North Reading High School's

Core Values, Beliefs, and 21st Century Learning Expectations and Evaluation Rubrics

2022-2023



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 | Massachu | setts Curriculum Frameworks/Common Core Standards | | | |
|-----|-------------------------------------|---|--|--|--|
| | R | Reading | | | |
| | SL | Speaking and Listening | | | |
| | \mathbf{W} | Writing | | | |
| | M | Mathematics | | | |
| P21 | Partnership for 21st Century Skills | | | | |
| | P21.1 | Core Subjects and 21st 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

BarriAnn Alonzo, *Assistant Principal* balonzo@nrpsk12.org

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 | | Exceeds Standard: | 3 | Meets Standard: | 2 | Developing toward Standard: | 1 | Does Not Meet Standard: | Student Assessment | Teacher Assessment |
|---------------------|--|--|---|--|--|---|--|----------------------|---|-----------------------|-----------------------|
| Key Ideas & Details | Purpose and Theme 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. | | 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. | | nonstrates little or no under- ding of the purpose and ne of the written work and s not state the implied ning. | | |
| | Central and Supporting ideas 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. | | 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. | | nonstrates little or no under- ding of the central and porting ideas being veyed in the written work cannot summarize the text. | | |
| Key Id | Interactions and Connections MCF.R3 P21.1 | demo stand ideas | sistently and effectively onstrates an insightful under- ling of characters, events, and s from the text and how they act 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. | | stan | nonstrates little or no under- ding of characters, events, ideas from the text and how interact and/or interrelate. | | |
| | Pre-reading strategies | demo | sistently and effectively constrates previewing, activates knowledge, and inde- lently generates relevant ques- s. | viev kno and | ectively demonstrates pre- ving, activates prior wledge when applicable, independently generates he relevant questions. | previ | ginally demonstrates dewing, sometimes acti- sprior knowledge, and can appropriately to some and questions. | prev prio spoi | nonstrates little or no riewing, does not activate r knowledge, and cannot rend to some relevant stions. | | |
| ure | Content Vocabulary MCF.R4 P21.1 | demo | sistently and effectively onstrates an insightful under- ling of the content vocabulary details how it shapes the en work. | und | ectively demonstrates an erstanding of the content abulary and recognizes vit shapes the written k. | unde voca | ginally demonstrates an rstanding of the content bulary and somewhat reczes how it shapes the writwork. | stan lary | nonstrates little or no under- ding of the content vocabu- and does not recognize how appes the written work. | | |
| Craft and Structure | Structure MCF.R5 P21.1 | demo | sistently and effectively onstrates an insightful under- ding of the structure of the text details how it shapes the en work. | und of th | ectively demonstrates an erstanding of the structure ne text and recognizes vit shapes the written k. | unde of th recog | ginally demonstrates an rstanding of the structure e text and somewhat gnizes how it shapes the en work. | stan text | nonstrates little or no under- ding of the structure of the and does not recognize how apes the written work. | | |
| Cra | Point of view MCF.R6 P21.1 | written work. 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. | | Marginally demonstrates an understanding of the point of view of the text and somewhat recognizes how it shapes the written work. | | stan the | nonstrates little or no under- ding of the point of view of text and does not recognize to it shapes the written work. | | |

| Application | Delineation and Evaluation MCF.R8 P21.2 | Consistently and effectively assesses validity and relevancy of the text and its claims through insightful delineation and evaluation. | Effectively assesses validity and relevancy of the text and its claims through delineation and evaluation. | Marginally assesses validity and relevancy of the text and its claims through delineation and evaluation. | Does not assess validity and relevancy of the text and its claims through delineation and evaluation. | |
|-------------------|---|--|---|--|--|--|
| Integration and E | Similar and/or Contrasting Texts MCF.R9 P21.2 | Consistently and effectively references or connects at least two texts which address similar themes and/or elements, or appropriate contrasting themes or ideas. | Effectively references or connects at least two texts which address similar themes and/or elements, or appropriate contrasting themes or ideas. | With prompting, connects at least one text which addresses similar themes and/or elements, or appropriate contrasting themes or ideas. | With or without prompting, does not connect any text which addresses similar themes and/or elements, or appropriate contrasting themes or ideas. | |

| Student Comments: | Teacher Comments: | Total/Score: |
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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 MCF.SL1 P21.3 | 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 MCF.SL2 P21.3 | variety of media/technology to en- | | using a variety of media/ technology to engage in a thoughtful well-informed ex- | | 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 MCF.SL4 P21.4 | 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. | | | |
| and Ideas | Presentation MCF.SL4 P21.3 | presents findings in a clear concise manner recognizing purpose, | | in a ogn | ectively presents findings clear concise manner rec- izing purpose, ience and task. | in a | ginally presents findings clear manner recognizing ose, audience and task. | to p | nonstrates little or no ability resent findings in a clear mer recognizing purpose, ience and task. | | |
| Presentation of Knowledge and Ideas | Presentation (Media) MCF.SL5 P21.3 | 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. | | to u sent ical | nonstrates little or no ability se a variety of media to pre- ideas (e.g., textual graph- , audio, visual and interac- elements) to engage the au- nce. | | |
| | Adaptation MCF.SL6 P21.2 | spee | sistently and effectively adapts ech to appropriate audience onstrating command of formal lish when necessary. | app stra | ectively adapts speech to ropriate audience demon- ting command of formal glish when necessary. | | ginally able to adapt ch to appropriate audi- | to a | nonstrates little or no ability dapt speech to appropriate ience. | | |

| Student Comments: | Teacher Comments: | Total/Score: |
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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 |
|-------------------------|--|--|---|--|--|--|--|----------------------------|--|-----------------------|-----------------------|
| | Thesis/Argument 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. | | Marginally introduces topic with a thesis statement that presents an undeveloped argument, one which cannot be fully supported. | | to et | nonstrates little or no ability ffectively introduce topic as is statement is unclear or sing entirely. | | |
| Text Types and Purposes | Topic Development 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. | | Marginally develops topic with facts, examples, details, and quotations; arguments support the thesis statement, but may do so inconsistently or insufficiently. | | deve exar are i | nonstrates little or no elopment of the topic; facts, mples, details, and quotations insufficient or irrelevant; port of the thesis is weak. | | |
| Text Types | Style MCF.W1&2 P21.2 | and rapproof the | istently and effectively develops naintains a formal style opriate to the type and purpose e text; uses precise language, level vocabulary, and excellent mar/mechanics (few to no s). | mai proj pos lang | ectively develops and intains a formal style ap- priate to the type and pur- e of the text; uses good guage, vocabulary, and mmar/mechanics (few er- s). | st an sa la | Marginally develops a formal tyle appropriate to the type and purpose of the text; uses atisfactory language, vocabuary, and grammar/mechanics errors can be distracting). | opm seve men voca | nonstrates little or no devel- ment of a formal style, with are lapses in text develop- at; uses poor language, abulary, and grammar/ hanics (errors are abundant). | | |
| | Transitions MCF.W2 P21.2 | propi link i cohes | istently and effectively uses ap- riate and varied transitions to major sections of the text, create sion, and clarify relationships ag complex ideas and topics. | tran tion sion | ectively uses appropriate asitions to link major sec- as of the text, create cohe- n, and clarify relation- os among ideas. | li cı | Marginally uses transitions to ink major sections of the text, create cohesion, and clarify reationships among ideas. | tran of th | nonstrates little or no use of sitions to link major sections he text; text is not cohesive relationships are unclear. | | |
| | Narrative Writing MCF.W3 P21.2 | the na hibiti struct techn | istently and effectively develops arrative to engage the reader, exng excellent control of narrative ture and narrative iques (characterization, plot ture, description, etc.) | rati read nari | ectively develops the nar- ve to engage the der, with skill in use of rative structure and nniques. | ti w na | Marginally develops the narra- ive to try to engage the reader, with minimal skills in use of narrative structure and echniques. | deve | nonstrates little or no elopment of narrative and rly employs narrative cture and techniques, if at all. | | |
| Production/Distribution | Planning, Editing, and Revising MCF.W5 P21.2 | each planr and r ing st | istently and effectively follows step in the writing process – ning, drafting, revising, editing, ewriting; appropriately, employ- trategies to improve the text ac- ng to purpose and audience. | in the empth imp | ectively follows the steps the writing process, ploying strategies to prove the text according to pose and audience. | th su to | Marginally follows the steps in he writing process with some uccess at employing strategies o improve the text according o purpose and audience. | in for ing attent | nonstrates little or no success ollowing the steps of the writ- process, with little ntion paid to strategies for roving the text. | | |
| Production | Organization MCF.W4 P21.2 | text i that i ence, | istently and effectively presents n a clear and coherent manner s appropriate to purpose, audi- and style, resulting in a high of engagement and | coh pro | ectively presents text in a erent manner that is ap- priate to purpose, audi- e, and style, resulting in | C | Marginally presents text in a coherent manner, with limited understanding of purpose, au- | cohe | nonstrates little or no erence in presentation of text, a 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; lit- tle or no reader engagement or understanding. | |
|-------------------|---|---|--|--|---|--|
| Present Knowledge | Research Skills MCF.W7 P21.3 | 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. | |
| Build & | Quality of Sources MCF.W8 P21.3 | 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 in- formation from multiple sources; problems with attribution and citation that constitute plagiarism. | |
| Research to | Quality of Evidence MCF.W9 P21.3 | 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. | |
| Range of Writing | Purpose MCF.W10 P21.2 | 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: |
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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 |
|----------------------------------|---|---|--|---|---|--|---|---|-----------------------|-----------------------|
| I aterials | Research MCF W.8 P21.3 | wid the taba info | asistently and effectively uses a e variety of resources including Internet, library and library da- ases to gather relevant formation with clear, attainable ls 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. | | nonstrates little or no underding of using research hods to gather relevant remation; has no identifiable when doing so. | | |
| Locating and Accessing Materials | Citation MCF W.8 P21.3 | eacl wor | asistently and effectively cites in source, in the text and in a rks-cited or bibliography, as essary. | 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. | | nonstrates little or no under- ding of how to cite sources; blems with attribution and tion that constitute giarism. | | |
| ocating and | Evaluation for Relevance MCF W.8 P21.3 | 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. | | nonstrates little or no under- ding of a source's appropri- tiess or relevance; has little o recognition of which trees are effective. | | |
| Γ_0 | Application MCF W.9 P21.2,3 | 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. | | nonstrates little or no use of side sources in support of the gnment. | | |
| nthesis | Resource Analysis MCF W.9 P21.2,3 | Consistently and effectively deline- ates and evaluates in depth the ar- gument 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. | | nonstrates little or no ability valuate the argument and/or lence of the source and nonstrates little or no underding of connections ween the source and its use ne assignment. | | |
| Analysis and Synthesis | Resource Connections MCF W.9 P21.2,3 | 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. | | nonstrates little or no ability nake connections among re- rces to support analysis, re- tion or research. | | |
| An | Synthesis MCF W.7 P21.2 | 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. | | nonstrates little or no ability upport the use of research n little or no use of prior kground knowledge. | | |

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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 |
|---------------|--|--|--|---|---|---|---|-------------------------------------|--|-----------------------|-----------------------|
| | Identification (Problem) MCF. M.1 P21.2 | 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. | | 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. | | stan mea entr not doe | nonstrates little or no under- ding of the scope and uning of a problem; seeks no y points to its solution, does plan a solution pathway; s not consider relevant logous problems. | | |
| zation | Identification (Constraints) MCF. M.1 P21.2 | 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. | | Marginally demonstrates an ability to identify constraints and limiting conditions that are related to the problem. | | to io | nonstrates little or no ability dentify constraints and ting conditions that are re- d to the problem. | | |
| Investigation | Identification (Goal) MCF. M.1 P21.2 | demo goal ough | sistently and effectively onstrates an ability to identify a that reflects careful and thor- a consideration of the key ele- ts of the situation. | abili refle tion | ectively demonstrates an ity to identify a goal that ects a thorough considera-of the key elements of situation. | abilit refle | ginally demonstrates an ty to identify a goal that cts a consideration of the elements of the situation. | to io | nonstrates little or no ability dentify a goal that reflects sideration of the key ele- atts of the situation. | | |
| | Reasoning MCF. M.2 P21.2 | demoreleving in class tuali | sistently and effectively constrates an ability to apply want thinking skills in present-information (e.g. comparing, sifying, abstracting, decontexing, analyzing); thoroughly carefully examines supporting rmation. | abili thin info class cont | ectively demonstrates an ity to apply relevant king skills in presenting rmation (e.g. comparing, sifying, abstracting, de- textualizing, analyzing); mines supporting infor- ion. | abiliting s matic fying alizin | ginally demonstrates an ty to apply relevant think- kills in presenting infor- on (e.g. comparing, classi- g, abstracting, decontextu- ng, analyzing); sometimes nines supporting infor- on. | to a in p com stra alyz | nonstrates little or no ability pply relevant thinking skills resenting information (e.g. aparing, classifying, ab- cting, decontextualizing, an- cting); does not examine sup- cting information. | | |
| tion | Application/ Modeling MCF. M.4 P21.2 | 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. | | Marginally demonstrates an ability to apply acquired knowledge, information, and skills to new circumstances or situations. | | to a | nonstrates little or no ability pply acquired knowledge, rmation, and skills to new umstances or situations. | | |
| Application | Precision and clarity MCF. M.6 P21.2 | 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. | | Marginally demonstrates ability to communicate with others; uses some definitions, symbols, and language somewhat appropriate for the problem's context. | | to c uses sym | nonstrates little or no ability ommunicate with others; s little or no definitions, abols, and language appro- te for the problem's context. | | |

| Application | Technology P21.3 | Consistently and effectively demonstrates an ability to access and apply technology and available tools; identifies relevant resources, and makes sound decisions about which tools or resources to use in order to explore and deepen understanding of the concepts. | Effectively demonstrates ability to access and apply technology and available tools; identifies relevant resources, and makes decisions about which tools or resources to use in order to explore and deepen understanding of the concepts. | Marginally demonstrates ability to access and apply technology and available tools; identifies some relevant resources, and makes decisions about which tools or resources to use in order to explore the concepts. | Demonstrates little or no ability to access and apply technology and available tools; identifies some relevant resources, and makes decisions about which tools or resources to use in or- der to explore the concepts. | |
|-------------|--|---|---|---|---|--|
| | Effort/ Perseverance MCF. M.1 P21.4 | Consistently and effectively demonstrates an ability to focus on the task and arrive at a logical and sensible conclusion; displays creativity and innovation during process. | Effectively demonstrates ability to focus on the task and arrive at a logical and sensible conclusion; displays creativity during process. | Marginally demonstrates ability to focus on the task and arrive at a logical and sensible conclusion; displays creativity during process. | Demonstrates little or no ability to focus on the task and arrive at a logical and sensible conclu- sion; displays creativity during process. | |
| | Collaboration P21.4 | Consistently and effectively demonstrates an ability to participate collaboratively in all aspects of the problem solving process; openly and freely shares thoughts and supports or questions those of others appropriately. | Effectively participates collaboratively in all aspects of the problem solving process; shares thoughts and supports or questions those of others appropriately. | Marginally participates collaboratively in aspects of the problem solving process; shares some thoughts and supports or questions those of others somewhat appropriately. | Demonstrates little or no ability to participate collaboratively in aspects of the problem solving process; shares no thoughts, nor supports or questions those of others. | |
| | Evaluation MCF. M.3 P21.2 | Consistently and effectively demonstrates an ability to evaluate the solution in a thorough and highly detailed manner; identifies and describes both elements of success and how the solution overcomes constraints. | Effectively demonstrates an ability to evaluate the solution in a detailed manner; identifies and describes both elements of success and how the solution overcomes constraints. | Marginally demonstrates an ability to evaluate the solution; identifies and describes some elements of success and how the solution overcomes constraints. | Demonstrates little or no ability to evaluate the solution; does not identify or describe ele- ments of success or how the so- lution overcomes constraints | |

| Student Comments: | Teacher Comments: | Total/Score: |
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STANDARD: THE STUDENT LISTENS EFFECTIVELY AND CRITICALLY





| | Criteria | 4 | Exceeds Standard: | 3 | Meets Standard: | 2 | Developing toward Standard: | 1 | Does Not Meet Standard: | Student Assessment | Teacher Assessment |
|-------------------------------------|---|---|---|---|--|--|---|---|---|-----------------------|-----------------------|
| tion | Persuasive Participation MCF.SL1 P21.2,4 | Participation Demonstrates an insightful under- standing of others' input and uti- lizes it in a persuasive argument in | | 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. | | ty to participate in group ussions on various issues. constrates a marginal erstanding of others' input conveys ideas in a | to p sior con mar und and | nonstrates little or no ability participate in group discusses on issues and is unable to vey ideas in a persuasive ener; rarely demonstrates an erstanding of others' input does not convey ideas suasively. | | | |
| and Collaboration | Participation MCF.SL4 P21.4 | pate goal | sistently and effectively particis in a discussion setting clear s for the outcome while being ptive to the ideas of others. | disc for | ectively participates in a cussion setting clear goals the outcome while being eptive to the ideas of ers. | outc | ginally participates in dis- ions setting goals for the ome while occasionally g receptive to the ideas of rs. | to p sett whi | nonstrates little or no ability participate in a discussion ing goals for the outcome le rarely being receptive to ideas of others. | | |
| Comprehension | Purpose/Theme/ Point of View MCF.SL4 P21.2 | dem stand as w logid | sistently and effectively onstrates an insightful under- ding of the purpose and theme rell as the ability to make cal inferences and draw clusions from it. | und and abil | ectively demonstrates an erstanding of the purpose theme as well as the ity to make inferences draw conclusions from it. | unde and impl | ginally demonstrates an erstanding of the purpose theme and states the ied meaning with some orting evidence from the | stan | monstrates little or no under- iding of the purpose and me and does not state the im- d meaning. | | |
| | Central and Supporting ideas MCF.R2 P21.2 | dem stand ing i sum | sistently and effectively onstrates an insightful under- ding of the central and support- ideas being conveyed and can marize the text using relevant porting details. | und and con the | ectively demonstrates an erstanding of the central supporting ideas being veyed and can summarize text using relevant porting details. | under and s conv | ginally demonstrates an erstanding of the central supporting ideas being reyed and can somewhat marize the text using some porting details. | star sup con | nonstrates little or no under- ading of the central and porting ideas being veyed and cannot nmarize the text. | | |
| and Ideas | Relevance MCF.SL4 P21.2 | guis form | sistently and effectively distin- hes relevant from irrelevant in- nation and cites both opriately. | van info | ectively distinguishes rele- t from irrelevant ormation and cites both ac- actely. | vant mati | ginally distinguishes rele- from irrelevant infor- on and cites both with e accuracy. | to d | nonstrates little or no ability listinguish relevant from irvant information and not cite either with accuracy. | | |
| Presentation of Knowledge and Ideas | Evaluation MCF.SL3 P21.2 | ates and | sistently and effectively evalu- the presentation for validity clarity and cites specific nples to support conclusions. | pres clar spec | ectively evaluates the sentation for validity and ity and cites some cific examples to support clusions. | prese clari exan | ginally evaluates the entation for validity and ty and cites few specific aples to support lusions. | to e vali exa | nonstrates little or no ability valuate the presentation for dity and clarity and cites no mples to support clusions. | | |
| | Recognition MCF.SL2 P21.2 | nize poin | sistently and effectively recogs s differing or challenging view- tts and responds to them in- tfully and appropriately. | ing and | ectively recognizes differ- or challenging viewpoints responds to them ropriately. | ing o | ginally recognizes differ- or challenging viewpoints responds to them ewhat appropriately. | to rechardoe | nonstrates little or no ability ecognize differing or llenging viewpoints and s not respond to them ropriately. | | |

| | MCF.SL3 P21.2 | sons based on the presentation, personal knowledge, and other sources, and incorporates this information accurately. | based on the prese personal knowled other sources, and rates this informat appropriately. | lge, and d incorpo- | based on the presentation, personal knowledge, and other sources, and somewhat incorporates this information appropriately. | comparisons based on the presentation, personal knowledge, and other sources, and does not incorporate this information appropriately. | |
|------|---------------|--|---|------------------------|---|--|--------------|
| Stud | dent Comments | F.: | ? | Teacher (| Comments: | | Total/Score: |
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Marginally makes accurate in-ferences and comparisons

Demonstrates little or no ability

to make accurate inferences and

Effectively makes accurate inferences and comparisons

Consistently and effectively makes accurate inferences and compari-

Inferences and Comparisons

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 |
|-------------------------------------|---|---|---|--|-----------------------------------|---|------------|--|-----------------------|-----------------------|
| | Initiative P21.4 | 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. | | emonstrates little or no interest the assignment and partially mpletes the task. | | |
| Comprehension / Collaboration | Productivity and Accountability P21.4 | 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. | | in which the development, or- ganization and style are appro- priate to task, purpose, and au- dience; demonstrates an effec- tive 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 an ability to manage goals in a timely manner. | | emonstrates little or no under- inding of assignment outcomes at are unclear; development, ganization and style of product e not appropriate to task, rpose, and audience; goals are t managed in a timely manner | | |
| Comprehens | Delineation and Evaluation P21.2 | 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 eval- uates the argument, problem or claims and somewhat assesses whether the claims made are sound and the evidence is rele- vant and sufficient; sometimes recognizes when irrelevant evi- dence is introduced | | emonstrates little or no ability delineate and evaluate the ar- ment, problem or claims and es not assess whether the hims made are sound and the idence is relevant and fficient; does not recognize then irrelevant evidence is produced | | |
| and Ideas | Preparation P21.4 | Con ops outc | sistently and effectively devel- and strengthens the assignment ome by planning, revising, ing, rewriting, or trying a new roach when appropriate. | Effectively develops and strengthens the assignment outcome by planning, revising, editing, rewriting, or trying a new approach when appropriate. | stre cor itin app | arginally develops and engthens the assignment outme by planning, revising, edng, rewriting, or trying a new proach when propriate. | sta str | emonstrates little or no under- unding of how to develop and engthen the assignment tcome. | | |
| Presentation of Knowledge and Ideas | Participation P21.4 | pate disc cons clea | sistently and effectively particise in completion of the task, class ussion, contributing ideas, structive criticism and setting regoals for the outcome while g receptive to the ideas of trs. | 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. | ple sion stru cles wh | 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. | | emonstrates little or no under- unding of how to complete the ek, participate constructively in scussion or be receptive to the eas of others. | | |
| Present | Application P21.2 | sugg ter; | sistently and effectively makes gestions on how to do things bet- relates material to real life appli- on when appropriate. | Effectively makes suggestions on how to do things better; can relate material to real life application when appropriate. | sug thin ma | arginally attempts to make ggestions on how to do ngs better; sometimes relates aterial to real life application aen appropriate. | sta | emonstrates little or no under- unding of how to improve, or curately relate material to real e application. | | |

Teacher Comments:

Total/Score:

Student Comments:

North Reading High School – CIVIC AND SOCIAL EXPECTATION #8

STANDARD: THE STUDENT DEMOSTRATES 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 |
|-----------------|--|---|---|--|--|---|--|--|---|-----------------------|-----------------------|
| t and Tolerance | Diversity and Individual Rights P21.4 | of others, regardless of differences in gender, race, religion or sexual preference. Consistently and effectively interacts in a courteous and respectful | | star ers; | ectively exhibits an under- nding and tolerance of oth- usually accepts individu- right to free expression. | unde of ot parti | ginally demonstrates an erstanding and tolerance thers; occasionally icipates in group activities diversity. | und of o | nonstrates little or no erstanding and/or tolerance thers; rarely participates in up activities with diversity. | | |
| | Respect and Consideration P21.4 | | | 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. | | to ir resp | nonstrates little or no ability atteract in a courteous and ectful manner with self and ers; rarely demonstrates rest for others. | | | | |
| | Responsibility and Accountability P21.4 | 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. | | | |
| Respect and | Advocacy for Self and Others P21.4 | demo | sistently and effectively onstrates self-respect as well as inderstanding and appreciation personal abilities and beliefs of rs; always uses appropriate ins to question others. | self der for lief | ectively demonstrates respect as well as an un- standing and appreciation personal abilities and be- of others; uses appropri- means to question others. | responsion stand | ginally demonstrates self- ect as well as an under- ding and appreciation for onal abilities and beliefs thers; occasionally uses copriate means to question rs. | to exhibit self-respect or an understanding and appreciation for personal abilities and beliefs of others; rarely uses appropriate means to question others. | | | |
| | Integrity P21.4 | tains mem ceed | sistently and effectively main- positive interaction with abers of the community and ex- s expectations in and out of the ol setting. | tive of t exp | ectively maintains posi- interaction with members he community and meets ectations in and out of the ool setting. | abili terac com expe | ginally demonstrates an ity to maintain positive in- ction with members of the munity and usually meets ectations in and out of the pol setting. | to m with nity | nonstrates little or no ability naintain positive interaction in members of the commu- ; rarely meets expectations and out of the school setting. | | |

| Student Comments: | Teacher Comments: | Total/Score: |
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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 |
|----------------|--|---|---|--|--------------------------------|--|---------------------------------|--|-----------------------|-----------------------|
| | Attendance and Punctuality P21.4 | and Consistently and effectively meets attendance and punctuality expectations. Arrives in a timely manner for appointments and is rarely absent, tardy, or late. | | and punctuality expectations. Arrives in a timely manner for appointments and is only men | | ginally meets attendance punctuality expectations; ometimes late for appoint- ts and can be absent, y, or late. | to m ality late | nonstrates little or no ability neet attendance and punctu- y expectations; is usually for appointments and is of- absent, tardy, or late. | | |
| sibility | Participation P21.4 | parti out o whice | sistently and effectively cipates in activities in and/or of school and acts in a manner ch positively influences their ction. | Effectively participates in activities in and/or out of school and acts in a manner which positively influences their direction. | tiviti usua man | ginally participates in ac- ies in and/or out of school; ally acts in a ner which positively nences their direction. | to p and act i | nonstrates little or no ability articipate in activities in /or out of school; does not in a manner which posily influences their direction. | | |
| Responsibility | Honesty and Sincerity P21.4 | dem in al acco | sistently and effectively onstrates honesty and sincerity I actions; demonstrates both ountability and graciousness in appropriate. | Effectively demonstrates honesty and sincerity in actions; demonstrates elements of accountability and graciousness when appropriate. | hone actio dem cour | ginally demonstrates esty and sincerity in ons; only occasionally onstrates elements of ac- ntability and graciousness n appropriate. | to es in a strat bilit | nonstrates little or no ability xhibit honesty and sincerity ctions; does not demonte any degree of accountaty nor graciousness when ropriate. | | |
| | Wellness P21.4 | dem sour phys | sistently and effectively onstrates an ability to make ad decisions about personal sical and mental health and ity of life. | Effectively demonstrates an ability to make sound decisions about personal physical and mental health and quality of life. | abili deci phys | ginally demonstrates an ity to make sound sions about personal sical and mental health quality of life. | to n | nonstrates little or no ability nake sound decisions about sonal physical and mental lth and quality of life. | | |
| ıship | Ethical Behavior P21.4 | dem activ | sistently and effectively onstrates ethical behavior in vities in and/or out of school 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. | cal b | ginally demonstrates ethi- behavior in activities in for out of school and, only mes, acts as a model for rs. | to es | nonstrates little or no ability xhibit ethical behavior in vities in and/or out of pol; does not act as a model others. | | |
| Citizenship | Global and Environmental Awareness P21.1 | in a envi awai | sistently and effectively acts manner that reflects global, ronmental, and cultural reness and uses 21st century s in these practices. | Effectively acts in a manner that reflects global, environmental, and cultural awareness and uses some 21st century skills in these practices. | abili refle and casio | ginally demonstrates an ety to act in a manner that ects global, environmental, cultural awareness and octonally uses 21st century s in these practices. | to a glob tura use | nonstrates little or no ability ct in a manner that reflects bal, environmental, and cull awareness and does not 21st century skills in these ctices. | | |

| Student Comments: | Teacher Comments: | Total/Score: |
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