

GUILFORD HIGH SCHOOL
Academic Expectation #1

To meet the demands of the global community students will demonstrate appropriate communication strategies by writing and speaking for a variety of purposes and audiences.

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Focus</i>	A clear, thoughtful, and well-articulated focus is maintained throughout the response	←	A clear focus is maintained throughout the response	←	Lacks a clear or correct focus or the focus is not maintained throughout the response
<i>Support</i>	Response is thoroughly supported by using specific, documented information and examples that are accurate and relevant	←	Response is supported by using documented information and examples that are accurate and relevant	←	Response lacks adequate support, documented information and/or examples are inaccurate or irrelevant
<i>Organization</i>	Response is cohesive, well-organized, logical and appropriate to the given task; response is free of digressions	←	Response is organized and appropriate to the given task; response may contain digressions	←	Response lacks organization or digressions significantly interfere with meaning
<i>Clarity & Fluency</i>	Ideas are clearly and effectively developed; writing/speaking is consistently fluent and well-crafted with effective transitions	←	Most ideas are clearly and effectively developed; writing/speaking is generally fluent with effective transitions	←	Ideas lack clarity and/or development; writing/speaking lacks fluency and/or transitions
<i>Language & Mechanics</i>	Uses sophisticated and varied vocabulary, language and mechanics that are appropriate for the purpose of the assignment.	←	Uses vocabulary, language and mechanics that are appropriate for the purpose of the assignment.	←	Vocabulary, language and mechanics are not appropriate for the purpose of the assignment.



GUILFORD HIGH SCHOOL
Academic Expectation #2

To meet the demands of the global community students will demonstrate appropriate reading and listening skills for a variety of purposes.

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Understanding</i>	Demonstrates a sophisticated understanding of ideas and themes; summarizes accurately and thoroughly; generates thoughtful opinions and questions	←	Demonstrates an understanding of ideas and themes; summarizes accurately; generates appropriate opinions and questions	←	Demonstrates a limited or inaccurate understanding of the ideas and themes; unable to summarize; does not generate appropriate opinions or questions
<i>Interpretation</i>	Uses relevant evidence effectively to draw and support conclusions and/or make predictions; consistently distinguishes what is stated from what is implied	←	Uses relevant evidence to draw and support conclusions and/or make predictions; distinguishes what is stated from what is implied	←	Does not use evidence to draw and support conclusions and/or make predictions; unable to distinguish what is stated from what is implied
<i>Connections and references</i>	Demonstrates meaningful connections between his or her knowledge/ experience and the medium	←	Demonstrates connections between his or her knowledge/ experience and the medium	←	Makes irrelevant or limited connections between his or her knowledge/experience and the medium
<i>Content And Structure</i>	Effectively identifies and explains the author's purpose, intended audience, and points of view; develops thoughtful value judgments about the medium; insightfully connects structure of the medium to meaning	←	Identifies and explains the author's purpose, intended audience, and points of view; develops value judgments about the medium; connects structure of the medium to meaning	←	Does not identify and/or explain the author's purpose, intended audience, and/or points of view; does not develop value judgments about the medium; is unable to connect structure of the medium to meaning

GUILFORD HIGH SCHOOL
Academic Expectation #3

To meet the demands of the global community students will analyze and evaluate a variety of sources for reliability and credibility.

CRITERIA	5 Excellent	4 Approaching Excellence	3 Proficient	2 Approaching Proficiency	1 Not Proficient
<i>Sources</i>	Consistently analyzes and evaluates a variety of sources for authorship, accuracy, bias/objectivity, context (i.e., time, place) and content relevance.		Generally analyzes and evaluates a variety of sources for authorship, accuracy, bias/objectivity, context (i.e., time, place) and content and relevance		Seldom or never analyzes or evaluates a variety of sources for authorship, accuracy, bias/objectivity, context (i.e., time, place) and content relevance

GUILFORD HIGH SCHOOL
Academic Expectation #4

To meet the demands of the global community students will apply effective strategies for problem solving.

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Gathering Information</i>	Comprehensively/ thoroughly collects, selects and organizes information from a variety of relevant and credible sources	←	Collects, selects and organizes information from several relevant and credible sources	←	Collects information that is incomplete or lacks organization; source(s) are irrelevant or lack credibility
<i>Analyzing and Interpreting Information/ Data</i>	Effectively uses analysis and interpretation in a variety of ways to make sense of information	←	Uses analysis and interpretation to make sense of information	←	Lacks analysis or misinterprets information
<i>Thinking Critically</i>	Comprehensively evaluates relevant information to construct a solution or conclusion that is complete, creative in new contexts, well-supported and/or evidence-based	←	Evaluates relevant information to construct a solution or conclusion that is complete, supported and/or evidence-based	←	Makes irrelevant or limited connections between his or her knowledge/experience and the medium
<i>Communicating Solutions</i>	Clearly communicates conclusion or solution with relevant evidence and insight	←	Communicates conclusion or solution with relevant evidence	←	Communicates an unclear or incomplete conclusion

GUILFORD HIGH SCHOOL
Academic Expectation #5

To meet the demands of the global community students will employ technology appropriately to facilitate learning, research, and communication.

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Technology Competency</i>	Properly and independently uses a variety of hardware, accessories, and software	←	Properly uses a variety of hardware, accessories, and software	←	Improperly uses hardware, accessories, and software
<i>Research</i>	Effectively and independently uses technology to conduct research	←	Effectively uses technology to conduct research with some assistance	←	Does not use technology to conduct research
<i>Communicating Ideas</i>	Consistently demonstrates insightful and effective use of several forms of technology to create and communicate written, visual, oral and/or multimedia presentations	←	Generally demonstrates effective use of several forms of technology to create and communicate written, visual, oral and/or multimedia presentations	←	Has significant difficulty using technology to create and communicate written, visual, oral and/or multimedia presentation
<i>Responsible Use of Technology</i>	Demonstrates consistent respect for legal and ethical use of information resources, computers, and other technologies	←	Complies with rules regarding the ethical use of technology	←	Does not follow directions regarding the ethical use of technology