

GUILFORD HIGH SCHOOL
MISSION STATEMENT

The mission of Guilford High School is to focus on learning in a rigorous academic learning community that is safe and respectful.

The vision of the Guilford High School community is that all individuals will develop the beliefs, skills and dispositions for lifelong learning and realize their fullest potential.

We believe that the goal of education is to help young people to assume a meaningful, responsible, and productive role in society. To achieve this goal students will:

- learn through rigorous programs that meet their diverse abilities, needs, aspirations and interests
- reach their highest capabilities in a climate where learning is a shared, mutually-accountable, data-driven collaboration among teachers, students, parents, and community
- understand their shared responsibility for their education
- develop habits of lifelong learning
- develop a respect for the uniqueness and accomplishments of themselves and others
- mature into independent, reasoning individuals who make responsible decisions, adapt to a changing world, and develop into productive and responsible citizens

ACADEMIC EXPECTATIONS

To meet the demands of the global community students will:

1. demonstrate appropriate communication strategies by writing and speaking for a variety of purposes and audiences
2. demonstrate appropriate reading and listening skills for a variety of purposes
3. analyze and evaluate a variety of sources for reliability and credibility
4. apply effective strategies for problem solving by
 - a. gathering information
 - b. analyzing and interpreting data
 - c. thinking critically
 - d. communicating solutions
5. employ technology appropriately to facilitate learning, research, and communication

SOCIAL AND CIVIC EXPECTATIONS

To meet the demands of the global community students will:

1. understand and apply concepts of lifelong health and wellness
2. demonstrate an understanding of the rights and responsibilities of citizenship
3. fulfill community service requirements
4. participate in community activities beyond the social and civic requirements of Guilford High School
5. practice ethical behavior and take responsibility for their words and actions
6. act with tolerance, respect, courtesy and compassion

School-Wide Rubrics

School wide rubrics are used to assess the level of achievement of Guilford High School’s targeted and valued skills. Our rubrics ensure that all students and their parents know what is expected of them and know what they need to improve. Students will have multiple opportunities across content areas and/or courses to practice and achieve Guilford High School’s academic expectations. Students will be able to see connections across the disciplines, an important aspect of improved learning. School-wide rubrics levels of achievement are not used as grades. Student performance on school-wide rubrics do not factor into a student’s numerical grade in any course.

Academic Expectation #1

To meet the demands of the global community students will demonstrate appropriate communication strategies by writing and speaking for a variety of purposes and audiences.

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Focus</i>	A clear, thoughtful, and well-articulated focus is maintained throughout the response	←	A clear focus is maintained throughout the response	←	Lacks a clear or correct focus or the focus is not maintained throughout the response
<i>Support</i>	Response is thoroughly supported by using specific, documented information and examples that are accurate and relevant	←	Response is supported by using documented information and examples that are accurate and relevant	←	Response lacks adequate support, documented information and/or examples are inaccurate or irrelevant
<i>Organization</i>	Response is cohesive, well-organized, logical and appropriate to the given task; response is free of digressions	←	Response is organized and appropriate to the given task; response may contain digressions	←	Response lacks organization or digressions significantly interfere with meaning
<i>Clarity & Fluency</i>	Ideas are clearly and effectively developed; writing/speaking is consistently fluent and well-crafted with effective transitions	←	Most ideas are clearly and effectively developed; writing/speaking is generally fluent with effective transitions	←	Ideas lack clarity and/or development; writing/speaking lacks fluency and/or transitions
<i>Language & Mechanics</i>	Uses sophisticated and varied vocabulary, language and mechanics that are appropriate for the purpose of the assignment.	←	Uses vocabulary, language and mechanics that are appropriate for the purpose of the assignment.	←	Vocabulary, language and mechanics are not appropriate for the purpose of the assignment.

Academic Expectation #2

To meet the demands of the global community students will demonstrate appropriate reading and listening skills for a variety of purposes

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Understanding</i>	Demonstrates a sophisticated understanding of ideas and themes; summarizes accurately and thoroughly; generates thoughtful opinions and questions	←	Demonstrates an understanding of ideas and themes; summarizes accurately; generates appropriate opinions and questions	←	Demonstrates a limited or inaccurate understanding of the ideas and themes; unable to summarize; does not generate appropriate opinions or questions
<i>Interpretation</i>	Uses relevant evidence effectively to draw and support conclusions and/or make predictions; consistently distinguishes what is stated from what is implied	←	Uses relevant evidence to draw and support conclusions and/or make predictions; distinguishes what is stated from what is implied	←	Does not use evidence to draw and support conclusions and/or make predictions; unable to distinguish what is stated from what is implied
<i>Connections and references</i>	Demonstrates meaningful connections between his or her knowledge/ experience and the medium	←	Demonstrates connections between his or her knowledge/ experience and the medium	←	Makes irrelevant or limited connections between his or her knowledge/experience and the medium
<i>Content And Structure</i>	Effectively identifies and explains the author's purpose, intended audience, and points of view; develops thoughtful value judgments about the medium; insightfully connects structure of the medium to meaning	←	Identifies and explains the author's purpose, intended audience, and points of view; develops value judgments about the medium; connects structure of the medium to meaning	←	Does not identify and/or explain the author's purpose, intended audience, and/or points of view; does not develop value judgments about the medium; is unable to connect structure of the medium to meaning

Academic Expectation #3

To meet the demands of the global community students will **analyze and evaluate a variety of sources for reliability and credibility.**

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Sources</i>	Consistently analyzes and evaluates a variety of sources for authorship, accuracy, bias/objectivity, context (i.e., time, place) and content relevance.	←	Generally analyzes and evaluates a variety of sources for authorship, accuracy, bias/objectivity, context (i.e., time, place) and content and relevance	←	Seldom or never analyzes or evaluates a variety of sources for authorship, accuracy, bias/objectivity, context (i.e., time, place) and content relevance

Academic Expectation #4

To meet the demands of the global community students will apply effective strategies for problem solving.

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Gathering Information</i>	Comprehensively / thoroughly collects, selects and organizes information from a variety of relevant and credible sources	←	Collects, selects and organizes information from several relevant and credible sources	←	Collects information that is incomplete or lacks organization; source(s) are irrelevant or lack credibility
<i>Analyzing and Interpreting Information/ Data</i>	Effectively uses analysis and interpretation in a variety of ways to make sense of information	←	Uses analysis and interpretation to make sense of information	←	Lacks analysis or misinterprets information
<i>Thinking Critically</i>	Comprehensively evaluates relevant information to construct a solution or conclusion that is complete, creative in new contexts, well-supported and/or evidence-based	←	Evaluates relevant information to construct a solution or conclusion that is complete, supported and/or evidence-based	←	Makes irrelevant or limited connections between his or her knowledge/experience and the medium
<i>Communicating Solutions</i>	Clearly communicates conclusion or solution with relevant evidence and insight	←	Communicate s conclusion or solution with relevant evidence	←	Communicates an unclear or incomplete conclusion

Academic Expectation #5

To meet the demands of the global community students will employ technology appropriately to facilitate learning, research, and communication.

CRITERIA	5	4	3	2	1
	Excellent	Approaching Excellence	Proficient	Approaching Proficiency	Not Proficient
<i>Technology Competency</i>	Properly and independently uses a variety of hardware, accessories, and software	←	Properly uses a variety of hardware, accessories, and software	←	Improperly uses hardware, accessories, and software
<i>Research</i>	Effectively and independently uses technology to conduct research	←	Effectively uses technology to conduct research with some assistance	←	Does not use technology to conduct research
<i>Communicating Ideas</i>	Consistently demonstrates insightful and effective use of several forms of technology to create and communicate written, visual, oral and/or multimedia presentations	←	Generally demonstrates effective use of several forms of technology to create and communicate written, visual, oral and/or multimedia presentations	←	Has significant difficulty using technology to create and communicate written, visual, oral and/or multimedia presentation
<i>Responsible Use of Technology</i>	Demonstrates consistent respect for legal and ethical use of information resources, computers, and other technologies	←	Complies with rules regarding the ethical use of technology	←	Does not follow directions regarding the ethical use of technology