WHITE PINE HIGH SCHOOL STANDARDS BASED GRADING RUBRIC REVISED 2014

Letter Grade	Rubric Points	Achievement Level	Information	Thinking	Skills
A	10	Exceeding Standard	I make in depth inferences, applications, and connections in addition to those explicitly taught in class. **Formula:** 70% or greater correct responses to **Type 1** items. Thorough responses to **Type 2** items. Thorough, thoughtful, and insightful responses to **Type 3** items.	I demonstrate thinking at the **Synthesize** or **Evaluate** levels of Bloom's Taxonomy.	I perform the desired skill at a level that demonstrates mastery completely independent of coaching.
A-	9	Almost Exceeding Standard	I make in depth inferences, applications, and connections in addition to those explicitly taught in class with partial success. **Formula:** 70% or greater correct responses to **Type 1.** Thorough responses to **Type 2** items. Thorough responses to **Type 3** items.	I attempt thinking at the **Synthesize** or **Evaluate** levels of Bloom's Taxonomy with partial success.	I perform the desired skill at a level that indicates partial mastery. Minimal coaching is necessary.
B	8	Meeting Standard	I demonstrate proficiency regarding the information taught in class with no major errors or omissions. **Formula:** 70% or greater correct responses to **Type 1** items. Thorough responses to **Type 2** items. Incorrect or incomplete responses to **Type 3** items.	I demonstrate thinking at the **Analyze** or **Synthesize** levels of Bloom's Taxonomy.	I perform the desired skill at a level that indicates proficiency. Some coaching is necessary. With practice, I will achieve mastery.
B is the minimum required to Meet the Standard. If you are earning Bs, you should be prepared to pass exit exams, score at entry levels on the ACT, and be College and Career Ready.					
C	7	Approaching Standard	I demonstrate proficiency regarding the simpler details and processes but have only partial knowledge of the more complex ideas and processes. **Formula:** 70% correct responses to **Type 1** items. Partial responses to **Type 2** items.	I demonstrate thinking at the **Apply** level of Bloom's Taxonomy.	I perform the desired skill at a level that is not yet proficient. I am approaching proficiency in all areas but have not yet achieved it in any. My errors are all minor. Coaching is regular.
D	6	Emerging	I need significant practice and refining in order to demonstrate proficiency regarding the information taught in class. **Formula:** 60% correct responses to **Type 1** items.	I demonstrate basic thinking at the **Know** level only on Bloom's Taxonomy.	I perform the desired skill at a level that suggests significant practice is needed to achieve proficiency. I have many errors. Coaching is nearly constant.
D is the minimum required in order to earn credit at the conclusion of a course. This should not be interpreted to mean that you are in any way ready for life after high school.					
F	0-5	Below Standard	I do not yet demonstrate understanding of even the simpler details. **Formula:** Less than 60% correct responses to **Type 1** items.	I do not yet demonstrate thinking at the **Know** level of Bloom's Taxonomy.	I attempt the desired skill with significant errors. Constant coaching is essential for any success.
NTI	0	Not Turned In	I do not demonstrate learning because I did not submit the assignment.	I do not demonstrate learning because I did not submit the assignment.	I do not demonstrate learning because I did not submit the assignment.

Type 1 items include basic recall, definitions, facts, time sequences, memorization, and following patterns by rote.

Type 2 items include applications, generalizations, connections among ideas, identifying similarities and differences, and identifying patterns.

Type 3 items include creating metaphors and analogies, arguing and/or defending a point, justifying a position, analyzing errors, and eliciting inferences.

Evaluate:
Defend an idea
Advocate for change
Argue the point with evidence
Judge and explain
Criticize and explain
Assess the merits

Synthesize:
Relate past to present
Connect different ideas
Summarize into big ideas
Combine parts into a whole
Relate past to present
Show how events are related
Compare and contrast

Analyze:
Break down
Dissect
Scrutinize
Examine closely
Inspect
Divide into parts
Contrast differences

			WHITE PINE HIGH SCHOOL EMPLOYABILITY SKILLS RUBRIC			
Letter Grade	Rubric Points	Achievement Level	Productivity—I work when I am supposed to	Effort—I try even when it's difficult	Timeliness of Work	Initiative
A	10	Exceeding Standard	I am on time for class with very few exceptions (tardy maybe once per month). In class, I work without being prompted to do so. I understand that class time is for learning and demonstrate this understanding by optimizing every minute available to me to refine my skills and deepen my knowledge.	I understand that effort is one of the most important attributes of being employable. Therefore, I try my hardest almost all of the time. When something is difficult, I fight the temptation to give into frustration and I exhaust all resources to achieve **mastery**. I try multiple times even if I am not successful at first.	I turn in nearly all of my assignments on time.	I seek out opportunities to enrich my learning on a daily basis. I seek learning in every assignment. I voluntarily contribute to class discussions and choose to fully engage myself in the learning process.
B	8	Meeting Standard	I am on time for class the vast majority of the time (tardy two or three times per month). In class, I work nearly all the time but occasionally have to be prompted to do so. While I understand that class time is for learning and use most time to refine my skills and deepen my knowledge, I have been known to waste a minute or two.	While I understand that effort is one of the most important attributes of being employable, there is occasionally a gap between what I know and what I do. Sometimes when a task is difficult, I give into frustration before exhausting all resources. I try multiple times even if I am not successful at first. Once I've been encouraged, I work to achieve **proficiency**.	I turn in most of my assignments on time.	With few exceptions, I seek out opportunities to enrich my learning. I seek learning in most assignments. With encouragement, I contribute to class discussions and engage myself in the learning process
F	0	Approaching Standard	I am not yet at the Meeting Standard level.	I am not yet at the Meeting Standard level.	I am not yet at the Meeting Standard level.	I am not yet at the Meeting Standard level.