

## EAST LONGMEADOW HIGH SCHOOL LEARNING EXPECTATIONS & RUBRIC

At East Longmeadow High School, our mission statement reflects the values and beliefs of our learning community. It reads:  
*A community that will **Engage** in critical thinking, **Learn** collaboratively **Honor** Diversity **Strive** for Success.*

***Motto: Engage. Learn. Honor. Strive.***

We have developed four learning expectations aligned to our mission statement that our staff and students will work collaboratively to achieve:

**Students will....**

### **LEARNING EXPECTATION #1: Develop effective independent & collaborative work habits & practices.**

- Communication skills in collaborative work
- Participation as a member of a team
- Self management
- Self advocacy
- Use of technology

### **LEARNING EXPECTATION #2: Develop effective critical thinking & creativity skills.**

- Analysis of information
- Application and synthesis of information
- Evaluation of information, thoughts & ideas
- Creation of new thoughts & ideas

### **LEARNING EXPECTATION #3: Demonstrate effective literacy and communication skills.**

- Writing: Topic development & process
- Writing: English conventions
- Reading: Comprehension
- Reading: Utilizing tools & strategies to increase comprehension
- Digital Literacy

### **LEARNING EXPECTATION #4: Demonstrate an understanding of social and civic responsibilities.**

- Local & global community service
- Responsibility for one's own behavior
- Social skills
- Civic responsibility

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In order to ensure that we are consistently developing and reinforcing these expectations, a school wide rubric has been created to provide clear and detailed information regarding these expectations. Our students will receive regular feedback on their progress with the expectations.

### LEARNING EXPECTATION #1: Develop effective independent & collaborative **work habits & practices**.

Criteria	Mastery	Proficient	Developing	Needs Improvement	N/A
Communication Skills in Collaborative Work	Leads collaborative work by using clear & respectful oral, written & non-verbal skills.	Frequently contributes to collaborative & work by using clear & respectful oral, written & non-verbal skills.	Sometimes contributes to collaborative work by using clear & respectful oral, written & non-verbal skills.	Rarely contributes to collaborative work by using clear & respectful oral, written & non-verbal skills..	
Participates as a Member of a Team	Is a role model for effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Frequently demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Sometimes demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	Rarely demonstrates effective team building skills such as compromise, flexibility, organization, goal setting, good listening & focus.	
Self-Management	Consistently regulates and controls behavior when engaged in learning tasks.	Frequently regulates and controls behavior when engaged in learning tasks.	Sometimes regulates and controls behavior when engaged in learning tasks.	Rarely regulates and controls behavior when engaged in learning tasks.	
Self Advocacy	Consistently assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Frequently assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Sometimes assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	Rarely assesses own knowledge, skills, & abilities accurately and seeks assistance to improve or grow.	
Use of Technology	Consistently utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Frequently utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Sometimes utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	Rarely utilizes technology to accurately & effectively acquire knowledge, collaborate & communicate in a responsible, ethical manner.	

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### LEARNING EXPECTATION #2: Develop effective **critical thinking & creativity skills**.

Criteria	Mastery	Proficient	Developing	Needs Improvement	N/A
Analysis of information	Consistently & effectively utilizes information & classroom experiences in order to be an active participant in their learning.	Frequently & often effectively utilizes information & classroom experiences in order to be an active participant in their learning.	Sometimes utilizes information & classroom experiences in order to be an active participant in their learning, but needs to develop these skills.	Rarely utilizes information & classroom experiences in order to be an active participant in their learning.	
Application & synthesis of information	Consistently & effectively makes connections between acquired knowledge and real world applications. Effectively applies content knowledge & skills through various activities to broaden their learning.	Frequently makes connections between acquired knowledge and real world applications. Frequently applies content knowledge & skills through various activities to broaden their learning.	Sometimes makes connections between acquired knowledge and real world applications. Sometimes applies content knowledge & skills through various activities to broaden their learning.	Rarely makes connections between acquired knowledge and real world applications. Has difficulty applying content knowledge & skills through various activities to broaden their learning.	
Evaluation of information, thoughts & ideas	Consistently engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Frequently engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Sometimes engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	Rarely engages in thoughtful reflection, asks significant questions to clarify or understand a point of view, find solutions and/or makes sound judgments.	
Creation of new thoughts & ideas	Consistently elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Frequently elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Sometimes elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	Rarely elaborates, refines, analyzes, organizes & evaluates their own ideas to generate original thoughts or products.	

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### LEARNING EXPECTATION #3: Demonstrate effective literacy and communication skills.

Criteria	Mastery	Proficient	Developing	Needs Improvement	N/A
<b>Writing:</b> Topic Development & writing process	Is able to effectively develop and articulate a rich topic and support it with high quality evidence and reasoning.	Is able to effectively develop and articulate a full topic and support it with sufficient evidence and reasoning.	Is able to moderately develop and articulate a topic and support it with evidence and reasoning.	Is limited in their ability to develop and articulate a topic and support it with evidence and reasoning.	
<b>Writing:</b> English Conventions	Strong control of sentence structure, grammar, usage and mechanics that makes for high quality writing.	Few errors do not interfere with sentence structure, usage and mechanics throughout writing.	Errors interfere somewhat with sentence structure, usage and mechanics throughout writing.	Errors significantly interfere with sentence structure, usage and mechanics throughout writing.	
<b>Reading:</b> Comprehension	Consistently & accurately expresses understanding of facts, ideas & sequences in readings.	Frequently expresses understanding of facts, ideas & sequences in readings with minor issues with accuracy.	Sometimes expresses understanding of facts, ideas and sequences in reading.	Rarely expresses understanding of facts, ideas and sequences in reading with a degree of accuracy.	
<b>Reading:</b> Tools & Strategies to increase comprehension	Consistently & effectively utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Frequently utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Sometimes utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	Rarely utilizes text tools (review questions, headings, etc.) & strategies such as outlining, questions in margins, graphic organizers, etc.) to increase understanding.	
<b>Digital Literacy</b>	Consistently demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism)	Frequently demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism).	Sometimes demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism).	Ineffectively demonstrates legal & responsible uses of digital sources (proper citing, avoiding plagiarism)	

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### LEARNING EXPECTATION #4: Demonstrates an understanding of **social and civic responsibilities**.

Criteria	Mastery	Proficient	Developing	Needs Improvement	N/A
<b>Local and Global Community Service</b>	Makes a lasting and positive contribution to the community, either through a single or ongoing project.	Frequently contributes to the community through ongoing projects.	Occasionally contributes to the community through an ongoing program.	No involvement at all in community organizations.	
<b>Responsibility of One's Own Behavior</b>	No formal discipline required at this time. Student is respectful and compliant with policies and rules.	Informal discipline is sometimes required, but student is generally respectful and compliant with policies and rules.	Informal & formal discipline has been required to help student gain understanding and compliance with policies and rules.	Informal and formal discipline is frequently required to help re-direct student and help them gain understanding and compliance of policies and rules.	
<b>Social Skills</b>	Consistently demonstrates high levels of respect, kindness, empathy & integrity toward others.	Frequently demonstrates respect, kindness, empathy & integrity toward others.	Sometimes demonstrates respect, kindness, empathy & integrity toward others.	Rarely demonstrates respect, kindness, empathy & integrity toward others.	
<b>Civic Responsibility</b>	Sound knowledge and interest of national, state, and local government	General knowledge and interest of national, state, and local government	Limited knowledge and interest of national, state, and local government	Minimal knowledge and interest of national, state, and local government	

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