Auburn High School
21st Century Learning Expectations

Auburn High School has identified the following school-wide expectations for student learning, based upon 21st Century Skills. These learning expectations are designed to reinforce the skills students need to learn and demonstrate throughout their high school experience.

Academic:
- Communicate with clarity, purpose and consideration of audience.
- Demonstrate the ability to investigate, research and solve problems using higher order thinking and reasoning skills.
- Utilize various forms of technology and media to foster creativity and self-expression.

Social:
- Collaborate effectively as a member of a team.

Civic:
- Responsibly participate as a local and global digital citizen.

Assessing Academic Learning Expectations:
Each academic department of Auburn High School is responsible for assessing one of the academic learning expectations through the use of a specific analytic rubric. Departments will use this rubric in conjunction with a student assignment each trimester, in order to determine whether or not a student is approaching, meeting, or exceeding the learning expectation.

Assessing Social and Civic Learning Expectations:
All departments will be responsible for assessing student achievement of both the social and civic learning expectations. Specific rubrics have been designed for each of these expectations. Faculty members will use these rubric to determine whether or not a student is approaching, meeting, or exceeding the learning expectation.

Analysis and Reporting of Learning Expectations Data:
The learning expectations and rubrics will be presented to students by their individual teachers. Throughout each trimester, teachers will use these rubrics in conjunction with assignments and classroom activities in order to collect data on student achievement. Students will receive feedback on their progress through the trimester, but the data will be formally reported to students and their families on their report card at the end of each trimester, via MIDAS. In order to receive a rating of "Meets Expectations" or "Exceeds Expectations" in MIDAS, a student must have achieved at least that rating in all categories of the rubric, otherwise they will receive the rating "Approaching Expectations". It is a goal of Auburn High School to have all students reach at least "Meets Expectations" in all areas before graduation. In addition to data reporting, teachers and students use the rubric results to evaluate curriculum, instruction, and learning. This process is designed to clarify academic expectations for students and to maintain a continual process of reflection and "decision-making related to [our] curriculum, instruction, assessment, policies, and procedures" (NEASC 5)

21st Century Learning Academic Learning Expectations By Department

	Writing	Oral Presentation	Research	Laboratory Investigation	Problem Solving	Music Performance	Creative Expression	Active Participation
English	X							
Fine Arts (Art)							X	
Fine Arts (Music)						X		
Foreign Language		X						
Math					X			
Science				X				
Social Studies			X					
Technology & Engineering					X*		X*	
Wellness								X

Technology & Engineering will measure only one of these two learning expectations. Department discretion will be used to determine which of the expectation is most appropriate for a particular course.

Writing Rubric

Student Name: Date:

Course Name: Assignment:

Course Level: CP   H   AP   **English Department**

	Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**
Central Argument	Creatively establishes engaging context, leading to a thesis statement that reveals unique insight and authority.	Effectively establishes context, leading to a sound thesis statement.	Context and/or theses are infrequently fully developed or frequently flawed in logic.
Development & Control	Consistently demonstrates tight control in developing ideas with authority and insight and communicates ideas in a sophisticated academic tone.	Demonstrates solid control in developing ideas, using appropriate academic tone and diction.	Demonstrates limited control, relying on summary, off-topic digressions, or repetition. Inappropriate or inconsistent tone or diction.
Evidentiary Support & Citation	- Consistently supports ideas with insightful examples and textual evidence that are incorporated into original writing with sophistication and precision. - Citations are error free.	- Supports ideas using sufficient and relevant textual evidence and examples that are effectively incorporated into original writing - Utilizes correct citation conventions.	- Minimally supports ideas with relevant textual evidence or example. - Writing frequently lacks appropriate use of citation convention.
Style, Sentence Quality, & Conventions	Consistently exhibits sophisticated understanding of sentence variety and diction, while demonstrating skillful, error-free application of conventions.	Exhibits effective understanding of diction and sentence variety, demonstrating a solid grasp of the application of conventions and grammar.	Sentence variety is limited. Writing reveals limited control and understanding in application of conventions and grammar.

Overall evaluation: **Comments:**

- ❏ Exceeds Expectations (3)
- ❏ Meets Expectations (2)
- ❏ Approaching Expectations (1)
- ❏ Insufficient Evidence/Work Not Submitted (0)

Oral Presentation Rubric

Student Name: Date:

Course Name: Assignment:

Course Level: CP   H   AP   **Foreign Language Department**

	Exceeds Expectations	Meets Expectations	Approaching Expectations
Content	Uses visual cues and a wide variety of vocabulary to effectively communicate a story	Uses visual cues and an adequate breadth of vocabulary to effectively communicate a story	Does not connect visual cues to a story and/or uses repetitive or elementary vocabulary to tell a story
Audience	Uses a clear voice with correct pronunciation, appropriate tone and inflection, and can be heard by the entire audience throughout the presentation in an exemplary and sophisticated manner	Uses a clear voice with correct pronunciation, appropriate tone and inflection, and can be heard by the audience throughout most of the presentation	Mispronounces words, does not use appropriate tone or inflection and/or is not audible to the audience
Development & Organization	Is well organized and clearly focused, demanding clear coherence and smooth progression of ideas	Is generally organized and focused, demonstrating some coherence and progression of ideas	Is limited in organization or focus, or may demonstrate some lapses in coherence or progression of ideas
Language & Mechanics	Exhibits skillful use of language; demonstrates meaningful variety in sentence structure; is free of most errors in grammar, usage and mechanics	Exhibits adequate facility in the use of language; demonstrates some variety in sentence structure; has some errors in grammar, usage and mechanics	Displays developing facility in the use of language; lacks variety or demonstrates problems in sentence structure; contains many errors in grammar, usage and mechanics

Overall evaluation: **Comments:**
- ❏ Exceeds Expectations (3)
- ❏ Meets Expectations (2)
- ❏ Approaching Expectations (1)
- ❏ Insufficient Evidence/Work Not Submitted (0)

Research Rubric

Student Name: Date:

Course Name: Assignment:

Course Level: CP   H   AP   **Social Studies Department**

	Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**
Locating & Evaluating Resources	- Independently locates at least the required number of resources - Information is from valid sources; is relevant to the topic and further the understanding of the topic	- Requires assistance to locate the required number of resources - Information is from valid sources and is relevant to the topic	- Requires repeated assistance to locate the required number of resources; does not locate the required number of resources - Information may not be from valid sources and is not necessarily relevant to the topic
Organization of Information	- Summarizes information from resources into detailed and highly organized and coherent notes - Consistently provides the source of information when taking notes	- Summarizes information from resources into notes - Sometimes provides the source of information when taking notes	- Copies and pastes information into notes, rather than summarizing - Rarely (or never) provides the source of information when taking notes
Resources Analysis & Synthesis	- Consistently and accurately uses information from resources to support their position - Demonstrates insightful understanding of the document by seamlessly integrating information through the use of direct quotations and/or paraphrasing	- Accurately uses information from resources to support their position - Demonstrates understanding of the document through the use of direct quotations and/or paraphrasing	- Attempts to use information from resources to support their position, although it may not be accurate - Demonstrates minimal understanding of the document; Direct quotations and/or paraphrasing is used, but not necessarily integrated
Citation	- Consistently and accurately cites sources, using Chicago format - Includes a Chicago bibliography with no errors	- Accurately cites sources, using Chicago format - Includes a Chicago bibliography with few errors	- Inaccurately cites sources using Chicago format, or no attempt at citation is made - Chicago Bibliography contains frequent errors or is nonexistent

Overall evaluation: **Comments:**

❏ Exceeds Expectations (3)

❏ Meets Expectations (2)

❏ Approaching Expectations (1)
❏ Insufficient Evidence/Work Not Submitted (0)

Laboratory Investigation Rubric

Student Name: Date:

Course Name: Assignment:

Course Level: CP   H   AP   **Science Department**

	Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**
Procedures	- Follows all steps for the investigation without clarification - When instructed, always works independently to complete the procedures in a safe and appropriate manner - Is always on task in a positive and productive manner and displays leadership skills when working with teammates	- Follows most steps for the investigation, needing minimal clarification of the tasks - When instructed, regularly works independently to complete the procedures in a safe and appropriate manner - Is often an active and positive influence while working in a team to complete procedures	- Follows some steps for the investigation, needing repeated clarification of the tasks - When instructed, sometimes works independently, and sometimes exercises appropriate safety when performing the procedures - Sometimes is an active and positive influence while working in a team to complete procedures
Data Collection	- All observations are recorded, highly organized, complete and impeccably presented in various formats to enhance understanding	- Most observations are recorded and organized using labels, appropriate charts, tables, diagrams, calculations or graphs and units of measure	- Some observations are recorded but lack thoroughness of organization and use of labels, appropriate charts, tables, diagrams, calculations or graphs and units of measure
Application & Analysis of Data	- All data is clearly summarized, correctly interpreted, and reflects a connection to the objectives - Application of the data demonstrates a depth of understanding as evidenced by examples, supporting evidence, and awareness of the possible implications	- Most data is summarized, correctly interpreted, and reflects a connection to the objectives - Most application of the data demonstrates is accurate and thorough	- Some data is summarized, correctly interpreted, and reflects a connection to the objectives - Some application of the data may be weak, inaccurate, or missing

Overall evaluation: Comments:
❏ Exceeds Expectations (3)

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❏ Meets Expectations (2)
❏ Approaching Expectations (1)
❏ Insufficient Evidence/Work Not Submitted (0)

Problem Solving Rubric

Student Name: Date:

Course Name: Assignment:

Course Level: CP   H   AP   **Math Department**

	Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**
Knowledge	- Demonstrates an understanding of all concepts and processes at hand	- Demonstrates an understanding of most of the concepts and processes at hand	- Demonstrates an understanding of some of the concepts and processes at hand
Computation	- Provides clear evidence of doing purposeful data manipulation - Uses appropriate methods to solve problems - Uses technology at an advanced level	- Is able to complete the elements of the task at hand - Completes correct computational work - Is able to appropriately use technology to solve problems	- Is able to complete most of the elements of the task at hand - Minor computational errors - Has a limited capability of being able to use technology to solve problems
Critical Thinking	- Uses an organized procedure to make sophisticated inferences - Correctly verifies solutions - Evaluates reasonableness - Accurately explains/justifies all results - Draws broad conclusion	- Uses an organized procedure to make inferences - Correctly verifies solutions - Evaluates reasonableness - Explains/justifies results - Draws conclusions	- Recognizes some relationship between the problem at hand and previously learned material - Verifies solutions, making minor mistakes in the process - Attempts to explain/justify results
Communication	- Clear and detailed explanations - All use of terminology and notation is correct - Masterfully able to represent the information visually	- Clear explanations - Effective use of terminology and notation with very few errors - Able to represent the information visually	- Explanations are missing important components - Uses terminology and notation inconsistently

Overall evaluation: Comments:
   ❏ Exceeds Expectations (3)
   ❏ Meets Expectations (2)

Music Performance Rubric

Student Name: Date:

Course Name: Assignment:

Course Level: CP   H   AP   **Fine Arts**

	Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**
Sound Production	Sound is full, rich and characteristic at all times	Sound shows some flaws, but does not detract significantly from the quality of the performance	Shows several flaws in rudimentary production
Accuracy	Performs all pitches and rhythms with complete accuracy	Performs most pitches and rhythms accurately, and the inaccuracies do not detract from the quality of the performance	Performs with a significant number of inaccuracies
Process	Shows a relentless pursuit of artistic excellence	Shows persistence, prepares self and improves through the course of preparation	Shows a lack of preparation and improvement
Musicianship	Performs with a clear and convincing understanding of all of the style and expressive demands of the piece	Performs with a basic understanding of the expressive demands of the piece	Performance shows a lack of understanding of the style and expressive demands of the piece

Overall evaluation: **Comments:**
   ❏ Exceeds Expectations (3)
   ❏ Meets Expectations (2)
   ❏ Approaching Expectations (1)
   ❏ Insufficient Evidence/Work Not Submitted (0)

Creative Expression Rubric

Student Name: Date:

Course Name: Assignment:

Course Level: CP   H   AP   **Fine Arts & Technology Departments**

	Exceeds Expectations	Meets Expectations	Approaching Expectations
Invention	Exhibits a high degree of risk taking and unconventional thought	Exhibits an acceptable degree of risk taking and unconventional thought	Exhibits a minimal degree of risk taking and unconventional thought
Design Process	Shows a mastery of all stages of the creative and/or technical design process	Acceptably demonstrates all stages of the creative and/or technical design process	Demonstrates most stages of the creative and/or technical design process
Persistence	Displays unrelenting persistence and a willingness to improve or expand upon work above and beyond expectation	Displays persistence and a willingness to improve or expand upon work	Displays a limited persistence and a willingness to improve or expand upon work

Overall evaluation: **Comments:**
   ❏ Exceeds Expectations (3)
   ❏ Meets Expectations (2)
   ❏ Approaching Expectations (1)
   ❏ Insufficient Evidence/Work Not Submitted (0)

Active Participation

Student Name: Date:

Course Name: Assignment:

Course Level: CP   H   AP   **Wellness Department**

	Exceeds Expectations	**Meets Expectations**	**Approaching Expectations**
Participation	Always participates in class activities	Regularly participates in class activities	Occasionally participates in class activities
Focus	Continuously follows the daily objective for each class period	Mostly follows the daily objective for each class period	Occasionally follows the daily objective for each class period

Overall evaluation: **Comments:**
- ❏ Exceeds Expectations (3)
- ❏ Meets Expectations (2)
- ❏ Approaching Expectations (1)
- ❏ Insufficient Evidence/Work Not Submitted (0)

Social Learning Expectation: Collaboration

	Exceeds Expectations	Meets Expectations	Approaching Expectations
Contribution	Consistently and actively contributes knowledge, opinions, and skills	Contributes knowledge, opinions, and skills occasional prompting	Contributes only when prompted.
Cooperation	Values the knowledge, opinion and skills of all group members and encourages their contribution	Needs occasional reminders to be open-minded and sensitive to the feelings of others	Needs frequent reminders to be open-minded and sensitive to the feelings of others.
Focus	Consistently and actively stays on task; encourages others to do the same	Needs occasional redirection or reminders to stay on task	Is on task only when prompted.

Overall evaluation: **Comments:**
- ❏ Exceeds Expectations (3)
- ❏ Meets Expectations (2)
- ❏ Approaching Expectations (1)
- ❏ Insufficient Evidence/Work Not Submitted (0)

Civic Learning Expectation: Digital Citizenship

	Exceeds Expectations	Meets Expectations	Approaching Expectations
Digital Literacy	- Independently and effectively uses technology to organize information and manage the flow of information from a variety of sources - Independently and effectively uses technology to create content-related products	- Occasionally requires assistance when using technology to organize information and manage the flow of information from a variety of sources - Occasionally requires assistance when using technology to create content-related products	- Consistently requires assistance when using technology to organize information and manage the flow of information from a variety of sources - Consistently requires assistance when using technology to create content-related products
Responsible Use	- Consistently demonstrates responsible and appropriate use of technology	- Generally demonstrates responsible and appropriate use of technology	- Needs frequent reminders regarding appropriate and responsible use of technology
Self-Regulation	- Is rarely distracted by technology or uses it to distract others	- Is occasionally distracted by technology or uses it to distract others	- Is often distracted by technology or uses it to distract others

Overall evaluation: **Comments:**

- ❏ Exceeds Expectations (3)
- ❏ Meets Expectations (2)
- ❏ Approaching Expectations (1)
- ❏ Insufficient Evidence/Work Not Submitted (0)