

# Reporting Out 21<sup>st</sup> Century Learning Expectations Wareham High School Term 3 2015-2016

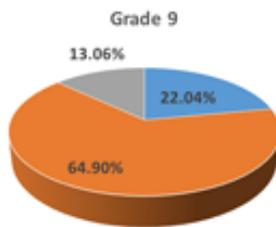
## 21<sup>st</sup> Century Learning Expectation 1 Wareham High School Students Will ACQUIRE Information in a Variety of Ways

Criteria	2 Meets Standard	1 Progressing towards	0 Does not meet
<b>Questioning Appropriately</b>	Student frequently demonstrates active and critical reading, listening, questioning, discussing, observing and participating.	Student sometimes demonstrates active and critical reading, listening, questioning, discussing, observing and participating.	Student rarely demonstrates active and critical reading, listening, questioning, discussing, observing and participating.
<b>Researching Independently</b>	Student frequently researches independently, locates and retrieves information through appropriate use of technology and traditional research tools.	Student sometimes researches independently, locates and retrieves information through appropriate use of technology and traditional research tools.	Student rarely researches independently, locates and retrieves information through appropriate use of technology and traditional research tools.

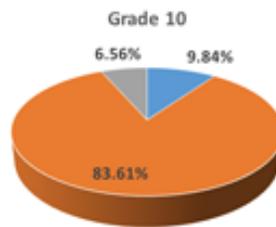
*Primary reporting responsibility of **Health** and **Social Studies** departments.*

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

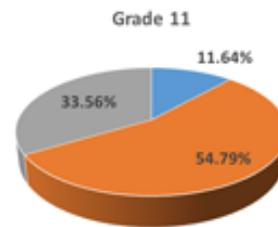
■ 0 = Does Not Meet   ■ 1 = Progressing Towards   ■ 2 = Meets Standard



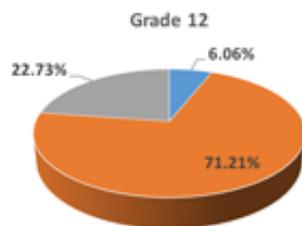
■ 0   ■ 1   ■ 2



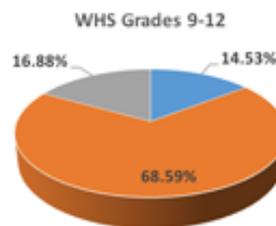
■ 0   ■ 1   ■ 2



■ 0   ■ 1   ■ 2



■ 0   ■ 1   ■ 2



■ 0   ■ 1   ■ 2

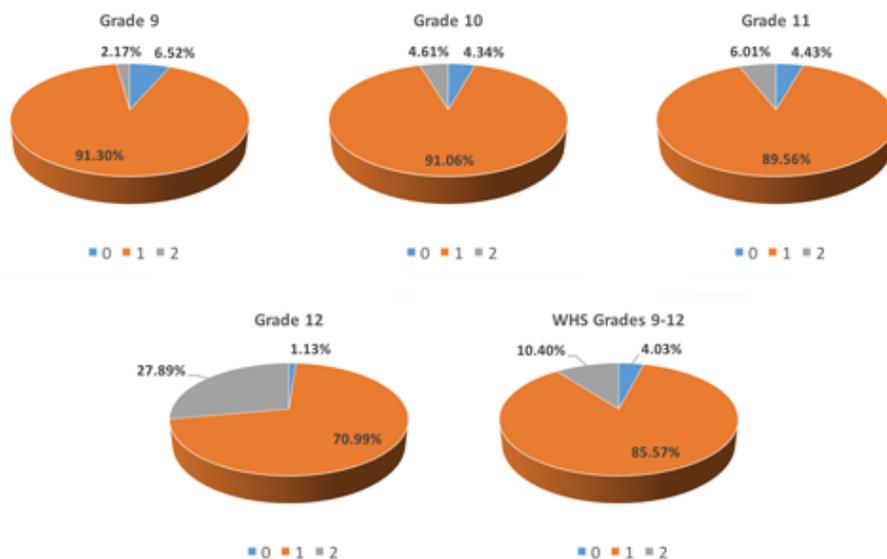
21<sup>st</sup> Century Learning Expectation 2  
**Wareham High School Students Will COMMUNICATE Information in a Variety of Ways**

Criteria	2 Meets Standard	1 Progressing towards	0 Does not meet
<b>Writing</b>	Student frequently demonstrates purposeful coherence, clarity and cohesion in their written expression	Student sometimes demonstrates purposeful coherence, clarity and cohesion in their written expression	Student rarely demonstrates purposeful coherence, clarity and cohesion in their written expression
<b>Speaking</b>	Student frequently communicates effectively according to the norms and conventions of the discipline.	Student sometimes communicates effectively according to the norms and conventions of the discipline.	Student rarely communicates effectively according to the norms and conventions of the discipline.
<b>Presenting Creatively</b>	Student frequently presents performance tasks creatively with a variety of media.	Student sometimes presents performance tasks creatively with a variety of media.	Student rarely presents performance tasks creatively with a variety of media.
<b>Effective Use of Technology</b>	Student frequently demonstrates effective use of technology in order to communicate academic concepts.	Student sometimes demonstrates effective use of technology in order to communicate academic concepts.	Student rarely demonstrates effective use of technology in order to communicate academic concepts.

*Primary reporting responsibility of **Foreign Language, English** and **Business** departments.*

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

■ 0 = Does Not Meet   ■ 1 = Progressing Towards   ■ 2 = Meets Standard



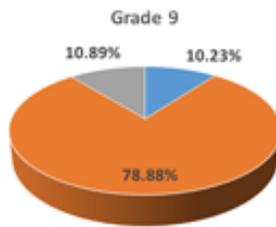
21<sup>st</sup> Century Learning Expectation 3  
**Wareham High School Students Will INTERPRET Information in a Variety of Ways**

Criteria	2 Meets Standard	1 Progressing towards	0 Does not meet
<b>Evaluating Information</b>	Student will frequently evaluate data for trends, patterns, comparisons, and relationships.	Student sometimes evaluates data for trends, patterns, comparisons, and relationships.	Student rarely evaluates data for trends, patterns, comparisons, and relationships.
<b>Cooperative Learning</b>	Student frequently draws conclusions by employing critical thinking and problem solving skills.	Student sometimes draws conclusions by employing critical thinking and problem solving skills.	Student rarely draws conclusions by employing critical thinking and problem solving skills.

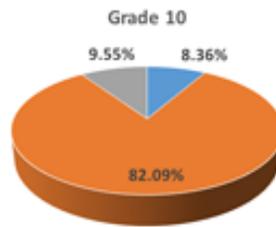
*Primary reporting responsibility of **Math** and **Science** departments.*

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

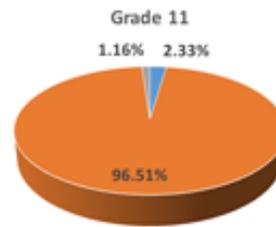
■ 0 = Does Not Meet   ■ 1 = Progressing Towards   ■ 2 = Meets Standard



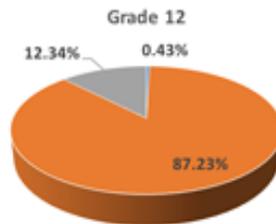
■ 0 ■ 1 ■ 2



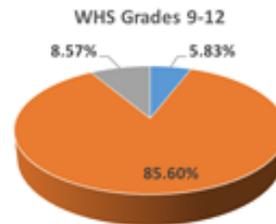
■ 0 ■ 1 ■ 2



■ 0 ■ 1 ■ 2



■ 0 ■ 1 ■ 2



■ 0 ■ 1 ■ 2

21<sup>st</sup> Century Learning Expectation 4

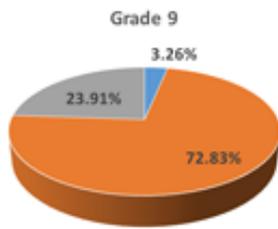
**Wareham High School Students Will ACT RESPONSIBLY AND RESPECTFULLY in a Variety of Ways**

<b>Criteria</b>	<b>2 Meets Standard</b>	<b>1 Progressing towards</b>	<b>0 Does not meet</b>
<b>Academic Integrity</b>	Student demonstrates academic integrity by using authentic work including but not limited to: research writing and citation, not copying or reproducing other students' materials in part or whole, as well as working to the best of one's ability.	Student sometimes demonstrates academic integrity by using authentic work including but not limited to: research writing and citation, not copying or reproducing other students' materials in part or whole, as well as working to the best of one's ability.	Student rarely demonstrates academic integrity by using authentic work including but not limited to: research writing and citation, not copying or reproducing other students' materials in part or whole, as well as working to the best of one's ability.
<b>Cooperative Learning</b>	Student frequently adapts to group dynamics to enhance the learning environment. i.e. group work, class discussion, shared learning.	Student sometimes adapts to group dynamics to enhance the learning environment. i.e. group work, class discussion, shared learning.	Student rarely adapts to group dynamics to enhance the learning environment. i.e. group work, class discussion, shared learning.
<b>Academic Expectations</b>	Student frequently demonstrates the correlation between effort and achievement by meeting or exceeding academic expectations.	Student sometimes demonstrates the correlation between effort and achievement by meeting or exceeding academic expectations.	Student rarely demonstrates the correlation between effort and achievement by meeting or exceeding academic expectations.
<b>Cultural Awareness</b>	Classroom is always a "safe space" where students respect and affirm individual differences with regards to students' diverse backgrounds within the learning environment. Student respects diverse points of view in class discussions with regard to global and cultural issues.	Most of the time the classroom is a "safe space" where students respect and affirm individual differences with regard to students' diverse backgrounds within the learning environment. Most of the time, student respects diverse points of view in class discussions with regard to global and cultural issues.	Individual differences with regard to students' diverse background are not consistently respected and affirmed. Student is not respectful of diverse points of view in class discussions with regard to global and cultural issues.
<b>Democratic Process</b>	Student frequently participates in decision making activities within the classroom and/or school.	Student sometimes participates in decision making activities within the classroom and/or school.	Student rarely participates in decision making activities within the classroom and/or school.

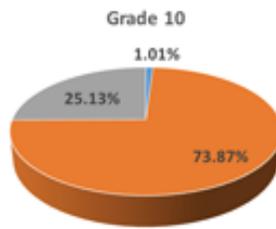
*Primary reporting responsibility of **Applied & Fine Arts, JROTC and Physical Education** departments.*

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

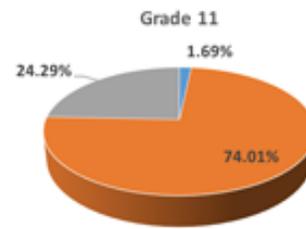
■ 0 = Does Not Meet ■ 1 = Progressing Towards ■ 2 = Meets Standard



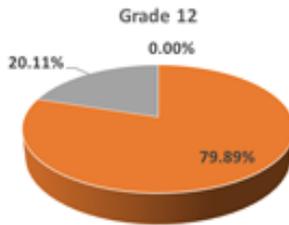
■ 0 ■ 1 ■ 2



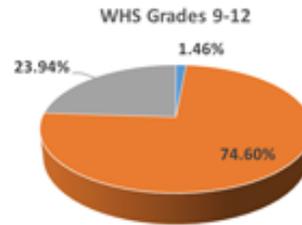
■ 0 ■ 1 ■ 2



■ 0 ■ 1 ■ 2



■ 0 ■ 1 ■ 2



■ 0 ■ 1 ■ 2