WESTSIDE MIDDLE SCHOOL ACADEMY

Academic Learning Expectations
INFORMATION LITERACY

Standard. Students will use real-world digital and other research tools to access, evaluate, and effectively apply information appropriate for authentic tasks.

Indicator	Developing 1	Near Goal 2	Goal 3	Advanced 4	Student Score (1-4)	Score (1-4)
Search strategy	Accesses information randomly using common everyday language.	Accesses information using simple search strategies from limited sources using common everyday language.	Accesses information using variety of search strategies and sources that uses discipline-specific vocabulary.	Accesses information using effective, well-designed search strategies and sources that uses controlled, discipline-specific vocabulary.		
Selection strategy	Does not find the minimum number of sources required, and information is lacking relevance and essential details.	Uses the minimum number of sources to retrieve information and has a rudimentary organizational structure, however, some of the information are irrelevant and/or may contain errors in essential facts.	Uses an appropriate number of print and non-print sources to retrieve information that has a sound organizational structure, and most of the information is relevant and contains correct essential facts.	Exceeds expectations for the number of print and non-print sources to retrieve information that has a sound organizational structure and all of the information is relevant and contains correct essential facts.		
Evaluation strategy	Does not apply or develop criteria to judge information accuracy or reliability.	Attempts to apply or develop criteria to judge information accuracy or reliability, but application is uneven or unreliable.	Reliably applies, or develops and applies, criteria to judge information accuracy or reliability.	Reliably applies, or develops and applies criteria to judge information accuracy or reliability and is able to reflect or improve on the quality of the information.		
Citing sources	Attempts to cite resources	Cites resources in works consulted/ cited page.	Cites resources within the text and in works consulted/cited in proper format (MLA, APA).	Cites varied formats of resources within the text and in works consulted/cited in proper format (MLA, APA).		

WESTSIDE MIDDLE SCHOOL ACADEMY

Academic Learning Expectations
COLLABORATION: TEAMWORK

Standard. Students will work independently and collaboratively to solve problems and accomplish goals.

Indicator	Developing 1	Near Goal 2	Goal 3	Advanced 4	Student Score (1-4)	Score (1-4)
Contributions	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Routinely provides useful ideas when participating in the group and in classroom discussion. A leader who contributes a lot of effort.		
Problem solving	Does not try to solve problems or help others solve problems. Lets others do the work.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Refines solutions suggested by others.	Actively looks for and suggests solutions to problems.		
Attitude	Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s).	Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s).		
Task focus	Rarely focuses on the task and what needs to be done. Lets others do the work.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Consistently stays focused on the task and what needs to be done. Very self-directed.		
Working with others	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.		

WESTSIDE MIDDLE SCHOOL ACADEMY

Academic Learning Expectations
COMMUNICATION: EVIDENCE-BASED WRITING

Standard. Students will communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Indicator	Developing 1	Near Goal 2	Goal 3	Advanced 4	Student Score (1-4)	Score (1-4)
Focus	Claim is brief, confusing, or ambiguous.	Claim is somewhat unclear and unfocused.	Claim is clearly stated and maintained.	Claim is clearly stated, focused, and maintained with opposing claims fairly addressed.		
Organization	Little or no organizational structure with few or no transitional strategies and extraneous ideas.	An inconsistent organizational structure is used with only basic transition strategies and an uneven progression of ideas.	An evident organizational structure is used and includes transitions and a logical progression of ideas.	A clear and effective organizational structure is used with effective transitions and a logical progression of ideas.		
Evidence Source	Minimal or inaccurate sources are used to support claim	Facts, evidence, quotes, and information are used to support claim.	Trustworthy sources are incorporated and cited to creatively support claim.	Trustworthy and significant sources are explained, cited, and critiqued to creatively support claim.		
Craft	Ideas lack clarity and use limited and inappropriate domain-specific academic vocabulary with simple sentence structure.	Ideas are inconsistently expressed with occasional or inappropriate domain-specific academic vocabulary with consistent sentence structure.	Ideas are expressed using appropriate domain-specific academic vocabulary and varied sentence structure	Ideas are expressed using consistent, precise, domain-specific academic vocabulary and complex sentence structure		
Conventions	Frequent punctuation, grammar, spelling errors interfere with meaning.	Frequent punctuation, grammar, spelling errors exist, but do not generally interfere with meaning.	Minimal errors in punctuation, grammar and spelling and they do not interfere with meaning.	Punctuation, grammar, and spelling errors are rare and do not interfere with meaning.		

WESTSIDE MIDDLE SCHOOL ACADEMY

Academic Learning Expectations
COMMUNICATION: REFLECTIVE WRITING

Standard. Students will communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Indicator	Developing 1	Near Goal 2	Goal 3	Advanced 4	Student Score (1-4)	Score (1-4)
Topic focus	The main idea is not clear. There is a seemingly random collection of information	Main idea is somewhat clear, but there is a need for more supporting information.	Main idea is clear, but the supporting information is general	There is one clear, well-focused topc. Main idea stands out and is supported by detailed information.		
Topic support	Supporting details and information are typically unclear or not related to the topic.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are relevant, but key issues or portions of the storyline lack specificity.	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.		
Quality of information	Information has little or nothing to do with the topic focus.	Information clearly relates to the topic focus. There is a lack of details and/or examples are given.	Information clearly relates to the topic focus. It provides 1-2 supporting details and/or examples.	Information clearly relates to the topic focus. It includes several supporting details and/or examples.		
Authenticity	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.	The writer relates some of his or her own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer is drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer is writing from knowledge or experience. The writer has taken the ideas and made them "his or her own."		
Conventions	The writer makes more than 4 errors in grammar, spelling, or conventions that distract the reader from the content.	The writer makes 3-4 errors in grammar, spelling, or conventions that distract the reader from the content.	The writer makes more than 1-2 errors in grammar, spelling, or conventions that distract the reader from the content.	Writer makes no errors in grammar, spelling, or conventions.		

WESTSIDE MIDDLE SCHOOL ACADEMY

Academic Learning Expectations
COMMUNICATION: LISTENING

Standard. Students will communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Indicator	Developing 1	Near Goal 2	Goal 3	Advanced 4	Student Score (1-4)	Score (1-4)
Body Language /Eye Contact	Slouched and turned away. Maintains eye contact less than 70% of the time	Orients body away from speaker. Maintains eye contact 70% of the time	Direct body orientation. Maintains eye contact 80% of the time	Direct body orientation. Maintains eye contact 90% of the time		
Receiving the Information	Appropriate verbal/non verbal response including questions, paraphrases and interest noises less than 70% of the time	Appropriate verbal/non verbal response including questions, paraphrases and interest noises 80% of the time	Appropriate verbal/non verbal response including questions, paraphrases and interest noises 80% of the time	Appropriate verbal/non verbal response including questions, paraphrases interest noises 90% of the time		
Attention	Focuses on information while ignoring external distractors less than 70% of the time	Focuses on information while ignoring external distractors 70% of the time	Focuses on information while ignoring external distractors 80% of the time	Focuses on information while ignoring external distractors 90% of the time		
Wait Time	Exhibits patience, does not rush or interrupt flow of information less than 70% of the time	Exhibits patience, does not rush or interrupt flow of information 70% of the time	Exhibits patience, does not rush or interrupt flow of information 80% of the time	Exhibits patience, does not rush or interrupt flow of information 90% of the time		

_____1. Body is facing the speaker

_____ 2. Eyes on speaker

_____ 3. Hands and feet in own personal space

_____ 4. Waiting to speak

_____ 5. Nodding head/non-verbal actions

_____ 6. Asks questions at appropriate time

_____7. When appropriate, takes notes and/or paraphrases

WESTSIDE MIDDLE SCHOOL ACADEMY

Academic Learning Expectations
COMMUNICATION: LISTENING (STUDENT/STUDENT)

Standard. Students will communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Indicator	Developing 1	Near Goal 2	Goal 3	Advanced 4	Student Score (1-4)	Score (1-4)
Knowledge	Student's project idea is not clear; information included that does not support project idea in any way.	Student presents a great deal of information that is not clearly connected to the project.	Student presents sufficient information that relates to the project; many good points made but there is an uneven balance and little variation.	Student presents an abundance of material clearly related to project; points are clearly made and all evidence supports project ideas.		
Organization of ideas	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.		
Visuals/ Media	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.		
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.		
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.		
Speaking voice	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.		

WESTSIDE MIDDLE SCHOOL ACADEMY

Academic Learning Expectations
COMMUNICATION: SPOKEN

Standard. Students will communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Indicator	Developing 1	Near Goal 2	Goal 3	Advanced 4	Student Score (1-4)	Score (1-4)
Point of view	Has no discernable, coherent, or valid point	Presents an outline of a valid point	Presents a complete, understandable, and valid point	Presents a complete and valid point which is clear, present, and consistent throughout		
Structures presentation logically	Presents in an unclear, illogical, or confusing manner.	Presents main points in a logical and successful manner, although some arguments may not be clear	Presents main points in a logical, creative, and successful manner	Presents main points in a clear, logical, creative, and compelling manner.		
	Chooses language that is limited, too complex, or inappropriate. Uses speech that contains slang and many inappropriate word choices. Speech is frequently interrupted by extended pauses or verbal miscues.	Chooses language that is appropriate but may be limited and speech may contain some slang or minor inappropriate word choices. There may also be an occasional extended pause or verbal miscue but in general, the speech flows from point to point.	Chooses language that is appropriate, some word usage is particularly vivid and precise, speech contains minimal slang or pauses and flows nicely from point to point.	Chooses language that is vivid, precise, speech is fluid, and slang free; emphasis and tone are used to support key ideas and the speech flows nicely from point to point.		
Engages the audience	Does not have a grasp of information; cannot answer questions about the subject	Uncomfortable with information and is able to answer only rudimentary questions.	At ease with expected answers to all questions, but does not consistently elaborate	Demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration.		
Visual Aides	Uses multimedia techniques, however, connection to information may not be evident	Uses multimedia techniques to illustration information or ideas	Uses multimedia techniques to creatively illustrate and interpret information and ideas.	Makes skillful and creative use of graphic organizers and other multimedia techniques to illustrate and interpret information and ideas.		
Confidence	Makes no connection between tone, projection, and volume Makes little or no eye contact There are no meaningful gestures. Posture is closed and inappropriate. Generally reads from notes	Matches tone, projection, and volume to some degree. Makes some eye contact. Gestures inconsistently support point being made. Posture is mostly appropriate to the topic and audience. Notes are used as a significant crutch	Regularly matches tone, volume and projection. Makes eye contact with most members of the audience. Gestures generally support point being made. Posture is appropriate to the topic and audience. Uses notes as guide	Consistently matches tone, volume and projection. Consistently makes eye contact with all members of the audience. Gestures enhance and support point being made. Posture is appropriate to the topic and audience. Speaks without the use of notes.		

WESTSIDE MIDDLE SCHOOL ACADEMY

Academic Learning Expectations
PROBLEM SOLVING

Standard. Students will effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.

Indicator	Developing 1	Near Goal 2	Goal 3	Advanced 4	Student Score (1-4)	Score (1-4)
Defining the problem	Attempts to identify a problem or underlying concept	Identifies aspects of the problem or underlying concept, but lacks clarity.	Identifies the problem and underlying concept by constructing a clear problem statement	Identifies the problem and underlying concept completely by constructing a clear and insightful problem statement, with details		
Develops an approach	No or inappropriate approach proposed	Selects a reasonable approach	Selects an approach with a rationale for its success	Selects and/or develops a creative and logical approach with a rationale for its success		
Collects information	Attempts to use relevant information or data to solve the problem.	Uses some relevant information or data to solve the problem.	Uses relevant information or data to solve the problem	Uses a variety of sources of relevant information or data to solve the problem		
Analyze and apply information	Attempts to formulate a solution or conclusion to the problem	Formulates a solution or conclusion to the problem that contains minor errors.	Formulates a solution or conclusion that addresses the problem.	Formulates a solution or conclusion that addresses the problem and has other applications.		
Documentation	Insufficiently documents the solution to the problem	Documents and presents the solution to the problem with minor errors	Documents and presents the solution to the problem in an appropriate format	Documents and presents the solution to the problem in an appropriate and advanced format		