



We encourage you to learn more about classroom inquiry strategies and school-generated rubrics by visiting the sites below.

### **The New York Performance Standards Consortium (NYPSC)**

The New York Performance Standards Consortium represents 28 schools across New York State. Formed in 1997, the Consortium opposes high stakes tests arguing, "One size does not fit all." The NYPSC has developed an assessment system that leads to quality teaching, that enhances rather than compromises our students' education.

<http://performanceassessment.org/index.html>

#### **NYPSC: Rubrics**

Rubrics provide the basis on which to review the quality of student work across four performance tasks: the analytic essay, research paper, science experiment and applied mathematics.

<http://performanceassessment.org/performance/prubrics.html>

#### **NYPSC: Center for Inquiry**

Included are five Exemplar Booklets of Consortium student work. The papers included in these booklets were selected as a result of the Consortium-wide Moderation Study. They represent a demographic sample of the graduation-level work accomplished by students in Consortium schools.

<http://performanceassessment.org/performance/pcenter.html>

#### **Francis W. Parker Charter Essential School: Academic Programs to include Advisory, Gateways, Assessments and Habits of Learning**

A six-year public secondary school of choice, the Francis W. Parker Charter Essential School was started in 1995 by area parents and teachers committed to the principles of the Coalition of Essential Schools. Established in 1984 by Theodore R.Sizer at Brown University, the Coalition of Essential Schools is a national network of over 1,200 schools and Centers engaged in restructuring and redesigning schools to promote better student learning and achievement. Essential schools share a common set of ideas known as the Ten Common Principles which call for schools to set clear and simple goals about the intellectual skills and knowledge to be mastered



by all the school's students; to lower teacher-student loads, personalize teaching and curriculum, and make student work the center of classroom activity; to award diplomas based on students' "exhibition" of their mastery of the school's program; to create an atmosphere of trust and respect for the school, faculty, students and parents; and to model democratic practices and honor diversity.

[http://www.theparkersschool.org/pages/Francis\\_W\\_Parker\\_Charter\\_Esse/About Us/4240708873475805266/About our Academic Program](http://www.theparkersschool.org/pages/Francis_W_Parker_Charter_Esse/About_Us/4240708873475805266/About_our_Academic_Program)

### **Newfound Regional High School: School Rubrics**

As a result of the school's ongoing accreditation work, Newfound Regional High School has created school-wide Academic Expectation rubrics. These rubrics were first published for use in March 2008.

<http://sites.sau4.org/nrhs/rubrics>

### **Noble High School: School-Wide Rubrics**

Noble High School's 21<sup>st</sup> Century Learning Expectations are broken up into three clusters: Academic Expectations, Social Expectations, and Civic Expectations (<http://www.msad60.org/nhs/about-nhs/21st-century-learning-expectations/>) All learning is assessed against a series of school-wide rubrics used to measure student proficiency. Rubrics for writing, research, presentations, critical thinking, technology, design & professionalism, work habits, and collaboration (amongst others) can be found by visiting the link below.

<https://sites.google.com/a/msad60.org/nhs-core-values-beliefs/school-wide-rubrics>

### **Plymouth North High School: Rubrics**

Learn more about Plymouth North High School's academic expectations rubrics to include communication, writing, reading, critical thinking problem solving and technology.

<http://www.plymouth.k12.ma.us/page.cfm?p=2846>