

Ashland High School Expectations for Students:

Academic Expectations (Click on Expectation for Rubric)

Through an interactive curriculum, students at Ashland High School will be able to:

- Speak effectively
- Write effectively
- Access, comprehend, and interpret information
- Think critically and problem solve
- Design and create effectively

Social Expectations Members of the Ashland High School will demonstrate:

- respect for individual differences
- a commitment to being organized, responsible, productive, and punctual
- a responsibility for their own behavior
- a commitment to school through shared decision-making
- a commitment to community involvement
- an ability to resolve conflicts without resorting to the use of violence

Expectations for School and Community:

Ashland High School's faculty and staff, as well as the community of Ashland, will provide: an atmosphere that promotes and encourages academic achievement, wide-spread participation in theater arts and athletics, and the completion of a high school education

- a clean, safe, and well-equipped educational facility
- a productive and supportive learning environment
- teaching strategies that address student learning styles
- a learning environment exhibiting a variety of ongoing assessment methods
- access to community resources and services within the school setting
- an opportunity to explore career and educational pathways
- a partnership between the school and family to improve daily attendance

Ashland High School
Academic Expectations Rubrics

Speak Effectively

Criteria	Speak Effectively
4 – Advanced Exceeds Expectations	<ul style="list-style-type: none">• The student speaks fluidly expressing appropriate inflection, uses exemplary vocabulary and grammar, and effectively uses gestures and movements• Displays exemplary command of subject• The student follows logical progression throughout the entire presentation• Exceeds requirements of the assignment
3 - Proficient Meets Expectations	<ul style="list-style-type: none">• The student speaks fluidly, uses effective vocabulary, uses correct grammar, and appropriately uses gestures and movements• Displays command of subject• The student follows logical progression throughout most of presentation• Meets requirements of the assignment
2 - Developing Approaches Expectations	<ul style="list-style-type: none">• The student speaks with hesitancy, uses some required vocabulary terms, sometimes uses correct grammar, and uses neutral gestures and movements• Displays limited command of subject• The student follows limited logical progression throughout presentation• Meets some requirements of the assignment
1 - Beginning Does Not Meet Expectations	<ul style="list-style-type: none">• The student speaks with little or no fluency, uses ineffective vocabulary terms, uses incorrect grammar, and uses distracting gestures and movements• Displays little or no command of subject• The student follows no logical progression• Does not meet requirements of the assignment

Academic Expectations Rubrics

Write Effectively

Criteria	Write Effectively
4 - Advanced Exceeds Expectations	<ul style="list-style-type: none">• Displays clear and insightful purpose• Displays creative, clear, consistent organization which engages reader• Develops topic using specific, relevant, and meaningful details• Utilizes exemplary grammar which incorporates a rich and advanced vocabulary• Exceeds requirements of the assignment
3 - Proficient Meets Expectations	<ul style="list-style-type: none">• Displays clear and appropriate purpose• Displays clear and consistent organization which connects with reader• Develops topic using general relevant and meaningful details• Utilizes correct grammar which incorporates a strong use of vocabulary• Meets requirements of the assignment
2 - Developing Approaches Expectations	<ul style="list-style-type: none">• Displays somewhat clear and appropriate purpose• Evidence of organization exists which reader can generally follow• Topic is somewhat developed using some general details• Utilizes basic grammar which incorporates basic vocabulary• Meets some requirements of the assignment
1 - Beginning Does Not Meet Expectations	<ul style="list-style-type: none">• Purpose is unclear• Displays little or no organization• Topic is undeveloped, or does not contain any meaningful details• Utilizes basic grammar incorrectly and/or vocabulary is weak• Does not meet requirements of the assignment

Academic Expectations Rubrics

Access, Comprehend, and Interpret Information

Criteria	Access, Comprehend , and Interpret Information
4 - Advanced Exceeds Expectations	<ul style="list-style-type: none">• Executes an exemplary search strategy and finds an abundance of relevant informational resources• Demonstrates a thorough analysis, comparison, and evaluation of diverse sources and viewpoints, and is able to examine information using appropriate criteria• Student can synthesize and integrate information from a variety of sources, draw insightful conclusions, and clearly communicate ideas to others• Student understands and recognizes the concept of intellectual property and can properly incorporate the ideas/works of others into their own work, citing references correctly• Exceeds requirements of the assignment
3 - Proficient Meets Expectations	<ul style="list-style-type: none">• Executes an adequate search strategy and finds a variety of relevant informational resources• Demonstrates an adequate analysis, comparison, and evaluation of sources and adequately examines the information using appropriate criteria• Student gathers the appropriate information, draws appropriate conclusions and is able to communicate it by solving a problem, answering a question, writing a paper, or other purpose• The student gives proper credit for works used by quoting and listing references• Meets requirements of the assignment
2 - Developing Approaches Expectations	<ul style="list-style-type: none">• Has difficulty executing an appropriate search strategy and/or the information gathered lacks relevance, quality and balance• Analysis, comparison, and/or evaluation of sources is weak and student is only vaguely aware of criteria that might be used to judge information quality• Student is vaguely aware of the information necessary to research a topic, and the types of data that would be useful in formulating a convincing argument, so the information gathered is incomplete and does not fully support the purpose• The student is unclear regarding proper citation format• Meets some requirements of the assignment
1 - Beginning Does Not Meet Expectations	<ul style="list-style-type: none">• Unfocused and/or unclear about search strategy and the information gathered is limited and lacks relevance and quality• Analysis, comparison, and/or evaluation of sources is nominal and/or missing• Student is unaware of the information necessary to research a topic, and does not gather appropriate information to complete a purpose• The student copies and/or paraphrases the information and ideas of others without giving credit to authors• Does not meet requirements of the assignment

Ashland High School
Academic Expectations Rubrics

Think Critically and Problem Solve

Criteria	Think Critically and Problem Solve
4 - Advanced Exceeds Expectations	<ul style="list-style-type: none">• Accurately identifies the problem and provides a well developed interpretation• Develops an effective strategy or multiple strategies to resolve the problem• Develops a clear, thoughtful, detailed, and well organized solution to the problem• Presents an exemplary understanding of the problem, the resolution process, and the solution (s)• Exceeds requirements of the assignment
3 - Proficient Meets Expectations	<ul style="list-style-type: none">• Adequately identifies the problem and provides a brief interpretation• Develops an adequate strategy to resolve the problem• Develops an adequate solution to the problem• Presents an adequate understanding of the problem, the resolution process, and the solution• Meets requirements of the assignment
2 - Developing Approaches Expectations	<ul style="list-style-type: none">• Identifies the problem and provides a poor or inaccurate interpretation• Develops a somewhat adequate strategy to resolve the problem• Develops an incomplete solution to the problem• Presents limited understanding of the problem, the resolution process, and/or the solution• Meets some requirements of the assignment
1 - Beginning Does Not Meet Expectations	<ul style="list-style-type: none">• Does not identify or understand the problem accurately• Does not develop a strategy to resolve the problem• Does not develop a solution to the problem• Presents no understanding of the problem, the resolution process, and/or the solution• Does not meet requirements of the assignment

Ashland High School
Academic Expectations Rubrics

Design and Create Effectively

Criteria	Design and Create Effectively
4 - Advanced Exceeds Expectations	<ul style="list-style-type: none"> • Utilizes a rich and vast supply of sources for inspiration on a consistent basis • Accepts or rejects ideas after thorough analysis of them • Creates a well developed course of action • Clearly and concisely relates ideas and applies them in an effective manner through presentations, performances, and construction • Exceeds requirements of the assignment
3 - Proficient Meets Expectations	<ul style="list-style-type: none"> • Utilizes a variety of sources for inspiration on a routine basis • Accepts or rejects ideas after adequate analysis of them • Develops an adequate course of action • Relates ideas and adequately applies them through presentations, performances, and construction • Meets requirements of the assignment
2 - Developing Approaches Expectations	<ul style="list-style-type: none"> • Makes limited use of sources for inspiration • Accepts or rejects ideas after limited analysis of them • Inconsistently or inappropriately develops a course of action • Inconsistently relates ideas and partially applies them in presentations, performances, and construction • Meets some requirements of the assignment
1 - Beginning Does Not Meet Expectations	<ul style="list-style-type: none"> • Utilizes little or no sources of inspiration • Accepts or rejects ideas after little or no analysis of them • Rarely develops an appropriate course of action • Needs assistance in developing ideas and/or poorly applies them in presentations, performances, and construction • Does not meet requirements of the assignment