

## NBHS School-Wide Rubric PROBLEM SOLVING

	<b>4 EXCEPTIONAL</b>	<b>3 PROFICIENT</b>	<b>2 DEVELOPING</b>	<b>1 INADEQUATE</b>
<b>Inquire</b>	The student: <input type="checkbox"/> accurately and insightfully defines all aspects of the problem by applying appropriate resources and/or technology	The student: <input type="checkbox"/> accurately identifies and defines aspects of the problem <input type="checkbox"/> shows adequate understanding by applying appropriate resources and/or technology	The student: <input type="checkbox"/> only partly identifies and defines aspects of the problem by neglecting some important issues <input type="checkbox"/> demonstrates limited understanding and/or misuse of appropriate resources and/or technology	The student: <input type="checkbox"/> misunderstands the problem <input type="checkbox"/> fails to apply appropriate resources, including technology, when needed
<b>Frame</b>	The student: <input type="checkbox"/> develops an insightful approach leading to an exemplary conclusion and/or solution	The student: <input type="checkbox"/> develops a logical approach leading to a valid conclusion and/or solution	The student: <input type="checkbox"/> has difficulty with developing a logical approach that would lead to a valid conclusion and/or solution	The student: <input type="checkbox"/> fails to demonstrate a logical approach leading to a valid conclusion and/or solution
<b>Analyze</b>	The student: <input type="checkbox"/> exhibits analytical insight and exceeds expectations for thoroughness in solving the problem	The student: <input type="checkbox"/> analyzes relevant data to solve the problem	The student: <input type="checkbox"/> superficially or incompletely analyzes relevant data	The student: <input type="checkbox"/> ignores, misinterprets, or misuses data
<b>Defend</b>	The student: <input type="checkbox"/> clearly, thoroughly and effectively communicates results, using technology when appropriate <input type="checkbox"/> makes a defense that is insightful and connected to the problem and solution	The student: <input type="checkbox"/> clearly communicates results, using technology when appropriate <input type="checkbox"/> makes a defense that is adequately connected to the problem and solution	The student: <input type="checkbox"/> communicates results by giving incomplete or disorganized explanations <input type="checkbox"/> makes a defense that has limited connection to the problem and/or solution	The student: <input type="checkbox"/> does not communicate results <input type="checkbox"/> lacks a defense that is connected to the problem and/or solution

## NBHS School-Wide Rubric LITERACY

	<b>4 EXCEPTIONAL</b>	<b>3 PROFICIENT</b>	<b>2 DEVELOPING</b>	<b>1 INADEQUATE</b>
<b>Reading for Knowledge</b>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates an insightful understanding and interpretation of text</li> <li><input type="checkbox"/> makes perceptive inferences about text and author's purpose</li> <li><input type="checkbox"/> makes in-depth connections between the text and his/her knowledge and experiences</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates an accurate understanding and interpretation of text</li> <li><input type="checkbox"/> makes thoughtful inferences about text and author's purpose</li> <li><input type="checkbox"/> makes clear connections between the text and his/her knowledge and experiences</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates a general understanding and interpretation of text</li> <li><input type="checkbox"/> makes general conclusions about text and author's purpose</li> <li><input type="checkbox"/> makes some connection between the text and his/her knowledge and experiences</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates little or no understanding of text</li> <li><input type="checkbox"/> makes no conclusions about text or author's purpose</li> <li><input type="checkbox"/> makes no connections between the text and his/her knowledge and experiences.</li> </ul>
<b>Writing for Purpose</b>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a clear and well-crafted thesis</li> <li><input type="checkbox"/> provides sophisticated supporting details</li> <li><input type="checkbox"/> shows insightful analysis and synthesis of ideas</li> <li><input type="checkbox"/> is consistent with fluency</li> <li><input type="checkbox"/> employs accurate and appropriate word choice and syntax</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> includes a clear thesis</li> <li><input type="checkbox"/> provides accurate supporting details</li> <li><input type="checkbox"/> shows sufficient analysis and synthesis of ideas</li> <li><input type="checkbox"/> is consistent with fluency</li> <li><input type="checkbox"/> employs appropriate word choice and syntax</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> includes an unclear thesis</li> <li><input type="checkbox"/> provides some supporting details</li> <li><input type="checkbox"/> shows some analysis and synthesis of ideas</li> <li><input type="checkbox"/> is inconsistent with fluency</li> <li><input type="checkbox"/> displays inaccurate word choice and/or syntax</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> does not provide a thesis</li> <li><input type="checkbox"/> includes few to no supporting details</li> <li><input type="checkbox"/> lacks analysis or synthesis of ideas</li> <li><input type="checkbox"/> demonstrates poor fluency</li> <li><input type="checkbox"/> demonstrates poor word choice and syntax</li> </ul>
<b>Analyzing Critically</b>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> independently investigates and evaluates text</li> <li><input type="checkbox"/> constructs insightful and original predictions</li> <li><input type="checkbox"/> challenges biases</li> <li><input type="checkbox"/> justifies position with sophisticated exploration of multiple meanings of the text</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> independently investigates and evaluates text</li> <li><input type="checkbox"/> constructs original predictions</li> <li><input type="checkbox"/> addresses biases</li> <li><input type="checkbox"/> justifies position with sufficient exploration of multiple meanings of the text</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> investigates and evaluates text</li> <li><input type="checkbox"/> makes general predictions</li> <li><input type="checkbox"/> identifies biases</li> <li><input type="checkbox"/> attempts to support position with exploration of one or more meanings of the text</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates limited evaluation of text</li> <li><input type="checkbox"/> makes few predictions</li> <li><input type="checkbox"/> does not identify biases</li> <li><input type="checkbox"/> makes no attempt to support position or explore meaning of text</li> </ul>
<b>Reasoning with Evidence</b>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> consistently analyzes and evaluates a variety of sources for accuracy and content relevance</li> <li><input type="checkbox"/> articulates insightful, comprehensive judgments by incorporating relevant information</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> analyzes and evaluates a variety of sources for accuracy and content relevance</li> <li><input type="checkbox"/> articulates comprehensive judgments by incorporating relevant information</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> references sources for accuracy and content relevance</li> <li><input type="checkbox"/> makes general judgments by incorporating some relevant information</li> </ul>	The student: <ul style="list-style-type: none"> <li><input type="checkbox"/> does not reference sources</li> <li><input type="checkbox"/> makes no judgments about the information</li> </ul>

## NBHS School-Wide Rubric CIVIC & SOCIAL

	4 EXCEPTIONAL	3 PROFICIENT	2 DEVELOPING	1 INADEQUATE
<b>CIRCLE: Citizenship Integrity Responsibility Consideration Leadership Empathy</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> clearly understands, consistently demonstrates, and advocates for others to demonstrate the CIRCLE traits throughout the school community</li> <li><input type="checkbox"/> is in the top 25% of staff PBIS referrals</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understands and generally demonstrates the CIRCLE traits throughout the school community</li> <li><input type="checkbox"/> is in the top 50% of staff PBIS referrals</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lacks understanding and shows limited evidence of the CIRCLE traits throughout the school community</li> <li><input type="checkbox"/> has incurred a few office referrals and/or disciplinary offenses</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> shows no evidence of understanding or demonstrating the CIRCLE traits throughout the school community</li> <li><input type="checkbox"/> has incurred multiple office referrals and disciplinary offenses</li> </ul>
<b>Lifetime Fitness/Wellness</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understands and practices living a healthy lifestyle and has scored above average on the physical fitness test or alternative assessment</li> <li><input type="checkbox"/> actively participates in various fitness/recreational activities that enhance a healthy lifestyle</li> <li><input type="checkbox"/> is aware of and advocates for resources to promote wellness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates an understanding of living a healthy lifestyle and has achieved proficiency on the physical fitness test or alternative assessment</li> <li><input type="checkbox"/> pursues fitness/recreational activities that enhance a healthy lifestyle</li> <li><input type="checkbox"/> is aware of resources to promote wellness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates an awareness of living a healthy lifestyle, however, rarely practices it; he/she has not met goal on the physical fitness test or alternative assessment</li> <li><input type="checkbox"/> infrequently participates in fitness/recreational activities</li> <li><input type="checkbox"/> does not seek resources to promote wellness</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> engages in a pattern of behavior that does not promote a healthy lifestyle and has failed the physical fitness test or alternative assessment</li> <li><input type="checkbox"/> does not engage in fitness/recreational activities</li> <li><input type="checkbox"/> does not seek resources to promote wellness</li> </ul>
<b>Civic Participation</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pursues and leads a variety of civic experiences beyond course expectations and seeks civic/club memberships</li> <li><input type="checkbox"/> demonstrates clear reflections and connections among those experiences</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> pursues civic experiences beyond course expectations</li> <li><input type="checkbox"/> demonstrates an ability to reflect on and connect those experiences</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates inconsistently in civic experiences</li> <li><input type="checkbox"/> demonstrates limited ability to reflect upon the impact of those experiences</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> does not participate in civic experiences</li> </ul>
<b>Community Service</b>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in a variety of community service activities totaling 40 or more hours per year</li> <li><input type="checkbox"/> leads/coordinates volunteer service project(s) dedicated to helping the community</li> <li><input type="checkbox"/> is recognized for his/her efforts by the school, organization, and/or IPP coordinator</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in a variety of community service activities in the range of 21-39 hours per year</li> <li><input type="checkbox"/> serves in a leadership capacity periodically during his/her volunteer experiences</li> <li><input type="checkbox"/> is recognized for his/her efforts by the school, organization, and/or IPP coordinator</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in community service in a limited capacity for 20 or fewer hours per year</li> <li><input type="checkbox"/> lacks commitment to the cause, as evidenced by only sporadic attendance at functions</li> <li><input type="checkbox"/> is noted by supervisor or IPP coordinator as needing to make a stronger commitment to organized activities</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> has not participated in any community service activities</li> </ul>