

## 1. Utilize Critical Thinking Skills

<i>Performance Indicator</i>	<i>Exemplary - 3</i>	<i>Proficient - 2</i>	<i>Limited - 1</i>	<i>Insufficient - 0</i>
<b>Application</b>	Demonstrates an exceptional understanding of when and why to apply knowledge and skills to new or different situations.	Demonstrates a reasonable understanding of when and why to apply knowledge and skills to new or different situations.	Demonstrates a marginal understanding of when and why to apply knowledge and skills to a new or different situation.	Cannot understand when or why to apply knowledge and skills to a new or different situation.
<b>Analysis</b>	Thoroughly analyzes key information, questions and problems thoroughly.	Reasonably analyzes key information, questions and problems.	Partially analyzes key information, questions and problems.	Cannot analyze key information, questions and problems.
<b>Inference</b>	Makes competent inferences based on background knowledge, observations and/or information.	Makes inferences based on background knowledge, observations and/or information.	Makes marginal inferences based on background knowledge, observations and/or information.	Cannot make inferences based on background knowledge, observations and/or information.
<b>Evaluation</b>	Insightfully evaluates according to a given set of criteria.	Reasonably evaluates according to a given set of criteria.	Marginally evaluates according to a given set of criteria.	Cannot effectively evaluate according to a given set of criteria.
<b>Synthesis</b>	Exceptionally creates new ideas and/or draws appropriate conclusions based upon knowledge and experiences from several areas.	Reasonably creates new ideas and/or draws reasonable conclusions based upon knowledge and experiences from several areas.	Has difficulty creating new ideas and/or reasonable conclusions from knowledge and experiences.	Cannot create new ideas and/or reasonable conclusions from knowledge and experiences.

## 2. Employ Problem Solving Skills

<b>Performance Indicator</b>	<b>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Limited - 1</b>	<b>Insufficient - 0</b>
<b>Recognizes and Understands the Problem</b>	Thoroughly identifies an appropriate problem and differentiates between useful and extraneous information to develop a well -organized approach to a solution.	Reasonably identifies an appropriate problem and differentiates between useful and extraneous information to develop an organized approach to a solution.	Partially identifies an appropriate problem and differentiates between useful and extraneous information to develop an organized approach to a solution.	Cannot identify an appropriate problem and does not differentiate between useful and extraneous information to develop an organized approach to a solution.
<b>Application of Process</b>	Thoroughly researches and/ or considers and creates reasonable, logical and/ or creative options and selects and employs the best option among them for the solution.	Reasonably researches and/ or considers and creates reasonable, logical and/ or creative options and selects and employs a reasonable option among them for the solution.	Partially researches and/ or considers and creates reasonable options and selects and employs an option among them for the solution.	Cannot determine a reasonable option for solving a solution.
<b>Analysis and Accuracy</b>	Accurately collects and/ or uses relevant data or information to solve the problem.	Collects and/ or uses relevant data and/ or information to solve the problem with some accuracy.	Partially collects and/ or uses relevant and/ or accurate data or information to solve the problem.	Cannot collect and/ or use relevant and/ or accurate data or information to solve a problem.
<b>Draw Conclusions</b>	Thoroughly develops a solution that is convincing with pertinent evidence that can withstand review. (Correct conclusion with correct evidence)	Reasonably develops a solution that is convincing with some evidence that can withstand review. (Correct conclusion with incomplete or flawed data)	Partially develops a solution that is marginally convincing with evidence that can withstand review.	Cannot provide a solution or comes to an incorrect solution. Cannot provide evidence to support any conclusion.

### 3. Read Actively and Critically in a Variety of Situations

<b><i>Performance Indicator</i></b>	<b><i>Exemplary - 3</i></b>	<b><i>Proficient - 2</i></b>	<b><i>Limited - 1</i></b>	<b><i>Insufficient - 0</i></b>
<b>Comprehension</b>	Demonstrates excellent comprehension of key ideas and details.	Demonstrates adequate comprehension of key ideas and details of a text.	Demonstrates marginal comprehension of the key ideas and details of a text.	Demonstrates no ability to comprehend the key ideas and details of a text.
<b>Interpretation</b>	Draws insightful and accurate inferences and conclusions from the text.	Draws accurate inferences and conclusions from the text.	Draws some accurate inferences and conclusions from the text.	Is unable to draw accurate inferences and conclusions from the text.
<b>Support</b>	Selects highly relevant evidence to support inferences and conclusions.	Selects mostly relevant evidence to support inferences and conclusions.	Selects some relevant evidence to support inferences and conclusions.	Selects no relevant evidence to support inferences and conclusions.

4. Writing for the 21<sup>st</sup> Century  
Promoting P.O.E.T.S. across disciplines

<b>Performance Indicator</b>	<b>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Limited - 1</b>	<b>Insufficient - 0</b>
<b><u>Purpose/Focus</u></b>	Main idea and/or claim (assertion or problem statement) is clearly stated, highly focused and strongly maintained throughout the writing.	Main idea and/or claim (assertion or problem statement) is stated, focused and maintained throughout the writing.	Main idea and/or claim (assertion or problem statement) is stated, and focus is somewhat maintained throughout the writing.	Main idea and/or claim (assertion or problem statement) is not evident, and focus is missing throughout the writing.
<b><u>Organization</u></b>	Organizational structure most effectively creates logical progression of ideas from beginning to end. Strong connections among ideas are made by using the most effective transitions and are reinforced through varied word choice.	Organizational structure effectively creates progression of ideas from beginning to end. Connections among ideas are made by using effective transitions and are reinforced through word choice.	Organizational structure creates progression of ideas from beginning to end. Connections among ideas are emerging; however, transitions and word choice are limited.	Organizational structure creates no progression of ideas from beginning to end. Connections among ideas are not evident.
<b><u>Evidence and Explanation</u></b>	Evidence is ample, clearly stated and properly cited. A thorough explanation of the evidence provides substantial depth that is specific and relevant.	Evidence is clearly stated and properly cited. An explanation of the evidence provides depth that is relevant.	Evidence is stated and cited. An explanation of the evidence is provided.	No evidence is shown and there are no citations. No explanation of the evidence is provided.
<b><u>Tone and Audience</u></b>	Use and development of tone is exceptional and most appropriate for the audience. The purpose is clear and evident throughout the writing.	Use and development of tone is appropriate for the audience. The purpose is evident throughout the writing.	Use of tone is appropriate for the audience. The purpose is somewhat evident throughout the writing.	Use of tone is not appropriate for the audience. The purpose is not evident in the writing.
<b><u>Surface Errors (Grammar)</u></b>	Effective and consistent use of punctuation and domain specific vocabulary. There are few to no surface errors.	Effective use of punctuation and domain specific vocabulary. There are some surface errors.	Use of punctuation and some domain specific vocabulary. There are several surface errors.	Use of punctuation and domain specific vocabulary is not evident. There are abundant surface errors.

## 5. Speak Effectively & Clearly

<b><i>Performance Indicator</i></b>	<b><i>Exemplary - 3</i></b>	<b><i>Proficient - 2</i></b>	<b><i>Limited - 1</i></b>	<b><i>Insufficient - 0</i></b>
<b>Appropriate Vocabulary &amp; Grammar</b>	Exceptionally uses varied vocabulary and grammar.	Reasonably uses varied vocabulary and grammar.	Marginally uses varied vocabulary and grammar.	Does not use varied vocabulary and grammar.
<b>Fluency</b>	Exceptionally poised and clearly confident when speaking about the topic.	Reasonably poised and mostly confident when speaking about the topic.	Marginally poised and confident when speaking about the topic.	Neither poised nor confident when speaking about the topic.
<b>Meaning</b>	Exceptionally presents a clear, logical and well-organized message about a pre-determined topic.	Reasonably presents a clear, logical and well-organized message about a pre-determined topic.	Marginally presents an organized message about a pre-determined topic.	Does not present a clear and organized message about a pre-determined topic.
<b>Pronunciation</b>	Exceptionally applies appropriate pronunciation.	Reasonably applies appropriate pronunciation.	Marginally applies appropriate pronunciation.	Does not apply appropriate pronunciation.

## 6. Apply Technology Effectively

<i>Performance Indicator</i>	<i>Exemplary - 3</i>	<i>Proficient - 2</i>	<i>Limited - 1</i>	<i>Insufficient - 0</i>
<b>Acquire Information</b>	Independently and appropriately chooses a variety of technologies to complete a task.	Independently and appropriately chooses technology to complete a task.	Appropriately chooses technology to complete a task.	Cannot choose technology to complete a task.
<b>Process Information</b>	Effectively collects, deciphers and organizes a variety of information gained through the use of technology.	Reasonably collects, deciphers and organizes a variety of information gained through the use of technology.	Collects but marginally deciphers and organizes a variety of information gained through the use of technology.	Cannot collect, decipher and organize a variety of information gained through technology.
<b>Convey Information</b>	Presents and communicates information clearly and effectively in a variety of formats using the appropriate technology.	Presents and communicates information clearly and effectively using the appropriate technology.	Presents and/or communicates information somewhat clearly and/or effectively using the appropriate technology.	Does not present information in a clear or effective manner using the appropriate technology or does not present the information at all.

## 7. Demonstrate and Recognize the Principles and of Wellness and Physical Fitness

<b>Performance Indicator</b>	<b>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Limited - 1</b>	<b>Insufficient - 0</b>
<b>Healthy Decision Making</b>	Effectively uses decision-making skills that demonstrate knowledge of healthy behaviors.	Reasonably uses some decision-making skills that demonstrate knowledge of healthy behaviors.	Marginally uses decision-making skills that demonstrate knowledge of healthy behaviors.	Does not use decision-making skills that demonstrate knowledge of healthy behaviors.
<b>Wellness</b>	Effectively accesses a variety of valid health information, products, and services to promote wellness.	Reasonably accesses a variety of health information, products, and services to promote wellness.	Marginally accesses a variety of valid health information, products, and services to promote wellness.	Does not use health information to promote wellness.
<b>Physical Fitness</b>	Effectively applies fitness concepts to achieve and maintain a healthy level of physical fitness.	Reasonably applies fitness concepts to achieve and maintain a healthy level of physical fitness.	Marginally applies fitness concepts to maintain a somewhat healthy level of physical fitness.	Does not apply fitness concepts to achieve and maintain a healthy level of physical fitness.
<b>Goal Setting</b>	Effectively uses goal-setting skills to enhance health and sustain a physically active lifestyle.	Reasonably uses goal-setting skills regularly to enhance healthy and sustain a physically active lifestyle.	Marginally uses few goal-setting skills to enhance health and sustain a physically active lifestyle.	Does not use goal-setting skills to enhance health and sustain a physically active lifestyle is limited.

## 8. Demonstrate Understanding and Skills in the Fine and Practical Arts

<i>Performance Indicator</i>	<i>Exemplary - 3</i>	<i>Proficient - 2</i>	<i>Limited - 1</i>	<i>Insufficient - 0</i>
<b>Understanding</b>	Demonstrates significant knowledge of relevant concepts that include elements of creating and performing.	Demonstrates knowledge of relevant concepts that include elements of creating and performing.	Demonstrates limited knowledge of relevant concepts that include elements of creating and performing.	Demonstrates little or no knowledge of relevant concepts that include elements of creating and performing.
<b>Technical Skill</b>	Demonstrates extraordinary knowledge of process including skills and techniques	Demonstrates knowledge of process including skills and techniques	Demonstrates some knowledge of process including skills and techniques	Demonstrates little or no knowledge of process including skills and techniques
<b>Expressive &amp; Innovative Outcome</b>	Demonstrates extraordinary personalization, resourcefulness and/or originality in the finished project/outcome.	Demonstrates personalization, resourcefulness and/or originality in the finished project/outcome.	Demonstrates some personalization, resourcefulness and/or originality in the finished project/outcome.	Demonstrates little or no personalization, resourcefulness and/or originality in the finished project/outcome.
<b>Effective Communication</b>	Demonstrates thoroughly and extensively the ability to follow written and verbal directions and interact with group members in a way that results in cooperative and efficient task completion	Demonstrates the ability to follow written and verbal directions and interact with group members in a way that results in cooperative and efficient task completion	Demonstrates some ability to follow written and verbal directions and interact with group members in a way that results in cooperative and efficient task completion	Demonstrates little or no ability to follow written and verbal directions and interact with group members in a way that results in cooperative and efficient task completion



9. Demonstrate Knowledge of World Cultures

<i>Performance Indicator</i>	<i>Exemplary - 3</i>	<i>Proficient - 2</i>	<i>Limited - 1</i>	<i>Insufficient - 0</i>
<b>Historical Influences</b>	Exceptionally identifies and thoroughly analyzes the historical roots and/or complexity of an event or concept.	Reasonably identifies and analyzes the historical roots and/or complexity of an event or concept.	Marginally identifies the historical roots of an event or concept.	Cannot identify historical roots of an event or concept.
<b>Cultural Influences</b>	Competently applies understanding of how specific areas of social studies (history, geography, religion and economics) influence a historical or modern problem.	Reasonably applies understanding of how specific areas of social studies (history, geography, religion and economics) influence a historical or modern problem.	Marginally applies understanding of how specific areas of social studies (history, geography, religion and economics) influence a historical or modern problem.	Cannot apply understanding of how specific areas of social studies (history, geography, religion and economics) influence a historical or modern problem.