



## Core Values and Beliefs

We, the members of the Darien High School community, believe that learning best occurs in an environment that is safe, supportive, respectful, and intellectually challenging for all students, one that promotes personal excellence through active, collaborative, and creative thinking; individual growth; and development of the skills and integrity necessary to become productive members of society.

## Learning Expectations

Darien High School students will:

1. think critically, creatively, collaboratively, and adaptively;
2. communicate effectively;
3. develop effective reading, research, and observation strategies;
4. demonstrate an awareness of multiple cultural and intellectual perspectives;
5. demonstrate personal responsibility and ethical decision-making;
6. lead healthy, balanced lives; and
7. positively and responsibly contribute to the school and larger communities.

# Darien High School

## Writing Rubric

**Learning Expectation(s);** Darien High School Students will:

1. think critically, creatively, collaboratively, and adaptively;
2. communicate effectively;



	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Purpose and Insight	Purpose may be unclear and/or task may be misunderstood. Ideas are simple and/or illogical.	Demonstrates a sense of purpose or understanding of the task. Ideas are simple and safe but persuade with some logic.	Demonstrates a clear sense of purpose and understanding of the task; exhibits originality, embraces complexity, and persuades with logic while maintaining sensitivity and respect for audience.	Skillfully establishes and maintains a clearly articulated purpose and a thorough understanding of the task; exhibits originality, embraces complexity, and persuades with logic while also displaying sensitivity and respect for audience.
Evidence, Support, Development	Does not provide context for the task, ideas are not developed with details, evidence, or explanations.	Provides context for the task, attempts to develop ideas with details, evidence, and explanations.	Provides logical context for the task, develops specific, concise, and convincing ideas, embeds details, evidence, and explanations.	Thoughtfully provides logical and meaningful context for the task, skillfully develops specific, concise, and convincing ideas, smoothly embeds illuminating details, evidence, and explanations.
Organization, Focus	Organization is incoherent and lacks structure. Topic sentences neither reflect the author's purpose nor determine the function of the paragraph within the broader context of the piece.	At times, organization is incoherent, structure may be inconsistent, and only occasionally uses transitions. Topic sentences attempt to reflect the author's purpose and the function of the paragraph within the broader context of the piece.	Organization is effective, features a unified and cohesive structure, and typically varies its transitions. Topic sentences reflect the author's purpose and determine the function of the paragraph within the broader context of the piece.	Organization is exceptionally sound, features a consistent, unified, and cohesive structure, and uses a variety of purposeful transitions. Topic sentences skillfully reflect the author's purpose and determine the function of the paragraph within the broader context of the piece.
Clarity, Fluency	Ideas are unclear; word choice is imprecise and/or inappropriate to the audience and tone. Sentences may confuse reader's understanding.	Ideas are not articulated clearly; word choice may not be appropriate to the audience and tone. Sentences are repetitive and/or awkward in structure.	Articulates ideas clearly and effectively; word choice is appropriate to the audience and tone. Varied sentences further the reader's understanding.	Articulates ideas clearly and effectively; word choice is precise and effectively tailored to the audience and tone. Well-developed and varied sentences engage and further the reader's understanding.
Conventions, Mechanics	Paper has not been proofread before submission. Does not demonstrate proper syntax, mechanics, spelling, and formatting. Does not adhere to MLA guidelines.	Paper reflects some evidence of proofreading before submission. Occasionally demonstrates proper syntax, mechanics, spelling, and formatting. Some elements adhere to MLA guidelines.	Paper has been proofread before submission. Demonstrates proper syntax, mechanics, spelling, and formatting. Most elements adhere to MLA guidelines.	Paper has been carefully proofread before submission. Demonstrates mastery of proper syntax, mechanics, spelling, and formatting. Consistently adheres to appropriate MLA guidelines.

# Darien High School

## Listening and Speaking Rubric

**Learning Expectation(s);** Darien High School Students will:

1. think critically, creatively, collaboratively, and adaptively;
2. communicate effectively;



	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Engagement	Does not contribute meaningfully to conversations. May not work with peers to promote civil, democratic discussions.	Contributes to conversation by posing and/or responding to questions. Maintains civil, democratic discussions.	Propels conversations by posing and responding to questions. Works with peers to promote civil, democratic discussions with clear goals.	Propels stimulating and meaningful conversations by posing and responding to questions. Collaborates with peers to promote civil, democratic discussions with clear goals.
Contribution	Does not come to discussions prepared, has not read and researched material under study, and cannot participate meaningfully. Does not use multiple sources or uses inaccurate sources.	Comes to discussions inadequately prepared, and may not be able to stimulate an exchange of ideas. Integrates few sources, which may not be evaluated for credibility and accuracy.	Comes to discussions prepared, having read and researched material under study to stimulate a well-reasoned exchange of ideas. Integrates diverse sources, evaluates credibility and accuracy, and explores discrepancies.	Comes to discussions thoroughly and thoughtfully prepared, having read and researched material under study to stimulate an insightful, well-reasoned exchange of ideas. Consistently integrates diverse sources, evaluates credibility and accuracy, and explores discrepancies.
Disposition	Does not listen and has difficulty building on others' ideas. Does not include others in conversation or may not show an awareness of divergent and creative perspectives.	Listens but may not build on others' ideas. May not engage others in conversation and may not invite divergent and/or creative perspectives, responding carelessly to diverse perspectives.	Listens actively and builds on others' ideas. Engages others in conversation, inviting divergent and creative perspectives and responding to diverse perspectives.	Listens thoughtfully and builds on others' ideas. Consistently engages others in conversation, encouraging divergent and creative perspectives and responding thoughtfully to diverse perspectives.
Presentation	Does not express ideas clearly or persuasively. Does not effectively use digital media.	May not express ideas clearly or persuasively. May not effectively use digital media.	Expresses ideas clearly and persuasively. Makes strategic use of digital media.	Expresses insightful, original ideas clearly and persuasively. Makes strategic and engaging use of digital media.

# Darien High School

## Critical Thinking Rubric

**Learning Expectation(s);** Darien High School Students will:

1. think critically, creatively, collaboratively, and adaptively;
2. communicate effectively;



	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Use of Facts and Logic	Does not evaluate facts for relevance and/or accuracy and restates facts without providing explanation or context. Logic is flawed or missing steps in logical sequence, uses single perspective or superficial observations and does not consider alternative views.	Inconsistent application of facts from few or similar sources that attempts to demonstrate some understanding of context. Logic is not fully comprehensible to others or is based on incorrect or one-sided information. Incomplete understanding of alternative views that may be unclear or poorly sequenced.	Applies thorough, effective, and accurate facts from multiple sources that are clearly explained and analyzed. Uses rational logic that makes connections between alternate views and is clearly sequenced.	Creatively applies thorough, effective, and accurately contextualized facts from multiple high-quality sources that are insightfully explained and analyzed with rational logic that explores connections between alternate views and is effectively sequenced.
Synthesis	Does not interpret or blend information in a valid way. Lists facts and ideas without constructing knowledge and meaning.	Lists facts and ideas in an attempt to create new understandings, but construction of knowledge and meaning is unclear.	Assembles facts and ideas in valid ways to create new understandings and construct knowledge and meaning.	Assembles interesting facts and ideas in creative ways to create keen understandings and construct high-level knowledge and meaning.
Analysis	Does not disassemble and examine evidence or notice patterns, differences, and/or similarities. Does not recognize or address bias or questioning accuracy and relevance.	Disassembles and examines evidence to reveal some patterns, differences, and/or similarities. Sometimes recognizes bias and questions accuracy and relevance.	Disassembles and examines evidence to reveal patterns, differences, and similarities. Clearly recognizes bias and questions accuracy and relevance.	Disassembles and examines evidence to make inferences about patterns, differences, and similarities. Explores the reasons for bias and questions accuracy and relevance.
Evaluation	Does not identify or discuss implications and consequences of thinking. Does not acknowledge context, assumptions, or evidence.	Identifies but does not discuss implications and consequences of thinking; conclusions are less developed. May not acknowledge context, assumptions, or evidence.	Identifies and discusses implications, consequences, and conclusions. Acknowledges context, assumptions, and evidence.	Thoughtfully identifies and discusses implications, consequences, and conclusions. Assesses and questions context, assumptions, and evidence.

# Darien High School

## Research Rubric

**Learning Expectation(s);** Darien High School Students will:

3. develop effective reading, research, and observation strategies;



	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Objectives	Does not utilize a specific objective to guide research process.	Requires intervention to define a specific objective to guide research process.	Establishes a specific objective to guide research process.	Establishes a specific objective with a well-defined focus to streamline research process.
Acquisition of Information	Does not locate and evaluate information in research process.	Locates and evaluates information from a limited number of reliable sources.	Locates and evaluates relevant information from a variety of reliable sources.	Locates and evaluates a substantial amount of additional relevant source information from a variety of reliable media.
Organization	Lacks organization towards a research objective.	Organizes information towards a research objective.	Organizes information effectively to achieve research objective.	Organizes information creatively and insightfully to go above and beyond research objective.
Application of Research	Research is not interpreted or applied. Sources of information are not cited or are cited incorrectly.	Research is interpreted adequately but inconsistently applied. Most sources of information cited accurately following MLA guidelines.	Interprets and applies information effectively. Accurately cites sources of information following MLA guidelines.	Interprets and applies information creatively and insightfully. Accurately cites sources of information following MLA guidelines.
Reflection	Neglects to reflect adequately on two of the following aspects of the research: <ul style="list-style-type: none"> <li>● objective</li> <li>● organization</li> <li>● application</li> </ul>	Neglects to reflect adequately on one of the following aspects of the research: <ul style="list-style-type: none"> <li>● objective</li> <li>● organization</li> <li>● application</li> </ul>	Reflects adequately upon each of the following aspects of the research: <ul style="list-style-type: none"> <li>● objective</li> <li>● organization</li> <li>● application</li> </ul>	Provides an insightful and in-depth reflection on each of the following aspects of the research : <ul style="list-style-type: none"> <li>● objective</li> <li>● organization</li> <li>● application</li> </ul>

# Darien High School

## Problem Solving Rubric

**Learning Expectation(s);** Darien High School Students will:

1. think critically, creatively, collaboratively, and adaptively;
2. communicate effectively;
3. develop effective reading, research, and observation strategies;



	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Communicating/ Interpreting Results	Student minimally interprets and communicates an understanding of the results.	Student partially interprets and communicates an understanding of the results.	Student adequately interprets and communicates a thorough understanding of the results.	Student consistently interprets and communicates a thorough understanding of the results. Additionally, the student is able to identify how the results might be used to address other problems or how the results lead to other questions.
Accuracy of Process	Student minimally uses relevant data/information to accurately complete the problem.	Student partially uses relevant data/information to accurately complete the problem.	Student adequately uses relevant data/information to accurately complete the problem.	Student consistently uses relevant data/ information to accurately complete the problem.
Understanding and Constructing a Plan	Student demonstrates minimal understanding of the problem. Student demonstrates minimal analysis of information which leads to constructing an unorganized approach to a solution and exhibits limited differentiation between useful/extraneous information.	Student partially identifies and understands the problem. Student partially analyzes information which leads to constructing an incomplete approach to a solution and somewhat differentiates between useful/extraneous information.	Student adequately identifies and understands the problem. Student adequately analyzes information to construct an organized approach to a solution and adequately differentiates between useful/extraneous information.	Student thoroughly identifies and understands the problem. Student completely analyzes information to construct an organized approach to a solution and thoroughly differentiates between useful/extraneous information.
Execution of Plan	The solution is minimally supported by evidence of sound logic and intuitive reasoning. The student's strategy/work is minimally executed.	The solution is partially supported by evidence of sound logic and intuitive reasoning. The student's strategy/work is partially executed.	The solution is adequately supported by evidence of sound logic and intuitive reasoning. The student's strategy/work is adequately executed.	The solution is thoroughly and completely supported by evidence of sound logic and intuitive reasoning. The student's strategy/work is thoroughly and completely executed and responds to the problem effectively.

# Darien High School

## Citizenship Rubric

**Learning Expectation(s);** Darien High School Students will:

4. demonstrate an awareness of multiple cultural and intellectual perspectives;
5. demonstrate personal responsibility and ethical decision-making;
6. lead healthy, balanced lives; and
7. positively and responsibly contribute to the school and larger communities.



	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations
Recognition of Multiple Perspectives	Does not acknowledge or respect multiple perspectives.	Demonstrates some awareness of multiple perspectives.	Acknowledges and understands multiple perspectives.	Promotes an awareness and understanding of multiple perspectives by challenging stereotypes, recognizing biases, and...
Awareness of Cultural Diversity	Does not demonstrate knowledge of or sensitivity to cultural similarities and differences.	Demonstrates some knowledge of and sensitivity to cultural similarities and differences.	Demonstrates knowledge of and sensitivity to cultural similarities and differences.	Demonstrates extensive knowledge and sensitivity to cultural similarities and differences.
Respect for the Individual	Does not demonstrate knowledge and sensitivity to the similarities and differences among individuals.	Demonstrates some knowledge of and sensitivity to similarities and differences among individuals.	Demonstrates knowledge and sensitivity to similarities and differences among individuals.	Demonstrates extensive knowledge and sensitivity to similarities and differences among individuals.
Ethical Decision Making	Does not demonstrate evidence of taking an ethical perspective when making decisions.	Demonstrates some evidence of taking an ethical perspective when making decisions.	Demonstrates evidence of taking an ethical perspective when making decisions.	Demonstrates extensive evidence of taking an ethical perspective when making decisions and encourages others to do the same.
Contributions to Community	Does not demonstrate positive contributions to the school community in either the academic or extra-curricular areas.	Demonstrates some positive contributions to the school community in either the academic or extra-curricular areas.	Demonstrates positive contributions to the school community in both the academic and extra-curricular areas.	Demonstrates extensive positive contributions to the school community in both the academic and extra-curricular areas.
Personal & Social Responsibility	Does not demonstrate respect for self, and others physically, emotionally, and socially.	Demonstrates some respect for self and others physically, emotionally and socially.	Demonstrates respect for self and others physically, emotionally and socially.	Demonstrates extensive respect for self and others physically, emotionally and socially.

Works cooperatively with others	Demonstrates self-interest ahead of group interest.	Student fluctuates between self-interest and group interest.	Student almost always put's group interest ahead of self-interest.	The student places group interest ahead of self-interest.
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