

Expectation 4c: The EHHS student views materials actively and critically

CRITERIA BEING ASSESSED	EXEMPLARY (Exceeds the Expectation)	PROFICIENT (Meets the Expectation)	DEVELOPING (Almost meets the Expectation)	BEGINNING (Needs significant growth to meet the Expectation)
Observation and description of subject	<p>The student:</p> <ul style="list-style-type: none"> • takes a complete inventory of the subject with attention to: <ul style="list-style-type: none"> • both obvious and subtle details • information • characteristics • objectively describes subject in great detail 	<p>The student:</p> <ul style="list-style-type: none"> • takes a complete inventory of the subject with some attention to: <ul style="list-style-type: none"> • both obvious and subtle details • information • characteristics • objectively describes subject in some detail 	<p>The student:</p> <ul style="list-style-type: none"> • observes the subject with attention to: <ul style="list-style-type: none"> • obvious details • information • characteristics • attempts to objectively describe the subject 	<p>The student:</p> <ul style="list-style-type: none"> • may not observe many of the: <ul style="list-style-type: none"> • obvious details • information • characteristics • may not objectively describe the subject
Challenging the subject	<p>The student:</p> <ul style="list-style-type: none"> • consistently questions credibility of: <ul style="list-style-type: none"> • material • source • conclusions made • takes initiative to answer questions pertaining to the subject 	<p>The student:</p> <ul style="list-style-type: none"> • often questions credibility of: <ul style="list-style-type: none"> • material • source • conclusions made 	<p>The student:</p> <ul style="list-style-type: none"> • sometimes questions credibility of: <ul style="list-style-type: none"> • material • source • conclusions made 	<p>The student:</p> <ul style="list-style-type: none"> • rarely or may not question credibility of: <ul style="list-style-type: none"> • material • source • conclusions made

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<p>Analysis and interpretation</p>	<p>The student:</p> <ul style="list-style-type: none"> thoughtfully and completely analyzes subject for some or most of the following: <ul style="list-style-type: none"> underlying structure design components elements functions relationships consistently puts material into context of a larger picture consistently selects important information from material to draw conclusions 	<p>The student:</p> <ul style="list-style-type: none"> analyzes subject for some or most of the following: <ul style="list-style-type: none"> underlying structure design components elements functions relationships frequently puts materials into context of a larger picture frequently selects important information from material to draw conclusions 	<p>The student:</p> <ul style="list-style-type: none"> attempts to analyze subject for some of the following: <ul style="list-style-type: none"> underlying structure design components elements functions relationships attempts to put materials into context of a larger picture attempts to select important information from material to draw conclusions 	<p>The student:</p> <ul style="list-style-type: none"> may not take the subject apart to see any or all of the following: <ul style="list-style-type: none"> underlying structure design components elements functions relationships rarely or may not put materials into context of a larger picture rarely or may not select important information from material to draw conclusions
<p>Evaluation</p>	<p>The student:</p> <ul style="list-style-type: none"> comes to a valid and meaningful conclusion based on both objective analysis and personal values 	<p>The student:</p> <ul style="list-style-type: none"> comes to a valid conclusion based on both objective analysis and personal values 	<p>The student:</p> <ul style="list-style-type: none"> may come to a conclusion that results from a subjective, incomplete or partially inaccurate analysis of the subject 	<p>The student:</p> <ul style="list-style-type: none"> may be drawing conclusions based on poorly observed, inadequate or inaccurate data that has not been appropriately interpreted

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