CRANSTON PUBLIC SCHOOLS
845 PARK AVENUE
CRANSTON, RHODE ISLAND

ACADEMIC EXPECTATIONS

The Cranston High Secondary School graduate exhibits, across all content areas, proficiency in:

Communication Skills
All students will evidence a comprehension of complex literary and informational texts, appropriate academic vocabulary, and accurate grammar, through the techniques of:
1. Argument Writing
2. Narrative Writing
3. Informational Writing
4. Speaking and Listening
5. Performance/Visual Arts

Problem Solving and Critical Thinking Skills
All students will evidence the guiding principles of focus and coherence of these skills through the techniques of:
1. Functions and Algebra
2. Geometry
3. Scientific Inquiry
4. Technology/Engineering Design

Each of the above referenced expectations are accompanied by a corresponding rubric. These rubrics will be used across content areas by all CPS secondary school teachers and students to measure progress toward achieving proficiency in these Academic Expectations. Students must display twenty artifacts (twelve communication skills / eight problem solving and critical thinking skills – one from each area) that demonstrates proficiency for graduation.

| NAME: |
| TASK |

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Communication Skills.**

Grades 9-10   ARGUMENT WRITING: **As seem in argument to convince; reports; response to informational and literary text; etc.**
Students write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Establishes a context and advances a thesis W.9-10.1a	The student skillfully hooks/engages the reader by establishing context appropriate to the audience. in an analysis of substantive topics or texts, the student skillfully establishes insightful claim(s)/assertion(s) in the form of a thesis/position.	The student effectively hooks/engages the reader by establishing context appropriate to the audience. in an analysis of substantive topics or texts, the student effectively establishes precise claim(s)/assertion(s) in the form of a thesis/position.	The student's hook and context is ineffective and does not engage the audience. The student attempts to establish interpretive claim(s)/assertion(s) in the form of a thesis, but the thesis/position is unclear.	The student does not establish context. The thesis/position is unclear or missing..
Demonstrates critical thinking in order to develop the topic W.9-10.1b	He/she skillfully supports valid arguments with relevant and detailed evidence, identifying sources of information when appropriate. Student skillfully develops claim(s) and counter claims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	He/she effectively supports logical arguments with relevant and detailed evidence, identifying sources of information when appropriate. Student develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	He/she attempts to support arguments, but some arguments lack clarity or accuracy. The student attempts to address the reader's concerns but does so ineffectively.	The student analysis of most evidence lacks clarity and/or logic. The student makes little or no attempt to build logical arguments. The student does not attempt to address the reader's concerns.
Creates an organizing structure W.9-10.1a; W.9-10.1c; W.9-10.1e	The student skillfully uses an organizational structure (opening, body, and closure) that allows for a progression of ideas to develop. Effectively uses words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between	The student effectively uses an organizational structure (opening, body, and closure) that allows for a progression of ideas to develop. Uses words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims.	The student uses an organizational structure that does not allow for a progression of ideas to develop coherently. Attempts to use words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between	The student demonstrates little evidence of organization. Uses few words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claims and

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
	claims and counterclaims.	(transitions)	claims and counterclaims.	counterclaims. Conclusion may be abrupt or missing.
	Effectively provides a conclusion statement or section that follows from and supports the argument presented.	Provides a conclusion statement or section that follows from and supports the argument presented.	Attempts to provide a conclusion statement or section However, it may not follow from and support the argument presented.	
Uses voice and style to enhance meaning. **W.9-10.1d**	Effectively establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Attempts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Style may be informal or subjective.
Demonstrates command of written language conventions **L.9-10.1a; L.9-10.1b; L.9-10.2a; L.9-10.2b; L.9-10.2c**	The student skillfully and consistently demonstrates control of grammar, usage, punctuation, sentence construction and spelling with little or no error.	The student effectively and consistently demonstrates control of grammar, usage, punctuation, sentence construction and spelling with few errors.	The student fails to consistently demonstrate control of grammar, usage, punctuation; sentence construction and spelling. The student's errors interfere with meaning.	The student demonstrates little control of grammar, usage, punctuation, sentence construction and spelling The student's errors interfere with meaning.
Score	☐ **Proficient**		☐ **Not Proficient**	

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Communication Skills.**

Grades 11 -12   ARGUMENT WRITING: **as seem in argument to convince; reports; response to informational and literary text; etc.**
Students write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Establishes a context and advances a thesis W.11-12.1a	The student skillfully hooks/engages the reader by establishing context appropriate to the audience. in an analysis of substantive topics or texts, the student skillfully establishes insightful claim(s)/assertion(s) in the form of a thesis/position.	The student effectively hooks/engages the reader by establishing context appropriate to the audience. in an analysis of substantive topics or texts, the student effectively establishes precise, knowledgeable claim(s)/assertion(s) in the form of a thesis/position.	The student's hook and context is ineffective and does not engage the audience. The student attempts to establish interpretive claim(s)/assertion(s) in the form of a thesis, but the thesis/position is unclear.	The student does not establish context. The thesis/position is unclear or missing..
Demonstrates critical thinking in order to develop the topic W.11-12.1b	He/she skillfully supports valid arguments with relevant and detailed evidence, identifying sources of information when appropriate. Student skillfully develops claim(s) and counter claims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge levels, concerns., values, and possible biases.	He/she effectively supports logical arguments with relevant and detailed evidence, identifying sources of information when appropriate. Student develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge levels, concerns, values, and possible biases.	He/she attempts to support arguments, but some arguments lack clarity or accuracy. The student attempts to address the reader's concerns but does so ineffectively.	The student analysis of most evidence lacks clarity and/or logic. The student makes little or no attempt to build logical arguments. The student does not attempt to address the reader's concerns.
Creates an organizing structure W.11-12.1a; W.11.12.1c; W.11-12.1e	The student skillfully uses an organizational structure (opening, body, and closure) that allows for a progression of ideas	The student effectively uses an organizational structure (opening, body, and closure) that allows for a progression of ideas to develop.	The student uses an organizational structure that does not allow for a progression of ideas to develop coherently.	The student demonstrates little evidence of organization.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
	to develop. Effectively uses words, phrases, and clauses as well as varied syntax to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims. Effectively provides a conclusion statement or section that follows from and supports the argument presented.	Uses words, phrases, and clauses as well as varied syntax to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims. (transitions) Provides a conclusion statement or section that follows from and supports the argument presented.	Attempts to use words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims. Attempts to provide a conclusion statement or section However, it may not follow from and support the argument presented.	Uses few words, phrases, and clauses to link major sections of the text, create cohesion, and clarify relationships between claims and counterclaims. Conclusion may be abrupt or missing.
Uses voice and style to enhance meaning. **W.11-12.1d**	Effectively establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Attempts to establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Style may be informal or subjective.
Demonstrates command of written language conventions **L.11-12.1a; L.11-12.1b; L.11-12.2a; L.11-12.2b**	The student skillfully and consistently demonstrates control of grammar, usage, punctuation, sentence construction and spelling with little or no error.	The student effectively and consistently demonstrates control of grammar, usage, punctuation, sentence construction and spelling with few errors.	The student fails to consistently demonstrate control of grammar, usage, punctuation; sentence construction and spelling. The student's errors interfere with meaning.	The student demonstrates little control of grammar, usage, punctuation, sentence construction and spelling The student's errors interfere with meaning.
Score	☐ **Proficient**		☐ **Not Proficient**	

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Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **<u>Communication Skills.</u>**

GRADES 9-10   NARRATIVE WRITING

Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Establishes a story-line/plot **W.9-10.3a**	The student skillfully engages and orients the reader by setting context, creating a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Student creates a smooth progression of experiences or events using effective and unique organizational patterns.	The student engages and orients the reader by setting some context, creating a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Student creates a smooth progression of experiences or events.	The student attempts to engage and orient the reader by setting a little context, creating a problem, attempts to establish a situation, or observation, and point of view. Student introduces a narrator and/or characters. Student attempts to create a smooth progression of experiences or events.	The student does not engage and orient the reader by setting context. There may be a problem, situation, or observation, but it is not developed. Student does not create a smooth progression of experiences or events.
Demonstrates critical thinking and develops story/essay with a variety of techniques. **W.9-10.3b**	The student creatively uses a variety of effective literary devices such as flashback, pacing, foreshadowing, figurative language, imagery, relevant and descriptive language to enhance storyline/plot. The student skillfully applies narrative strategies such as dialogue, action, and description and or multiple plot lines to develop experiences, events and/or characters. Shows rather than tells.	The student uses a variety of effective literary devices and/or relevant and descriptive language to enhance storyline/plot. The student applies narrative strategies such as dialogue, action, and description and or multiple plot lines to develop experiences, events and/or characters. Attempts to show rather than tell.	The student attempts to use a variety of effective literary devices and/or descriptive language to enhance storyline/plot; but variety is insufficient or strategies are ineffective. The student attempts to apply narrative strategies such as dialogue, action, and description and or multiple plot lines to develop experiences, events and/or characters. Story is told.	The student shows little evidence of effective literary devices. The student shows little evidence of applying narrative strategies such as dialogue, action, and description and or multiple plot lines to develop experiences, events and/or characters. Story is told.
Creates an organizing structure and authentic voice.	The student uses a creative organizational structure that enhances the story and sequences events so that	The student uses an effective organizational structure that includes an opening, body and	The student uses some organization but causes confusion.	The student's writing shows little evidence of organization.

W.9-10.3.c; W.9-10.3d	they build on one another to create a coherent whole. Student artistically uses precise words and phrases, figurative language and sensory language to convey a vivid picture of the Student provides a satisfying and strong conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	closing. Student uses precise words and phrases, and some sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Student provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Student uses few descriptive words and language is pedestrian. Student provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Student uses few descriptive words and language is pedestrian.. Student provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Demonstrates understanding of written language conventions. L.9-10.1;L.9-10.2	The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	The student demonstrates control of usage, grammar, capitalization, punctuation, sentence structure and spelling. The student's occasional errors do not interfere with meaning.	The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. The errors interfere with meaning.	The student's demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. The students' writing has numerous errors that interfere with meaning.
Score	☐ **Proficient**		☐ **Not Proficient**	

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Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Communication Skills.**

GRADES 11-12 NARRATIVE WRITING
Students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Establishes a story-line/plot W.11-12.3a	The student skillfully engages and orients the reader by setting context, creating a problem, situation, or observation, and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Student creates a smooth progression of experiences or events using effective and unique organizational patterns.	The student engages and orients the reader by setting some context, creating a problem, situation, or observation, and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Student creates a smooth progression of experiences or events.	The student attempts to engage and orient the reader by setting a little context, creating a problem, attempts to establish a situation, or observation, and point of view. Student introduces a narrator and/or characters. Student attempts to create a smooth progression of experiences or events.	The student does not engage and orient the reader by setting context. There may be a problem, situation, or observation, but it is not developed. Student does not create a smooth progression of experiences or events.
Demonstrates critical thinking and develops story/essay with a variety of techniques. W.9-11-12.3b	The student creatively uses a variety of effective literary devices such as flashback, pacing, foreshadowing, figurative language, imagery, relevant and descriptive language to enhance storyline/plot. The student skillfully applies narrative strategies such as dialogue, action, and description and or multiple plot lines to develop experiences, events and/or characters. Shows rather than tells.	The student uses a variety of effective literary devices and/or relevant and descriptive language to enhance storyline/plot. The student applies narrative strategies such as dialogue, action, and description and or multiple plot lines to develop experiences, events and/or characters. Attempts to show rather than tell.	The student attempts to use a variety of effective literary devices and/or descriptive language to enhance storyline/plot; but variety is insufficient or strategies are ineffective. The student attempts to apply narrative strategies such as dialogue, action, and description and or multiple plot lines to develop experiences, events and/or characters. Story is told.	The student shows little evidence of effective literary devices. The student shows little evidence of applying narrative strategies such as dialogue, action, and description and or multiple plot lines to develop experiences, events and/or characters. Story is told.

Creates an organizing structure and authentic voice. W.11-12.3.c; W.11-12.3d	The student uses a creative organizational structure that enhances the story and a variety of techniques to sequence events so that they build on one another to create a coherent whole and a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Student artistically uses precise words and phrases, figurative language and sensory language to convey a vivid picture of the events, setting, and/or characters. Student provides a satisfying and strong conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The student uses an organizational structure that enhances the story and a variety of techniques to sequence events so that they build on one another to create a coherent whole and a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Student uses precise words and phrases, and some sensory language to convey a vivid picture of the events, setting, and/or characters. Student provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The student uses some organization but causes confusion. Student uses few descriptive words and language is pedestrian. Student provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	The student's writing shows little evidence of organization. Student uses few descriptive words and language is pedestrian.. Student provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Demonstrates understanding of written language conventions. L.11-12.1; L.11-12.2	The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	The student demonstrates control of usage, grammar, capitalization, punctuation, sentence structure and spelling. The student's occasional errors do not interfere with meaning.	The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. The errors interfere with meaning.	The student's demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. The students' writing has numerous errors that interfere with meaning.
Score	☐ **Proficient**		☐ **Not Proficient**	

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **<u>Communication Skills.</u>**

GRADES 9-10   INFORMATIONAL/EXPLANATORY WRITING: reports; response to informational and literary text; etc.
Students write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Establishes context and purpose W.9-10.2a	The student effectively identifies a topic and establishes an interpretive claim/assertion in the form of a focus/thesis that addresses the prompt. Effectively sets context (background information). *If applicable* The student skillfully engages the reader while establishing purpose with a clear focus/thesis.	The student clearly identifies a condition, situation, or issue and establishes an interpretive claim/assertion in the form of a focus/thesis that responds to the prompt. Sets context (background information). *If applicable*, the student engages the reader while establishing purpose or focus.	The student identifies a condition, situation, or issue that addresses the prompt, but the purpose and focus may be weak. Sets limited context (background information) The student attempts to engage the reader, but is not successful.	The student fails to identify a condition, situation, or issue that addresses the prompt, and may not have a focus. Context is missing. The student does not engage the reader.
Demonstrates critical thinking in order to develop the topic W.9-10.2b	The student effectively develops the topic with a depth of well-chosen, relevant, and sufficient fats, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. The student references texts and uses relevant and insightful citations to support interpretations, thesis, or drawing conclusions.	The student develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. The student references texts or uses relevant citations to support interpretations, thesis, or drawing conclusions.	The student attempts to develop the topic, but information may be lacking and/or not accurate. The student references limited texts and attempts to interpret text, but interpretation or conclusion causes confusion.	The student selects inappropriate information. The student references few texts and shows little or no interpretation of the text.
Creates an organizing structure W.9-10.2a ; W.9-10.2c ; W.9-10.2f	The student uses effective essay and paragraph structures and formatting. The opening, body, and closure are skillfully organized to establish purpose and enhance the response.	The student uses essay and paragraph structures appropriately. The opening, body, and closure are effectively organized to establish purpose. Uses organizational strategies	The student uses an organizational structure that may cause confusion. . The student uses a few	The student's writing shows little evidence of organization. The student uses no transitions.

	Effectively uses organizational strategies such as definition, classification, comparison/contrast, and cause/ effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. The student uses effective transitions to clarify the relationships among ideas and concepts. Provide an insightful concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	such as definition, classification, comparison/contrast, and cause/ effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. The student uses appropriate transitions to clarify the relationships among ideas and concepts. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	transitions to clarify the relationships among ideas and concepts. The student makes few inferences but attempts to draw a credible conclusion that synthesizes information	The student does not interpret text and makes few inferences. The paper ends abruptly and there is not a credible conclusion that synthesizes information.
Uses voice and style to enhance meaning. W.9-10.2d; W.9-10.2e	The student skillfully uses language that clarifies and supports intent and establishes an authoritative and academic voice. Skillfully establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. The student uses varied sentence length and structure to enhance meaning. The student uses varied sentence length and structure to enhance meaning.	The student uses precise language and domain-specific vocabulary to inform about or explain the topic. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. The student uses varied sentence length and structure to enhance meaning. The student uses varied sentence length and structure to enhance meaning.	The language is pedestrian and may not establish an authoritative or academic voice. Style sometimes becomes informal. The student does not vary sentence length and structure to enhance meaning.	The student does not use language that clarifies or supports intent or establishes an authoritative voice. Does not maintain a formal style. May use slang. The student does not vary sentence length and structure to enhance meaning.
Demonstrates command of written language conventions L.9-10.1 ;L.9-10.2	The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. The occasional errors do not interfere with meaning.	The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling. The occasional errors do not interfere with meaning.	The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. The errors may interfere with meaning.	The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling. The numerous errors interfere with meaning.
Score	☐ **Proficient**		☐ **Not Proficient**	

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Communication Skills.**

GRADES 11-12   INFORMATIONAL/EXPLANATORY WRITING: reports; response to informational and literary text; etc.
Students write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Establishes context and purpose W.11-12.2a	The student effectively identifies a topic and establishes an interpretive claim/assertion in the form of a focus/thesis that addresses the prompt. Effectively sets context (background information). *If applicable,* the student skillfully engages the reader while establishing purpose with a clear focus/thesis.	The student clearly identifies a topic and establishes an interpretive claim/assertion in the form of a focus/thesis that addresses the prompt. Sets context (background information). *If applicable*, the student engages the reader while establishing purpose or focus.	The student identifies a condition, situation, or issue that addresses the prompt, but the purpose and focus may be weak. Sets limited context (background information) The student attempts to engage the reader, but is not successful.	The student fails to identify a condition, situation, or issue that addresses the prompt, and may not have a focus. Context is missing. The student does not engage the reader.
Demonstrates critical thinking in order to develop the topic W.11-12.2b	The student develops the topic thoroughly by selecting a depth of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. The student references texts and uses relevant and insightful citations to support interpretations, thesis, or drawing conclusions.	The student develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. The student references texts or uses relevant citations to support interpretations, thesis, or drawing conclusions.	Information may be lacking and/or not accurate. The student references limited texts and attempts to interpret text, but interpretation or conclusion causes confusion.	The student selects inappropriate information. The student shows little or no interpretation of the text.
Creates an organizing structure W.11-12.2a ; W.11-12.2c ; W.11-12.2f	The student organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g.,	The student organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings),	The student uses an organizational structure that may cause confusion.	The student's writing shows little evidence of organization.

	headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. The student uses effective transitions to clarify the relationships among ideas and concepts. The student provides a pertinent concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. The student uses appropriate transitions to clarify the relationships among ideas and concepts. The student provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	The student uses a few transitions to clarify the relationships among ideas and concepts. The student attempts to provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	The student uses no transitions. The conclusion may be lacking and the paper ends abruptly.
Uses voice and style to enhance meaning. W.11-12.2d; W.11-12.2e	The student skillfully uses language that clarifies and supports intent and establishes an authoritative and academic voice. Establishes and maintains a formal style. The student uses varied sentence length and structure to enhance meaning.	The student uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. The student uses varied sentence length and structure to enhance meaning.	The language is pedestrian and may not establish an authoritative or academic voice. Style sometimes becomes informal. The student does not vary sentence length and structure to enhance meaning.	The student does not use language that clarifies or supports intent or establishes an authoritative voice. Does not maintain a formal style. The student does not vary sentence length and structure to enhance meaning.
Demonstrates command of written language conventions L.11-12.1 ;L.11-12.2	The student demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. The occasional errors do not interfere with meaning.	The student demonstrates control of usage, grammar, punctuation, capitalization, sentence construction, and spelling. The occasional errors do not interfere with meaning.	The student demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. The errors may interfere with meaning.	The student demonstrates little control of usage, grammar, punctuation, sentence construction, or spelling. The numerous errors interfere with meaning.
Score	☐ **Proficient**		☐ **Not Proficient**	

NAME:
TASK

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Grades 9-12 Speaking and Listening: Oral Presentation

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Delivery	The student effectively and skillfully uses eye contact, appropriate volume and language, rate of speaking, and posture, to present information with enthusiasm, poise and confidence.	The student effectively uses eye contact, appropriate volume and language, rate of speaking, and posture, to present information with enthusiasm, poise and confidence.	The student inconsistently uses eye contact, volume and language, rate of speaking, and posture, to present information with little enthusiasm, poise and confidence.	The student ineffectively uses eye contact, volume and language, rate of speaking, and posture, to present information.
SL.9-12.4 Presentation of knowledge and Ideas Organization	The student skillfully introduces the topic, maintains focus, and transitions between key points. Organization, development, substance, and style are masterful.. The student skillfully presents information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks	The student effectively introduces the topic, maintains focus, and provides smooth transitions. Organization, development, substance, and style are appropriate to purpose, audience, and task. The student presents information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks	The student introduces the topic but lacks often clarity, transition, and focus. Organization, development, substance, and style are sometimes inappropriate to purpose, audience, and task. The student attempts to present information, findings, and supporting evidence, but often does not convey a clear and distinct perspective, such that listeners can follow the line of reasoning, and the organization, development, substance, and style are often not appropriate to purpose, audience, and a range of formal and informal tasks	The student ineffectively introduces topic and demonstrates little organization. Organization, development, substance, and style are not appropriate to purpose, audience, and/or task. The student does not present information, findings, and supporting evidence, does not convey a clear and distinct perspective, such that listeners can follow the line of reasoning, and the organization, development, substance, and style are not appropriate to purpose, audience, and a range of formal and informal tasks.
Content –	The student skillfully provides an accurate and complete explanation of key concepts, details and draws upon relevant material.	The student provides an accurate and complete explanation of key concepts, details and draws upon relevant material.	The student provides a limited explanation of key concepts, details and provides minimal relevant information.	The student ineffectively presents an accurate explanation of key concepts and relevant information.

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
SL.9-12.5 Language and Technology	The student skillfully adapts speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. The student skillfully makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	The student adapts speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. The student makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	The student attempts to adapt speech to a variety of contexts and tasks, and attempts to demonstrate a command of formal English when indicated or appropriate. The student attempts to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	The student does not adapt speech to a variety of contexts and tasks, and does not demonstrate a command of formal English when indicated or appropriate. The student does not make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Score	☐ **Proficient**		☐ **Not Proficient**	

NAME:
TASK:

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Communication Skills.**

Grades 9-12   Speaking and Listening: Interactive Listening

Common Core Standard	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
4. **SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL.11-12** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	The student skillfully evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	The student evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	The student attempts to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	The student demonstrates little or no ability to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
5. **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. **SL.11-12.1**Initiate and participate effectively in a range	The student skillfully initiates and participates effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on *grade level topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. The student comes to discussions skillfully prepared, having read and researched material under study; explicitly and often draws on that preparation by referring to evidence from texts and other	The student initiates and participates effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on *grade level topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. The student comes to discussions prepared, having read and researched material under study; explicitly draws on that preparation by referring to evidence from texts and other	The student does not effectively initiate or participate in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on *grade level topics, texts, and issues.* He/she does not effectively build on others' ideas or express ideas clearly and persuasively. The student seldom comes to discussions total prepared, having read and researched material under study; rarely draws on that preparation by referring to evidence from texts	The student does not initiate or participate in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on *grade level topics, texts, and issues.* He/she does not build on others' ideas or express ideas clearly and persuasively. The student does not come to discussions prepared, having read and researched material under study; does not draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. The student propels conversations by

Common Core Standard	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. The student often propels conversations by skillfully posing and responding to questions that probe reasoning and evidence; ensures a hearing for a full range of positions on a topic or issue; clarifies, verifies, or challenges ideas and conclusions; and often promotes divergent and creative perspectives. The student often responds thoughtfully to diverse perspectives; skillfully synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task.	research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. The student propels conversations by posing and responding to questions that probe reasoning and evidence; ensures a hearing for a full range of positions on a topic or issue; clarifies, verifies, or challenges ideas and conclusions; and promotes divergent and creative perspectives. The student responds thoughtfully to diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determines what additional information or research is required to deepen the investigation or complete the task.	and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas. The student seldom propels conversations by posing and responding to questions that probe reasoning and evidence; seldom ensures a hearing for a full range of positions on a topic or issue; rarely clarifies, verifies, or challenges ideas and conclusions; and rarely promotes divergent and creative perspectives. The student seldom responds thoughtfully to diverse perspectives; synthesizes comments, claims, and evidence made on all sides of an issue; rarely resolves contradictions when possible; and seldom determines what additional information or research is required to deepen the investigation or complete the task	posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarifies, verifies, or challenges ideas and conclusions; and promotes divergent and creative perspectives. The student does not respond thoughtfully to diverse perspectives; does not synthesize comments, claims, and evidence made on all sides of an issue; does not resolve contradictions when possible; and does not determine what additional information or research is required to deepen the investigation or complete the task.
Score	☐ **Proficient**		☐ **Not Proficient**	

Name:
Task:

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Communication Skills.**

Grades 9-12 Performance and Visual Arts Rubric

Expectation	Exceeds the Standard 4	Meets the Standard 3	Nearly Meets the Standard 2	Below the Standard 1
Demonstrates Artistic Processes	Skillfully generates, applies, revises, and evaluates artistic and technical strategies and techniques to address artistic problems. Skillfully demonstrates mastery of vocabulary of tools, techniques, and processes.	Generates, applies, revises, and evaluates artistic and technical strategies and techniques to address artistic problems. Demonstrates knowledge of vocabulary of tools, techniques, and processes.	Attempts to generate, apply, revise, and evaluate artistic and technical strategies and techniques to address artistic problems Demonstrates some knowledge of vocabulary of tools, techniques, and processes.	Little or no attempt to generate, apply, revise, and evaluate artistic strategies and techniques to address artistic problems. Demonstrates little knowledge of vocabulary of tools, techniques, and processes.
Personal, Cultural & Historical Context	Skillfully analyzes, interprets, and evaluates existing works of art, music, theater, and dance within social, cultural, and historical contexts. Skillfully reflect aspects of culture, time, and place in original work. Skillfully analyzes and synthesizes the connections between the arts and other disciplines.	Analyzes, interprets, and evaluates existing works of art, music, theater, and dance within social, cultural, and historical contexts. Reflect aspects of culture, time, and place in original work. Analyzes and synthesizes the connections between the arts and other disciplines.	Attempts to analyze, interpret, and evaluate existing works of art, music, theater, and dance within social, cultural, and historical contexts. Attempts to reflect aspects of culture, time, and place in original work. Attempts to analyze and synthesize the connections between the arts and other disciplines.	Little or no attempt to analyze, interpret, and evaluate existing works of art, music, theater, and dance within social, cultural, and historical contexts. Little or no attempt to reflect aspects of culture, time, and place in original work. Recognizes little connection between the arts and other disciplines.

Communication, Demonstration & Performance	Skillfully synthesizes, evaluates, and applies tools, techniques, processes, and arts concepts to convey specific feelings, ideas, or meanings. Skillfully creates an effective and unique solution for a creative problem.	Synthesizes, evaluates, and applies tools, techniques, processes, and arts concepts to convey specific feelings, ideas, or meanings. Creates an effective solution for a creative problem.	Attempts to synthesize, evaluate, and apply tools, techniques, processes, and arts concepts to convey feelings, ideas, or meanings. Creates a partially effective solution for a creative problem.	Limited or no attempt to synthesize, evaluate, and apply tools, techniques, processes, and arts concepts to convey feelings, ideas, or meanings. Attempts a solution for a creative problem.
Aesthetic Judgment	Skillfully applies knowledge and skills in art discipline to reflect on and evaluate the work of self and others.	Applies knowledge and skills in art discipline to reflect on and evaluate the work of self and others.	Attempts to apply knowledge and skills in art discipline to reflect on and evaluate the work of self and others.	Little or no attempt to apply knowledge and skills in art discipline to reflect on and evaluate the work of self and others.
Score	☐ **Proficient**		☐ **Not Proficient**	

Name:
Task:

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Problem Solving & Critical Thinking Skills.**

Grades 9-12– Functions and Algebra

This rubric is to be used on tasks that align with the **High School Algebra** or **High School Functions** standards in the Common Core State Standards for Mathematics.

Expectation	Exceeds the Standard 4	Meets the Standard 3	Nearly Meets the Standard 2	Below the Standard 1
Identifying the Problem	The student clearly and logically identifies all the essential information of the problem, and redefines the problem in his or her own words.	The student identifies all the essential information of the problem.	The student attempts to identify the essential information of the problem.	The student does not identify the essential information of the problem.
Process	The student clearly and logically implements an efficient strategy to solve the problem.	The student implements a reasonable strategy to solve the problem	The student attempts to implement a strategy to solve the problem.	The student does not attempt to implement a reasonable strategy to the problem or chooses a strategy that does not apply to the problem.
Perseverance	The student carries out the chosen strategy with success, adjusting it as needed throughout the problem solving process.	The student carries out the chosen strategy with success or attempts to carry out multiple strategies.	The student attempts to carry out a single strategy.	The student does not carry out the chosen strategy.
Accuracy	• The student clearly presents an accurate solution to the problem. • The student attends to precision in all calculations using correct units throughout. • The student evaluates the reasonableness of the solution, adjusting it as necessary.	• The student presents a reasonably accurate solution to the problem which contains appropriate units. • The student evaluates the reasonableness of the solution.	The student's solution lacks reasonable accuracy or the student does not attempt to evaluate the reasonableness of the solution.	The student attempts to present a solution to the problem. The student does not evaluate the reasonableness of the solution.

Communication	• The student provides a clear and concise explanation of their solution. The explanation provides an in depth justification and shows insight into the concept at hand or makes meaningful connections to other concepts.	The student provided a reasonable explanation of his or her results.	The student's explanation lacks accuracy or clarity.	The student did not provide a reasonable explanation.
Score	☐ Proficient		☐ Not Proficient	

Name:
Task:

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Problem Solving & Critical Thinking Skills.**

GRADES 9-12– GEOMETRY
This rubric is to be used on tasks that align with the **High School Geometry** standards in the Common Core State Standards for Mathematics

Expectation	Exceeds the Standard 4	Meets the Standard 3	Nearly Meets the Standard 2	Below the Standard 1
Identifying the Problem	The student clearly and logically identifies all the essential information of the problem, and redefines the problem in his or her own words.	The student identifies all the essential information of the problem.	The student attempts to identify the essential information of the problem.	The student does not identify the essential information of the problem.
Process	The student clearly and logically implements an efficient strategy to solve the problem.	The student implements a reasonable strategy to solve the problem	The student attempts to implement a strategy to solve the problem.	The student does not attempt to implement a reasonable strategy to the problem or chooses a strategy that does not apply to the problem.
Perseverance	The student carries out the chosen strategy with success, adjusting it as needed throughout the problem solving process.	The student carries out the chosen strategy with success or attempts to carry out multiple strategies.	The student attempts to carry out a single strategy.	The student does not carry out the chosen strategy.
Accuracy	• The student clearly presents an accurate solution to the problem. • The student attends to precision in all calculations using correct units throughout. • The student evaluates the reasonableness of the solution, adjusting it as necessary.	• The student presents a reasonably accurate solution to the problem which contains appropriate units. • The student evaluates the reasonableness of the solution.	The student's solution lacks reasonable accuracy or the student does not attempt to evaluate the reasonableness of the solution.	The student attempts to present a solution to the problem. The student does not evaluate the reasonableness of the solution.

Communication	• The student provides a clear and concise explanation of their solution. The explanation provides an in depth justification and shows insight into the concept at hand or makes meaningful connections to other concepts.	The student provided a reasonable explanation of his or her results.	The student's explanation lacks accuracy or clarity.	The student did not provide a reasonable explanation.
Score	☐ **Proficient**		☐ **Not Proficient**	

Name:
Task:

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Problem Solving & Critical Thinking Skills.**

Grades 9-12   Scientific Inquiry Rubric

Expectations	Exceeds Standards 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
WHST.11-12.7 Conduct a short research project to answer a question or solve a problem. Demonstrate understanding of the subject under investigation	The student conducts a short research project to answer a question or solve a problem. The student demonstrates understanding of the subject under investigation	With help, the student conducts a short research project to answer a question or solve a problem.	With help, the student attempts to conduct a short research project but is unsuccessful.	With help, the student makes no attempt to conduct a short research project.
RST.11-12.3-Follow a precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, analyze the specific results based on explanations in the text.	The student **follows precisely** a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, analyze the specific results based on explanations in the text.	The student **follows** a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, analyze the specific results based on explanations in the text.	The student **tries to follow** a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, analyze the specific results based on explanations in the text.	The student **does NOT follow** a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, analyze the specific results based on explanations in the text.
RST.11-12.8 Evaluate hypotheses, data, analysis, and conclusions.	The student evaluates hypotheses, data, analysis, and conclusions verifying the data when possible and corroborating or challenging conclusions with other sources of information.	The student evaluates hypotheses, data, analysis, and conclusions successfully.	The student tries to evaluate hypotheses, data, analysis, and conclusions but is NOT successful	The student makes no attempt to evaluate hypotheses, data, analysis, and conclusions.

RST.11-12.9 Synthesize information from a range of sources (texts, experiments, simulations) into a coherent understanding of the process, phenomenon, or concept, resolving conflicting information.	Synthesize information from a range of sources (texts, experiments, simulations) into a coherent understanding of the process, phenomenon, or concept, resolving conflicting information.	The student successfully synthesizes information from a range of sources (texts, experiments, simulations)	The student tries to synthesize information from a range of sources (texts, experiments, simulations) but is not successful.	The student makes no attempt to synthesize information from a range of sources (texts, experiments, simulations).
WHST.11 Develop claims and counterclaims fairly and thoroughly, supplying data and evidence	The student develops claims and counterclaims fairly and thoroughly, supplying data and evidence without help.	The student develops claims and counterclaims fairly and thoroughly, supplying data and evidence with help.	The student tries to develop claims and counterclaims. The student has help but is unsuccessful.	The student, with help does not attempt to develop claims and counterclaims.
WHST.11-12.1d Establish and maintain a formal writing style and objective tone	The student successfully establishes and maintains a formal writing style and objective tone without help.	The student, with help successfully establishes and maintains a formal writing style and objective tone.	The student,with help tries to maintain a formal writing style but is not successful.	The student, with help makes no attempt to maintain a formal writing style.
WHST.11-12.1e Provide a concluding statement or section that follows from and supports the information or explanation provided.	The student provides a concluding statement or section that follows from and supports the information or explanation provided.	With help, the student provides a concluding statement.	With help, the student tries to provide a concluding statement but is not successful.	With help, the student makes no attempt to provide a concluding statement.
Score	☐ **Proficient**		☐ **Not Proficient**	

Name:
Task:

Cranston Public Schools

Proficiency on this rubric demonstrates successful progress towards the PBGR in the area of **Problem Solving & Critical Thinking Skills.**

Grades 9-12 Technology and Engineering Design Rubric

Expectations	Exceeds Standards 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Design Problem and Boundaries	The student effectively displays a clear and complete understanding of design goal and constraints	Overall, the student has a sound understanding of the problem and constraints. Does not significantly impair solution.	The student has some understanding of problem. Major deficiencies that will impact the quality of solution.	The student has little or no grasp of problem and is incapable of producing a successful solution.
Alternative Designs	The students skillfully achieves the final design after review of reasonable alternatives.	The student identifies alternate approaches to some degree	The student has serious deficiencies in exploring and identifying alternative designs.	The student has only one design presented or clearly infeasible alternative given.
Use of Computer–Aided Tools	The student uses computer aided tools effectively to develop and analyze designs.	The student uses computer aided tools with moderate effectiveness to develop designs.	Minimal application and use of appropriate tools is displayed by the student.	The student displays serious deficiencies in understanding the correct selection and/or use of tools.
Application of Engineering Principles	The student demonstrations outstanding selection and application of engineering principles ensuring reasonable results.	The student demonstrates effective application of engineering principles resulting in reasonable solution.	The student demonstrations serious deficiencies in proper selection and use of engineering principles	The student demonstrates no application of engineering principles yielding unreasonable solution.
Final Design	The student's design meets or exceeds desired objectives. The student demonstrates effective implementation of resource conservation and recycle strategies.	The student's design meets desired objectives. The student demonstrates moderately effective utilization of resource conservation and recycle potentials.	The student's design is barely capable of achieving desired objectives. The student demonstrates minimal utilization of resource conservation and recycle potentials.	The student's design is not capable of achieving desired objectives. The student does not demonstrate implementation of resource conservation and recycle strategies.

Interpretation of Results	The student shows insightful, supported conclusions and recommendations.	The student shows sound conclusions reached based on achieved results.	The student shows serious deficiencies in support for stated conclusions.	The student has no conclusions based on achieved results.
SCORE	☐**Proficient**		☐**Not Proficient**	