

**The Francis W. Parker  
Charter Essential School**

**Criteria for  
Excellence**

**2017-2018**

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## **Parker School Criteria for Excellence in Reading**

### **Comprehension**

- You identify the form and genre of a text.
- You use reading strategies that suit the material (highlighting, underlining, taking notes, reading aloud, visualizing).
- You recognize the organizational elements of a text (table of contents, index; acts, scenes, chapters; etc.).
- You understand the sequence of a text (beginning, middle, end; foreshadowing; flashbacks; etc.)
- You infer meanings of words from their context and look them up as needed.
- You can summarize or restate the main ideas or plot of a text.

### **Interpretation**

- You generate questions about the text.
- You identify the author's purpose and point of view.
- You distinguish fact from opinion.
- You analyze the positions taken in a text and the evidence offered in their support.
- You compare and contrast different texts.
- You make connections within and among texts.
- You make connections between the text and your own experience.
- You identify the historical and social context of a text.
- You evaluate writing strategies and elements of the author's craft.
- You take a point of view about the text and support it with evidence.

### **Process**

- You skim or scan a text to choose your reading strategies.
- You identify and seek help with problems you have in reading.
- You use a reading log or journal to explore ideas.
- You discuss what you read with other readers.

## **Parker School Criteria for Excellence in Writing**

### **Purpose**

- You write for a specific audience.
- You know your point and make it clear.
- Your form suits your purpose.

### **Content**

- You bring your topic down to a manageable size.
- You choose which ideas to develop and which to leave out.
- You support your ideas with enough details and evidence.
- Your evidence is accurate and you give its source when needed.

### **Organization**

- You put your ideas in a logical order or one that moves the piece forward.
- You capture the reader's interest from the beginning.
- You use transitions to connect ideas.
- You bring the piece to an effective close.

### **Style**

- Your tone suits your purpose.
- Your techniques suit your purpose.
- Your voice sounds natural, honest, and direct.
- Your words call up pictures. You show rather than tell.
- You choose clear and precise words.
- You choose words for sound as well as sense.
- You vary the rhythm and pace of your sentences to suit your purpose.
- You omit needless words.

### **Conventions**

- You use correct spelling, capitalization, and punctuation.
- You use correct grammar and sentence structure.
- If you break conventions you do so with a purpose.

### **Process**

- You use pre-writing to explore ideas.
- You use drafts to discover and shape ideas.
- You get feedback from a variety of readers.
- You revise as many times as necessary to address what doesn't work.
- You reflect on your process and your work.

## **Parker School Criteria for Excellence in Listening and Media Analysis**

### **Comprehension**

- You understand and correctly use the vocabulary and terminology of the medium.
- You summarize or restate the main ideas of what you hear and/or see and identify essential supporting information.
- You identify the elements, form and/or structure of what you hear and/or see.
- You identify the historical and social context of what you hear and/or see.
- You distinguish fact from opinion.

### **Interpretation**

- You compare and contrast different elements/ideas you hear and/or see.
- You identify a purpose and point of view of the work.
- You analyze the positions taken in what you hear and/or see and the evidence offered in their support.
- You make a claim about what you hear and /or see and support it with evidence.
- You are able to determine cause and effect relationships in what you hear and/or see.
- You identify and evaluate the strategies and elements of the work's craft.
- You synthesize information from multiple media sources.
- You make connections between what you hear and/or see and other content (class discussions, readings, or previous knowledge, etc.).
- You make connections between what you hear and/or see and your own experience.

### **Process**

- You generate questions about what you hear and/or see.
- You discuss what you hear and/or see with others.
- You listen or observe in a way that suits the material (taking notes, asking questions, engaging in constructive dialogue).

## **Parker School Criteria for Excellence in Oral Presentation**

### **Content**

- You communicate a clear message.
- Your information is substantive and accurate.
- You organize your information in a way that moves the presentation forward.
- Any presentation aids (visual, aural, etc.) are substantive, relevant, and used effectively.
- You effectively employ rhetorical strategies (metaphor, imagery, repetition, etc.).
- You answer questions knowledgeably and accurately.

### **Performance**

- You know your audience and engage it in appropriate ways.
- You capture your audience's attention from the beginning.
- You use appropriate body language and gestures.
- You make eye contact with your audience.
- You speak clearly and audibly and pronounce words correctly.
- You speak at an appropriate pace.
- You vary your voice and language for expressive purposes.
- You avoid "filler" words ("um," "uh," "like," "you know").
- You take turns with other speakers when appropriate.
- You adjust to audience reactions.
- You bring your presentation to an effective close.

### **Process**

- You are well prepared for presentation.
- You reflect on your process and your work.

## **Parker School Criteria for Excellence in Research**

### **Preparation**

- You brainstorm ideas and organize them visually (in lists, outlines, webs, concept maps).
- You narrow and focus your research question(s) to a manageable size.
- You identify what you already know.
- You decide what you still need to know.
- You list key words and concepts.

### **Search**

- You identify potential search engines (library card catalog and databases; Web browsers; experts; community agencies).
- You use search engines and key words to locate a variety of sources.
- You decide which sources are relevant to your question(s).

### **Information Gathering**

- You skim and scan to identify relevant information.
- You take accurate and sufficient notes, paraphrasing or quoting important facts and details.
- You classify, group, and label the information in your notes.
- You assess the nature and reliability of your sources (primary or secondary; fact or opinion; point of view; timeliness).
- You document your sources and compile a bibliography.

### **Interpretation**

- You connect new information with what you know already.
- You recognize logical errors and omissions, cause and effect, and points of agreement and disagreement.
- You use the information you gathered to answer your research question(s).

### **Process**

- You plan and manage your time effectively.
- You ask for help at appropriate points.
- You revise your question(s) as your research progresses.
- You reflect on your process and your work.

## **Parker School Criteria for Excellence in Artistic Expression**

### **Preparation**

- You develop your own message. (Note: The message could be the medium.)
- You use an art form (visual art, music, dance/movement, drama, writing, other) that communicates your message.
- You research your message and art form and apply it to your process.
- You gather the materials you need.
- You plan your process.

### **Presentation**

- Your artwork has an impact on its audience.
- You use the techniques of your art form effectively.
- You can answer questions about your artwork and process.

### **Process**

- You plan and manage your time effectively.
- Your plan is open to inspiration and suggestion.
- You complete your plan.
- You get feedback from others.
- You revise as necessary.
- You reflect on your artwork, process, and presentation.

## **Parker School Criteria for Excellence in Mathematical Problem-Solving**

### **Problem-Solving**

- You understand the problem.
- You identify special factors that influence your approach before you start.
- Your approach is efficient or sophisticated.
- You clearly explain the reasons for your decisions along the way.
- You solve the problem and make a general rule about the solution.
- You extend what you find to a more complicated situation.

# Parker School Criteria for Excellence in Technical Communication

## Content

- Your work is clear, coherent, correct and complete
- You use evidence, examples, and/or data to illustrate your thinking and to support or justify your conclusions
- Your communication is concise, yet also contains sufficient detail

## Organization

- You frame the purpose of your work
- You communicate using a format that suits your purpose and audience
- Your discussion has a logical flow

## Visuals

- You use graphs, charts, tables, and diagrams where appropriate
- You integrate visuals into your work and refer to them
- You clearly label graphs, charts, tables, and diagrams

## Notation

- You show appropriate detail in your calculations
- You make effective use of equations and symbolic notation
- You include correct units for quantities

## Conventions

- You use technical vocabulary correctly
- You use a formal tone where appropriate
- You use correct spelling, capitalization, punctuation, grammar, and sentence structure

# **Parker School Criteria for Excellence in Scientific Investigation**

## **Framing the Question**

- You understand or come up with a question or hypothesis to investigate.
- You collect information and ideas about your question.
- You identify the variables or special factors that may affect your investigation.

## **Approaching the Investigation**

### **Laboratory Investigation:**

- You make a plan for testing the question or hypothesis.
- You identify and use appropriate scientific equipment.
- You make and record physical observations.

### **Scientific Research:**

- You make a plan for investigating the question or hypothesis.
- You identify, use, and cite appropriate scientific references.
- You gather information that addresses the question or hypothesis.

## **Analyzing What You Find**

- You consider multiple explanations for what you observe or discover.
- You use evidence to draw or support a logical conclusion.
- You identify possible sources of error and bias in the investigation or research.
- You verify the results of the investigation or find corroborating evidence for your research.
- You revise your explanation if necessary.

## **Synthesizing What You Find**

- You answer your question and/or draw conclusions about the validity of your hypothesis
- You connect your ideas to other ideas you know about, or to a "real world" use.
- You use your data or research to respond to questions or comments from others.

## Parker School Criteria for Excellence in **Technology\***

- You use technology for problem solving and exploration.
- You recognize when the use of technology is appropriate.
- You evaluate which technology will best serve your purpose.
- Your use of technology is efficient or sophisticated.
- You clearly explain the reasons for your decisions along the way.
- You find, create, modify or adapt technologies to suit a purpose.

\* Technology includes, but is not limited to, Information Technology (data collection, processing and analysis tools).

## **Parker School Criteria for Excellence in Systems Thinking**

### **Framing the Question**

- You identify a complex question you need to explore.
- You break down the question into factors that might affect each other over time.
- You identify how these factors serve as parts of a feedback loop.
- You focus your question by limiting the factors you will include.

### **Using the Model**

- You say what you think about the relationships among these factors.
- You obtain the information you need about each factor to run a mathematical model of the feedback loop.
- You make a prediction or hypothesis about what will happen if one factor changes.
- You simulate and observe that change by running a mathematical model on the computer.
- You make a graph of what you have observed.
- You check your model against your prediction and against actual data.
- You use what you have observed to ask new questions, make new predictions, and test those predictions by running more simulations or by changing the model.

### **Interpreting the Model**

- You use the model to explain how a complex system works.
- You use the model to draw a conclusion or make a decision.
- You can use a model of one system as a way of understanding another system.

## Parker School Criteria for Excellence in SPANISH

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<p><b><i>Interpersonal Communication:</i></b> <i>An oral or written exchange of ideas.</i></p>	<p><b><i>Interpretive Communication:</i></b> <i>The ability to understand written and/or oral language.</i></p>	<p><b><i>Presentational Communication:</i></b> <i>The ability to share oral or written ideas.</i></p>
<b>Functions: What can you do in the Spanish language?</b>		
<p>You create personal meaning through conversation. You understand, ask, and answer a variety of questions. You are able to initiate, maintain, and end a conversation to satisfy basic needs and handle a simple transaction.</p>	<p>You comprehend main ideas and identify some supporting details. You infer meaning by identifying key details.</p>	<p>You express your own thoughts and present information and personal preferences on familiar topics by creating with language, primarily in present time frame. You are growing in your ability to tell or retell a story.</p>
<b>Contexts/Content: In what situations and with what topics can you function in Spanish?</b>		
<p>You communicate in familiar contexts related to yourself and your immediate environment. You are growing in your ability to communicate in unfamiliar contexts.</p>	<p>You comprehend information related to personal and social needs relevant to your immediate environment such your everyday life, school, community, and interests.</p>	<p>You create messages in contexts related to yourself and your immediate environment. You are growing in your ability to create messages about broader interests.</p>
<b>Text Type: What can you understand and produce in Spanish?</b>		
<p>You understand and produce discrete sentences, strings of sentences, and some connected sentences. You ask questions to initiate and sustain conversations.</p>	<p>You comprehend simple stories, routine correspondence, and short descriptive texts. You comprehend connected sentences and some paragraph-like discourse.</p>	<p>You produce sentences, series of sentences, and some short paragraphs.</p>
<b>Language Control: How accurate is your Spanish?</b>		
<p>You understand straightforward language that contains mostly familiar structures. Your control of language is sufficient to be understood by those accustomed to dealing with language learners.</p>	<p>You sufficiently control vocabulary, structures, and conventions of spoken and written language to understand fully and with ease short, non-complex texts on familiar topics. You have limited control of language to understand some more complex texts.</p>	<p>Your control of language is sufficient to be understood by audiences accustomed to the language produced by language learners. With practice and editing, you may be understood by audiences unaccustomed listening to language learners.</p>

## Parker School Criteria for Excellence in SPANISH

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<p><b>Interpersonal Communication:</b> An oral or written exchange of ideas.</p>	<p><b>Interpretive Communication:</b> The ability to understand written and/or oral language.</p>	<p><b>Presentational Communication:</b> The ability to share oral or written ideas.</p>
<p><b>Vocabulary Use: How extensive and applicable is your Spanish vocabulary?</b></p>		
<p>You communicate using high frequency and personalized vocabulary within familiar themes or topics.</p>	<p>You comprehend high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.</p>	<p>You produce vocabulary on a variety of everyday topics, topics of personal interest, and topics that have been studied.</p>
<p><b>Communication Strategies: How do you maintain communication and make meaning?</b></p>		
<p>You ask for clarification, infer meaning, use eye contact and appropriate non-verbal cues, self-correct, repeat, or rephrase when not understood, use known language to compensate for missing vocabulary.</p>	<p>You skim and scan, use visual supports and background knowledge, predict meaning based on context, prior knowledge, and/or experience, use contextual clues, recognize word family roots, and infer meaning.</p>	<p>You show an increasing ability to self-correct, simplify, use known language to compensate for missing vocabulary, use graphic organizers or visuals, and use reference resources as appropriate.</p>
<p><b>Cultural Connections, Comparison, and Communities: How is your cultural knowledge reflected in your Spanish language use?</b></p>		
<p>You identify and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. You recognize respectfully that behaviors and perspectives vary by cultures and you are developing the ability to adapt to familiar and unfamiliar cultural contexts. You use the language both within and beyond the school setting.</p>	<p>You make comparisons between your own culture and your increasing knowledge of the target cultures to better understand and interpret new materials from Spanish-speaking cultures.</p>	<p>You use some culturally appropriate vocabulary, expressions, and gestures. You reflect some knowledge of cultural differences related to written and spoken communication. You demonstrate understanding of the diverse cultures of Spanish-speaking peoples by comparing the cultures studied with your own.</p>

# **Parker School Criteria for Excellence in Wellness**

## **SELF-MANAGEMENT**

- You identify responsible health behaviors.
- You identify your personal health needs.
- You compare your behaviors that are safe to those that are risky or harmful.
- You demonstrate strategies to improve or maintain your personal health.
- You develop injury prevention and management strategies for your personal health.
- You demonstrate ways to avoid and reduce threatening situations.
- You apply skills to manage stress.

## **INTERPERSONAL COMMUNICATION**

- You demonstrate effective verbal and non-verbal communication skills to enhance health.
- You demonstrate healthy ways to express needs, wants and feelings.
- You demonstrate ways to communicate care, consideration, and respect of self and others.
- You demonstrate communication skills to build and maintain health relationships.
- You demonstrate refusal, negotiation, and collaboration skills to manage conflict in healthy ways.

## **ACCESSING INFORMATION**

- You evaluate the validity of health information, products and services.
- You demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
- You analyze how media influences the selection of health information and products.
- You demonstrate the ability to access school and community health services for self and others.

## **DECISION-MAKING and GOAL SETTING**

- You demonstrate the ability to utilize various strategies when making decisions related to health needs.
- You analyze how health-related decisions are influenced by individuals, family and community values.
- You predict how decisions regarding health behaviors have consequences for self and others.
- You implement strategies and skills needed to attain personal health goals.
- You evaluate progress toward achieving personal health goals.

## **HEALTH ADVOCACY**

- You evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
- You express information and opinions about health issues.
- You utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.
- You demonstrate the ability to influence and support others in making positive health choices.
- You demonstrate the ability to work cooperatively when advocating for healthy communities.
- You demonstrate the ability to adapt health messages and communication techniques to your audience.

## **INTERNAL and EXTERNAL INFLUENCES**

- You describe the influence of cultural beliefs on health behaviors and the use of health services.
- You analyze how messages from media and other sources influence health behaviors.
- You analyze the influence of technology on personal and family health.
- You analyze how information from your peers and your community influences health.

## **PHYSICAL FITNESS and MOVEMENT**

- You participate regularly in physical activity and movement.
- You achieve and maintain a personal health-enhancing level of physical fitness.
- You exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- You demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities to maintain your personal health.

## Parker School

# Habits of Learning

### **Inquiry**

In both school work and daily life, you show intellectual curiosity and wonder about the world. You ask thoughtful questions, and seek out their answers.

### **Expression**

In both school and daily life, you communicate honestly what you know or what to know, and what you believe or feel.

### **Critical Thinking**

In both school work and daily life, you analyze, synthesize, and draw conclusions from information. You generate solutions to problems using both creative and rational thought. You keep an open mind and appreciate different points of view. You seek out excellence.

### **Collaboration**

In both school work and daily life, you contribute to the overall effort of a group. You work well with diverse individuals and in a variety of situations, using effective communication skills (consulting, listening, speaking).

### **Organization**

In both school work and daily life, you sift through ideas and data, arranging them wisely and making sense of them. You come to school prepared with what you will need. You set reasonable goals, then plan and manage your time so as to meet them. You persevere in the face of obstacles.

### **Attentiveness**

In both school work and daily life, you focus on the task at hand, observing and taking in the information you need to do it well.

### **Involvement**

Both in school and in the larger community, you take the initiative to participate in the process of learning. You contribute your questions, ideas and actions in group discussions, activities, and projects.

### **Reflection**

In both school work and daily life, you review and think about your actions and the work you produce, with the purpose of learning more.