

# Salem High School

Mission Statement and School-Wide Rubrics

# **Salem High School's Mission Statement**

**The mission of Salem High School is to offer all students the opportunity to demonstrate independence, self-motivation, and responsibility for their self and others. Provided with a safe learning environment that builds positive relationships between students and adults, students will leave Salem High School with the academic skills, habits of mind, and technological literacy that will enable them to think critically, problem-solve, collaborate and communicate effectively as citizens of the local and global community.**

# School-Wide Rubrics

Based on the Core Values expressed within Salem High School's Mission Statement, our faculty has developed rubrics in the areas shown below. These tools are depicted on the pages that follow and will be used by students to develop the skills that the Salem Community believes to be essential in meeting success in the 21<sup>st</sup> Century

<b>Rubric</b>	<b>Goal</b>
<b>Collaboration</b>	<b>The student will work successfully in a group setting.</b>
<b>Visual Communication</b>	<b>The student will convey ideas through visual presentation skills.</b>
<b>Written Communication</b>	<b>The student will write effectively for a variety of purposes.</b>
<b>Oral Communication</b>	<b>The student will communicate using oral communication skills.</b>
<b>Habits of Mind</b>	<b>The student will show self-motivation, responsibility, independence, and will develop positive relationships.</b>
<b>Technology</b>	<b>The student will use technology effectively.</b>
<b>Problem-Solving and Critical Thinking</b>	<b>The student will use critical thinking skills to problem-solve effectively.</b>

## Collaboration

**Goal: The student will work successfully in a group setting.**

Criteria	4 Exceeds Standard	3 Meets Standard	2 Working Toward Standard	1 Does Not Meet Standard
Group Goals	Consistently and actively works toward short-term and long-term group goals.  Consistently maintains focus on task at hand.	Actively works toward short-term and long-term group goals.  Maintains focus on task at hand.	Occasionally works toward short-term and long-term group goals.  Occasionally maintains focus on task at hand.	Does not work toward short-term and long-term group goals.  Does not maintain focus on task at hand.
Individual Responsibilities	Consistently accepts and fulfills individual role within the group.  Consistently maintains an open line of communication with group members.	Accepts and fulfills individual role within the group.  Maintains an open line of communication with group members.	Occasionally accepts and fulfills individual role within the group.  Occasionally maintains an open line of communication with group members.	Does not accept and fulfill individual role within the group.  Does not maintain an open line of communication with group members.
Dependability and Shared Responsibilities	Consistently and actively contributes appropriate knowledge, opinions, and skills to the group.  Consistently and appropriately compromises so that group may achieve goals.  Consistently helps group identify and troubleshoot problems.  Consistently ensures contributions are equitable.	Contributes appropriate knowledge, opinions, and skills to the group.  Appropriately compromises so that group may achieve goals.  Helps group identify and troubleshoot problems.  Ensures contributions are equitable.	Occasionally contributes appropriate knowledge, opinions, and skills to the group.  Occasionally compromises so that group may achieve goals.  Occasionally helps group identify and troubleshoot problems.  Contributions are equitable.	Does not contribute appropriate knowledge, opinions, and skills to the group.  Does not compromise so that group does not achieve goals.  Does not help group identify and troubleshoot problems.  Contributions are not equitable.
Respect For Peers	Consistently respects the feelings and learning needs of group.  Consistently respects and actively encourages the knowledge, opinion, skills, and contributions of the group.  Consistently offers and accepts constructive feedback.	Respects the feelings and learning needs of group.  Respects and encourages the knowledge, opinion, skills, and contributions of the group.  Offers and accepts constructive feedback most of the time.	Occasionally respects the feelings and learning needs of group.  Occasionally respects and encourages the knowledge, opinion, skills, and contributions of group.  Occasionally offers and accepts constructive feedback.	Does not respect the feelings and learning needs of group.  Does not respect or encourage the knowledge, opinion, skills, and contributions of group.  Does not offer and accept constructive feedback.

## Visual Communication

**Goal: The student will convey ideas through visual presentation skills**

Criteria	4 Exceeds Standard	3 Meets Standard	2 Working Toward Standard	1 Does Not Meet Standard
<b>Topic or Theme</b>	<p>Presentation fully addresses the prompt</p> <p>Presentation of topic or theme is exceptionally clear</p> <p>Includes original use of elements that support the topic</p>	<p>Presentation addresses the prompt</p> <p>Presentation of topic or theme is clear</p> <p>Includes elements that support the topic</p>	<p>Presentation partially addresses the prompt</p> <p>Presentation of topic or theme is weak</p> <p>Includes limited elements that support the topic</p>	<p>Presentation does not address the prompt</p> <p>Presentation of topic or theme is unclear</p> <p>Includes no elements that support the topic</p>
<b>Effective choice of visual mode</b>	<p>Selects appropriate and innovative mode that effectively conveys the topic</p>	<p>Selects appropriate mode that effectively conveys the topic</p>	<p>Selects mode that is somewhat ineffective in conveying the topic</p>	<p>Does not select an appropriate mode in conveying the topic</p>
<b>Organization</b>	<p>Presents ideas logically and with sophistication</p> <p>Uses concise and insightful introduction and conclusion</p> <p>Uses effective and smooth transitions</p>	<p>Presents ideas in logical progression</p> <p>Uses introduction and conclusion effectively</p> <p>Uses clear transitions</p>	<p>Presents ideas with limited organization</p> <p>Does not use introduction and conclusion effectively</p> <p>Uses awkward transitions</p>	<p>Presents ideas with little to no organization</p> <p>Omits introduction, body or conclusion</p> <p>Uses no transitions</p>
<b>Craftsmanship and Mechanics</b>	<p>Deliberately uses materials to their maximum potential</p> <p>Use spelling, grammar, and punctuation with few to no errors</p>	<p>Uses materials effectively</p> <p>Uses spelling, grammar and punctuation with limited errors</p>	<p>Uses materials somewhat ineffectively</p> <p>Uses spelling, grammar and punctuation with many errors</p>	<p>Uses materials ineffectively or inappropriately</p> <p>Uses spelling, grammar and punctuation that prevents understanding</p>
<b>Creativity, Originality, and Inventiveness</b>	<p>Demonstrates exceptional creativity, originality and inventiveness</p>	<p>Demonstrates some creativity, originality and inventiveness</p>	<p>Displays limited creativity</p>	<p>Displays no evidence of creativity</p>

## Written Communication

**Goal: The student will write effectively for a variety of purposes.**

Criteria	4 Exceeds the Standard	3 Meets the Standard	2 Working Toward Standard	1 Does Not Meet Standard
<b>Focus on Topic/Task</b>	States thesis/main idea succinctly in response to the prompt  Thoroughly develops thesis  Includes original use of details that support the thesis	States thesis/main idea effectively in response to the prompt  Develops thesis  Includes effective details that support the thesis	States thesis/main idea weakly or ineffectively in response to the prompt  Partially develops thesis  Includes limited details that support the thesis	Does not state thesis/main idea in response to the prompt  Does not develop thesis  Supporting details are missing or inappropriate
<b>Organization</b>	Presents ideas logically and with sophistication  Uses concise and insightful introduction and conclusion  Uses effective and smooth transitions	Presents ideas in logical progression  Uses introduction and conclusion effectively  Uses clear transitions	Presents ideas with limited organization  Does not use introduction and conclusion effectively  Uses awkward transitions	Presents ideas with little to no organization  Omits introduction, body or conclusion  Uses no transitions
<b>Language Use</b>	Use spelling, grammar, and punctuation with few to no errors  Uses advanced sentence structure  Word choice adds clarity and voice	Uses spelling, grammar and punctuation with limited errors  Uses complete and varied sentences  Uses effective and appropriate word choice	Uses spelling, grammar and punctuation with many errors  Uses little variety in sentence type  Uses word choice that is somewhat ineffective	Uses spelling, grammar and punctuation that prevents understanding  Uses fragments and run-on sentences  Uses inappropriate, distracting word choice
<b>Standard MLA Formatting</b> (when applicable)	Uses appropriate format with no errors  Submits final product that is typed with few to no errors	Uses appropriate format with few errors  Submits final product that is typed with limited errors	Uses appropriate format with frequent errors  Submits final product that is typed with many errors	Does not use appropriate format  Submits final product that is handwritten

## Oral Communication

**Goal: The student will communicate using oral presentation skills.**

Criteria	4 Exceeds the Standard	3 Meets the Standard	2 Working Towards Standard	1 Does Not Meet Standard
<b>Organization</b>	<p>Introduces topic clearly, concludes presentation effectively and actively engages the audience</p> <p>Presents ideas in a logical sequence that increases understanding of topic</p> <p>Clarifies key points and makes them memorable</p>	<p>Introduces topic clearly and concludes presentation effectively</p> <p>Presents ideas in a logical sequence that is easy to follow</p> <p>Clarifies key points</p>	<p>Does not introduce topic clearly or concludes presentation weakly</p> <p>Presents ideas in a sequence that is somewhat difficult to follow</p> <p>Does not effectively clarify key points</p>	<p>Does not introduce topic or concludes presentation abruptly</p> <p>Presents ideas randomly, making the presentation difficult to follow</p> <p>Does not clarify key points</p>
<b>Poise</b>	<p>Makes consistent eye contact with audience</p> <p>Maintains posture that is natural and appropriate and conveys confidence</p> <p>Uses hand gestures and facial expressions that appropriately enhance the presentation</p>	<p>Makes eye contact with audience</p> <p>Maintains posture that is natural and appropriate</p> <p>Uses appropriate hand gestures and facial expressions</p>	<p>Makes limited eye contact with audience</p> <p>Maintains posture that is somewhat casual or overly stiff</p> <p>Speaks without hand gestures or facial expressions</p>	<p>Makes no eye contact with audience</p> <p>Maintains posture that is casual and careless</p> <p>Uses gestures or facial expressions that detract from presentation</p>
<b>Voice</b>	<p>Speaks with volume, enunciation, pacing and fluency that highlight key points and aid understanding</p>	<p>Speaks with appropriate volume, enunciation, pacing and fluency</p>	<p>Speaks with volume, enunciation, pacing and fluency that are not always appropriate</p>	<p>Speaks with volume, enunciation, pacing or fluency that make comprehension difficult</p>

## Habits of Mind

**Goal: The student will show self-motivation, responsibility, independence, and will develop positive relationships.**

Criteria	4 Exceeds the Standard	3 Meets the Standard	2 Working Towards Standard	1 Does Not Meet Standard
<b>Self-motivation</b>	Consistently follows the attendance and tardy policies	Follows the attendance and tardy policies	Occasionally follows the attendance and tardy policies	Does not follow the attendance and tardy policies
	Consistently meets deadlines	Meets deadlines	Occasionally meets deadlines	Does not meet deadlines
	Consistently stays on-task	Stays on-task	Occasionally stays on-task	Does not stay on-task
	Consistently participates in all learning activities	Participates in learning activities	Occasionally participates in learning activities	Does not participate in learning activities
	Consistently perseveres when dealing with difficulty	Perseveres when dealing with difficulty	Occasionally perseveres when dealing with difficulty	Does not persevere when dealing with difficulty
<b>Responsibility and independence</b>	Consistently makes appropriate choices and good decisions	Makes appropriate choices and good decisions	Occasionally makes appropriate choices or good decisions	Does not make appropriate choices or good decisions
	Consistently accepts complete responsibility for own effort and actions	Accepts responsibility for own effort and actions	Occasionally accepts responsibility for own effort and actions	Does not accept responsibility for own effort and actions
	Consistently behaves in a way that enhances learning for self and others	Behaves in a way that enhances learning for self and others	Occasionally behaves in a way that enhances learning for self or others	Does not behave in a way that enhances learning for self or others
	Consistently advocates for self in a way that is productive and respectful	Advocates for self in a way that is productive and respectful	Occasionally advocates for self in a way that is productive or respectful	Does not advocate for self in a way that is productive or respectful
<b>Positive relationships</b>	Consistently shows strong self-control and respect for others	Shows self-control and respect for others	Occasionally shows strong self-control or respect for others	Does not show strong self-control or respect for others
	Consistently supports others with constructive feedback	Supports others with constructive feedback	Occasionally supports others with constructive feedback	Does not support others with constructive feedback
	Consistently has positive interactions with others	Has positive interactions with others	Occasionally has positive interactions with others	Does not have positive interactions with others
	Consistently demonstrates cooperation and leadership	Demonstrates cooperation and leadership	Occasionally demonstrates cooperation or leadership	Does not demonstrate cooperation or leadership

## Technology

**Goal: The student will use technology effectively.**

Criteria	4 Exceeds Standard	3 Meets Standard	2 Working Towards Standard	1 Does not meet Standard
<b>Computer Skills</b>	Demonstrates proficiency of the operations of a computer, including keyboarding, and all elements of word processing, spreadsheet, database, and presentation software, and course specific programs.	Demonstrates most proficiency of the operations of a computer, including keyboarding, and all elements of Microsoft Office and course specific programs.	Demonstrates limited proficiency of the operations of a computer, including keyboarding, and all elements of Microsoft Office and course specific programs.	Demonstrates little to no proficiency of the operations of a computer, including keyboarding, and all elements of Microsoft Office and course specific programs.
<b>Technological Use</b>	Consistently and independently seeks and uses the appropriate technological tools to plan, to research and to complete assignments.	Usually seeks and independently uses the appropriate technological tools available to plan, to research and to complete assignments.	Occasionally and with some help seeks and uses the appropriate technological tools available to plan, to research and to complete assignments.	Does not seek out and use the appropriate technological tools available to plan, to research and to complete assignments.
<b>Appropriate Use of Technology and Information Resources</b>	<p>Consistently and effectively evaluates the authenticity, accuracy, appropriateness, and bias of electronic resources.</p> <p>Consistently uses information and technology safely, legally and responsibly, including compliance with the school's AUP – Ex: cites text, information, and images collected from electronic sources.</p>	<p>Effectively evaluates the authenticity, accuracy, appropriateness, and bias of electronic resources</p> <p>Uses information and technology safely, legally and responsibly, including compliance with the school's AUP.</p>	<p>Occasionally does not evaluate the authenticity, accuracy, appropriateness, or bias of electronic resources.</p> <p>Occasionally uses information and technology safely, legally and responsibly, including compliance with the school's AUP.</p>	<p>Does not evaluate the authenticity, accuracy, appropriateness, or bias of electronic resources.</p> <p>Does not use information and technology safely, legally and responsibly, including compliance with the school's AUP.</p>
<b>Contributions of Technology to a Final Product or Presentation</b>	Consistently demonstrates an ability to link information from different applications to appropriately enhance content of an assignment	Demonstrates an ability to link information from different applications to appropriately enhance content of an assignment	Occasionally does not demonstrate an ability to link information from different applications to enhance content of an assignment	Does not demonstrate an ability to link information from different applications & does not enhance content of an assignment

## Problem-Solving and Critical Thinking

**Goal: The student will use critical thinking skills to problem-solve effectively.**

Criteria	4 Exceeds standard	3 Meets standard	2 Working Towards Standard	1 Does Not Meet Standard
<b>Understand the problem</b>	Consistently identifies, defines, and restates the problem	Identifies, defines, and restates the problem	Partially identifies, defines, and restates the problem	Does not identify, define, or restate the problem
	Consistently classifies relevant information and key components	Classifies most of the relevant information and key components	Occasionally classifies some relevant information and key components	Does not classify relevant information or the key components
	Consistently asks and answers appropriate questions that demonstrate deep knowledge in pursuit of a solution	Asks and answers appropriate questions in pursuit of a solution	Occasionally asks and answers appropriate questions in pursuit of a solution	Does not ask appropriate questions in pursuit of a solution
<b>Devise a plan</b>	Consistently employs a variety of strategies to solve the problem	Employs a variety of strategies to solve a problem	Employs a limited array of strategies to solve a problem	Does not employ any problem solving strategies
	Consistently identifies steps to solve a problem	Identifies steps to solve a problem	Occasionally looks for and identifies steps to solve a problem	Does not look for or identify the steps to solve a problem
<b>Carry out the plan</b>	Consistently implements various strategies and performs any necessary actions or computations	Implements various strategies and performs any necessary actions or computations	Occasionally implements strategies and performs any necessary actions or computations	Does not implement strategies or perform any necessary actions or computations
	Consistently checks work before proceeding with plan	Checks work before proceeding with plan	Occasionally checks work before proceeding with plan	Does not check work before proceeding with the plan
	Consistently keeps an accurate record of work	Keeps an accurate record of work	Occasionally keeps a record of work	Does not keep a record of work
<b>Reflect</b>	Consistently checks the results in the original problem to ensure the solution is reasonable	Checks the results in the original problem to ensure the solution is reasonable	Seldom checks the results in the original problem to ensure the solution is reasonable	Never checks the results in the original problem to ensure the solution is reasonable
	Consistently explores other options to solving the problem	Explores other options to solving the problem	Seldom determines other options to solving a problem	Never determines other options to solving a problem
	Consistently transfers knowledge to other problems	Transfers knowledge to other problems	Seldom transfers knowledge to other problems	Never transfers knowledge to other problems