

## Expectation 4: The EHHS student accesses information effectively

CRITERIA BEING ASSESSED	EXEMPLARY (Exceeds the Expectation)	PROFICIENT (Meets the Expectation)	DEVELOPING (Almost meets the Expectation)	BEGINNING (Needs significant growth to meet the Expectation)
<b>Approach to Subject</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>Thoroughly previews material with attention to details, features and/or characteristics</li> <li>Thoroughly applies/considers background knowledge prior to addressing subject/material</li> <li>Consistently chooses and applies appropriate strategies to address subject</li> <li>Consistently demonstrates tolerance/respect for new subjects</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Sufficiently previews material with attention to details, features and/or characteristics</li> <li>Sufficiently applies/considers background knowledge prior to addressing subject/material</li> <li>Frequently chooses and applies appropriate strategies to address subject</li> <li>Frequently demonstrates tolerance/respect for new subjects</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Previews material with limited attention to details, features and/or characteristics</li> <li>Sometimes considers background knowledge prior to addressing subject/material</li> <li>Sometimes chooses and applies appropriate strategies to address subject</li> <li>Inconsistently demonstrates tolerance/respect for new subjects</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Insufficiently previews material or fails to preview material</li> <li>Insufficiently considers background knowledge prior to addressing subject/material</li> <li>Rarely chooses and applies appropriate strategies to address subject</li> <li>Rarely demonstrates tolerance/respect for new subjects</li> </ul>
<b>Acquisition of Vocabulary</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>Applies sophisticated understanding of context clues and/or other resources to build knowledge of new vocabulary and text</li> <li>Consistently applies new vocabulary in sophisticated ways when addressing subject/text</li> <li>Consistently demonstrates proper use of new vocabulary in assessments</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Applies understanding of context clues and/or other resources to build knowledge of new vocabulary and text</li> <li>Sufficiently applies new vocabulary when addressing subject/text</li> <li>Sufficiently demonstrates proper use of new vocabulary in assessments</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Sometimes applies understanding of context clues and/or other resources to build knowledge of new vocabulary and text</li> <li>Sometimes applies new vocabulary when addressing subject/text</li> <li>Sometimes demonstrates proper use of new vocabulary in assessments</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Rarely applies understanding of context clues and/or other resources to build knowledge of new vocabulary and text</li> <li>Rarely applies new vocabulary when addressing subject/text</li> <li>Rarely demonstrates proper use of new vocabulary in assessments</li> </ul>
<b>Comprehension of Material</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>Consistently and independently identifies the purpose of artist/author/presenter</li> <li>Consistently extracts important information from material</li> <li>Consistently uses self-monitoring strategies to gain clarification and broaden depth of understanding</li> <li>Consistently connects new learning to other learning, prior knowledge, and/or self</li> <li>Consistently makes sophisticated inferences, draws insightful conclusions based on understanding of subject/text</li> <li>Provides extensive support for conclusions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Frequently identifies the purpose of artist/author/presenter</li> <li>Extracts most important information from material</li> <li>Frequently uses self-monitoring strategies to gain clarification and broaden depth of understanding</li> <li>Frequently connects new learning to other learning, prior knowledge, and/or self</li> <li>Frequently makes logical inferences, draws relevant conclusions based on understanding of subject/text</li> <li>Provides appropriate support for conclusions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Identifies the purpose of artist/author/presenter with assistance or following class discussion</li> <li>Extracts some important information from material</li> <li>Sometimes uses self-monitoring strategies to gain clarification</li> <li>Sometimes connects new learning to other learning, prior knowledge, and/or self</li> <li>Sometimes makes logical inferences, draws relevant conclusions based on subject/text</li> <li>Provides minimal support for conclusions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>Rarely identifies the purpose of artist/author/presenter</li> <li>Extracts limited information from material</li> <li>Rarely uses self-monitoring strategies to gain clarification</li> <li>Rarely connects new learning to other learning, prior knowledge, and/or self</li> <li>Rarely makes logical inferences based on subject/text</li> <li>Fails to provide support for conclusions</li> </ul>

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<b>Challenge /Evaluation of the Subject</b>	The student: <ul style="list-style-type: none"><li>• Consistently evaluates the credibility of information/source</li><li>• Consistently questions the quality of the subject/text with regard to style, etc.</li><li>• Consistently draws meaningful conclusions beyond the text based on objective analysis or personal values</li></ul>	The student: <ul style="list-style-type: none"><li>• Often evaluates the credibility of information/source</li><li>• Often questions the quality of the subject/text with regard to style, etc.</li><li>• Often draws meaningful conclusions beyond the text based on objective analysis or personal values</li></ul>	The student: <ul style="list-style-type: none"><li>• Sometimes considers the credibility of information/source</li><li>• Sometimes questions the quality of the subject/text with regard to style, etc.</li><li>• Sometimes draws conclusions beyond the text based on objective analysis or personal values</li></ul>	The student: <ul style="list-style-type: none"><li>• Rarely considers the credibility of information/source</li><li>• Rarely questions the quality of the subject/text with regard to style, etc.</li><li>• Rarely draws conclusions beyond the text or conclusions are irrelevant</li><li>•</li></ul>
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