

The Morgan School School-wide Rubric for Academic Expectations

The Morgan School Mission Statement : The Morgan School cultivates intellect and character in partnership with families and the community. Students learn in a rigorous academic and student-centered environment that prepares them to become resourceful, productive, healthy citizens in a global society.

Name _____

Date _____

Subject _____

Assessment _____

Academic Expectation: The Morgan School student uses technology efficiently.

Level 4 Exemplary	___ Independently accesses and identifies relevant technologies needed to solve a problem or complete a task. ___ Selects and creatively applies technology tools for research, information analysis, problem solving, and/or decision-making to produce an end product of outstanding quality. ___ Uses technology/information effectively, responsibly, legally, and ethically.
Level 3 Proficient	___ Demonstrates ability to access and identify relevant technologies needed to solve a problem or complete a task. ___ Selects and applies technology tools for research, information analysis, problem solving, and/or decision-making that enhance the end product. ___ Uses technology/information effectively, responsibly, legally and ethically
Level 2 Developing	___ Displays limited ability to access and identify relevant technologies needed to solve a problem or complete a task. ___ Selects and applies technology tools for research, information analysis, problem solving, and/or decision-making that produces an end product. ___ Requires guidance in understanding how to use technology/information effectively, responsibly, legally, and ethically.
Level 1 Insufficient	___ Unable to access and identify relevant technologies needed to solve a problem or complete a task. ___ Does not appropriately select or apply technology tools for research, information analysis, problem solving, and/or decision-making to produce a product. ___ Does not observe the rules governing effective, responsible, legal and ethical use of technology.
Notes/Feedback	

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Academic Expectation: The Morgan School student demonstrates creative expression

Level 4 Exemplary	<input type="checkbox"/> Applies previous knowledge and experience and uses new information to create a unique product or presentation. <input type="checkbox"/> Develops an authentic product or presentation that demonstrates real world application, ingenuity and inventiveness. <input type="checkbox"/> Dynamic expression of individual interests and talents in his/her work. <input type="checkbox"/> Makes multiple relevant connections to curriculum.
Level 3 Proficient	<input type="checkbox"/> Applies previous knowledge and experience to create a unique product or presentation. <input type="checkbox"/> Develops an authentic product or presentation that demonstrates some real world application, ingenuity, or inventiveness. <input type="checkbox"/> Expresses individual interests and talents in his/her work. <input type="checkbox"/> Makes relevant connections to curriculum.
Level 2 Developing	<input type="checkbox"/> Demonstrates limited application of previous knowledge and experience to create a unique product or presentation. <input type="checkbox"/> Limited development of an authentic product or presentation that lacks real world application, ingenuity, or inventiveness. <input type="checkbox"/> Limited expression of individual interests and talents in his/her work. <input type="checkbox"/> Makes limited relevant connections to curriculum.
Level 1 Insufficient	<input type="checkbox"/> Fails to demonstrate application of previous knowledge and experience to create a unique product or presentation. <input type="checkbox"/> Fails to develop an authentic product or presentation with any real world application, ingenuity, or inventiveness. <input type="checkbox"/> Fails to express individual interests and talents in his/her work. <input type="checkbox"/> Fails to make relevant connections to curriculum.
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Academic Expectation: The Morgan School student demonstrates proficiency in listening and viewing.

Level 4 Exemplary	<input type="checkbox"/> Shows advanced ability to summarize main ideas. <input type="checkbox"/> Completely and correctly identifies speaker's purpose and point of view. <input type="checkbox"/> Makes insightful inferences based on the information presented. <input type="checkbox"/> Analyzes and synthesizes information and questions validity when appropriate.
Level 3 Proficient	<input type="checkbox"/> Summarizes main ideas. <input type="checkbox"/> Identifies speaker's purpose and point of view. <input type="checkbox"/> Makes inferences based on the information presented. <input type="checkbox"/> Synthesizes information and questions validity when appropriate.
Level 2 Developing	<input type="checkbox"/> Sometimes summarizes main ideas. <input type="checkbox"/> At times identifies speaker's purpose and point of view. <input type="checkbox"/> Limited ability to make inferences based on the information presented. <input type="checkbox"/> Retains discrete pieces of information and occasionally questions validity.
Level 1 Insufficient	<input type="checkbox"/> Rarely summarizes main ideas. <input type="checkbox"/> Has little success in identifying speaker's purpose and point of view. <input type="checkbox"/> Inability to make inferences based on information presented. <input type="checkbox"/> Limited recall of information.
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Academic Expectation: The Morgan School student problem –solves effectively.

Level 4 Exemplary	___ Identifies and thoroughly describes the problem and relevant issues or variables. ___ Identifies skills and resources necessary to solve the problem by gathering and organizing information from a variety of sources by using appropriate methods. ___ Critically and accurately analyzes appropriate data and arrives at reasonable solutions supported by ample evidence. ___ Draws defensible and insightful conclusions in a form that can be evaluated by others.
Level 3 Proficient	___ Identifies and describes the problem and relevant issues or variables. ___ Identifies the skills and resources necessary to solve the problem by gathering and organizing information from various sources and by using appropriate methods. ___ Analyzes appropriate data accurately and arrives at reasonable solutions supported by evidence. ___ Draws defensible conclusions in a form that can be evaluated by others
Level 2 Developing	___ Identifies and describes some aspects of the problem and identifies some issues. ___ Identifies some skills and resources necessary to solve problems by gathering and organizing information and by using some appropriate methods. ___ Analyzes some data and arrives at solutions supported by limited evidence. ___ Draws some conclusions.
Level 1 Insufficient	___ Problem and relevant issues are not identified. ___ Identifies few or no skills and resources necessary to solve problems. ___ Inaccurately analyzes data and arrives at implausible solutions. ___ Draws no defensible conclusions.
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Academic Expectation: The Morgan School student demonstrates proficiency in reading.

Level 4 Exemplary	<input type="checkbox"/> Formulates a response that exhibits an exceptional comprehension of the text. <input type="checkbox"/> Demonstrates a perceptive analysis of the text. <input type="checkbox"/> Insightful inferences, discerning judgments, and/or thoughtful associations, are well-supported by apt, ample, and varied examples from the text and/or personal experience. <input type="checkbox"/> Demonstrates adept ability to apply new learning in unfamiliar contexts/situations.
Level 3 Proficient	<input type="checkbox"/> Formulates a response that exhibits knowledge and understanding of the text. <input type="checkbox"/> Demonstrates a thoughtful and plausible interpretation of the text. <input type="checkbox"/> Judgments about the quality of the text are generally supported with examples and he or she makes appropriate connections between prior knowledge and the text. <input type="checkbox"/> Demonstrates sufficient support. <input type="checkbox"/> Successfully applies new learning to other contexts/situations.
Level 2 Developing	<input type="checkbox"/> Formulates a response that exhibits a limited understanding of key concepts in a text. <input type="checkbox"/> Inconsistent ability to interpret the text and to draw plausible inferences. <input type="checkbox"/> Judgments about the quality of the text are obvious and/or lack strong supporting evidence and he or she makes superficial connections between prior knowledge and the text. <input type="checkbox"/> Support provided is scanty and only marginally relevant. <input type="checkbox"/> Exhibits difficulty when applying new learning to other contexts/situations.
Level 1 Insufficient	<input type="checkbox"/> Formulates a response that exhibits a poor understanding of main ideas or concepts and an inability to discern important details in the text. <input type="checkbox"/> Any inferences drawn are unsupported and/or implausible. <input type="checkbox"/> Judgments about the quality of the text are unsupported and/or arbitrary and he or she makes no meaningful connections between prior knowledge and the text. <input type="checkbox"/> Support is inadequate and/or irrelevant. <input type="checkbox"/> Unable to apply new learning to other contexts/situations without explicit instruction.
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Academic Expectation: The Morgan School student demonstrates proficiency in speaking.

Level 4 Exemplary	<input type="checkbox"/> Demonstrates articulate, concise and critical thought. <input type="checkbox"/> Shows a full understanding and evaluation of the topic that includes quality evidence, examples & explanations. <input type="checkbox"/> Communicates with exceptional vocabulary and grammar. <input type="checkbox"/> Facial expressions, body language and tone engage and captivate the audience. <input type="checkbox"/> Volume is loud enough to be heard by all audience members.
Level 3 Proficient	<input type="checkbox"/> Demonstrates clear, concise and sequenced thought. <input type="checkbox"/> Shows a good understanding and evaluation of the topic that includes appropriate evidence, examples & explanations. <input type="checkbox"/> Communicates with appropriate vocabulary and grammar. <input type="checkbox"/> Facial expressions, body language and tone engage the audience. <input type="checkbox"/> Volume is loud enough to be heard by audience members throughout most of the presentation.
Level 2 Developing	<input type="checkbox"/> Lacks clear and sequenced thought . <input type="checkbox"/> Shows a limited understanding and evaluation of the topic that includes limited evidence, examples & explanations. <input type="checkbox"/> Communicates with appropriate vocabulary and grammar. <input type="checkbox"/> Facial expressions and body language are used to try to engage the audience. <input type="checkbox"/> Volume is sometimes loud enough to be heard by audience members.
Level 1 Insufficient	<input type="checkbox"/> Unclear and non-sequential thought. <input type="checkbox"/> Does not seem to understand the topic and provides no evidence, examples & explanations. <input type="checkbox"/> Communicates with inadequate vocabulary and grammar. <input type="checkbox"/> Facial expressions, appropriate tone and body language are rarely used to engage the audience. <input type="checkbox"/> Volume often too soft to be clearly heard by audience members.
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Academic Expectation: The Morgan School student demonstrates proficiency in writing.

Level 4 Exemplary	<input type="checkbox"/> Demonstrates a comprehensive understanding of the task and a sophisticated recognition of audience and purpose. <input type="checkbox"/> Provides exceptional support with varied/insightful examples and thorough explanation of those examples. <input type="checkbox"/> Exhibits an effective plan. <input type="checkbox"/> Reveals a strong control of language, containing very few, if any, errors in mechanics.
Level 3 Proficient	<input type="checkbox"/> Demonstrates a clear understanding of the task and an adequate recognition of audience and purpose. <input type="checkbox"/> Provides sufficient support, employing relevant examples and an explanation of those examples. <input type="checkbox"/> A discernable plan is evident. <input type="checkbox"/> Writing is fluent but may contain some minor errors in mechanics.
Level 2 Developing	<input type="checkbox"/> Demonstrates some understanding of the task and a limited recognition of audience and purpose. <input type="checkbox"/> Provides limited support; examples are few and/or lack relevance and/or explanation. <input type="checkbox"/> Writing is somewhat disorganized. <input type="checkbox"/> Inconsistent control of language and contains mechanical errors which distract/confuse the reader.
Level 1 Insufficient	<input type="checkbox"/> Demonstrates a misunderstanding of the task. <input type="checkbox"/> Writing provides inadequate support. <input type="checkbox"/> Limited evidence of a plan, making the ideas difficult to follow. <input type="checkbox"/> Writing lacks fluency and contains extensive mechanical errors that confuse the reader.
Notes/Feedback	