

Gloucester High School
Statement of Purpose

Revised: 4.03.08

Mission Statement

The mission of Gloucester High School is to produce graduates with integrity, knowledge and skills necessary for productive citizenship.

To achieve these results, instruction is purposeful, engaging, relevant and rigorous. A culture of positive relationship building and personalization within the school and the community encourages and supports self-reliance and problem-solving for success.

Academic Standards

1. Uses reading comprehension strategies for understanding
2. Utilizes problem-solving strategies and thinking skills
3. Applies writing, listening, visual and speaking skills to communicate ideas
5. Exhibits understanding and application of various technologies

Social Standards

5. Works effectively as a member of a team
6. Demonstrates personal responsibility and integrity

#1. Uses Reading Comprehension Strategies for Understanding

PERFORMANCE INDICATOR	CRITERIA			
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
1.1 Acquires vocabulary	Exhibits a wide variety of strategies for acquiring and using a wide spectrum of high-level subject-based words and phrases across the curriculum. Differentiates between literal and figurative meanings Employs structural analysis, context clues to decode meaning Uses dictionaries, thesauruses effectively	Exhibits knowledge of and uses a variety of high-level subject-based vocabulary Recognizes and uses prefixes, roots, suffixes, context clues to decipher meaning Uses dictionaries, thesauruses effectively	Understands and uses subject-based vocabulary at grade level. Employs structural analysis skills to decode meaning. Utilizes dictionaries and thesauruses as tools	Needs to develop strategies for acquiring subject-based vocabulary Needs to learn subject-based words and phrases Needs to use dictionaries, thesauruses to decipher word meanings
1.2 Understands structures of various text-based material	Independently understands, interprets and evaluates characteristics of text-based materials from a wide variety of sources at or above grade level	Understands, interprets and evaluates characteristics of text-based materials from a variety of sources at grade level	Recognizes and interprets characteristics of text-based materials from a limited variety of sources at grade level	Needs to differentiate among various text-based materials at grade level
1.3 Uses reading comprehension strategies	Understands and independently uses high-level strategies to comprehend text materials at and above grade level: Paraphrases Uses context clues Makes inferences Evaluates Draws conclusions Summarizes	Understands and independently uses the following strategies to comprehend text materials at grade level: Paraphrases Uses context clues Makes inferences Draws conclusions Summarizes Evaluates	Understands and uses the following strategies to comprehend various text materials at grade level: Paraphrases Uses context clues Makes inferences Uses the format and parts of the text including subtitles, indexes, glossaries, pictures, diagrams	Needs to develop comprehension skills and strategies

	Uses the format and parts of the text including subtitles, indexes, glossaries, pictures, diagrams Adjusts reading rate to type of text Questions content	Uses the format and parts of the text including subtitles, indexes, glossaries, pictures, diagrams Adjusts reading rate to type of text Questions content	Summarizes Draws conclusions Adjusts reading rate to type of text Questions content	
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#2. Utilizes Problem-solving Strategies and Thinking Skills

PERFORMANCE INDICATOR	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
2.1 Acquires Procedural Knowledge – demonstrates appropriate use of skills and processes	Understands the key features of the skill or process. Performs the skill or process accurately and with fluency.	Understands the key features of the skill or process. Performs the skill or process accurately but not automatically.	Partial use of appropriate procedures Uses terms, principles or procedures imprecisely Demonstrates an inability to carry out a procedure completely. The process used to verify a solution is incorrect.	Needs to develop appropriate procedures. Needs to use suitable methods Needs to use principles or translate the problem into inappropriate procedures Needs to verify a solution
2.2 Understands and applies conceptual knowledge	Exhibits a comprehensive understanding of the subject and an exceptional insight and ability to interrelate ideas, technologies Understands cultural and historical philosophies and eras Communicates real world connections Generates new or unique examples or applications	Exhibits an understanding of subject and is able to transfer knowledge and techniques to real-world situations Applies knowledge Understands cultural and historical philosophies and eras Understands real-world connections Able to recognize appropriate patterns	Exhibits a incomplete understanding of subject Misunderstands some basic facts and information Has a limited understanding of cultural and historical philosophies and eras Lacks knowledge and/or process to make real world connections and recognize patterns	Exhibits many errors in quality, content Needs to show understanding of facts Needs to develop an understanding of cultural and historical philosophies and eras Needs to make real world connections and recognize patterns

<p>2.3 Interprets the problem and selects appropriate information to apply a strategy for solutions</p>	<p>Understands and uses all relevant information to solve the problem Answers are consistent with the question/problem Translates the problem into appropriate language</p>	<p>Extracts the “essence” of the problem and is able to solve the problem.</p>	<p>Displays a lack of ability to extract the needed information to solve the problem. Partial connections to concepts is communicated.</p>	<p>Needs to develop a conceptual understanding of the problem Needs to formulate solutions that are consistent with the problem and related to questions.</p>
<p>2.4 Uses tables, charts, graphs, models, diagrams, drawings to communicate solutions</p>	<p>Builds, labels & distinguishes among charts, graphs, etc. Creates accurate diagrams, charts, graphs, models Explains diagrams, charts, etc. Utilizes diagrams, charts, models Infers trends Interprets Retrieves information and applies it to real-world situations</p>	<p>Builds, labels & distinguishes among charts, graphs, etc. Creates accurate diagrams Explains diagrams, graphs, charts Utilizes diagrams, charts appropriately</p>	<p>Shows a lack of ability to distinguish among various formats Inaccurate diagrams Incomplete diagrams Mislabels diagrams</p>	<p>Needs to learn to use maps, diagrams, charts, and graphs Needs to present accurate, complete content</p>
<p>2.5 Organizes, interprets, analyzes data in all its forms</p>	<p>Independently analyzes and synthesizes data to develop new conclusions Infers and extends information and ideas Uses appropriate statistical analysis Organizes and presents data clearly and comprehensively</p>	<p>Understands and analyzes data Uses appropriate math function(s) when applicable Correlates data to other data in logical ways Organizes data for presentation</p>	<p>Partially organizes data with unclear, limited analysis and interpretation Presents data without clear organization</p>	<p>Needs to learn to organize, interpret and analyze data Needs to present correct, organized information Needs to exhibit a complete understanding/analysis of data</p>
<p>2.6 Uses logical and systematic reasoning</p>	<p>Uses logical, sophisticated reasoning to defend an argument Links facts together to reach conclusions Uses logical, sequential reasoning steps to reach conclusions</p>	<p>Uses logical, sophisticated reasoning to defend an argument Links facts together to reach conclusions Uses logical, sequential reasoning steps to reach conclusions</p>	<p>Uses data to draw incorrect conclusions Misinterprets data Does not follow logical sequential reasoning to draw conclusions</p>	<p>Needs to learn how to understand/configure data to reach an appropriate conclusion Reaches conclusions based on faulty reasoning</p>

	Infers new questions from conclusions			
2.7 Develops and use performance criteria for assessing work	Develops and uses descriptive, detailed performance criteria to accurately inform and guide learning and measure mastery of content and skills	Develops and uses performance criteria that accurately inform and guide learning and measure mastery of content and skills	Uses performance criteria to adequately inform and guide learning and measure mastery	Needs to generate or utilize performance criteria to inform learning

#3. Applies Writing, Speaking, Listening and Visual Skills to Communicate Ideas

PERFORMANCE INDICATOR	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
3.1 Writes with a clear focus, coherent organization and sufficient detail	Presents a clear, insightful, provable central idea Completely develops thesis, body, conclusion Presents strong, effective logical sequence of main points Uses strong transitions within and between paragraphs, ideas Uses details and or evidence thoroughly Connects evidence to central idea	Presents a clear, provable central idea Clear, effective main point(s) Has introduction, body, conclusion Transitions used Uses appropriate details/evidence that clearly support main idea Connects evidence to central idea	Presents a controlling central idea Uses few effective main points Presents limited evidence/details Details and evidence lack connection to central idea or thesis Summarizes key points weakly Refers to central idea but lacks organization and focus. Uses few transitions	Needs to present a controlling central idea Needs to develop organization patterns Needs to use transitions Needs to connect details/evidence to central idea Needs to include a conclusion
3.2 Uses knowledge of standard	No run-ons, incomplete sentences Sophisticated language patterns Sophisticated use of vocabulary Minimal errors in grammar,	Few or no incomplete or run-on sentences Mature language patterns Grade appropriate vocabulary	Immature language patterns (This essay will be about...) Occasional run-on or incomplete sentences	Sentence structure frequently impedes understanding Needs to understand and

conventions in writing, revising and editing	spelling, or punctuation Word choices are vivid and explicit Uses rich sentence variety Spelling errors, if any, are consistent with complexity and sophistication of text	Errors in grammar, spelling and punctuation appropriate to length and sophistication of text Few incorrect word choices Some variety in sentence structures Few spelling errors	Complete but simple sentence formats Several words are incorrectly spelled	check for incomplete or run-on sentences Needs to vary sentence structure. Needs to understand common spelling errors and proofread or spell check for errors in spelling
3.3 Revises to improve organization, content, paragraph development, level of detail, style, tone and word choice	Revises to present information with thorough explanation, strong convincing evidence, careful, subtle organization, and good flow. Improves sentences, word patterns and vocabulary choices to give the writing the author's unique voice.	Revises to present information with adequate explanation, relevant evidence, logical organization and effective connection to the thesis/topic. Improves word choices and patterns Author's voice is emerging.	Revises to present information with limited information, basic structure, inadequate evidence, weak connection to thesis/topic. Little attempt is made to convey author's voice.	Revises to present information but revision needs clarity, evidence, explanation, structure or connection to thesis. Needs to convey author's voice.

3.4 Exhibits appropriate discussion techniques	Leads and participates in classroom discussions Vocabulary is rich. Uses standard language conventions Preparation is thorough Displays respect for opposing points of view Listens actively Supports the efforts of others Analyzes and synthesizes and contributes new ideas	Actively participates in class discussions Vocabulary is varied Uses standard language conventions Preparation is evident Displays respect for opposing points of view Listens actively Supports the efforts of others Analyzes and contributes new ideas	Infrequently participates in class discussions Vocabulary is limited and repetitive Inadequate control of language Shows limited preparation of topic Shows a lack of respect for opposing points of view Needs prompting to maintain attention Needs to demonstrate support the	Rarely participates in class discussions Inadequate understanding of grammar concepts Vocabulary is very limited <ul style="list-style-type: none"> • Needs to exhibit preparation/understanding of topic • Needs to participate actively in discussion • Needs to demonstrate support for the ideas of
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			efforts of others Contributes ideas	others <ul style="list-style-type: none"> Needs to display appropriate listening skills
3.5 Communicates through formal and informal presentations	Exhibits a full understanding of the topic Displays strong, clear organization Speaks clearly and distinctly at all times Pronunciation, grammar and usage are excellent Appearance, posture and body language express a high degree of confidence Establishes eye contact with audience members Actively involves audience in presentation Responds clearly and is able to expound on audience questions	Shows a full understanding of the topic Presentation is clearly organized Speech is clear and distinct most of the time Pronunciation, grammar and usage are excellent Appearance, posture and body language express confidence Establishes eye contact with most members of the audience Maintains audience interest Responds adequately to questions with adequate detail/interpretation	Shows a lack of topic preparation Displays limited organization Speech is unclear some of the time Appearance, posture and body language convey a lack of confidence Establishes limited eye contact with the audience Captures class attention at times. Minimal involvement from class Answers questions but lacks detail/interpretation	Needs to learn to conduct relevant research Needs to learn organizational strategies Needs to learn how to achieve a level of comfort with material Needs to explain material adequately Needs to field questions Needs to maintain attention of audience Needs to make eye contact Needs to speak loudly and clearly enough for understanding Needs to minimize distractive tendencies
3.6 Listens to and follows directions	Understands and complies with complex, multi-step directions Employs active listening skills Sustains attention while listening to directions	Understands and follows multi-step directions Listens attentively to directions Employs active listening skills	Needs repetition, assistance in understanding and following directions Sometimes needs redirection when listening for directions	. Needs to listen to and follow directions Needs to be redirected when listening to directions

#4. Utilizes Appropriate Technologies

PERFORMANCE

INDICATOR	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
4.1 Demonstrates knowledge and use of technologies to acquire, organize, analyze and communicate information	Uses appropriate techniques to demonstrate knowledge of advanced technology applications Creates, saves and retrieves files Demonstrates extensive knowledge of and ability to organize and analyze internet resources Sends and receive email and documents	Meets expectations in demonstrating knowledge of computer literacy Creates, saves and retrieves files Demonstrates sufficient knowledge of and ability to organize and analyze internet sources to accomplish tasks Sends and receives email documents Demonstrates a good working knowledge of technology applications	Demonstrates some knowledge of obtaining, analyzing, and communicating information Creates, saves and retrieves files with help Displays limited knowledge of internet sources Demonstrates limited ability to analyze internet based information Sends and receives email documents Uses components of technology applications with guidance	Needs to demonstrate an understanding and ability to use computers Needs to develop the ability to create, save or retrieve files Needs to develop an understanding of and ability to discriminate among internet sources Needs to learn to send and receive email documents Needs to develop an ability to use technology applications
4.2 Develops a core set of technical skills	Uses advanced techniques to demonstrate use of technical skills that are transferable	Demonstrates a core set of technical skills	Does not demonstrate a complete set of core technical skills	Needs to utilize technical skills
4.3 Transfers technological skills to real-world situations and problems	Uses critical thinking skills and creativity necessary to make parallels with and implement classroom skills to real-world situations independently Can perform workplace skills independently, with no additional training	Effectively demonstrates the use of technology as it applies to real-world applications Strives to make parallels with real-world situations Performs workplace skills with little additional training	Needs guidance in seeing the relationship between technology and real-world situations Practices workplace skills but additional training is required to develop skill	Needs to apply technological skills to real-world situations Demonstrates that an understanding of workplace skills has been acquired, but close supervision and additional training is required
4.4 Information Literacy – Accesses information efficiently and	Uses a full range of information sources to meet differing information needs and knows when more information is required. Judges the accuracy, relevance, and completeness of information	Uses a wide range of information sources Is able to formulate a plan for access to needed materials. Is able to judge the accuracy, relevance, and completeness of information sources	Uses several sources of information Often can recognize inaccurate and misleading information	Needs to develop an awareness of differing sources of information rather than relying on one or two sources without critical evaluation of the accuracy, relevance, or completeness

effectively and evaluates critically and competently	sources			of the information sources used
4.5 Exhibits proper use and care of equipment, machinery, and tools	Meticulous in appropriately using and caring for tools, equipment, and machinery Cleans workspace thoroughly Carries out responsibilities without supervision or monitoring	Appropriately uses and cares for tools, equipment, and machinery Cleans workspace adequately Carries out responsibilities with minimal supervision or monitoring	Needs to be monitored in the use and care of tools, equipment and machinery Cleans workspace adequately	Needs to demonstrate the ability to use and care appropriately for tools, equipment and machinery Needs to learn to clean workspace

#5. Works Effectively with Others

PERFORMANCE INDICATOR	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
5.1 Organizes to share and complete a task	Is extremely organized in setting and achieving goals in an efficient, timely manner as a member of a team Delegates responsibility equally Completes the task efficiently and quickly	Organizes to set and achieve goals in a timely manner as a team member Delegates responsibility in a doable but cumbersome manner Completes the task in a timely manner	Is somewhat organized, does not distribute or delegate tasks equally Partially completes the task and/or is late in completing the task	Needs to learn to organize Needs learn to share Needs to learn to delegate responsibility Needs to complete the tasks given
5.2 Communicates thoughts, feelings and ideas to justify a position	Uses innovative techniques/visuals to communicate thoughts, ideas and feelings to justify a position Communicates easily and effectively Research and organization is deliberate, thorough and evident	Adequately communicates thoughts, feelings, and ideas to justify a position Communicates effectively Displays evidence of research and organization	Partially communicates thoughts, feelings, and ideas to justify a position Does not display the ability to communicate easily Displays little evidence of research and organization	Needs to effectively communicate thoughts, feelings, and ideas to justify a position Research and planning are not evident

5.3 Functions as a leader	Routinely contributes useful ideas and uses time well throughout project. Exhibits a high degree of diplomacy Routinely monitors group effectiveness Can assess the skills of the team Motivates and encourages team members Assumes responsibility for delegating and monitoring team roles	Usually provides useful ideas in group setting A strong member who usually uses time well throughout project, helping With organization and follow-through Is diplomatic within the group Does not cause “waves” in group Routinely monitors group effectiveness	Provides some useful ideas when participation in group Sometimes listens to, shares supports efforts of others. Occasionally monitors effectiveness of group Is not able to focus and direct group on a regular basis	Needs to learn to monitor effectiveness of group Needs to work to make the group effective
5.4 Exercises respect for all	Is courteous, respectful and tolerant of the ideas of others and encourages others to succeed Is able to construct and receive feedback	Exercises respect for all members’ ideas and encourages individual members to share feelings and solutions to problems	Shows a minimal level of tolerance for the ideas and feelings of others.	Needs to listen respectfully to the ideas of others Needs to develop tolerance for the ideas and feelings of others

#6. Understands and Displays Personal and Civic Responsibility

PERFORMANCE INDICATOR	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
6.1 Takes ownership for learning	Arrives to school and class on time consistently Is absent fewer than allowed number of days per term Chooses most rigorous courses, projects, assignments, and classroom activities for academic ability Independently asks questions, accesses help to gain a thorough understanding of concepts/tasks Meets deadlines	Arrives to school and class on time Minimal absences/tardiness Chooses appropriate courses, projects, assignments, and classroom activities for academic ability Asks questions, accesses help to gain an adequate understanding of concepts/tasks Meets deadlines Is innovative in finding ways to succeed Submits high quality work that	Often late or absent for school/class Sometimes chooses appropriate courses, projects, assignments, and classroom activities for academic ability Needs help in choosing appropriate courses/levels of instruction Does not meet all deadlines Seldom seeks help from others to gain an understanding of	Needs to arrive to school or class on time Absences are excessive Needs to challenge self with appropriate level courses, projects, assignments, and classroom activities Needs to meet deadlines Needs to seek help to understand assignments Needs to turn in work that meets the parameters of the

	<p>Is innovative in finding ways to succeed</p> <p>Submits all highest quality work</p> <p>Involved in all classroom activities</p> <p>Takes risks</p> <p>Consistently completes homework and meets or exceeds expectations of the assignment.</p> <p>Seeks clarification when (s)he does not understand the assignment</p> <p>Uses feedback on homework to improve future work</p>	<p>demonstrates care and completeness</p> <p>Involved in all classroom activities</p> <p>Willing to take risks</p> <p>Completes homework and meets all expectations of the assignment</p> <p>Seeks clarification when (s)he does not understand the assignment</p>	<p>concepts/assignments.</p> <p>Submits work that shows a lack of care and completeness</p> <p>Often turns incomplete assignments that do not meet the expectations of the assignment</p> <p>Makes minimal effort to understand the assignment</p>	<p>assignment</p>
<p>6.2</p> <p>Displays organizational skills</p>	<p>Consistently has well-organized materials in each class</p> <p>Consistently uses Compass/assignment book to record assignments</p> <p>Consistently aware of assignment deadlines</p> <p>Exhibits excellent time management skills</p>	<p>Has materials organized in each class</p> <p>Uses Compass/assignment notebook</p> <p>Aware of assignment deadlines</p> <p>Exhibits good time management skills</p>	<p>Has some organization for materials in each class</p> <p>Uses Compass/assignment notebook</p> <p>Is unaware of some assignment deadlines</p> <p>Exhibits fair time management skills</p>	<p>Needs to learn to organize materials for each class</p> <p>Needs to use Compass/assignment notebook</p> <p>Needs to meet assignment deadlines</p> <p>Needs to develop effective time management skills</p>
<p>6.3</p> <p>Understands and practices integrity</p>	<p>Consistently produces work that meets the standards of academic honesty</p> <p>Understands and demonstrates honorable, responsible behavior consistently</p> <p>Does not plagiarize</p>	<p>Produces work that meets the standards of academic honesty</p> <p>Understands and demonstrates honorable, responsible behavior</p> <p>Does not plagiarize.</p>	<p>Produces work that does not always meet the standards of academic honesty</p> <p>Demonstrates academic dishonesty at times</p> <p>Does not always document sources appropriately</p>	<p>Produces much work that does not meet the standards of academic honesty.</p> <p>Rarely demonstrates honorable and responsible behavior</p> <p>Rarely uses proper documentation</p>
<p>6.4</p> <p>Demonstrates diligence and perseverance</p>	<p>Consistently sustains focus</p> <p>Consistently turns obstacles into challenges</p> <p>Consistently takes a project through to its completion</p> <p>Consistently sets appropriate personal and academic goals</p>	<p>Sustains focus</p> <p>Turns obstacles into challenges</p> <p>Takes a project through to its completion</p> <p>Sets appropriate personal and academic goals</p>	<p>Sometimes sustains focus</p> <p>Sometimes turns obstacles into challenges</p> <p>Sometimes takes a project through to its completion</p> <p>Sometimes sets appropriate personal and academic goals</p>	<p>Needs to sustain focus</p> <p>Needs to turn obstacles into challenges</p> <p>Needs to complete projects</p> <p>Needs to set appropriate personal and academic goals</p>

