

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

## Joseph Case High School

### Semester II: 2012-2013

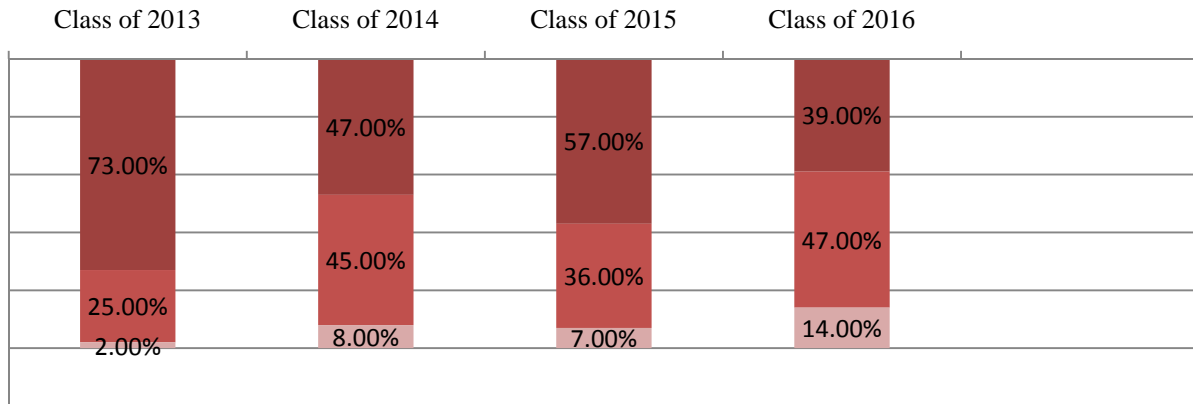
21 <sup>st</sup> Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
<b>1. Students should use technology to access, evaluate and apply appropriate information for authentic learning opportunities.</b>	Frequently: <ul style="list-style-type: none"> <li>• Accesses variety of resources.</li> <li>• Uses appropriate technology in research.</li> <li>• Evaluates research and uses sources which lead to authentic learning opportunities.</li> <li>• Decides which sources better research or detract from research.</li> <li>• Cites all sources accurately and effectively.</li> <li>• Applies research to create a final scholarly research product.</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>• Accesses variety of resources.</li> <li>• Uses appropriate technology in research.</li> <li>• Evaluates research and uses sources which lead to authentic learning opportunities.</li> <li>• Decides which sources better research or detract from research.</li> <li>• Cites all sources accurately and effectively.</li> <li>• Applies research to create a final scholarly research product.</li> </ul>	Rarely: <ul style="list-style-type: none"> <li>• Accesses variety of resources.</li> <li>• Uses appropriate technology in research.</li> <li>• Evaluates research and uses sources which lead to authentic learning opportunities.</li> <li>• Decides which sources better research or detract from research.</li> <li>• Cites all sources accurately and effectively.</li> <li>• Applies research to create a final scholarly research product.</li> </ul>

*Primary reporting responsibility of **history** and **science** departments.*

*Data includes special education, CACE and ARCH students.*

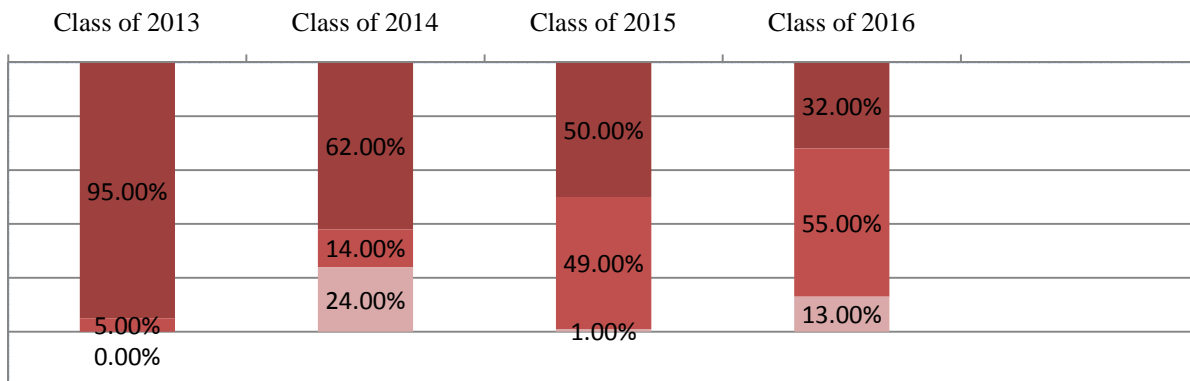
*“Progressing Towards” is targeted as an acceptable level of achievement.*

#### HISTORY



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

#### SCIENCE

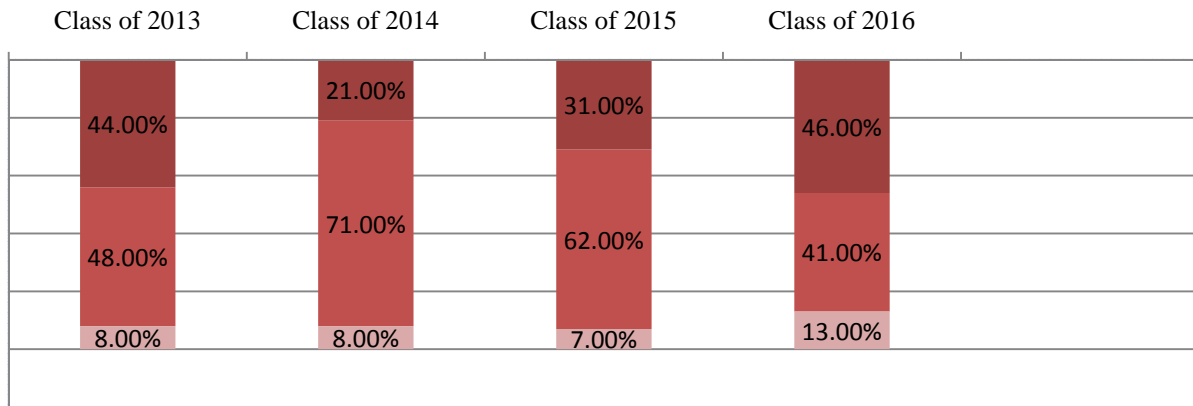


■ Meeting Standard    
 ■ Progressing Towards Standard    
 ■ Currently Not Meeting Standard

21 <sup>st</sup> Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
2. Students should work independently and collaboratively to problem solve.	Frequently: <ul style="list-style-type: none"> <li>• Focuses on task and end results.</li> <li>• Self-directs work.</li> <li>• Listens to, shares with, and supports efforts of others.</li> <li>• Provides useful ideas in group setting.</li> <li>• Is a team member.</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>• Focuses on task and end results.</li> <li>• Self-directs work.</li> <li>• Listens to, shares with, and supports efforts of others.</li> <li>• Provides useful ideas in group setting.</li> <li>• Is a team member.</li> </ul>	Rarely: <ul style="list-style-type: none"> <li>• Focuses on task and end result.</li> <li>• Self-directs work.</li> <li>• Listens to, shares with, and supports efforts of others.</li> <li>• Provides useful ideas in group setting.</li> <li>• Is a team member.</li> </ul>

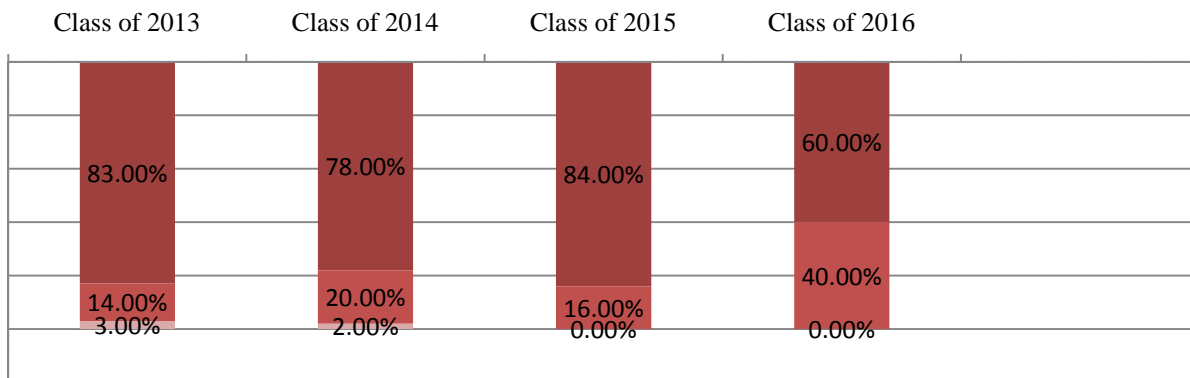
Primary reporting responsibility of *math, computer, physical education and health* departments  
 Data includes special education, CACE and ARCH students.  
 “Progressing Towards” is targeted as an acceptable level of achievement.

### MATH



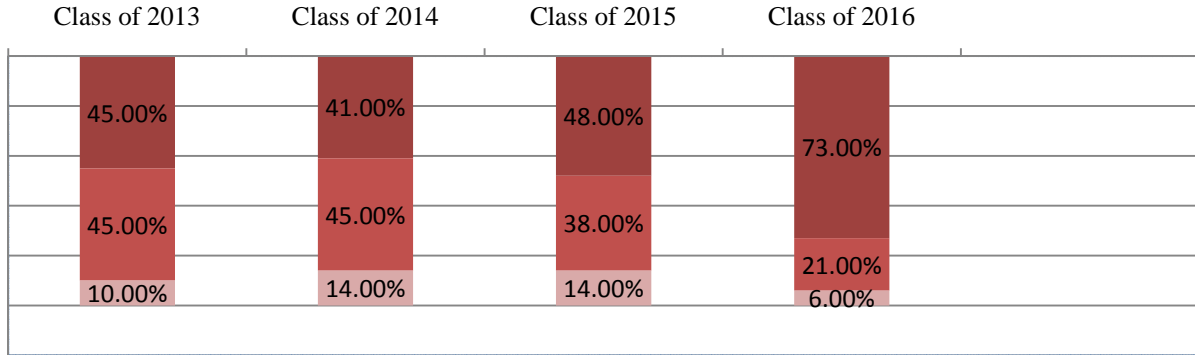
■ Meeting Standard   ■ Progressing Towards Standard   ■ Currently Not Meeting Standard

### COMPUTER SCIENCE



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

**HEALTH AND PHYSICAL EDUCATION**

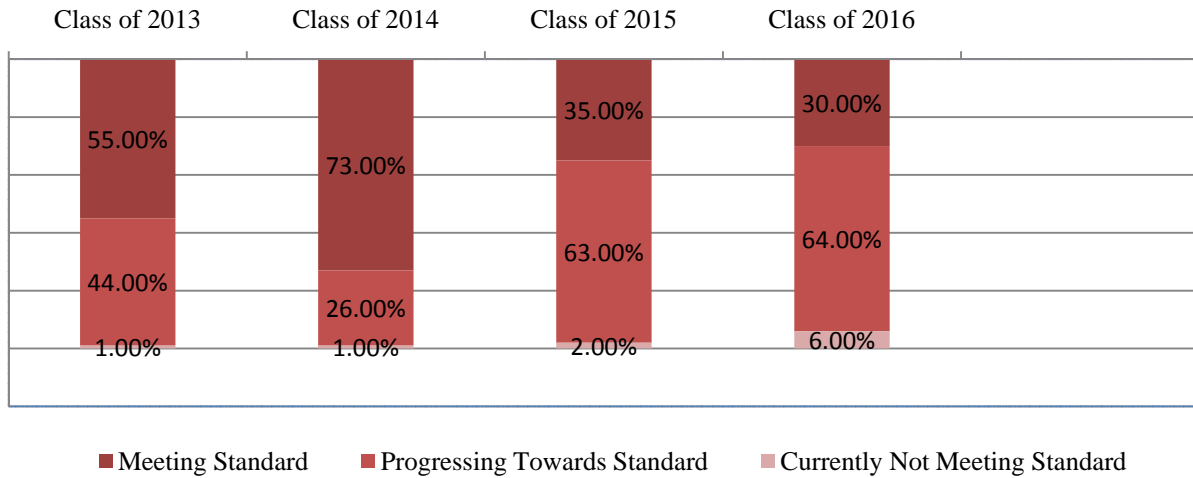


■ Meeting Standard   ■ Progressing Towards Standard   ■ Currently Not Meeting Standard

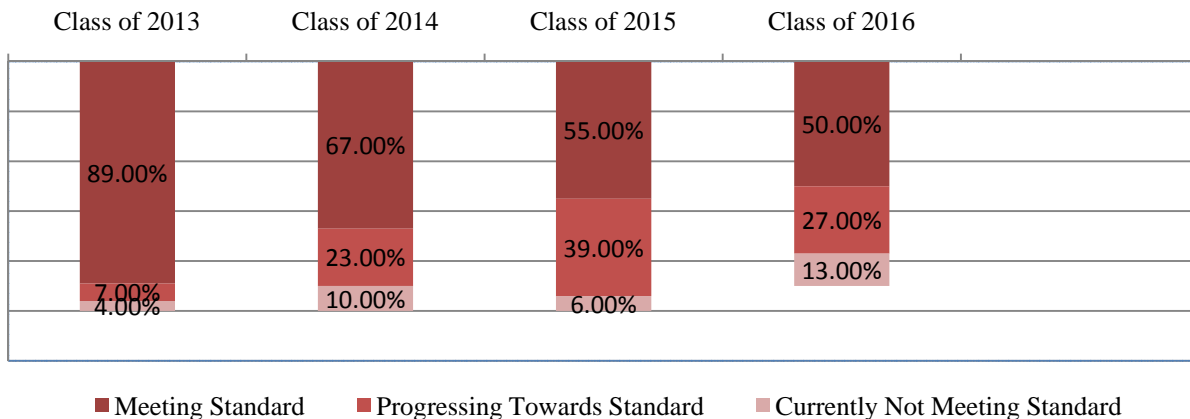
21 <sup>st</sup> Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
<b>3. Students should communicate clearly and effectively.</b>	Frequently: <ul style="list-style-type: none"> <li>• Presents information coherently.</li> <li>• Presents logical continuity of ideas.</li> <li>• Uses variety of effective word choices.</li> <li>• Develops variety of sentence structures.</li> <li>• Utilizes appropriate language conventions of grammar, spelling, punctuation and usage.</li> <li>• Demonstrates few grammatical errors.</li> <li>• Provides effective closure summarizing main points.</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>• Presents information coherently.</li> <li>• Presents logical continuity of ideas.</li> <li>• Uses variety of effective word choices.</li> <li>• Develops variety of sentence structures.</li> <li>• Utilizes appropriate language conventions of grammar, spelling, punctuation and usage.</li> <li>• Demonstrates few grammatical errors.</li> <li>• Provides effective closure summarizing main points.</li> </ul>	Rarely: <ul style="list-style-type: none"> <li>• Presents information coherently.</li> <li>• Presents logical continuity of ideas.</li> <li>• Uses variety of effective word choices.</li> <li>• Develops variety of sentence structures.</li> <li>• Utilizes appropriate language conventions of grammar, spelling, punctuation and usage.</li> <li>• Demonstrates few grammatical errors.</li> <li>• Provides effective closure summarizing main points.</li> </ul>

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.

### ENGLISH



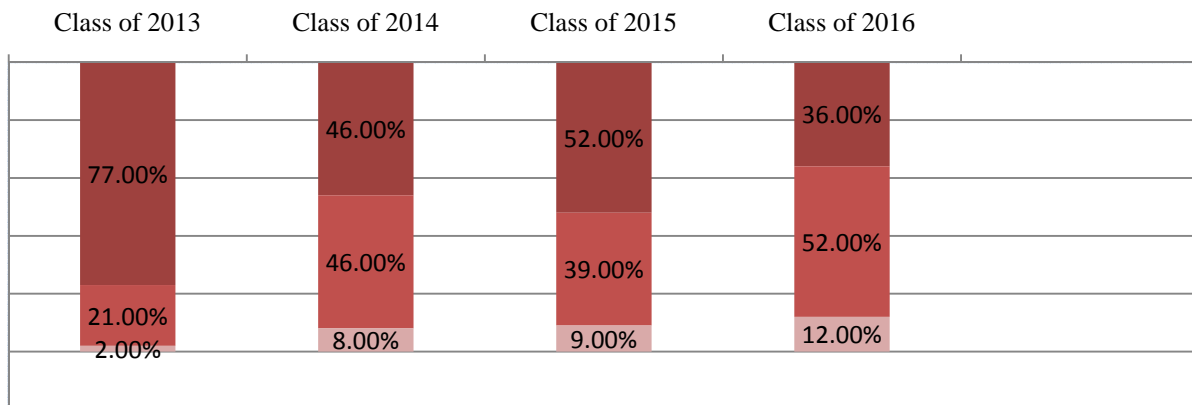
### FOREIGN LANGUAGE



21 <sup>st</sup> Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
<b>4. Students should become active learners, demonstrating innovation and adaptability.</b>	Frequently: <ul style="list-style-type: none"> <li>Determines and completes work from missed classes without reminders in a reasonable time frame.</li> <li>Seeks out and makes use of extra help when needed</li> <li>Approaches group work, volunteers for specific tasks within the group and is an asset to the group.</li> <li>Maintains, reviews and uses corrected assessments as learning tools.</li> <li>Creates and implements plans to complete assigned work</li> <li>Recognizes and uses all forms of technology as learning tools</li> <li>Recognizes and uses cross curricular opportunities to enhance learning</li> <li>Makes the best use his/her physical learning environment</li> <li>Adapts to group dynamics to enhance the learning environment</li> <li>Uses schedule changes as opportunities to enhance learning</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>Determines and completes work from missed classes without reminders in a reasonable time frame.</li> <li>Seeks out and makes use of extra help when needed</li> <li>Approaches group work, volunteers for specific tasks within the group and is an asset to the group.</li> <li>Maintains, reviews and uses corrected assessments as learning tools.</li> <li>Creates and implements plans to complete assigned work</li> <li>Recognizes and uses all forms of technology as learning tools</li> <li>Recognizes and uses cross curricular opportunities to enhance learning</li> <li>Makes the best use his/her physical learning environment</li> <li>Adapts to group dynamics to enhance the learning environment</li> <li>Uses schedule changes as opportunities to enhance learning</li> </ul>	Rarely: <ul style="list-style-type: none"> <li>Determines and completes work from missed classes without reminders in a reasonable time frame.</li> <li>Seeks out and makes use of extra help when needed</li> <li>Approaches group work, volunteers for specific tasks within the group and is an asset to the group.</li> <li>Maintains, reviews and uses corrected assessments as learning tools.</li> <li>Creates and implements plans to complete assigned work</li> <li>Recognizes and uses all forms of technology as learning tools</li> <li>Recognizes and uses cross curricular opportunities to enhance learning</li> <li>Makes the best use his/her physical learning environment</li> <li>Adapts to group dynamics to enhance the learning environment</li> <li>Uses schedule changes as opportunities to enhance learning</li> </ul>

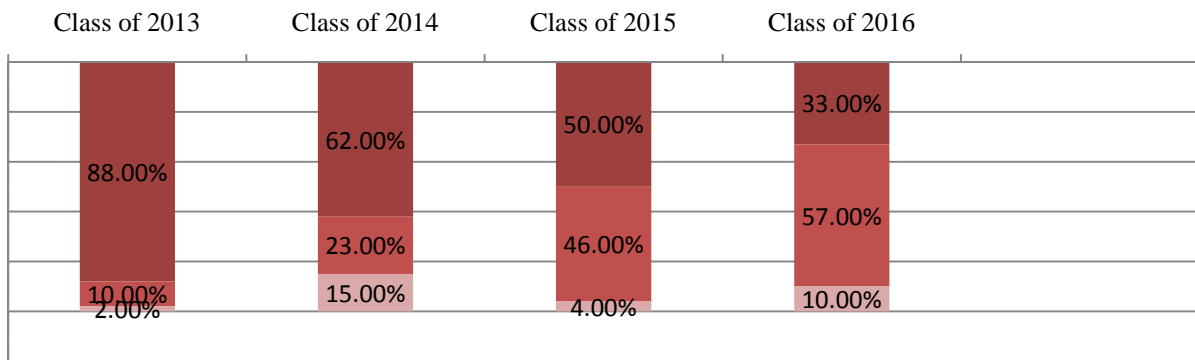
Primary reporting responsibility of **history** and **science** departments.  
 Data includes special education, CACE and ARCH students.  
 "Progressing Towards" is targeted as an acceptable level of achievement..

### HISTORY



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

**SCIENCE**

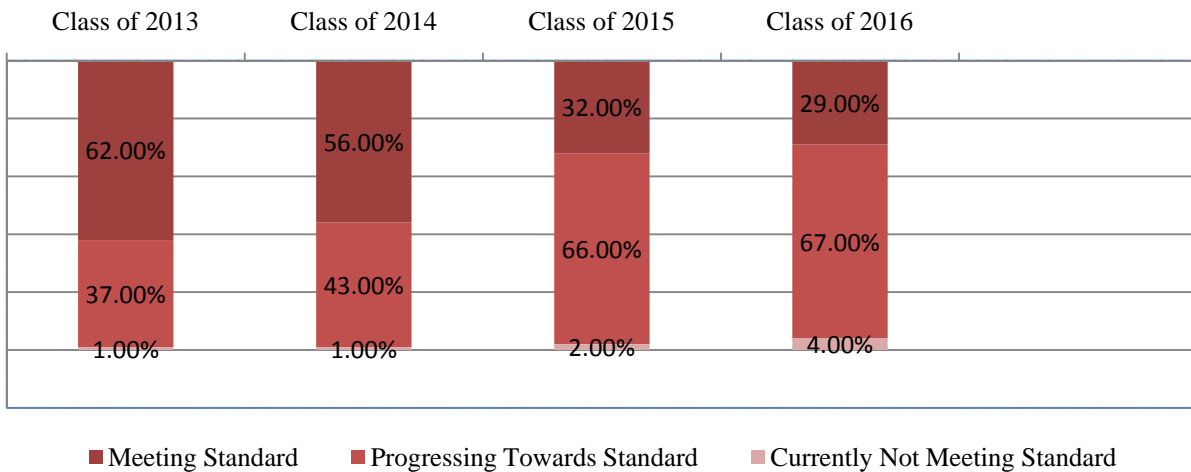


■ Meeting Standard   ■ Progressing Towards Standard   ■ Currently Not Meeting Standard

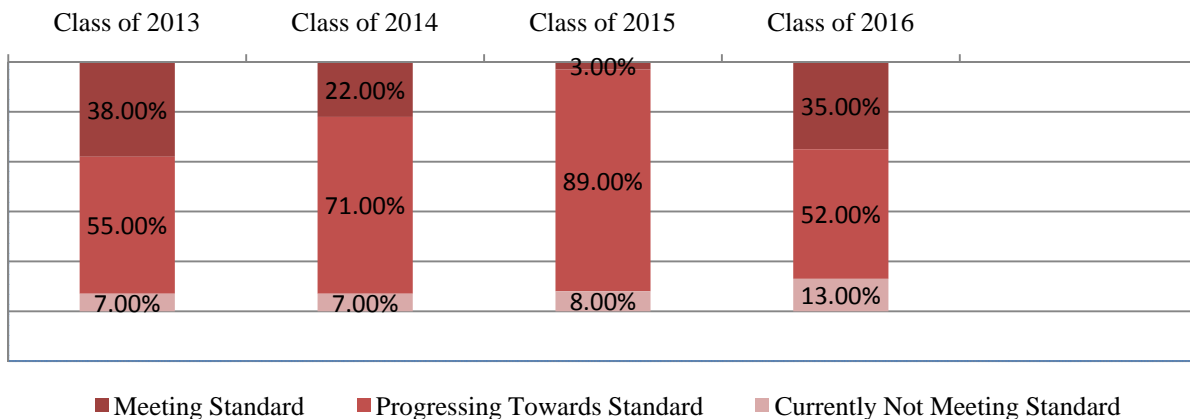
21 <sup>st</sup> Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
5. Students should apply processes of analysis, evaluation and creation in problem-solving.	Frequently: <ul style="list-style-type: none"> <li>Understands the problem and relates it to real world situations.</li> <li>Identifies and collects all of the information needed to solve the problem.</li> <li>Uses an efficient /effective strategy to solve the problem.</li> <li>Evaluates the solution to the problem and makes all appropriate corrections; confirms validity of solution.</li> <li>Shows original thought; ideas are creative and inventive.</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>Understands the problem and proceeds to the next step.</li> <li>Identifies and collects some of the information needed to solve the problem.</li> <li>Uses an effective strategy to solve the problem.</li> <li>Evaluates the solution to the problem and makes some appropriate corrections.</li> <li>Shows some original thought; uses some ideas from other people.</li> </ul>	Rarely: <ul style="list-style-type: none"> <li>Understands the problem and proceeds to the next step.</li> <li>Identifies and collects some of the information needed to solve the problem.</li> <li>Uses an effective strategy to solve the problem.</li> <li>Evaluates the solution to the problem and makes appropriate corrections.</li> <li>Shows original thought; uses other people's ideas.</li> </ul>

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.

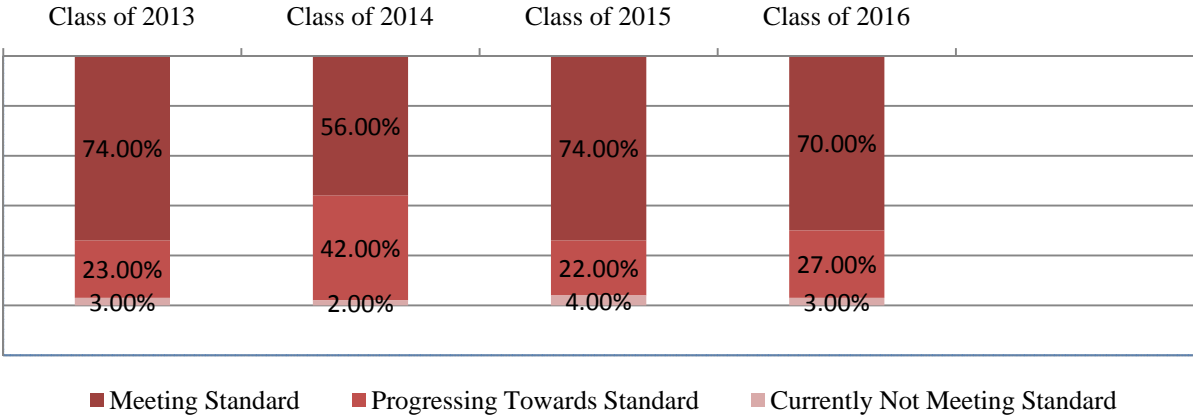
### ENGLISH



### MATH



**FINE AND INDUSTRIAL ARTS**





21 <sup>st</sup> Century Learning Expectation	2 Meets Standard	1 Progressing Towards	0 Does Not Meet
6. Students should demonstrate character through: <ul style="list-style-type: none"> <li>• personal responsibility.</li> <li>• cultural appreciation.</li> <li>• ethical behavior.</li> </ul>	Frequently: <ul style="list-style-type: none"> <li>• Completes assignments in a timely manner.</li> <li>• Practices self-advocacy.</li> <li>• Demonstrates awareness and understanding of a fine, performing or industrial art.</li> <li>• Demonstrates academic ethics in research, writing and citation.</li> </ul>	Sometimes: <ul style="list-style-type: none"> <li>• Completes assignments in a timely manner.</li> <li>• Practices self-advocacy.</li> <li>• Demonstrates awareness and understanding of a fine, performing or industrial art.</li> <li>• Demonstrates academic ethics in research, writing and citation.</li> </ul>	Rarely: <ul style="list-style-type: none"> <li>• Completes assignments in a timely manner.</li> <li>• Practices self-advocacy.</li> <li>• Demonstrates awareness and understanding of a fine, performing or industrial art.</li> <li>• Demonstrates academic ethics in research, writing and citation.</li> </ul>

*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

