipline required during the academic year.	Student was formally disciplined once during the academic year.	Student was formally disciplined more than once but not for the same type of infraction within this academic year.	Student was formally disciplined more than once for the same infraction within this academic year.

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Leadership Skills	Student demonstrates all MHS values of Personal Integrity, Academic Excellence, Independent Learning, Global Awareness/Multi-Cultural understanding, and Community Involvement.	Student demonstrates a minimum of 2 of the following MHS values: Personal Integrity, Academic Excellence, Independent Learning, Global Awareness/Multi-Cultural Understanding, and Community Involvement.	Student demonstrates a minimum of 1 of the following MHS values: Personal Integrity, Academic Excellence, Independent Learning, Global Awareness/Multi-Cultural Understanding, and Community Involvement.	Student does not demonstrate any of the following MHS values: Personal Integrity, Academic Excellence, Independent Learning, Global Awareness/Multi-Cultural Understanding, and Community Involvement.
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Targeted level of achievement = Proficient

## Learning Expectation Rubric

<b>Expectation: #7</b>	<b>Social: Demonstrate personal and social responsibility, character, cultural understanding, work ethic, and ethical behavior.</b>
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Health Family Consumer Science, Support Services, Business

Criteria	Mastery	Proficient	Developing	Beginning
Work Ethic	Consistently and actively demonstrates work ethic, interpersonal skills and strategies for improvement, initiative, and dependability.	Usually demonstrates work ethic, interpersonal skills and strategies for improvement, initiative, and dependability.	Occasionally demonstrates work ethic, interpersonal skills and strategies for improvement, initiative, and dependability.	Infrequently demonstrates work ethic, interpersonal skills and strategies for improvement, initiative, and dependability.

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Character	Consistently takes responsibility for his/her own actions. Demonstrates awareness of the ways his/her actions can affect others.	Usually takes responsibility for his/her own actions. Usually demonstrates awareness of the ways his/her actions can affect others.	Occasionally takes responsibility for his/her own actions. Occasionally demonstrates awareness of the ways his/her actions can affect others.	Infrequently takes responsibility for his/her own actions. Infrequently demonstrates awareness of the ways his/her actions can affect others.
Cultural Understanding	Consistently applies knowledge of diversity issues to understand how these affect personal interactions and to create positive interactions between people with different backgrounds.	Usually applies knowledge of diversity issues to understand how these affect personal interactions and to create positive interactions between people with different backgrounds.	Occasionally applies knowledge of diversity issues to understand how these affect personal interactions and to create positive interactions between people with different backgrounds.	Infrequently applies knowledge of diversity issues to understand how these affect personal interactions and to create positive interactions between people with different backgrounds.

Targeted level of achievement = Proficient