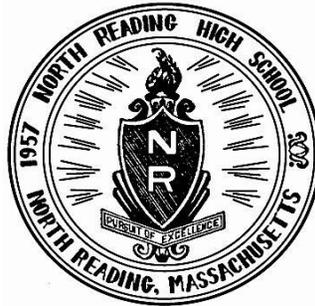


North Reading High School's Core Values, Beliefs, and 21st Century Learning Expectations and Evaluation Rubrics 2020-2021



Core Values and Beliefs

At the core of North Reading High School is the common belief that effective *citizenship* in the twenty-first century begins with a commitment to *leadership through service* and *lifelong learning* that is fostered in an environment that includes all students. We are a dynamic community of students, teachers, parents, and administrators with shared beliefs and values committed to developing capable, knowledgeable twenty-first century citizens. It is our mutual responsibility to be actively involved in a learning process that fosters higher-order thinking, problem solving, healthy risk-taking, and innovation combined with academic rigor. We believe that an environment of collaboration, mutual respect, caring, and trust is the foundation for establishing a commitment to life-long learning. We believe that students learn best when they are connected to their community and can share in the obligations and duties of citizenship. North Reading High School embraces its opportunity to reach beyond its walls and is dedicated to preparing its students to be successful contributors to their local and global communities in the twenty-first century.

A Message from the School Administration

Dear North Reading High School Family:

North Reading High School's "Core Values, Beliefs, and 21st Century Learning Expectations" serve as the guiding principles of our school as we strive to provide a contemporary education to our students that will best prepare them for success in their post-secondary education and in career and life pursuits.

On the front cover of this booklet, you will find our school's "Core Values and Beliefs," which were developed with the input of our teaching faculty, students, and parents. These "Core Values and Beliefs," along with our academic, civic and social expectations, were adopted in June of 2011 and were revised in May of 2013 and have become central to our daily practice at school and play a vital role in all decision-making.

Enclosed in this booklet you will find seven academic and two civic/social expectations that detail what it is that we hope for our students to achieve with respect to each expectation. All teachers will continue to integrate these expectations into their lesson design and into their daily work with students.

A key to the abbreviated codes located in the left-hand margin of expectations is as follows:

MCF *Massachusetts Curriculum Frameworks/Common Core Standards*

R	Reading
SL	Speaking and Listening
W	Writing
M	Mathematics

P21 *Partnership for 21st Century Skills*

P21.1	Core Subjects and 21 st Century Themes
P21.2	Learning and Innovation Skills
P21.3	Information, Media and Technology Skills
P21.4	Life and Career Skills

For a more complete explanation of the Massachusetts Curriculum Frameworks and Common Core Standards, please visit the website for the Massachusetts Department of Elementary and Secondary Education at www.doe.mass.edu. Also, for more detailed information on the Partnership for 21st Century Skills, please visit www.p21.org.

Please note further that these nine expectations are posted on the high school's website under the "School News" section. The high school's website address is hs.north-reading.k12.ma.us.

It is our sincere hope that you find this information useful and that you will also find that the integration of the high school's "Core Values, Beliefs, and 21st Century Learning Expectations" will further strengthen the quality of the educational program and social and civic opportunities for all of the students of North Reading High School.

We welcome your feedback on this endeavor; our email addresses are provided below.

Sincerely,
Anthony J. Loprete, *Principal*
aloprete@nrpsk12.org

Joseph W. Hehn, *Assistant Principal*
jhehn@nrpsk12.org

North Reading High School - ACADEMIC EXPECTATION #1



STANDARD: THE STUDENT READS ACTIVELY AND CRITICALLY

LEARNER OUTCOME: *The student is able to read varied materials with both literal and analytical comprehension for a variety of purposes.*

Criteria	4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Key Ideas & Details	<i>Purpose and Theme</i> MCF.R1 P21.1	Consistently and effectively demonstrates an insightful understanding of the purpose and theme of the written work as well as the ability to make logical inferences and draw conclusions from it.	Effectively demonstrates an understanding of the purpose and theme of the written work as well as the ability to make inferences and draw conclusions from it.	Effectively demonstrates an understanding of the purpose and theme of the written work as well as the ability to make inferences and draw conclusions from it.	Marginally demonstrates an understanding of the purpose and theme of the written work and states the implied meaning with some supporting evidence from the text.	Demonstrates little or no understanding of the purpose and theme of the written work and does not state the implied meaning.				
	<i>Central and Supporting ideas</i> MCF.R2 P21.1	Consistently and effectively demonstrates an insightful understanding of the central and supporting ideas being conveyed in the written work and can summarize the text using relevant supporting details.	Effectively demonstrates an understanding of the central and supporting ideas being conveyed in the written work and can summarize the text using relevant supporting details.	Effectively demonstrates an understanding of the central and supporting ideas being conveyed in the written work and can summarize the text using relevant supporting details.	Marginally demonstrates an understanding of the central and supporting ideas being conveyed in the written work and can somewhat summarize the text using some supporting details.	Demonstrates little or no understanding of the central and supporting ideas being conveyed in the written work and cannot summarize the text.				
	<i>Interactions and Connections</i> MCF.R3 P21.1	Consistently and effectively demonstrates an insightful understanding of characters, events, and ideas from the text and how they interact and/or interrelate.	Effectively demonstrates an understanding of characters, events, and ideas from the text and how they interact and/or interrelate.	Effectively demonstrates an understanding of characters, events, and ideas from the text and how they interact and/or interrelate.	Marginally demonstrates an understanding of characters, events, and ideas from the text and how they interact and/or interrelate.	Demonstrates little or no understanding of characters, events, and ideas from the text and how they interact and/or interrelate.				
	<i>Pre-reading strategies</i>	Consistently and effectively demonstrates previewing, activates prior knowledge, and independently generates relevant questions.	Effectively demonstrates previewing, activates prior knowledge when applicable, and independently generates some relevant questions.	Effectively demonstrates previewing, activates prior knowledge when applicable, and independently generates some relevant questions.	Marginally demonstrates previewing, sometimes activates prior knowledge, and can respond appropriately to some relevant questions.	Demonstrates little or no previewing, does not activate prior knowledge, and cannot respond to some relevant questions.				
Craft and Structure	<i>Content Vocabulary</i> MCF.R4 P21.1	Consistently and effectively demonstrates an insightful understanding of the content vocabulary and details how it shapes the written work.	Effectively demonstrates an understanding of the content vocabulary and recognizes how it shapes the written work.	Effectively demonstrates an understanding of the content vocabulary and recognizes how it shapes the written work.	Marginally demonstrates an understanding of the content vocabulary and somewhat recognizes how it shapes the written work.	Demonstrates little or no understanding of the content vocabulary and does not recognize how it shapes the written work.				
	<i>Structure</i> MCF.R5 P21.1	Consistently and effectively demonstrates an insightful understanding of the structure of the text and details how it shapes the written work.	Effectively demonstrates an understanding of the structure of the text and recognizes how it shapes the written work.	Effectively demonstrates an understanding of the structure of the text and recognizes how it shapes the written work.	Marginally demonstrates an understanding of the structure of the text and somewhat recognizes how it shapes the written work.	Demonstrates little or no understanding of the structure of the text and does not recognize how it shapes the written work.				
	<i>Point of view</i> MCF.R6 P21.1	Consistently and effectively demonstrates an insightful understanding of the point of view of the text and details how it shapes the written work.	Effectively demonstrates an understanding of the point of view of the text and recognizes how it shapes the written work.	Effectively demonstrates an understanding of the point of view of the text and recognizes how it shapes the written work.	Marginally demonstrates an understanding of the point of view of the text and somewhat recognizes how it shapes the written work.	Demonstrates little or no understanding of the point of view of the text and does not recognize how it shapes the written work.				

North Reading High School - ACADEMIC EXPECTATION # 2



STANDARD: THE STUDENT COMMUNICATES CLEARLY IN SPEECH

LEARNER OUTCOME: *The student is able to verbally communicate ideas and information effectively for a variety of purposes and audiences*

Criteria		4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Comprehension & Collaboration	Persuasive Participation <i>MCF.SL1 P21.3</i>	Consistently and effectively participates in a variety of group discussions on various issues. Demonstrates an insightful understanding of others' input and utilizes it in a persuasive argument in a highly effective way.		Effectively participates in a variety of group discussions on various issues. Demonstrates an understanding of others' input and utilizes it in a persuasive argument appropriately.		Marginally demonstrates the ability to participate in group discussions on various issues. Demonstrates a marginal understanding of others' input and conveys ideas in a persuasive manner.		Demonstrates little or no ability to participate in group discussions on issues and is unable to convey ideas in a persuasive manner; rarely demonstrates an understanding of others' input and does not convey ideas persuasively.			
	Research <i>MCF.SL2 P21.3</i>	Consistently and effectively researches a topic always using a variety of media/technology to engage in a thoughtful well-informed exchange of ideas on a topic.		Effectively researches a topic using a variety of media/technology to engage in a thoughtful well-informed exchange of ideas on a topic.		Marginally researches a topic using a variety of media/technology to engage in an informed exchange of ideas on a topic.		Demonstrates little or no ability to research a topic using a variety of media/technology to engage in an informed exchange of ideas on a topic.			
	Participation <i>MCF.SL4 P21.4</i>	Consistently and effectively participates in a discussion setting clear goals for the outcome while being receptive to the ideas of others.		Effectively participates in a discussion setting clear goals for the outcome while being receptive to the ideas of others.		Marginally participates in discussions setting goals for the outcome while occasionally being receptive to the ideas of others.		Demonstrates little or no ability to participate in a discussion setting goals for the outcome while rarely being receptive to the ideas of others.			
Presentation of Knowledge and Ideas	Presentation <i>MCF.SL4 P21.3</i>	Consistently and effectively presents findings in a clear concise manner recognizing purpose, audience and task.		Effectively presents findings in a clear concise manner recognizing purpose, audience and task.		Marginally presents findings in a clear manner recognizing purpose, audience and task.		Demonstrates little or no ability to present findings in a clear manner recognizing purpose, audience and task.			
	Presentation (Media) <i>MCF.SL5 P21.3</i>	Consistently and effectively uses a variety of media to present ideas (e.g., textual, graphical, audio, visual and interactive elements) to engage the audience.		Effectively uses a variety of media to present ideas (e.g., textual graphical, audio, visual and interactive elements) to engage the audience.		Marginally uses a variety of media to present ideas (e.g., textual graphical, audio, visual and interactive elements) to engage the audience.		Demonstrates little or no ability to use a variety of media to present ideas (e.g., textual graphical, audio, visual and interactive elements) to engage the audience.			
	Adaptation <i>MCF.SL6 P21.2</i>	Consistently and effectively adapts speech to appropriate audience demonstrating command of formal English when necessary.		Effectively adapts speech to appropriate audience demonstrating command of formal English when necessary.		Marginally able to adapt speech to appropriate audience.		Demonstrates little or no ability to adapt speech to appropriate audience.			

North Reading High School - ACADEMIC EXPECTATION #3



STANDARD: THE STUDENT WRITES EFFECTIVELY

LEARNER OUTCOME: *The student is able to write using standard English for a variety of purposes and audiences.*

Criteria	4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Text Types and Purposes	<i>Thesis/Argument</i> MCF.W1 P21.2	Consistently and effectively introduces topic with a solid thesis statement, one which presents a substantive, reasonable argument that can be developed and supported with appropriate evidence.	Effectively introduces topic with a thesis statement, one which presents an argument that can be supported with appropriate evidence.	Effectively introduces topic with a thesis statement, one which presents an argument that can be supported with appropriate evidence.	Marginally introduces topic with a thesis statement that presents an undeveloped argument, one which cannot be fully supported.	Demonstrates little or no ability to effectively introduce topic as thesis statement is unclear or missing entirely.				
	<i>Topic Development</i> MCF.W2 P21.2	Consistently and effectively develops topic with well-chosen, relevant, and sufficient facts, examples, details, and quotations appropriate to the subject; arguments and counter-arguments are well thought-out and support the thesis.	Effectively develops topic with appropriate and sufficient facts, examples, details, and quotations; arguments are clear and support the thesis.	Effectively develops topic with appropriate and sufficient facts, examples, details, and quotations; arguments are clear and support the thesis.	Marginally develops topic with facts, examples, details, and quotations; arguments support the thesis statement, but may do so inconsistently or insufficiently.	Demonstrates little or no development of the topic; facts, examples, details, and quotations are insufficient or irrelevant; support of the thesis is weak.				
	<i>Style</i> MCF.W1&2 P21.2	Consistently and effectively develops and maintains a formal style appropriate to the type and purpose of the text; uses precise language, high-level vocabulary, and excellent grammar/mechanics (few to no errors).	Effectively develops and maintains a formal style appropriate to the type and purpose of the text; uses good language, vocabulary, and grammar/mechanics (few errors).	Effectively develops and maintains a formal style appropriate to the type and purpose of the text; uses good language, vocabulary, and grammar/mechanics (few errors).	Marginally develops a formal style appropriate to the type and purpose of the text; uses satisfactory language, vocabulary, and grammar/mechanics (errors can be distracting).	Demonstrates little or no development of a formal style, with severe lapses in text development; uses poor language, vocabulary, and grammar/mechanics (errors are abundant).				
	<i>Transitions</i> MCF.W2 P21.2	Consistently and effectively uses appropriate and varied transitions to link major sections of the text, create cohesion, and clarify relationships among complex ideas and topics.	Effectively uses appropriate transitions to link major sections of the text, create cohesion, and clarify relationships among ideas.	Effectively uses appropriate transitions to link major sections of the text, create cohesion, and clarify relationships among ideas.	Marginally uses transitions to link major sections of the text, create cohesion, and clarify relationships among ideas.	Demonstrates little or no use of transitions to link major sections of the text; text is not cohesive and relationships are unclear.				
	<i>Narrative Writing</i> MCF.W3 P21.2	Consistently and effectively develops the narrative to engage the reader, exhibiting excellent control of narrative structure and narrative techniques (characterization, plot structure, description, etc.)	Effectively develops the narrative to engage the reader, with skill in use of narrative structure and techniques.	Effectively develops the narrative to engage the reader, with skill in use of narrative structure and techniques.	Marginally develops the narrative to try to engage the reader, with minimal skills in use of narrative structure and techniques.	Demonstrates little or no development of narrative and poorly employs narrative structure and techniques, if at all.				
Production/Distribution	<i>Planning, Editing, and Revising</i> MCF.W5 P21.2	Consistently and effectively follows each step in the writing process – planning, drafting, revising, editing, and rewriting; appropriately, employing strategies to improve the text according to purpose and audience.	Effectively follows the steps in the writing process, employing strategies to improve the text according to purpose and audience.	Effectively follows the steps in the writing process, employing strategies to improve the text according to purpose and audience.	Marginally follows the steps in the writing process with some success at employing strategies to improve the text according to purpose and audience.	Demonstrates little or no success in following the steps of the writing process, with little attention paid to strategies for improving the text.				
	<i>Organization</i> MCF.W4 P21.2	Consistently and effectively presents text in a clear and coherent manner that is appropriate to purpose, audience, and style, resulting in a high level of engagement and	Effectively presents text in a coherent manner that is appropriate to purpose, audience, and style, resulting in	Effectively presents text in a coherent manner that is appropriate to purpose, audience, and style, resulting in	Marginally presents text in a coherent manner, with limited understanding of purpose, au-	Demonstrates little or no coherence in presentation of text, with no understanding of				

		understanding with the reader.	the reader's engagement and understanding.	dience, and style that negatively impacts the reader's engagement and understanding.	purpose, audience, and style; little or no reader engagement or understanding.		
<i>Research to Build & Present Knowledge</i>	<i>Research Skills</i> <i>MCF.W7</i> <i>P21.3</i>	Consistently and effectively conducts both short and sustained research projects to answer a question or solve a problem; narrows or broadens the inquiry when appropriate; and synthesizes multiple sources, demonstrating understanding of the topic.	Effectively conducts both short and sustained research projects to answer a question or solve a problem; narrows or broadens the inquiry when appropriate; and synthesizes multiple sources, demonstrating understanding of the topic.	Marginally successful in conducting research projects; limited ability to narrow or broaden the inquiry and synthesize multiple sources.	Demonstrates little or no success in conducting research projects, with severely limited ability to narrow/broaden the inquiry or synthesize multiple sources.		
	<i>Quality of Sources</i> <i>MCF.W8</i> <i>P21.3</i>	Consistently and effectively gathers relevant information from multiple and diverse sources, assesses the usefulness of each, and integrates information into the text selectively; consistently and effectively follows standard citation format.	Effectively gathers relevant information from multiple sources, assesses the usefulness of each, and integrates appropriate information into the text; effectively follows standard citation format.	Marginally successful in gathering, assessing, and integrating information from multiple sources; some problems with correctly attributing and citing sources.	Demonstrates little or no ability to gather, assess, or integrate information from multiple sources; problems with attribution and citation that constitute plagiarism.		
	<i>Quality of Evidence</i> <i>MCF.W9</i> <i>P21.3</i>	Consistently and effectively draws information from literary or informational texts to support analysis, reflection, and/or research; demonstrates an understanding of the argument and the most effective evidence to support it.	Effectively draws information from literary or informational texts to support analysis, reflection, and/or research; demonstrates an understanding of the argument and the appropriate evidence to support it.	Marginally draws information from literary or informational texts to support analysis, reflection, and/or research; demonstrates limited understanding of the argument and the appropriate evidence to support it.	Demonstrates little or no ability to draw information from literary or informational texts to support writing; no connection between the argument and the evidence used to support it.		
<i>Range of Writing</i>	<i>Purpose</i> <i>MCF.W10</i> <i>P21.2</i>	Consistently and effectively writes to a specific purpose, audience, and/or task, maintains clear and cogent focus throughout the piece and uses time well.	Effectively writes to a specific purpose, audience, and/or task, maintains focus throughout the piece and uses time well.	Marginally writes to a specific purpose, audience, and/or task, with some problems maintaining focus and/or managing time.	Unable to effectively write to a specific purpose, audience, and/or task, does not effectively maintain focus and/or manages time poorly.		

Student Comments:

Teacher Comments:

Total/Score:

North Reading High School - ACADEMIC EXPECTATION #4



STANDARD: THE STUDENT IDENTIFIES, ACCESSES AND UTILIZES A VARIETY OF RESOURCES FOR OBTAINING INFORMATION

LEARNER OUTCOME: *The student is able to locate, analyze, and synthesize appropriate materials for a variety of sources.*

Criteria		4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Locating and Accessing Materials	Research <i>MCF W.8 P21.3</i>	Consistently and effectively uses a wide variety of resources including the Internet, library and library databases to gather relevant information with clear, attainable goals in mind during the research.		Effectively uses a wide variety of resources including the Internet, library and library databases to gather relevant information; demonstrates evidence of a clear goal.		Marginally uses resources to gather somewhat relevant information; demonstrates some evidence of a clear goal.		Demonstrates little or no understanding of using research methods to gather relevant information; has no identifiable goal when doing so.			
	Citation <i>MCF W.8 P21.3</i>	Consistently and effectively cites each source, in the text and in a works-cited or bibliography, as necessary.		Effectively cites most sources, in the text and in a works-cited or bibliography, as necessary.		Marginally cites sources in the text and in a works-cited or bibliography, as necessary; some citations are incorrect.		Demonstrates little or no understanding of how to cite sources; problems with attribution and citation that constitute plagiarism.			
	Evaluation for Relevance <i>MCF W.8 P21.3</i>	Consistently and effectively evaluates each source and recognizes which sources enhance the final product and which sources detract from it.		Effectively evaluates each source for appropriateness and relevance; recognizes which sources are effective in the context of the assignment.		Marginally cites sources; has some recognition of their effectiveness.		Demonstrates little or no understanding of a source's appropriateness or relevance; has little or no recognition of which sources are effective.			
	Application <i>MCF W.9 P21.2,3</i>	Consistently and effectively uses many sources, of varying types, in support of the assignment.		Effectively uses many sources in the assignment.		Marginally uses sources in the assignment.		Demonstrates little or no use of outside sources in support of the assignment.			
Analysis and Synthesis	Resource Analysis <i>MCF W.9 P21.2,3</i>	Consistently and effectively delineates and evaluates in depth the argument and/or evidence in each source assessing its connections to the assignment and other sources.		Effectively evaluates the argument and/or evidence in each source and makes connections between it and the assignment.		Marginally evaluates the argument and/or evidence in each source.		Demonstrates little or no ability to evaluate the argument and/or evidence of the source and demonstrates little or no understanding of connections between the source and its use in the assignment.			
	Resource Connections <i>MCF W.9 P21.2,3</i>	Consistently and effectively draws many relevant connections among the resources to support analysis, reflection and research.		Effectively makes connections among the sources in support of the assignment.		Makes marginal connections among the sources; those connections are in support of the assignment.		Demonstrates little or no ability to make connections among resources to support analysis, reflection or research.			
	Synthesis <i>MCF W.7 P21.2</i>	Consistently and effectively supports the use of resources with relevant use of prior background knowledge.		Effectively supports the use of sources with appropriate use of background knowledge.		Marginally supports the use of sources with appropriate background knowledge.		Demonstrates little or no ability to support the use of research with little or no use of prior background knowledge.			

North Reading High School - ACADEMIC EXPECTATION #5



STANDARD: THE STUDENT EMPLOYS MULTIPLE STRATEGIES IN REASONING AND PROBLEM SOLVING BOTH INDEPENDENTLY AND COLLABORATIVELY

LEARNER OUTCOME: *The student is able to effectively identify, evaluate, and creatively solve problems in addition to evaluating the process utilized.*

Criteria		4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Investigation	Identification (Problem) <i>MCF. M.1 P21.2</i>	Consistently and effectively demonstrates an insightful understanding of the scope and meaning of a problem and seeks entry points to its solution, plans a solution pathway, and considers analogous problems as appropriate.	Effectively demonstrates an understanding of the scope and meaning of a problem and seeks entry points to its solution, plans a solution pathway; may consider analogous problems as appropriate.	Effectively demonstrates an understanding of the scope and meaning of a problem and seeks entry points to its solution, plans a solution pathway; may consider analogous problems as appropriate.	Effectively demonstrates an understanding of the scope and meaning of a problem and seeks entry points to its solution, plans a solution pathway; may consider analogous problems as appropriate.	Marginally demonstrates an understanding of the scope and meaning of a problem and seeks limited entry points to its solution, plans a solution pathway; does not consider relevant analogous problems.	Marginally demonstrates an understanding of the scope and meaning of a problem and seeks limited entry points to its solution, plans a solution pathway; does not consider relevant analogous problems.	Demonstrates little or no understanding of the scope and meaning of a problem; seeks no entry points to its solution, does not plan a solution pathway; does not consider relevant analogous problems.	Demonstrates little or no understanding of the scope and meaning of a problem; seeks no entry points to its solution, does not plan a solution pathway; does not consider relevant analogous problems.		
	Identification (Constraints) <i>MCF. M.1 P21.2</i>	Consistently and effectively demonstrates an ability to identify all constraints and limiting conditions that are related to the problem.	Effectively demonstrates an ability to identify most constraints and limiting conditions that are related to the problem.	Effectively demonstrates an ability to identify most constraints and limiting conditions that are related to the problem.	Effectively demonstrates an ability to identify most constraints and limiting conditions that are related to the problem.	Marginally demonstrates an ability to identify constraints and limiting conditions that are related to the problem.	Marginally demonstrates an ability to identify constraints and limiting conditions that are related to the problem.	Demonstrates little or no ability to identify constraints and limiting conditions that are related to the problem.	Demonstrates little or no ability to identify constraints and limiting conditions that are related to the problem.		
	Identification (Goal) <i>MCF. M.1 P21.2</i>	Consistently and effectively demonstrates an ability to identify a goal that reflects careful and thorough consideration of the key elements of the situation.	Effectively demonstrates an ability to identify a goal that reflects a thorough consideration of the key elements of the situation.	Effectively demonstrates an ability to identify a goal that reflects a thorough consideration of the key elements of the situation.	Effectively demonstrates an ability to identify a goal that reflects a thorough consideration of the key elements of the situation.	Marginally demonstrates an ability to identify a goal that reflects a consideration of the key elements of the situation.	Marginally demonstrates an ability to identify a goal that reflects a consideration of the key elements of the situation.	Demonstrates little or no ability to identify a goal that reflects consideration of the key elements of the situation.	Demonstrates little or no ability to identify a goal that reflects consideration of the key elements of the situation.		
	Reasoning <i>MCF. M.2 P21.2</i>	Consistently and effectively demonstrates an ability to apply relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, decontextualizing, analyzing); thoroughly and carefully examines supporting information.	Effectively demonstrates an ability to apply relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, decontextualizing, analyzing); examines supporting information.	Effectively demonstrates an ability to apply relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, decontextualizing, analyzing); examines supporting information.	Effectively demonstrates an ability to apply relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, decontextualizing, analyzing); examines supporting information.	Marginally demonstrates an ability to apply relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, decontextualizing, analyzing, analyzing); sometimes examines supporting information.	Marginally demonstrates an ability to apply relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, decontextualizing, analyzing, analyzing); sometimes examines supporting information.	Demonstrates little or no ability to apply relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, decontextualizing, analyzing); does not examine supporting information.	Demonstrates little or no ability to apply relevant thinking skills in presenting information (e.g. comparing, classifying, abstracting, decontextualizing, analyzing); does not examine supporting information.		
Application	Application/ Modeling <i>MCF. M.4 P21.2</i>	Consistently and effectively demonstrates an ability to apply acquired knowledge, information, and skills to new circumstances or situations in innovative ways.	Effectively demonstrates an ability to apply acquired knowledge, information, and skills to new circumstances or situations.	Effectively demonstrates an ability to apply acquired knowledge, information, and skills to new circumstances or situations.	Effectively demonstrates an ability to apply acquired knowledge, information, and skills to new circumstances or situations.	Marginally demonstrates an ability to apply acquired knowledge, information, and skills to new circumstances or situations.	Marginally demonstrates an ability to apply acquired knowledge, information, and skills to new circumstances or situations.	Demonstrates little or no ability to apply acquired knowledge, information, and skills to new circumstances or situations.	Demonstrates little or no ability to apply acquired knowledge, information, and skills to new circumstances or situations.		
	Precision and clarity <i>MCF. M.6 P21.2</i>	Consistently and effectively demonstrates an ability to communicate precisely in discussion with others and in their own reasoning, using clear definitions, symbols, and language appropriate for the problem's context.	Effectively demonstrates ability to communicate with others and in their own reasoning, using clear definitions, symbols, and language appropriate for the problem's context.	Effectively demonstrates ability to communicate with others and in their own reasoning, using clear definitions, symbols, and language appropriate for the problem's context.	Effectively demonstrates ability to communicate with others and in their own reasoning, using clear definitions, symbols, and language appropriate for the problem's context.	Marginally demonstrates ability to communicate with others; uses some definitions, symbols, and language somewhat appropriate for the problem's context.	Marginally demonstrates ability to communicate with others; uses some definitions, symbols, and language somewhat appropriate for the problem's context.	Demonstrates little or no ability to communicate with others; uses little or no definitions, symbols, and language appropriate for the problem's context.	Demonstrates little or no ability to communicate with others; uses little or no definitions, symbols, and language appropriate for the problem's context.		

North Reading High School - ACADEMIC EXPECTATION # 6



STANDARD: THE STUDENT LISTENS EFFECTIVELY AND CRITICALLY

LEARNER OUTCOME: *The student is able to listen with literal and analytical comprehension in a variety of situations.*

Criteria	4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Comprehension and Collaboration	<i>Persuasive Participation</i> <i>MCF.SL1 P21.2,4</i>	Consistently and effectively participates in a variety of group discussions on various issues. Demonstrates an insightful understanding of others' input and utilizes it in a persuasive argument in a highly effective way.	Effectively participates in a variety of group discussions on various issues. Demonstrates an understanding of others' input and utilizes it in a persuasive argument appropriately.	Marginally demonstrates the ability to participate in group discussions on various issues. Demonstrates a marginal understanding of others' input and conveys ideas in a persuasive manner.	Demonstrates little or no ability to participate in group discussions on issues and is unable to convey ideas in a persuasive manner; rarely demonstrates an understanding of others' input and does not convey ideas persuasively.					
	<i>Participation</i> <i>MCF.SL4 P21.4</i>	Consistently and effectively participates in a discussion setting clear goals for the outcome while being receptive to the ideas of others.	Effectively participates in a discussion setting clear goals for the outcome while being receptive to the ideas of others.	Marginally participates in discussions setting goals for the outcome while occasionally being receptive to the ideas of others.	Demonstrates little or no ability to participate in a discussion setting goals for the outcome while rarely being receptive to the ideas of others.					
	<i>Purpose/Theme/Point of View</i> <i>MCF.SL4 P21.2</i>	Consistently and effectively demonstrates an insightful understanding of the purpose and theme as well as the ability to make logical inferences and draw conclusions from it.	Effectively demonstrates an understanding of the purpose and theme as well as the ability to make inferences and draw conclusions from it.	Marginally demonstrates an understanding of the purpose and theme and states the implied meaning with some supporting evidence from the text.	Demonstrates little or no understanding of the purpose and theme and does not state the implied meaning.					
	<i>Central and Supporting ideas</i> <i>MCF.R2 P21.2</i>	Consistently and effectively demonstrates an insightful understanding of the central and supporting ideas being conveyed and can summarize the text using relevant supporting details.	Effectively demonstrates an understanding of the central and supporting ideas being conveyed and can summarize the text using relevant supporting details.	Marginally demonstrates an understanding of the central and supporting ideas being conveyed and can somewhat summarize the text using some supporting details.	Demonstrates little or no understanding of the central and supporting ideas being conveyed and cannot summarize the text.					
Presentation of Knowledge and Ideas	<i>Relevance</i> <i>MCF.SL4 P21.2</i>	Consistently and effectively distinguishes relevant from irrelevant information and cites both appropriately.	Effectively distinguishes relevant from irrelevant information and cites both accurately.	Marginally distinguishes relevant from irrelevant information and cites both with some accuracy.	Demonstrates little or no ability to distinguish relevant from irrelevant information and cannot cite either with accuracy.					
	<i>Evaluation</i> <i>MCF.SL3 P21.2</i>	Consistently and effectively evaluates the presentation for validity and clarity and cites specific examples to support conclusions.	Effectively evaluates the presentation for validity and clarity and cites some specific examples to support conclusions.	Marginally evaluates the presentation for validity and clarity and cites few specific examples to support conclusions.	Demonstrates little or no ability to evaluate the presentation for validity and clarity and cites no examples to support conclusions.					
	<i>Recognition</i> <i>MCF.SL2 P21.2</i>	Consistently and effectively recognizes differing or challenging viewpoints and responds to them insightfully and appropriately.	Effectively recognizes differing or challenging viewpoints and responds to them appropriately.	Marginally recognizes differing or challenging viewpoints and responds to them somewhat appropriately.	Demonstrates little or no ability to recognize differing or challenging viewpoints and does not respond to them appropriately.					

North Reading High School - ACADEMIC EXPECTATION # 7



STANDARD: THE STUDENT DEMONSTRATES KNOWLEDGE AND SKILLS IN A VARIETY OF FORMS

LEARNER OUTCOME: *The student is actively engaged in his/her education. The student shows initiative, self-direction and productivity.*

Criteria	4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Comprehension / Collaboration	Initiative <i>P21.4</i>	Consistently and effectively demonstrates an interest in the assignment, is adaptable, is able to anticipate what needs to be done and as a result, completes the task efficiently.	Effectively demonstrates an interest in the assignment and completes the task efficiently.	Marginally demonstrates an interest in the assignment but manages to complete the task.	Demonstrates little or no interest in the assignment and partially completes the task.					
	Productivity and Accountability <i>P21.4</i>	Consistently and effectively demonstrates assignment outcomes that are clear and coherent in which the development, organization and style are appropriate to task, purpose, and audience; demonstrates a highly effective ability to manage goals in a timely manner.	Effectively demonstrates coherent assignment outcomes in which the development, organization and style are appropriate to task, purpose, and audience; demonstrates an effective ability to manage goals in a timely manner.	Marginally demonstrates coherent assignment outcomes in which the development, organization and style are appropriate to task; demonstrates a developing ability to manage goals in a timely manner.	Demonstrates little or no understanding of assignment outcomes that are unclear; development, organization and style of product are not appropriate to task, purpose, and audience; goals are not managed in a timely manner					
	Delineation and Evaluation <i>P21.2</i>	Consistently and effectively delineates and evaluates the argument, problem or claims and assesses whether the claims made are sound and the evidence is relevant and sufficient; recognizes irrelevant evidence. Integrates and evaluates information presented in diverse media and formats, including visually, quantitatively and orally.	Effectively delineates and evaluates the argument problem or claims and assesses whether the claims made are sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced.	Marginally delineates and evaluates the argument, problem or claims and somewhat assesses whether the claims made are sound and the evidence is relevant and sufficient; sometimes recognizes when irrelevant evidence is introduced	Demonstrates little or no ability to delineate and evaluate the argument, problem or claims and does not assess whether the claims made are sound and the evidence is relevant and sufficient; does not recognize when irrelevant evidence is introduced					
Presentation of Knowledge and Ideas	Preparation <i>P21.4</i>	Consistently and effectively develops and strengthens the assignment outcome by planning, revising, editing, rewriting, or trying a new approach when appropriate.	Effectively develops and strengthens the assignment outcome by planning, revising, editing, rewriting, or trying a new approach when appropriate.	Marginally develops and strengthens the assignment outcome by planning, revising, editing, rewriting, or trying a new approach when appropriate.	Demonstrates little or no understanding of how to develop and strengthen the assignment outcome.					
	Participation <i>P21.4</i>	Consistently and effectively participates in completion of the task, class discussion, contributing ideas, constructive criticism and setting clear goals for the outcome while being receptive to the ideas of others.	Effectively participates in completion of the task, class discussion, contributing ideas, constructive criticism and setting clear goals for the outcome while being receptive to the ideas of others.	Marginally participates in completion of the task, class discussion, contributing ideas, constructive criticism and setting clear goals for the outcome while being receptive to the ideas of others.	Demonstrates little or no understanding of how to complete the task, participate constructively in discussion or be receptive to the ideas of others.					
	Application <i>P21.2</i>	Consistently and effectively makes suggestions on how to do things better; relates material to real life application when appropriate.	Effectively makes suggestions on how to do things better; can relate material to real life application when appropriate.	Marginally attempts to make suggestions on how to do things better; sometimes relates material to real life application when appropriate.	Demonstrates little or no understanding of how to improve, or accurately relate material to real life application.					

North Reading High School – CIVIC AND SOCIAL EXPECTATION # 8



STANDARD: THE STUDENT DEMONSTRATES RESPECT AND TOLERANCE

LEARNER OUTCOME: *The student is able to interact effectively with others and work effectively in diverse teams, in both the local and global community.*

Criteria		4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Respect and Tolerance	Diversity and Individual Rights <i>P21.4</i>	Consistently and effectively exhibits an understanding and tolerance of others, regardless of differences in gender, race, religion or sexual preference.		Effectively exhibits an understanding and tolerance of others; usually accepts individuals' right to free expression.		Marginally demonstrates an understanding and tolerance of others; occasionally participates in group activities with diversity.		Demonstrates little or no understanding and/or tolerance of others; rarely participates in group activities with diversity.			
	Respect and Consideration <i>P21.4</i>	Consistently and effectively interacts in a courteous and respectful manner with self and others by using appropriate language and skills.		Effectively interacts in a courteous and respectful manner with self and others by using appropriate language and skills.		Marginally demonstrates an ability to interact in a courteous and respectful manner with self and others.		Demonstrates little or no ability to interact in a courteous and respectful manner with self and others; rarely demonstrates respect for others.			
	Responsibility and Accountability <i>P21.4</i>	Consistently and effectively identifies strengths and limitations and develops strategies for improvement; always considers all options before taking action and freely accepts responsibility.		Effectively identifies strengths and limitations and develops strategies for improvement; accepts responsibility for actions.		Marginally demonstrates an ability to identify strengths and limitations and only sometimes develops strategies for improvement; occasionally accepts responsibility for actions.		Demonstrates little or no ability to identify strengths and limitations and rarely develops strategies for improvement; rarely adheres to all school regulations.			
	Advocacy for Self and Others <i>P21.4</i>	Consistently and effectively demonstrates self-respect as well as an understanding and appreciation for personal abilities and beliefs of others; always uses appropriate means to question others.		Effectively demonstrates self-respect as well as an understanding and appreciation for personal abilities and belief of others; uses appropriate means to question others.		Marginally demonstrates self-respect as well as an understanding and appreciation for personal abilities and beliefs of others; occasionally uses appropriate means to question others.		Demonstrates little or no ability to exhibit self-respect or an understanding and appreciation for personal abilities and beliefs of others; rarely uses appropriate means to question others.			
	Integrity <i>P21.4</i>	Consistently and effectively maintains positive interaction with members of the community and exceeds expectations in and out of the school setting.		Effectively maintains positive interaction with members of the community and meets expectations in and out of the school setting.		Marginally demonstrates an ability to maintain positive interaction with members of the community and usually meets expectations in and out of the school setting.		Demonstrates little or no ability to maintain positive interaction with members of the community; rarely meets expectations in and out of the school setting.			

Student Comments:

Teacher Comments:

Total/Score:

North Reading High School - CIVIC AND SOCIAL EXPECTATION # 9



STANDARD: THE STUDENT ACTS RESPONSIBLY AND DISPLAYS GOOD CITIZENSHIP

LEARNER OUTCOME: *The student participates in the school community both positively and ethically while finding constructive opportunities to influence its direction.*

Criteria		4	Exceeds Standard:	3	Meets Standard:	2	Developing toward Standard:	1	Does Not Meet Standard:	Student Assessment	Teacher Assessment
Responsibility	<i>Attendance and Punctuality</i> P21.4	Consistently and effectively meets attendance and punctuality expectations. Arrives in a timely manner for appointments and is rarely absent, tardy, or late.		Effectively meets attendance and punctuality expectations. Arrives in a timely manner for appointments and is only occasionally absent, tardy, or late.		Marginally meets attendance and punctuality expectations; is sometimes late for appointments and can be absent, tardy, or late.		Demonstrates little or no ability to meet attendance and punctuality expectations; is usually late for appointments and is often absent, tardy, or late.			
	<i>Participation</i> P21.4	Consistently and effectively participates in activities in and/or out of school and acts in a manner which positively influences their direction.		Effectively participates in activities in and/or out of school and acts in a manner which positively influences their direction.		Marginally participates in activities in and/or out of school; usually acts in a manner which positively influences their direction.		Demonstrates little or no ability to participate in activities in and/or out of school; does not act in a manner which positively influences their direction.			
	<i>Honesty and Sincerity</i> P21.4	Consistently and effectively demonstrates honesty and sincerity in all actions; demonstrates both accountability and graciousness when appropriate.		Effectively demonstrates honesty and sincerity in actions; demonstrates elements of accountability and graciousness when appropriate.		Marginally demonstrates honesty and sincerity in actions; only occasionally demonstrates elements of accountability and graciousness when appropriate.		Demonstrates little or no ability to exhibit honesty and sincerity in actions; does not demonstrate any degree of accountability nor graciousness when appropriate.			
	<i>Wellness</i> P21.4	Consistently and effectively demonstrates an ability to make sound decisions about personal physical and mental health and quality of life.		Effectively demonstrates an ability to make sound decisions about personal physical and mental health and quality of life.		Marginally demonstrates an ability to make sound decisions about personal physical and mental health and quality of life.		Demonstrates little or no ability to make sound decisions about personal physical and mental health and quality of life.			
Citizenship	<i>Ethical Behavior</i> P21.4	Consistently and effectively demonstrates ethical behavior in activities in and/or out of school and acts as a model for others.		Effectively demonstrates ethical behavior in activities in and/or out of school and acts as a model for others.		Marginally demonstrates ethical behavior in activities in and/or out of school and, only at times, acts as a model for others.		Demonstrates little or no ability to exhibit ethical behavior in activities in and/or out of school; does not act as a model for others.			
	<i>Global and Environmental Awareness</i> P21.1	Consistently and effectively acts in a manner that reflects global, environmental, and cultural awareness and uses 21 st century skills in these practices.		Effectively acts in a manner that reflects global, environmental, and cultural awareness and uses some 21 st century skills in these practices.		Marginally demonstrates an ability to act in a manner that reflects global, environmental, and cultural awareness and occasionally uses 21 st century skills in these practices.		Demonstrates little or no ability to act in a manner that reflects global, environmental, and cultural awareness and does not use 21 st century skills in these practices.			

