

NBHS School-Wide Rubric LITERACY

	4 EXCEPTIONAL	3 PROFICIENT	2 DEVELOPING	1 INADEQUATE
Reading	<p>Demonstrates thorough comprehension of the source text(s) and/or content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows comprehension and complete understanding of the content's central idea(s), the most important details, and how they interrelate <input type="checkbox"/> Free of errors of fact or interpretation 	<p>Demonstrates adequate comprehension of source text(s), but is not as thorough or complete as those in the "Exceptional" category</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows an understanding of the text's central idea(s) and some important details <input type="checkbox"/> Free of major errors of fact and interpretation 	<p>Demonstrates some comprehension of source text(s) and/or content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows an understanding of central idea(s) but its reference to important details may be vague <input type="checkbox"/> Contains some errors of fact or interpretation 	<p>Demonstrates little or no comprehension of source text(s) and/or content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s) <input type="checkbox"/> Contains numerous errors of fact and/or interpretation
Writing	<p>Demonstrates highly effective command of the rules of standard written English, is free of mechanical errors, and is cohesive</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes a precise central claim (thesis) and skillful introduction and conclusion <input type="checkbox"/> Ideas progress cohesively and seamlessly <input type="checkbox"/> Sentences are varied, and word choice is precise <input type="checkbox"/> Maintains a formal style and objective tone 	<p>Is mostly cohesive, adequate in its structure and control of language, but has some errors In general, it shows control, but not command of structure and language</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes a central claim and an adequate introduction and conclusion <input type="checkbox"/> Ideas - for the most part - progress coherently <input type="checkbox"/> Has some complex sentences and precise word choice, but also some errors <input type="checkbox"/> Maintains a formal style and objective tone 	<p>Demonstrates little cohesion and limited skill in the use of language Contains errors in structure or language that detract from the overall quality</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks a clear central claim or deviates from it at times <input type="checkbox"/> Progression of ideas is unclear at times <input type="checkbox"/> Sentences may be repetitive and word choice, general and vague <input type="checkbox"/> Deviates from a formal style and objective tone 	<p>Demonstrates no cohesion and inadequate skill in the use and control of language Contains numerous errors that impede understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks a central claim <input type="checkbox"/> Lacks a recognizable structure or progression <input type="checkbox"/> Sentences and word choice are consistently inaccurate or incorrect <input type="checkbox"/> Lacks a formal style and objective tone
Analysis	<p>Demonstrates insightful analysis and sophisticated understanding of the task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes skillful use of textual evidence (the best evidence is selected and analyzed), demonstrating a complete understanding of the text(s) and task <input type="checkbox"/> Focuses consistently on those features of the text that are most relevant to the task 	<p>Demonstrates adequate analysis and adequate understanding of the task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains appropriate and sufficient textual evidence to support its claims, showing an understanding of the text(s) and task <input type="checkbox"/> Focuses primarily on those features of the text that are most relevant to the task 	<p>Demonstrates limited analysis and only partial understanding of the task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes limited and/ or haphazard use of textual evidence to support its claims, demonstrating only some understanding of the text(s) and/or task Or, it is a mix of relevant and irrelevant support (It goes "in and out of frequency") <input type="checkbox"/> Lacks a clear focus on those features of the text that are most relevant to the task 	<p>Demonstrates little or no analysis or ineffective analysis and little or no understanding of the task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains little or no use of textual evidence to support its claims or the support provided is irrelevant <input type="checkbox"/> Does not focus on features of the task that are relevant to the task <input type="checkbox"/> Contains little or no analysis (e.g., is largely or exclusively summary)

NBHS School-Wide Rubric PROBLEM-SOLVING

	4 EXCEPTIONAL	3 PROFICIENT	2 DEVELOPING	1 INADEQUATE
Frame	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately and insightfully defines all aspects of the problem <input type="checkbox"/> states use of appropriate concepts and/or technology beyond expectations <input type="checkbox"/> develops an insightful approach leading to an exemplary conclusion and/or solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately identifies and defines aspects of the problem <input type="checkbox"/> states use of appropriate concepts and/or technology <input type="checkbox"/> develops a logical approach leading to a valid conclusion and/or solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> only partly identifies and defines aspects of the problem by neglecting some important issues <input type="checkbox"/> states inappropriate use of some concepts and/or technology <input type="checkbox"/> has difficulty with developing a logical approach that would lead to a valid conclusion and/or solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> misunderstands the problem <input type="checkbox"/> states inappropriate use of concepts and/or technology <input type="checkbox"/> fails to demonstrate a logical approach leading to a valid conclusion and/or solution
Analyze	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> exhibits analytical insight and exceeds expectations for thoroughness in solving the problem <input type="checkbox"/> applies appropriate concepts and/or technology beyond expectations <input type="checkbox"/> clearly, thoroughly and effectively communicates results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analyzes relevant data to solve the problem <input type="checkbox"/> applies appropriate concepts and/or technology <input type="checkbox"/> clearly communicates results 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> superficially or incompletely analyzes relevant data <input type="checkbox"/> applies some inappropriate concepts and/or technology <input type="checkbox"/> communicates results by giving incomplete or disorganized explanations 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ignores, misinterprets, or misuses data <input type="checkbox"/> applies inappropriate concepts and/or technology <input type="checkbox"/> communicates results which are not connected to the problem or does not communicate results
Defend	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> exhibits analytical insight and exceeds expectations for thoroughness in solving the problem 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes a defense that is adequately connected to the problem and solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes a defense that has limited connection to the problem and/or solution 	<p>The student:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lacks a defense that is connected to the problem and/or solution

NBHS School-Wide Rubric CIVIC & SOCIAL

	4 EXCEPTIONAL	3 PROFICIENT	2 DEVELOPING	1 INADEQUATE
CIRCLE: Citizenship Integrity Responsibility Consideration Leadership Empathy	The student: <input type="checkbox"/> clearly understands, consistently demonstrates, and advocates for others to demonstrate CIRCLE traits throughout the school community <input type="checkbox"/> is in the top 25% of staff PBIS referrals	The student: understands <input type="checkbox"/> and generally demonstrates the CIRCLE traits throughout the school community <input type="checkbox"/> is in the top 50% of PBIS referrals	The student: <input type="checkbox"/> lacks understanding and shows limited evidence of the CIRCLE traits throughout the school community <input type="checkbox"/> has incurred a few office referrals and/or disciplinary offenses	The student: <input type="checkbox"/> shows no evidence of understanding or demonstrating the CIRCLE traits throughout the school community <input type="checkbox"/> has incurred multiple office referrals and disciplinary offenses
Lifetime Fitness/ Wellness	The student: understands <input type="checkbox"/> and practices living a healthy lifestyle and has scored above average on the physical fitness test or alternative assessment actively participates <input type="checkbox"/> in various fitness/recreational activities that enhance a healthy lifestyle <input type="checkbox"/> is aware of and <input type="checkbox"/> advocates for resources to promote wellness	The student: demonstrates <input type="checkbox"/> an understanding of living a healthy lifestyle and has achieved proficiency on the physical fitness test or alternative assessment <input type="checkbox"/> pursues fitness/recreational activities that enhance a healthy lifestyle <input type="checkbox"/> is aware of resources to <input type="checkbox"/> promote wellness	The student: <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 <input type="checkbox"/> infrequently participates in fitness/recreational activities <input type="checkbox"/> does not seek resources to promote wellness	The student: <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 <input type="checkbox"/> does not engage in fitness/recreational activities <input type="checkbox"/> does not seek resources to promote wellness
Civic Participation	The student: <input type="checkbox"/> pursues and leads a variety of civic experiences beyond course expectations and seeks civic/club memberships <input type="checkbox"/> demonstrates clear reflections and connections among those experiences	The student: pursues <input type="checkbox"/> civic experiences beyond course expectations <input type="checkbox"/> demonstrates an ability to reflect on and connect those experiences	The student: participates <input type="checkbox"/> inconsistently in civic experiences demonstrates limited ability to reflect upon the impact of those experiences	The student: <input type="checkbox"/> does not participate in civic experiences
Community Service	The student: <input type="checkbox"/> participates in a variety of community service activities totaling 40 or more hours per year <input type="checkbox"/> leads/coordinates volunteer service project(s) dedicated to helping the community <input type="checkbox"/> is recognized for his/her efforts by the school, organization, and/or IPP coordinator	The student: participates <input type="checkbox"/> in a variety of community service activities in the range of 21-39 hours per year <input type="checkbox"/> serves in a leadership capacity periodically during his/her volunteer experiences <input type="checkbox"/> is recognized for his/her efforts by the school, organization, and/or IPP coordinator	The student: participates <input type="checkbox"/> in community service in a limited capacity for 20 or fewer hours per year <input type="checkbox"/> lacks commitment to the cause, as evidenced by only sporadic attendance at functions <input type="checkbox"/> is noted by supervisor or IPP coordinator as needing to make a stronger commitment to organized activities	The student: <input type="checkbox"/> has not participated in any community service activities