TMHS School-wide Expectations

Expectation 1: Problem Solving: the process of effectively applying the analysis, synthesis, and evaluative processes in both independent and group settings to enable productive problem solving.

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
States the Problem	Thoroughly identifies, clarifies, and describes critical components of the problem and related issues	Identifies, clarifies, and describes most components of the problem and related issues	Identifies, clarifies, and describes some components of the problem and related issues	Identifies, clarifies, and describes few components of the problem and related issues
Organization & Analysis	Systematically collects, analyzes, and combines relevant information to solve a problem and make decisions	Regularly collects, analyzes, and combines relevant information to solve a problem and make decisions	Sometimes collects, analyzes, and combines relevant information to solve a problem and make decisions	Rarely or never collects, analyzes, and combines information; little attempt to solve a problem and make decisions
(Individual) Solve the Problem/Make a Decision	Consistently employs insightful, relevant strategies to evaluate alternatives and generate comprehensive solutions	Regularly employs relevant strategies to evaluate alternatives and generate comprehensive solutions	Sometimes employs relevant strategies to evaluate alternatives and generate solutions	Rarely or never employs strategies to evaluate alternatives and generate solutions
(Group) Solve the Problem/Make a Decision	Consistently contributes insightful, relevant strategies; uses interpersonal skills; and demonstrates flexibility and shared responsibility to evaluate alternatives and generate comprehensive, innovative solutions	Regularly contributes relevant strategies, uses interpersonal skills, and demonstrates flexibility and shared responsibility to evaluate alternatives and generate comprehensive, innovative solutions	Sometimes contributes relevant strategies, uses interpersonal skills, and demonstrates some flexibility and shared responsibility to evaluate alternatives and generate solutions	Rarely or never contributes strategies, interpersonal skills, flexibility and responsibility to evaluate alternatives and generate solutions
Evaluate the Solution/Decision	Consistently reflects with an in-depth understanding of the solution/decision and consistently evaluates its accuracy, credibility, and relevance, taking into consideration possible alternatives	Regularly reflects with an understanding of the solution/decision and regularly evaluates its accuracy, credibility, and relevance	Sometimes reflects with an understanding of the solution/decision and sometimes evaluates its accuracy, credibility, and relevance	Rarely or never reflects with an understanding of the solution/decision and rarely or never attempts to evaluate its accuracy, credibility, and relevance

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Expectation 2: Communication: A. Interactive Communication—the process of understanding, organizing/developing, speaking, listening/responding, and collaborating

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding	Demonstrates a thorough understanding and critical analysis of a topic, making connections to real-world situations and points of view	Demonstrates an adequate understanding and critical analysis of a topic, making connections to real-world situations and points of view	Demonstrates limited understanding and analysis of a topic; attempts to make connections to real-world situations and points of view	Demonstrates little understanding and analysis of a topic
Organizing	Establishes an engaging and effective introduction and conclusion. The progression of main ideas is clear and logical	Establishes an effective introduction and conclusion. The progression of main ideas is mostly clear and logical	Introduction and conclusion are ineffective. The progression of main ideas is somewhat clear and logical	Establishes no introduction and/or conclusion; the progression of main ideas is not clear or logical
Developing	Consistently and effectively uses supporting evidence	Regularly uses supporting evidence	Sometimes uses supporting evidence	Rarely or never uses supporting evidence
Speaking	Consistently engages the audience through the use of eye contact, academic language, correct pronunciation, varied tone/inflection, and body language	Regularly engages the audience through the use of eye contact, academic language, correct pronunciation, varied tone/inflection, and body language	Sometimes uses eye contact, academic language, correct pronunciation, varied tone/inflection, and body language	Rarely or never uses eye contact, academic language, correct pronunciation, varied tone/inflection, and/or body language
Listening/ Responding	Effectively acknowledges, actively listens to, and skillfully offers thought-provoking responses while consistently respecting other viewpoints	Acknowledges, actively listens to, and offers thoughtful responses while respecting other viewpoints	Sometimes acknowledges, listens to, and offers responses while respecting other viewpoints	Demonstrates little listening and offers little response to other viewpoints
Collaborating	Consistently encourages group participation and actively contributes to common goals	Encourages group participation and contributes to common goals	Sometimes encourages group participation and occasionally contributes to common goals	Demonstrates little group participation and contribution to common goals

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Expectation 2: Communication: B. Reading—the process of understanding, interpreting, connecting to, and forming a critical stance on textual material

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding	Consistently demonstrates exemplary comprehension of concepts and/or main ideas presented in a text. Readily draws meaning from subtle context clues	Regularly demonstrates comprehension of concepts and/or main ideas presented in a text. Draws meaning from subtle context clues	Sometimes demonstrates comprehension of concepts and/or main ideas presented in a text. Attempts to draw meaning from context clues	Rarely or never demonstrates comprehension of concepts and/or main ideas presented in a text. Draws little or no meaning from context clues
Interpretation	Consistently distinguishes between what is directly stated and what is implied. Makes insightful inferences with strong textual support	Regularly distinguishes between what is directly stated and what is implied. Makes appropriate inferences with textual support	Sometimes distinguishes between what is directly stated and what is implied. Makes some inferences with textual support	Rarely or never distinguishes between what is directly stated and what is implied. Makes few or no inferences with textual support
Connection	Consistently connects ideas within the text in a logical and purposeful manner and draws insightful conclusions based on source material. Consistently connects these ideas and conclusions to real-world situations and points of view	Regularly connects ideas within the text in a logical manner and draws appropriate conclusions based on source material. Regularly connects these ideas and conclusions to real-world situations and points of view	Sometimes accurately connects ideas within the text and draws conclusions based on source material. Attempts to connect these ideas and conclusions to real-world situations and points of view	Makes few or no connections and draws limited conclusions. Little or no attempt to connect ideas and conclusions to real-world situations and points of view
Critical Stance	Effectively, accurately, and independently recognizes and evaluates author's purpose and point of view	Appropriately recognizes and evaluates author's purpose and point of view	Sometimes recognizes and evaluates author's purpose and point of view	Demonstrates little or no recognition of author's purpose and point of view

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Expectation 2: Communication: C. Writing—the process of expressing ideas through writing in a variety of forms, using standard language conventions and considering various audiences

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Purpose	Consistently demonstrates a clear and thorough understanding of main ideas and maintains focus through the use of a well-structured thesis. Demonstrates a keen awareness of audience	Regularly demonstrates a clear understanding of main ideas and maintains focus through the use of a well-structured thesis. Demonstrates awareness of audience	Sometimes demonstrates an understanding of main ideas; maintains limited focus through the use of a thesis. Demonstrates some awareness of audience	Rarely or never demonstrates an understanding of main ideas and is poorly focused, with little or no awareness of audience
Organization	Consistently uses organization to clearly and effectively develop ideas. Effectively uses smooth and logical transitions allowing for insightful observations	Regularly uses organization to clearly and effectively develop ideas. Adequately uses logical transitions allowing for appropriate observations	Sometimes uses organization to develop ideas. Uses limited transitions allowing for some observations	Rarely or never uses organization to develop ideas. Uses few transitions and makes few or no observations
Content Accuracy	Consistently incorporates well-supported, well-developed, relevant evidence; evidence supports the main ideas of the text, resulting in a compelling analysis	Regularly incorporates developed, relevant evidence; evidence supports the main ideas of the text, resulting in an effective analysis	Sometimes incorporates evidence which supports the main ideas of the text, resulting in a limited analysis	Rarely or never incorporates evidence which supports the main ideas of the text, resulting in a faulty analysis or no analysis
Style/ Expression	Consistently creates well-structured sentences, showing variety, originality, and highly effective use of language. Demonstrates exceptional word choice and vocabulary appropriate to form and audience	Regularly creates well-structured sentences, showing variety, originality, and effective use of language. Demonstrates appropriate word choice and vocabulary appropriate to form and audience	Sometimes creates sentences showing variety and originality with some effective use of language. Word choice and vocabulary are sometimes appropriate for form and audience	Rarely or never creates sentences showing effective use of language. Word choice and vocabulary demonstrate limited or no awareness of form or audience
Conventions	Demonstrates excellence in spelling, mechanics, usage, and grammar	Demonstrates appropriate spelling, usage, mechanics, and grammar	Makes some errors in spelling, usage, mechanics, and grammar	Makes considerable errors in spelling, usage, mechanics, and grammar

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Expectation 3: Information, Media, and Technology Skills—the process of ethically utilizing a variety of 21st century tools to acquire and disseminate information, solve authentic problems, and increase productivity

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Ethical/Legal & Responsible Use of Technology/Information	Consistently follows regulations and procedures regarding access to and responsible use of technology and information	Regularly follows regulations and procedures regarding access to and responsible use of technology and information	Sometimes follows regulations and procedures regarding access to and responsible use of technology and information	Rarely or never follows regulations and procedures regarding access to and responsible use of technology and information
Equipment/ Application of Technology	Demonstrates exemplary skill in and understanding of the use of 21st century technology including (but not limited to)hardware, software, peripherals, networking, and the Internet	Demonstrates adequate skill in and understanding of the use of 21st century technology including (but not limited to)hardware, software, peripherals, networking, and the Internet	Demonstrates some skill in and understanding of the use of 21st century technology including (but not limited to)hardware, software, peripherals, networking, and the Internet	Demonstrates little or no skill in and little or no understanding of the use of 21st century technology including (but not limited to)hardware, software, peripherals, networking, and the Internet
Research	Independently utilizes 21st century technology to consistently and effectively collect information from a variety of sources. Critically analyzes sources to assess accuracy, credibility, and timeliness	Adequately utilizes 21st century technology to effectively collect information from a variety of sources. Analyzes sources to assess accuracy, credibility, and timeliness	Demonstrates some skill utilizing 21st century technology to effectively collect information from a variety of sources. Attempts to analyze sources to assess accuracy, credibility, and timeliness	Demonstrates limited skill utilizing 21st century technology to collect information from a variety of sources. Does not analyze sources to assess accuracy, credibility, and timeliness
Using Information	Effectively integrates and disseminates information to demonstrate the ability to increase productivity in solving authentic problems	Adequately integrates and disseminates information to demonstrate the ability to increase productivity in solving authentic problems	Sometimes integrates and disseminates information to demonstrate the ability to increase productivity in solving authentic problems	Does not integrate and disseminate information to increase productivity in solving authentic problems

Expectation 4: Innovative Thinking—the process of demonstrating originality, creativity, flexibility, and adaptability in thinking patterns, work process, and working/learning conditions.

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Creativity/Originality	Demonstrates exceptional originality and inventiveness in work	Demonstrates considerable originality and inventiveness in work	Demonstrates some originality and inventiveness in work	Demonstrates little to no originality and inventiveness in work
Flexibility/Adaptability	Effectively makes use of multiple processes and diverse perspectives to explore alternate solutions	Adequately makes use of processes and diverse perspectives to explore alternate solutions	Demonstrates some ability to use processes and diverse perspectives to explore alternate solutions	Rarely or never makes use of processes and/or diverse perspectives to explore alternate solutions
Work Process	Exhibits a spark of interest that leads to inquiry; Effectively sets goals, plans, manages, and assesses the quality of learning; goes beyond expectations in exploring new techniques	Adequately sets goals and plans; manages and adequately assesses the quality of learning; explores new techniques	Sometimes sets goals and plans; sometimes manages and assesses the quality of learning; few new techniques are explored	Goals are not set or inappropriate; rarely or never manages and assesses the quality of learning; no new techniques are explored.
Working/Learning Conditions	Demonstrates the ability to effectively work in a climate of ambiguity and change	Demonstrates the ability to adequately work in a climate of ambiguity and change	Demonstrates some ability to work in a climate of ambiguity and change	Demonstrates limited ability to work in a climate of ambiguity and change

Expectation 5: Cultural/Civic Awareness and Personal Responsibility: A. Cultural Awareness—the process of understanding diverse cultures, recognizing global relationships, and responding independently to changing conditions

Cultural	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding	Demonstrates an insightful understanding of a diverse culture, people, or group, including its belief systems, values, and institutions	Demonstrates an accurate understanding of a diverse culture, people, or group including its belief systems, values, and institutions	Demonstrates some understanding of a diverse culture, people, or group, including its belief systems, values, and institutions	Demonstrates little understanding of a diverse culture, people, or group including its belief systems, values, and institutions
Analysis	Thoroughly identifies with accuracy a complex global issue and applies appropriate skills to understand the issue. Independently recognizes bias. Goes beyond expectations to accurately identify multiple perspectives surrounding the issue	Identifies with accuracy a global issue and applies appropriate skills to understand the issue. Recognizes bias and accurately identifies some perspectives surrounding the issue	Identifies a global issue and applies some skills to understand the issue. Recognizes bias in a limited manner and identifies few perspectives surrounding the issue	Inadequately identifies the global issue and applies few skills to understand the issue. No recognition of bias or other perspectives surrounding the issue
Evaluation	Demonstrates an insightful understanding of how diversity effects relationships among/within different peoples and/or nations	Demonstrates an adequate understanding of how diversity effects relationships among/within different peoples and/or nations	Demonstrates some understanding of how a diverse culture effects relationships among different peoples and nations	Demonstrates little to no understanding of how a diverse culture effects relationships among different peoples and nations
Awareness	Critically evaluates the significance of global relationships	Evaluates the significance of global relationships	Recognizes some of the impacts of global relationships	Little to no recognition of the impact of global relationships

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Expectation 5: Cultural/Civic Awareness and Personal Responsibility: B. Civic Awareness—the process of understanding social responsibility in relation to community

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding	Identifies and demonstrates an accurate and in-depth understanding of the relationships and responsibilities that exist among citizens, their communities, and their governments	Identifies and demonstrates an accurate understanding of the community/government process and the rights and responsibilities of citizenship	Demonstrates some understanding of the community/government process and the rights and responsibilities of citizenship	Demonstrates little to no understanding of community/government process and the rights and responsibilities of citizenship
Analysis	Independently identifies and analyzes a civic issue. Skillfully locates and uses abundant relevant data/evidence to support or refute a viewpoint, policy, or action	Identifies and analyzes a civic issue. Locates and uses adequate relevant data/evidence to support or refute a viewpoint, policy, or action	Somewhat Identifies and analyzes a civic issue. Locates and uses some relevant data/evidence to support or refute a viewpoint, policy, or action	Inadequately identifies and analyzes a civic issue. Locates and uses minimal relevant data/evidence to support or refute a viewpoint, policy, or action
Action Plan	Creates and executes a thoughtful plan, solution, or product that addresses an identified civic issue	Creates and executes a thoughtful plan, solution, or product that partially addresses an identified civic issue	Creates a thoughtful plan, solution, or product that relates to an identified civic issue	Creates a plan, solution, or product that partially relates to an identified civic issue
Reflection	Critically evaluates the action plan taken to address the civic issue and its outcome(s)	Evaluates the action plan taken to address the civic issue and its outcome(s)	Does not reflect on all stages of the action plan or does not evaluate the outcome(s)	Little to no evaluation of the action plan taken to address the civic issue and its outcome(s)

Expectation 5: Cultural/Civic Awareness and Personal Responsibility: C. Personal Responsibility-- the process of understanding personal accountability and its effects on quality of life

Criteria	4 (Exemplary)	3 (Proficient)	2 (Needs Improvement)	1 (Unacceptable)
Understanding (Health)	Identifies and demonstrates an in-depth understanding of health information and wellness	Identifies and demonstrates an understanding of health information and wellness	Somewhat identifies and demonstrates an understanding of health information and wellness	Identifies and demonstrates little to no understanding of health information and wellness
Application (Health)	Uses multiple reliable sources of health and wellness information to make thoughtful and appropriate health-related decisions	Uses reliable sources of health and wellness information to make appropriate health-related decisions	Uses some health and wellness information to make health-related decisions	Uses little to no health and wellness information to make health-related decisions
Understanding (Academics)	Demonstrates an in-depth understanding of the consequences, both positive and negative, of academic and behavioral decisions	Demonstrates an understanding of the consequences, both positive and negative, of academic and behavioral decisions	Demonstrates some understanding of the consequences, both positive and negative, of academic and behavioral decisions	Demonstrates little or no understanding of the consequences, both positive and negative, of academic and behavioral decisions
Application (Academic)	Defines, prioritizes, and completes tasks without direct oversight; sets and meets high standards and goals for delivering quality work on time	Defines, prioritizes, and completes tasks with little direct oversight; sets and meets adequate standards and goals for delivering work on time	Defines, prioritizes, and completes tasks with some direct oversight; sets and meets some standards and goals for delivering work on time	Defines, prioritizes, and completes tasks with continuous direct oversight; sets and meets low standards and goals for delivering work on time