

# Reporting Out 21<sup>st</sup> Century Learning Expectations

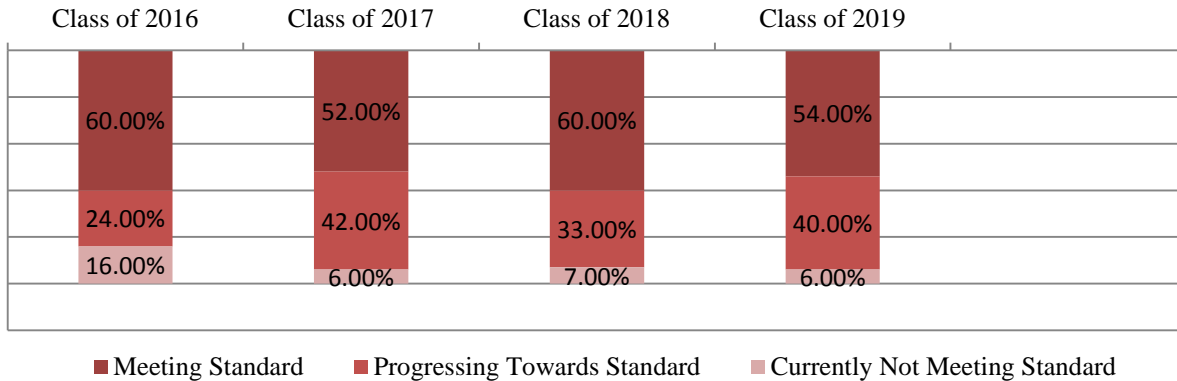
## Joseph Case High School

### Semester II: 2015-2016

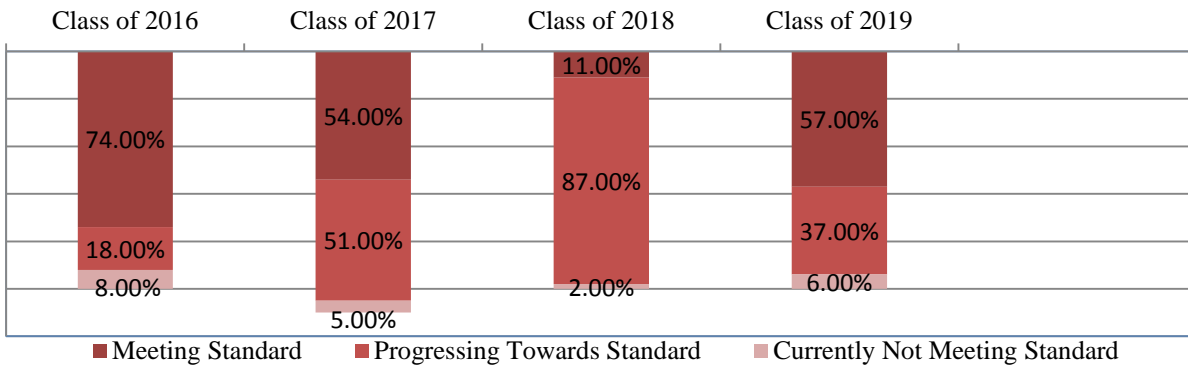
21 <sup>st</sup> Century Learning Expectation	Criteria	Meets Standard 2	Progressing Toward 1	Does Not Meet 0
1. Students should use technology to access, evaluate and apply appropriate information for authentic learning opportunities.	Technology access	Frequently accesses a variety of resources	Sometimes accesses a variety of resources	Rarely accesses a variety of resources
	Information evaluation	Frequently determines which resources improve or detract from research	Sometimes determines which resources improve or detract from research	Rarely determines which resources improve or detract from research
	Application of knowledge to create authentic learning opportunity	Frequently cites sources accurately and effectively to create a scholarly research project	Sometimes cites sources accurately and effectively to create a scholarly research project	Rarely cites sources accurately and effectively to create a scholarly research project

*Primary reporting responsibility of **history** and **science** departments.  
Data includes special education, CACE and ARCH students.  
"Progressing Towards" is targeted as an acceptable level of achievement.*

#### HISTORY



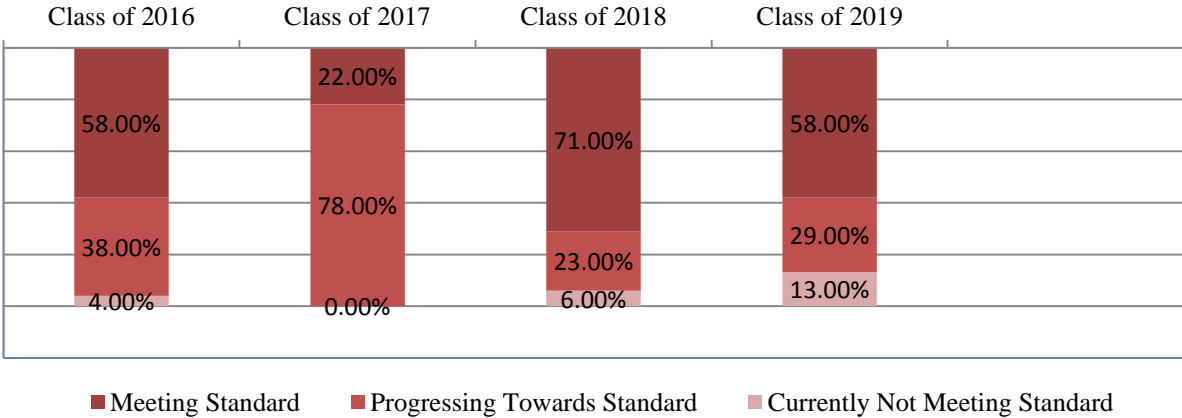
#### SCIENCE



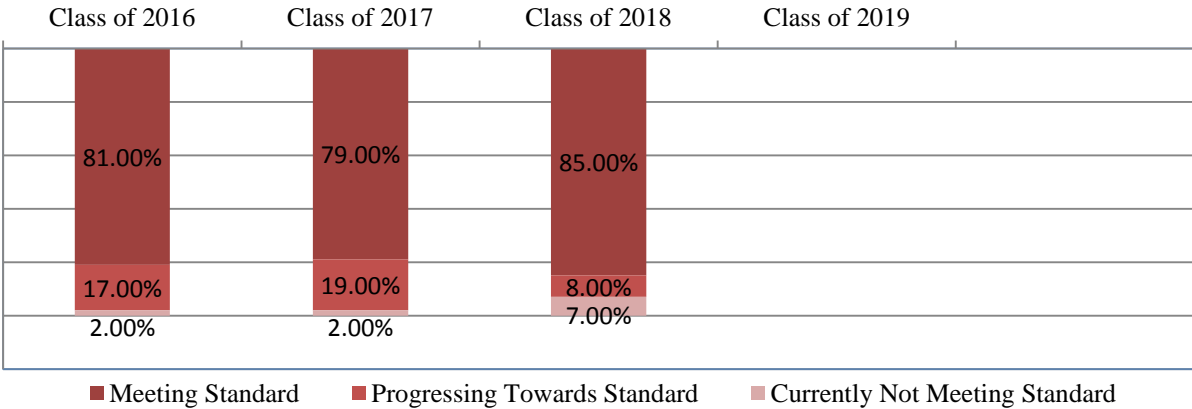
21 <sup>st</sup> Century Learning Expectation	Criteria	Meets Standard 2	Progressing Toward 1	Does Not Meet 0
2. Students should work independently and collaboratively to problem solve.	Participation as a team member	Frequently collaborates by listening to, sharing with, and supporting efforts of others to accomplish a common goal in a diverse team.	Sometimes collaborates by listening to, sharing with, and supporting efforts of others to accomplish a common goal in a diverse team.	Rarely collaborates by listening to, sharing with, and supporting efforts of others to accomplish a common goal in a diverse team.
	Self-management	Frequently focuses on specific task, assesses knowledge and abilities; motivates self through goal attainment.	Sometimes focuses on specific task, assesses knowledge and abilities; goal attainment reflects inconsistent motivation.	Rarely focuses on specific task, assesses knowledge and abilities; does not motivate self through goal attainment.

Primary reporting responsibility of **math, computer, physical education and health** departments  
 Data includes special education, CACE and ARCH students.  
 "Progressing Towards" is targeted as an acceptable level of achievement.

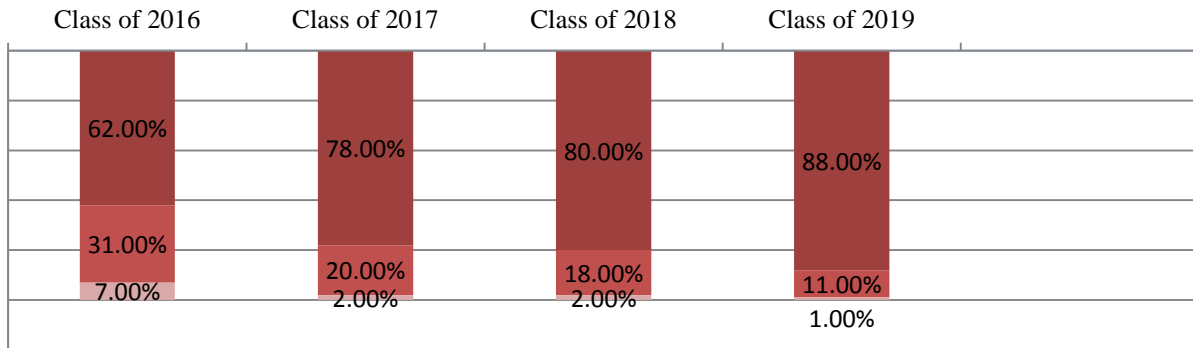
**MATH**



**COMPUTER SCIENCE**



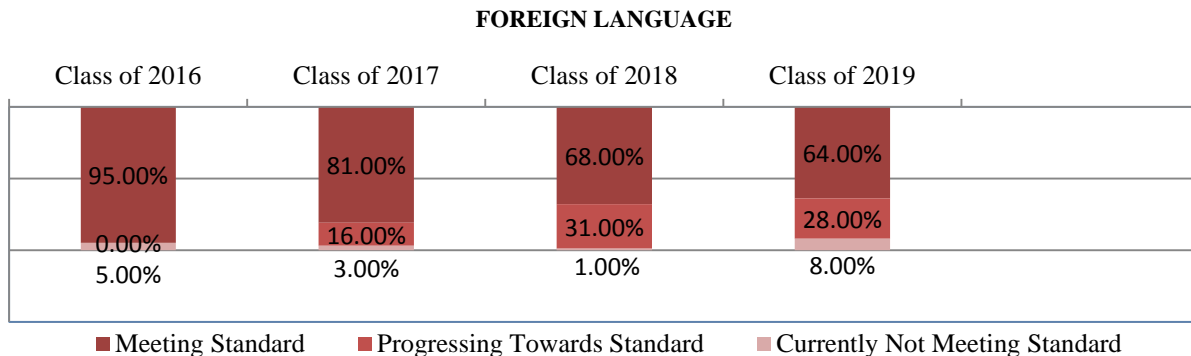
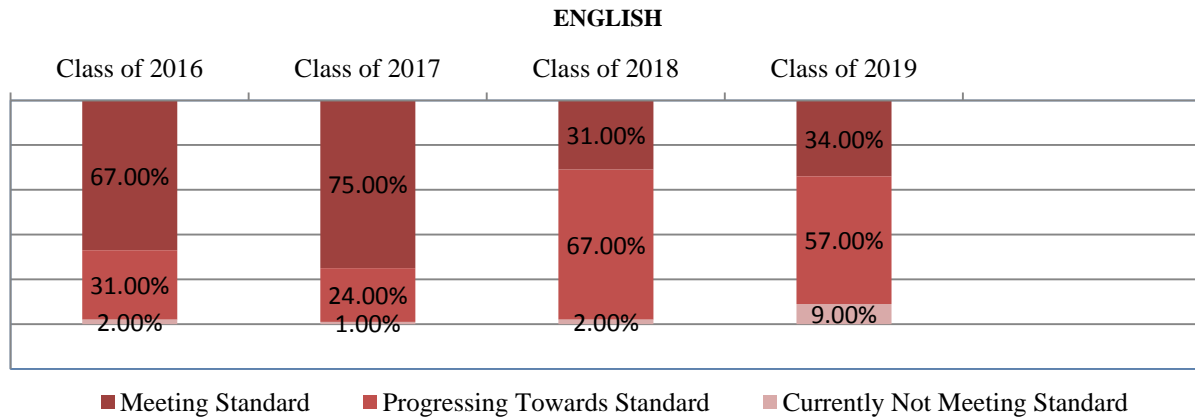
### HEALTH AND PHYSICAL EDUCATION



■ Meeting Standard    ■ Progressing Towards Standard    ■ Currently Not Meeting Standard

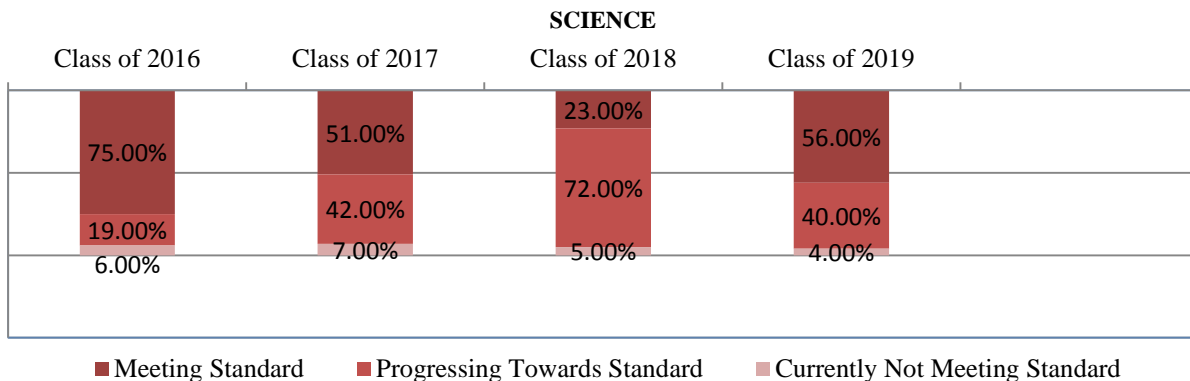
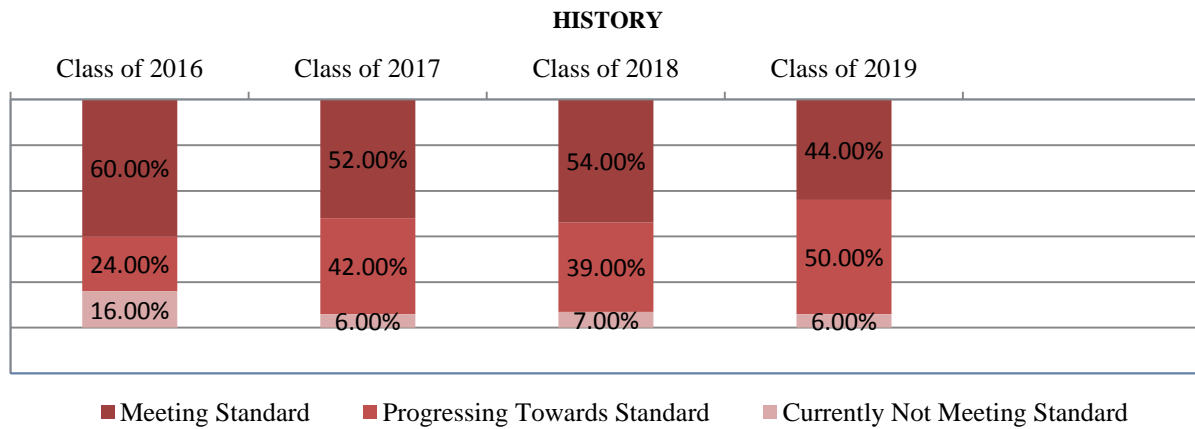
21 <sup>st</sup> Century Learning Expectation	Criteria	Meets Standard 2	Progressing Toward 1	Does Not Meet 0
<b>3. Students should communicate clearly and effectively.</b>	Idea development	Frequently presents information coherently, creatively and with logical continuity	Sometimes presents information coherently, creatively and with logical continuity	Rarely presents information coherently, creatively and with logical continuity
	Effective conclusion	Frequently provides effective closure that summarizes main points	Sometimes provides effective closure that summarizes main points	Rarely provides effective closure that summarizes main points
	Vocabulary	Frequently uses variety of effective word choices	Sometimes uses variety of effective word choices	Rarely uses variety of effective word choices
	Style	Frequently develops variety of sentence structures, creating student's unique voice	Sometimes uses variety of effective word choices	Rarely uses variety of effective word choices
	Conventions	Frequently utilizes appropriate language conventions of grammar, spelling, punctuation and usage	Sometimes utilizes appropriate language conventions of grammar, spelling, punctuation and usage	Rarely utilizes appropriate language conventions of grammar, spelling, punctuation and usage

Primary reporting responsibility of **English** and **foreign language** department.  
 Data includes special education, CACE and ARCH students.  
 "Progressing Towards" is targeted as an acceptable level of achievement.



21 <sup>st</sup> Century Learning Expectation	Criteria	Meets Standard 2	Progressing Toward 1	Does Not Meet 0
4. Students should become active learner, demonstrating innovation and adaptability.	Active learning	Consistently completes all class work, seeks extra help when needed, reviews corrected assessments and provides leadership to group activities	Completes most class work; Sometimes seeks extra help when needed, reviews corrected assessments, and provides leadership to group activities	Inconsistently completes class work; Rarely seeks extra help when needed or reviews corrected assessments. Does not accept any leadership role in group activity.
	Innovation	Consistently demonstrates initiative, functions through adversity, and uses available resources to enhance learning opportunities	Sometimes demonstrates initiative, functions through adversity, and uses available resources to enhance learning opportunities	Rarely demonstrates initiative, functions through adversity, and uses available resources to enhance learning opportunities
	Adaptability	Consistently adapts to group dynamic to enhance the learning environment	Sometimes adapts to group dynamic to enhance the learning environment	Rarely adapts to group dynamic to enhance the learning environment

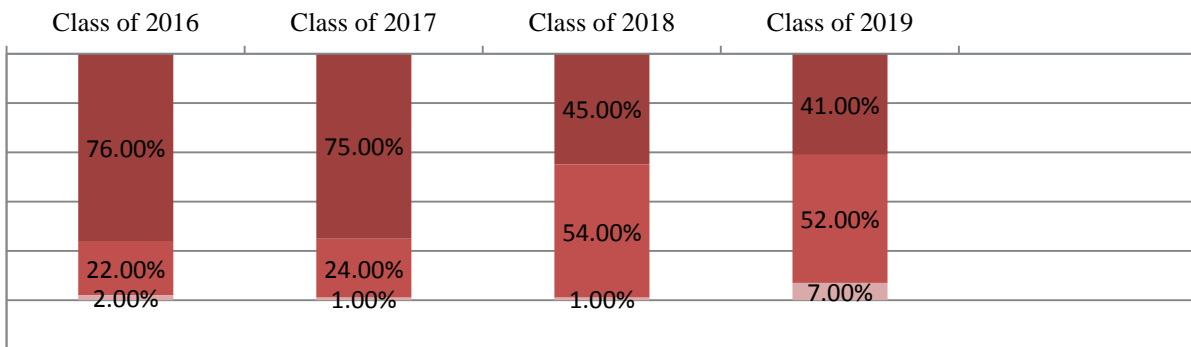
Primary reporting responsibility of **history and science** departments.  
 Data includes special education, CACE and ARCH students.  
 "Progressing Towards" is targeted as an acceptable level of achievement..



21 <sup>st</sup> Century Learning Expectation	Criteria	Meets Standard 2	Progressing Toward 1	Does Not Meet 0
5. Students should apply processes of analysis, evaluation and creation in problem-solving.	Analysis	Consistently demonstrates understanding of problem's elements and structures	Sometimes demonstrates understanding of problem's elements and structures	Rarely demonstrates understanding of problem's elements and structures
	Evaluation	Consistently assesses and provides a reflective judgment	Demonstrates basic assessment and provides some judgment of a problem	Demonstrates limited assessment and judgment of a problem
	Creation	Consistently demonstrates reflection and competency in reorganizing elements to create new patterns, structures or designs	Demonstrates reflection and basic competency in reorganizing elements to create new patterns, structures or designs	Demonstrates limited competency in reorganizing elements to create new patterns, structures or designs

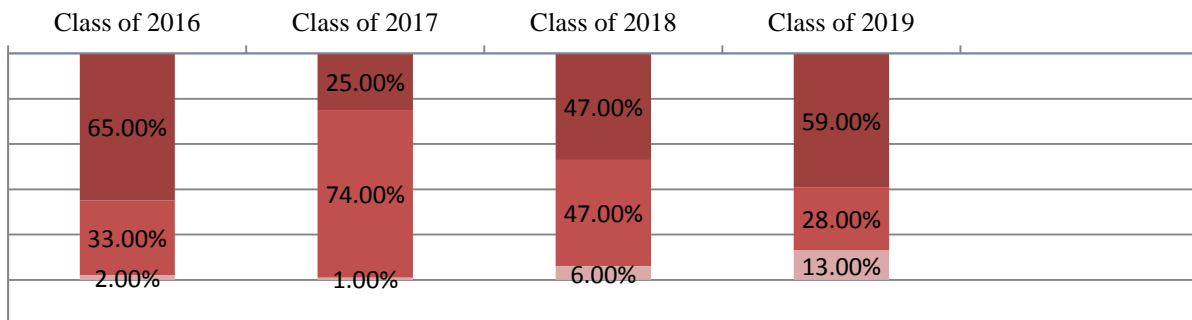
Primary reporting responsibility of **English and math** departments as well as **business, fine and industrial arts** courses.  
 Data includes special education, CACE and ARCH students.  
 "Progressing Towards" is targeted as an acceptable level of achievement.

**ENGLISH**



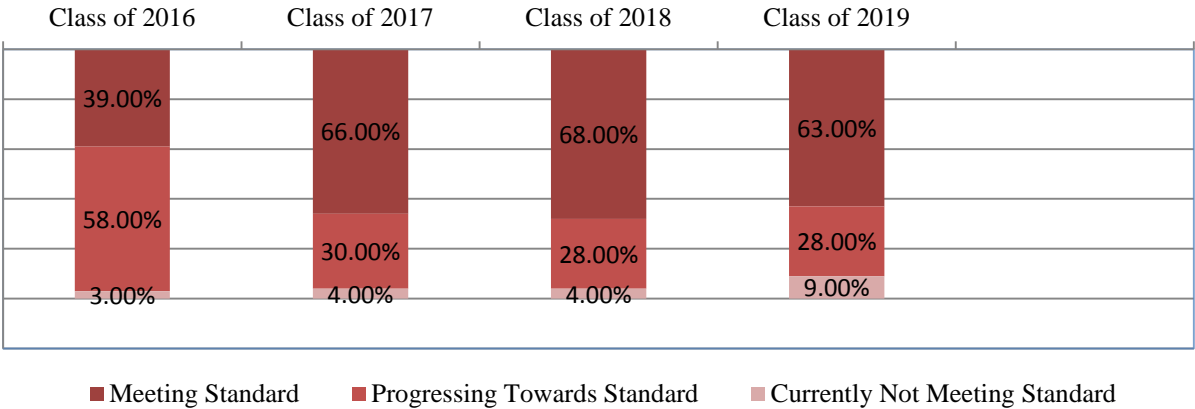
■ Meeting Standard   ■ Progressing Towards Standard   ■ Currently Not Meeting Standard

**MATH AND BUSINESS**



■ Meeting Standard   ■ Progressing Towards Standard   ■ Currently Not Meeting Standard

**FINE AND INDUSTRIAL ARTS**



21 <sup>st</sup> Century Learning Expectation	Criteria	Meets Standard 2	Progressing Toward 1	Does Not Meet 0
<b>6. Students should demonstrate character through:</b> <ul style="list-style-type: none"> <li>• personal responsibility</li> <li>• cultural appreciation</li> <li>• ethical behavior</li> </ul>	Responsibility	Consistently completes assignment in a timely manner; Demonstrates self-advocacy	Completes most assignment in a timely manner; Will advocate for self	Rarely completes assignment in a timely manner; Does not demonstrate self-advocacy
	Cultural appreciation	Capstone demonstrates awareness and understanding of a fine, performing or industrial art	Capstone reflects limited understanding of a fine, performing or industrial art	Capstone reflects no understanding of a fine, performing or industrial art
	Ethical behavior	Capstone demonstrates academic ethics in research, writing and citation	Capstone reflects inconsistent academic ethics in research, writing and citation	Capstone lacks academic ethics in research, writing and citation

*Primary reporting responsibility found in response to senior capstone projects  
 Data includes special education, CACE and ARCH students.  
 "Progressing Towards" is targeted as an acceptable level of achievement.*

**ENGLISH**

