Criteria for Excellence

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English Language Arts: Criteria for Excellence

Reading Skills
- Identify the purpose of a text (entertain, inform, persuade, etc..)
- Distinguish between fact and opinion
- Pose both text-based questions and questions to evoke higher-level thinking
- Draw connections between ideas within a text and to other texts
- Independently apply a variety of comprehension strategies (predicting, summarizing, paraphrasing, visualizing, retelling, etc…)
- Make inferences into overtones of text
- Support interpretations with evidence
- Engage in thoughtful discussion about readings with peers
- Consider an idea, event, or problem from multiple perspectives
- Use literature to develop an understanding of social issues and gain insights into human experiences
- Identify words and meanings

Writing Skills

- Use the writing process (brainstorm, draft, revise, and publish) to develop, clarify and communicate ideas accurately
- Use precise language to express individual perspectives and ideas drawn from personal experience
    - Persuasive: develop the foundations for constructing an argument
    - Expository (inform): explain, inform, analyze, evaluate interpret
    - Narrative: respond to literary genres to interpret and evaluate
- Create texts and media for different audiences:
    - Experiment with different points of view
    - Different voices
    - Different styles (formal and informal)
- Show mastery of standard grammar, sentence writing, and punctuation

Speaking Skills

- Engage in both formal and informal public speaking opportunity
- Communicate ideas with clarity
- Share and support opinions in class discussions

Research Skills and Media Analysis

- Utilize text to find information, supporting evidence and relevant quotes
- Find appropriate sources of information
- Evaluate credibility and applicability of resources
- Identify keywords to foster research
- Use a variety of resources to select an appropriate text for a specific purpose
- Effectively use dictionaries, thesauri, and other supporting texts

- Use index, table of contents, footnotes, forwards, author's notes, images, cover and book flap information to focus search or aid in understanding
- Paraphrases information effectively

Marblehead Community Charter Public School Criteria for Success: Mathematics

Problem Solving:

- Make sense of problems and persevere in solving them.
- Solve problems that arise in mathematics and in other contexts.
- Apply and adapt a variety of appropriate strategies to solve problems. .
- Justify and reflect on the process for problem solving and the solution.
- Solutions are accurate and precise.

Reasoning and Proof:

- Recognize reasoning and proof as fundamental aspects of mathematics.
- Make and investigate mathematical conjectures.
- Develop and evaluate mathematical arguments and proofs.
- Select and use various types of reasoning and methods of proof.
- Make sense of the quantities and their relationships in problem solving.
- Understand and use stated assumptions, definitions, and previously established results in constructing arguments.

Communication (Oral and Written):

- Organize and consolidate mathematical thinking through communication.
- Communicate and defend mathematical thinking coherently and clearly to peers, teachers, and others.
- Analyze and evaluate the mathematical thinking and strategies of others.
- Use the language of mathematics to express mathematical ideas precisely.

Connections:

- Recognize and analyze patterns/structure in order to make connections among mathematical ideas.
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- Recognize and apply mathematics in contexts outside of mathematics.

Representation:

- Create and use representations to organize, record, and communicate mathematical ideas.
- Select, apply, and translate appropriate mathematical representations to solve problems.
- Use representations to model and interpret physical, social, and mathematical phenomena.

<u>**Marblehead Community Charter Public School Criteria for Success:**</u>
<u>**Science & Engineering**</u>

<u>Principles of Science and Engineering</u>
- Ask questions and define problems.
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

<u>Crosscutting Concepts of Science and Engineering</u>
- Observe patterns and describe relationships and the influencing factors.
- Explore situations of cause and effect and explain their underlying mechanisms.
- Recognize the importance of scale, proportion, and quantity.
- Define systems and design models to understand and test ideas.
- Understand the flow of energy and matter in various systems.
- Understand the relationship between structure and function.
- Examine the stability of various systems and rates of change as they evolve. .

<u>Scientific Text</u>
- Read and understand scientific texts and primary sources.
- To validate information for veracity and reliability of the source.
- Identify and define scientific vocabulary.
- Summarize main ideas presented in article first text.
- Apply knowledge to additional situations and investigations.

<u>Investigations</u>
Framing the Question:
- Based on observation of phenomena, understand or come up with a question or hypothesis to investigate.
- Collect information and ideas about your question.
- Identify the variables or special factors that may affect your investigation.

Scientific Research:
- Gather information that addresses the question or hypothesis.
- Identify, use, and cite appropriate scientific references.
- Make a plan for investigating the question or hypothesis.

Laboratory Investigation:
- Make a plan for testing the question or hypothesis.
- Identify and use appropriate scientific equipment.
- Make observations and record data.

- Use appropriate representations, such as charts, tables, and graphs, to display data.

Analyzing What You Find:
- Consider multiple explanations for what you observe or discover.
- Use evidence to draw or support a logical conclusion.
- Identify possible sources of error and bias in the investigation or research.
- Verify the results of the investigation or find corroborating evidence for your research.
- Revise your explanation if necessary.

Synthesizing What You Find:
- Answer your question and/or draw conclusions about the validity of your hypothesis.
- Use the observations to ask additional questions, make new predictions, and test those predictions by running more simulations or by changing the model.
- Connect ideas to other information, or to a "real world" use.
- Use data or research to respond to questions or comments from others.
- Share and defend the results of the investigation in writing and orally.

Marblehead Community Charter Public School Criteria for Success: Music

Creating:

- Improvise melodic and harmonic within a certain style
- Sing or play original musical ideas that explore complex rhythms
- Arrange the music of others. Ex: parodies.
- Understand basic music theory and how to apply it to composition
- Use a variety of sources to generate musical ideas for defined purposes and contexts
- Record using and/or audio/ video recording to document personal musical ideas.
- Use standard standard notation accurately to record musical ideas.
- Edit, refine, reflect, and evaluate on original arrangements and/compositions using criteria that includes appropriate application of compositional techniques, style, form, and use of sound sources.
- Present and share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- Apply knowledge of theory to share compositions, arrangements, and improvisations that demonstrate an accomplished level of musicianship and organization.
- Imagine new musical ideas.

Performing:

- Practice, improve and refine artistic techniques while learning to play an instrument and/or sing.
- Select varied musical works to present based on interest, knowledge, technical skill, and context
- Identify function standard symbols for notation, rhythm, pitch, articulation, dynamics, tempo, and form.
- Rehearse, evaluate, refine, evaluate, and refine personal and ensemble performances, individually or in collaboration with others.
- Identify and interpret music notation.
- Refine and determine when the music is ready to perform.
- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music.
- Practice and perform a varied repertoire for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- Analyze and interpret artistic work for presentation. Identify standard

notation symbols and musical terms referring to dynamics, tempo, articulations, meter, and expression and apply them when performing.

- Convey meaning through the presentation of artistic work. Sing and/or play in groups responding to cues.
- Accurately perform music while reading notation, and by ear.
- Convey meaning through the presentation of artistic work: adhere to proper performance etiquette
- Select, analyze and interpret artistic work for presentation. Contribute to the production of a small group performance.
- Identify strategies and employ them while practicing music

Responding:

- Listen, analyze, and evaluate music.
- Analyze and identify ways a contemporary musical piece pushes boundaries of the genre and discipline.
- Interpret the ways one's own cultural and personal perspectives and biases affect understanding of a musical work.
- Meet expectations of an audience member like listening quietly and clapping at the end of a performance.
- Perceive and analyze artistic work: analyze how cultures are reflected in a diverse range of musical work.
- Interpret intent and meaning in artistic work: explain how a musical work is connected to the particular cultural and historical context.
- Apply criteria to evaluate artistic work: develop criteria for a rubric for evaluating musical works
- Reflect on one's work orally and in writing
- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- Analyze how the structure and context of varied musical works inform the response
- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- Compare, contrast, and identify artistic elements from a variety of music styles and historical periods.
- Listen and write about various styles, composers, and musical time periods.

Connections:

- Synthesize and relate knowledge and personal experiences to make music.
- Describe and demonstrate influences of one's personal musical style and preferences.
- Relate artistic ideas and works to societal, cultural and historical contexts.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

- Explain the development of one's musicality or musical style and how it relates and compares to other music.

*Based on new NAME Standards and Massachusetts Curriculum Frameworks
Last revised by Adria smith 8/25/20

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Marblehead Community Charter Public School Criteria for Success: PE, Health, and Wellness

Personal and Social Competency

- Demonstrate responsible personal and social conduct used in physical activity settings
- Exhibit responsible personal and social behavior that respects self and others.
- Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
- Describe the purpose and benefits of sports, games, and dance in modern society
- Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

Fitness and Wellness

- Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness
- Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension
- Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness

Motor Skill Development

- Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others
- Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency
- Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow

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Marblehead Community Charter PUblic School Criteria for Success: WORLD LANGUAGES

Communication:

- Write and speak in a language other than English to present information, concepts, and ideas on a variety of topics.
- Use language to interact orally (conversations, discussions) as well as in writing (short essays, emails, letters, postcards).
- Converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret ideas and information written or spoken in a language other than English.
- Use a language other than English with the purpose of "doing things with words": interacting with others and with one's environment, playing, singing, completing interdisciplinary activities, discovering the world, dreaming and imagining, undertaking group and individual projects.

Comparisons:

- Use the target language to reinforce and expand students' knowledge of other disciplines and to acquire new information and knowledge.
- Demonstrate an understanding of the concept of culture through comparison of the target culture with their own.
- Understand the nature of language through comparison of the language studied with their own.
- Observe and reflect on how language works to understand language structure.
- Observe and infer how words function in relation to each other within sentences and texts to produce meaning.
- Discover differences and similarities with their native language or with the languages they are familiar with.

Cultures:

- Demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts.
- Demonstrate the ability of identifying and locating countries, provinces and cultures where the target language is spoken and understand why.
- Demonstrate a curiosity and openness to the world and culture and language diversity.
- Opening up to others and to a world of diversity. Learning to be open-minded, tolerant citizens and to respect differences.