

Reporting Out 21st Century Learning Expectations

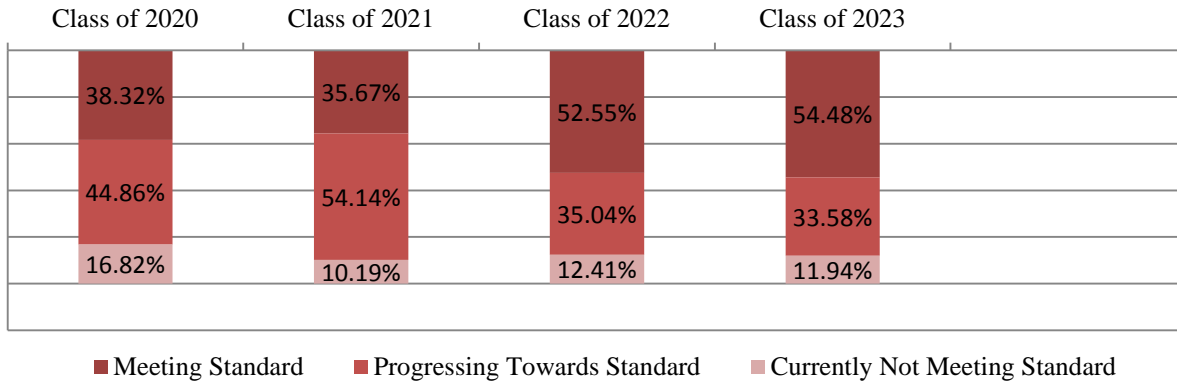
Joseph Case High School

Semester I: 2019-2020

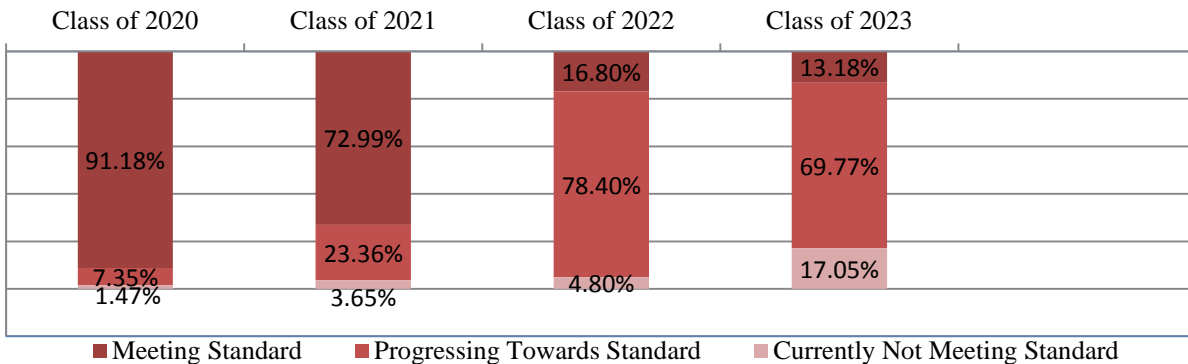
| 21 st Century Learning Expectation | Criteria | Meets Standard 2 | Progressing Toward 1 | Does Not Meet 0 |
|---|---|--|---|--|
| 1. Students should use technology to access, evaluate and apply appropriate information for authentic learning opportunities. | Technology access | Frequently accesses a 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



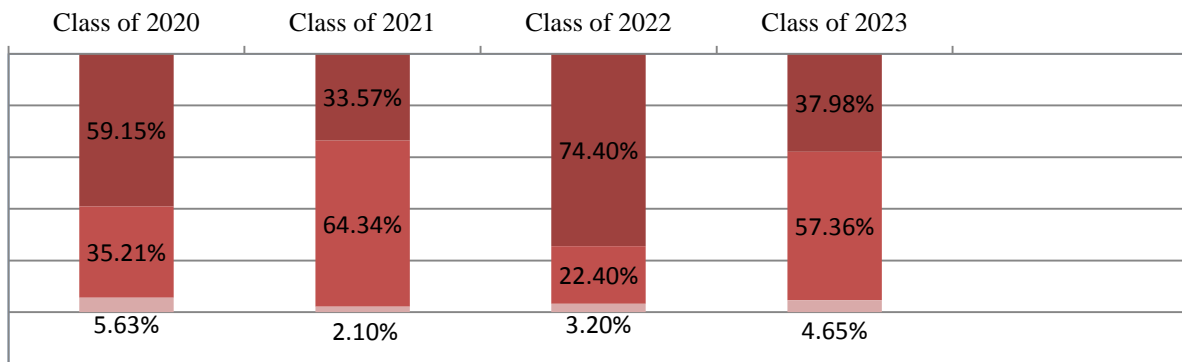
SCIENCE



| 21 st 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. |

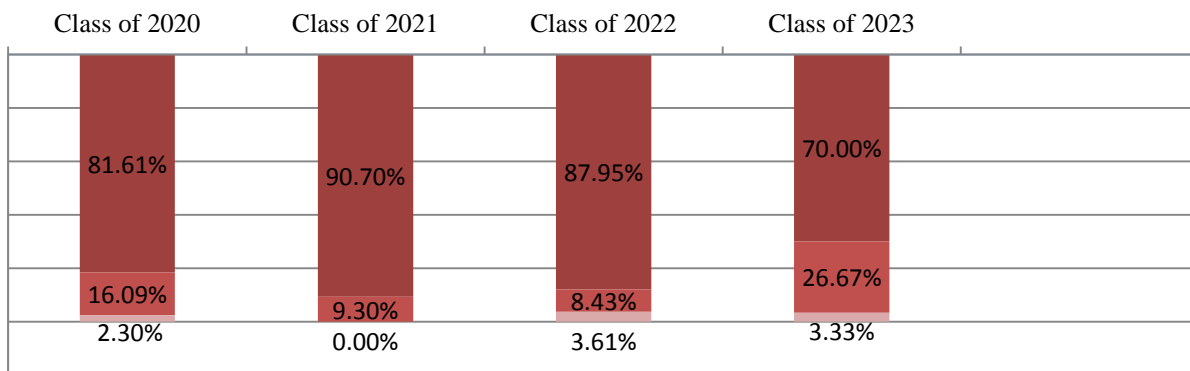
Primary reporting responsibility of **math, computer, physical education and health** departments
 Data includes special education, CACE and ARCH students.
 "Progressing Towards" is targeted as an acceptable level of achievement.

MATH



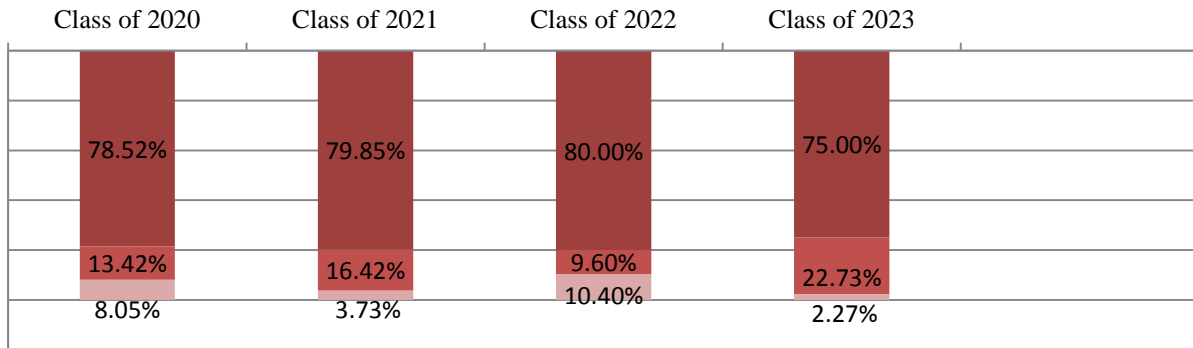
■ Meeting Standard ■ Progressing Towards Standard ■ Currently Not Meeting Standard

COMPUTER SCIENCE



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

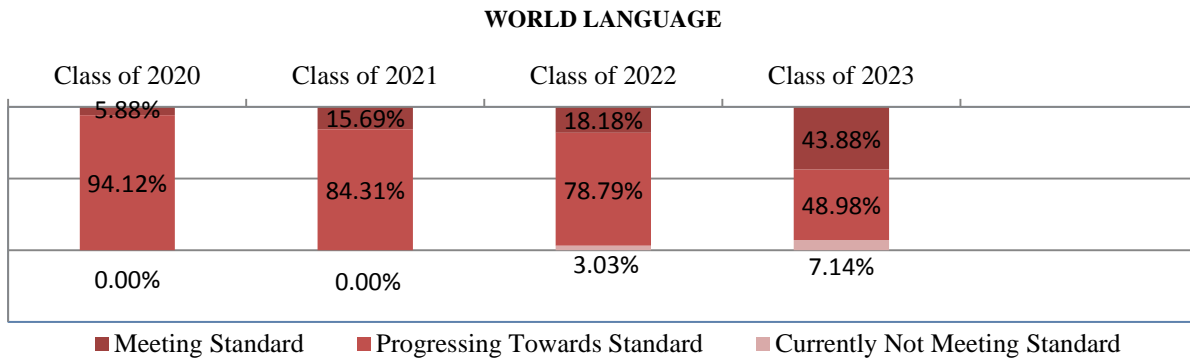
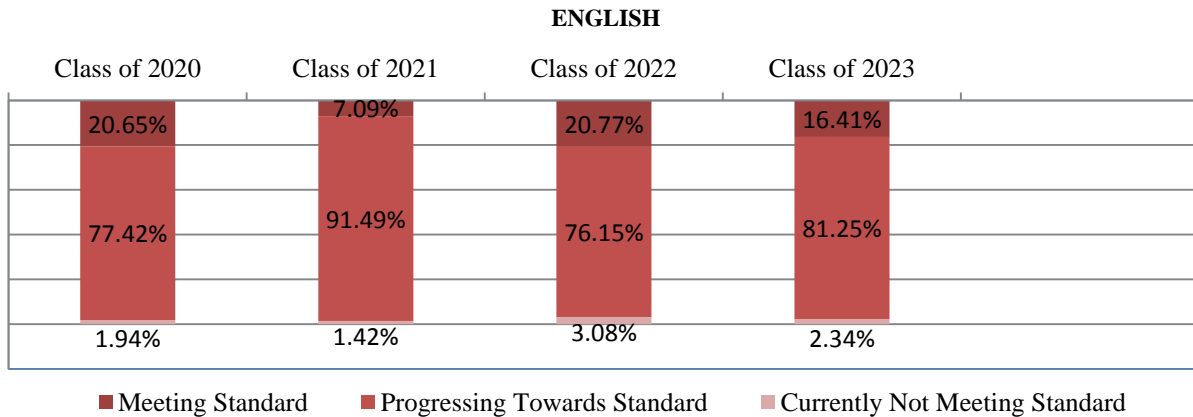
HEALTH AND PHYSICAL EDUCATION



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

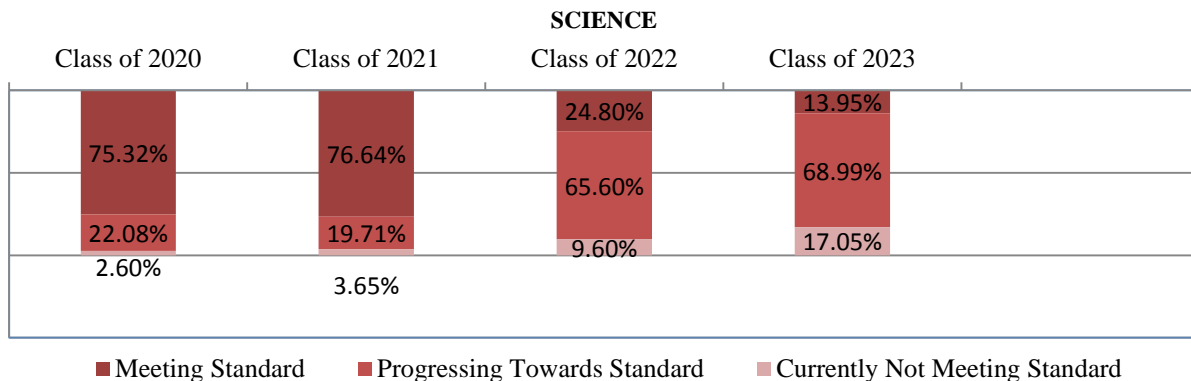
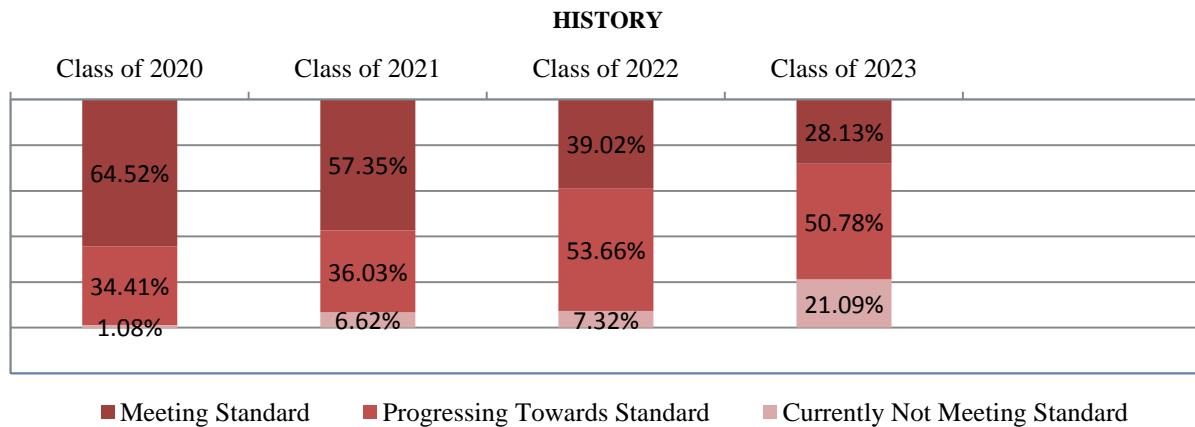
| 21 st Century Learning Expectation | Criteria | Meets Standard 2 | Progressing Toward 1 | Does Not Meet 0 |
|--|----------------------|--|---|--|
| 3. Students should communicate clearly and effectively. | Idea development | Frequently presents information coherently, creatively and with logical continuity | 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 **world language** department.
 Data includes special education, CACE and ARCH students.
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| 21 st 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 |

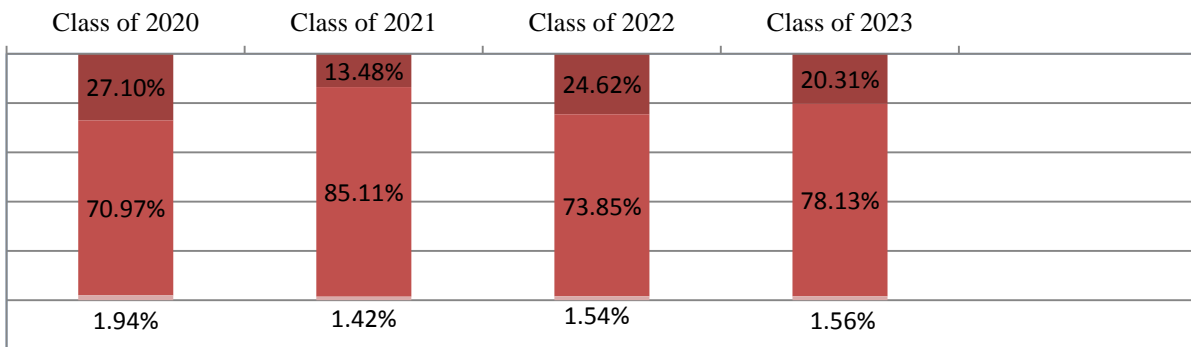
Primary reporting responsibility of *history and science* departments.
 Data includes special education, CACE and ARCH students.
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| 21 st Century Learning Expectation | Criteria | Meets Standard 2 | Progressing Toward 1 | Does Not Meet 0 |
|---|------------|--|---|--|
| 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 |

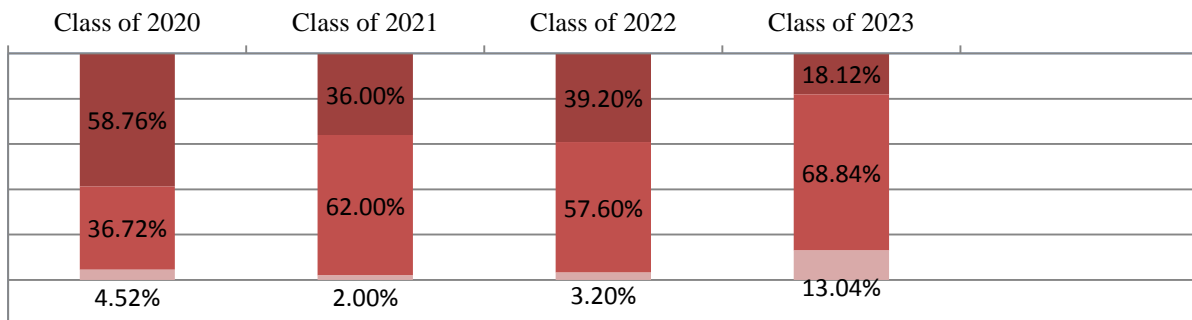
Primary reporting responsibility of **English and math** departments as well as **business, fine and industrial arts** courses.
 Data includes special education, CACE and ARCH students.
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ENGLISH



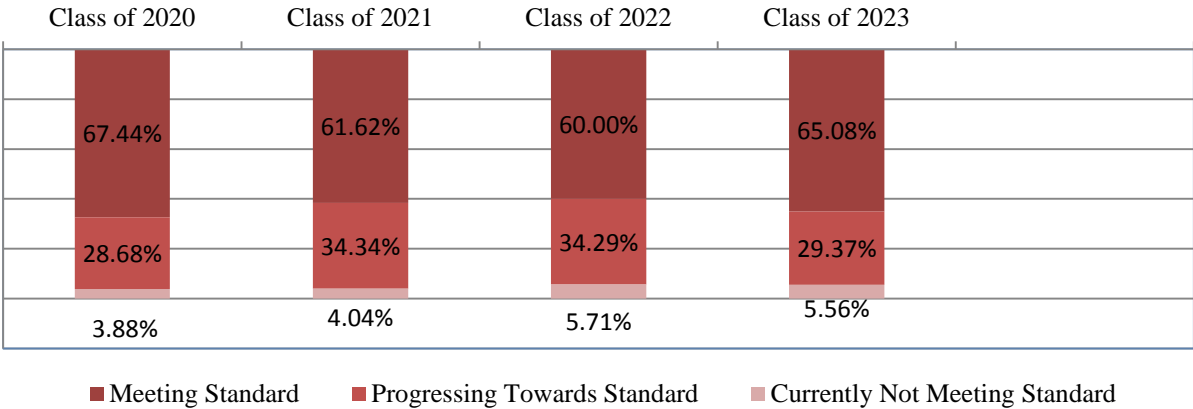
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MATH AND BUSINESS



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

FINE AND INDUSTRIAL ARTS



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|--|-----------------------|---|--|--|
| 6. Students should demonstrate character through: <ul style="list-style-type: none"> • personal responsibility • cultural appreciation • ethical behavior | 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.*

The senior capstone project is currently underway. Its assessment for the Class of 2020 utilizing Visions of the Graduate will be piloted in June 2020.