Mansfield High School 21st Century Learning Expectations

Academic Expectation #1: Student will communicate effectively in writing and in speech

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Argument Development	Argument is presented in an organized, logical progression The thesis is concise, easily identifiable, original, insightful, clearly stated, and argumentative. Thesis demonstrates complexity of the argument presented. Argument considers alternative points of view	Argument is presented in an organized, logical progression The thesis is concise, easily identifiable, original, insightful, clearly stated, and argumentative. Thesis demonstrates complexity of the argument presented.	*May contain 1-2 of the following deficiencies: Argument may not be presented in an organized, logical progression Thesis may not be concise, easily identifiable, original, insightful, clearly stated, and argumentative.	*May contain 3 or more of the following deficiencies: Argument may not be presented in an organized, logical progression Thesis may not be concise, easily identifiable, original, insightful, clearly stated, and argumentative.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Organization and structure	Presents arguments and evidence in a focused, logical, and organized fashion that enhances the ability to understand the argument.	Presents arguments and evidence in a focused, logical, and organized fashion that enhances the ability to understand the argument.	Presents arguments and evidence in a somewhat logical and organized fashion that may inhibit the effectiveness of the argument.	Arguments and evidence are not focused, logical, or organized. Significantly limits the ability to understand the argument.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Supporting Evidence	Major argument is consistently supported with relevant evidence. Includes multiple appropriate examples to support the argument. Evidence considers alternative points of view	Major argument is consistently supported with evidence. Includes multiple examples to support the argument.	Argument not supported consistently with evidence. May contain unsupported generalizations. May fail to effectively connect argument to evidence.	Argument is not supported with sufficient or relevant evidence. Little or no connection between evidence and argument.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Idea Development	Displays clear and insightful focus. Consistently uses specific, relevant, and accurate details. Develops topic insightfully with clear connections.	Displays clear and appropriate focus. Generally uses relevant and accurate details. Some connections and insights are present.	Displays somewhat clear and generally appropriate focus. Uses some relevant and accurate details but also includes details that are limited, off-topic, or too general. Connections and insights are missing.	Displays unclear and/or inappropriate focus. Uses few or no relevant or accurate details to develop topic. May have extensive repetition.

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	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Word Choice	Demonstrates mastery of language; employs a broad range of words, which have been carefully chosen and thoughtfully placed for impact.	Demonstrates appropriate use of language; employs a variety of words that are functional and appropriate to audience and purpose.	Demonstrates inconsistent control of appropriate language; language lacks precision and variety, or is inappropriate to audience and purpose.	Demonstrates minimal control of language; language is repetitive and/or misused, taking away from meaning and impact.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Conventions	Demonstrates strong control of conventions of standard written English (spelling, grammar and usage, capitalization, punctuation). Errors are few and minor.	Demonstrates control of conventions of standard written English (spelling, grammar and usage, capitalization, punctuation.) Minor errors do not impede readability.	Demonstrates a limited control of standard written English (spelling, grammar and usage, capitalization, punctuation). Errors begin to impede readability.	Demonstrates little or weak control of standard written English (spelling, grammar and usage, capitalization, punctuation). Frequent errors impede readability.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Oral Communication	Student spoke clearly, effectively, and confidently (e.g. volume, pace, articulation, eye contact). Student is informative and engaging.	Student spoke clearly, effectively, and confidently (e.g. volume, pace, articulation, eye contact).	Volume, pace, articulation, or lack of eye contact may detract from effectiveness	Volume, pace, articulation, or lack of eye contact detracts from effectiveness

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Academic Expectation #2: Student reads text and other media for a variety of purposes.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Recalling Main Ideas and Decoding	❏ Identifies the main idea of the source and can determine and justify the most persuasive or effective arguments presented in the source	❏ Identifies the main idea of the source and can identify the main arguments presented in the source in their own words	❏ Can consistently select main idea of the source and main arguments in the source from a list of several plausible options	❏ Can select main idea of the source and main arguments from the source when presented with a limited list of options or with additional teacher assistance or support
Comprehension of context, audience, and point of view	❏ Identifies context, audience, point of view (bias) and can summarize each in their own words	❏ Consistently identifies context, audience, point of view(bias)	❏ Can identify context, audience, and point of view (bias) when presented with a list of several plausible options	❏ Can identify context, audience, and point of view (bias) when presented with a limited list of options or with additional teacher assistance or support
Analyzing and Drawing Conclusions	❏ Draws inferences from the source including its purpose, the motives of the author, and its relationship to other sources	❏ Identifies the strengths and weaknesses of the source and can evaluate the validity of the arguments presented in the source	❏ Can identify strengths and weaknesses of the source and evaluate the validity of the arguments in the source when presented with a list of several plausible options	❏ Can identify strengths and weaknesses of the source and evaluate the validity of the arguments of the source when presented with a limited list of options or with additional teacher assistance or support
Evaluation and Synthesis of Source(s)	❏ Creates and defends a thesis statement using the source and incorporates a counter-argument from a different source ❏ Can propose original modifications to the source and create a plausible theory on the impact of those modifications	❏ Creates and defends a thesis statement using the source(s) Can make connections to other sources or information not specifically addressed in the source	❏ Can create and/or defend a thesis statement using the source when provided with some support Can make connections to other sources or information not specifically addressed in the source when given some teacher assistance or support	❏ Can create and/or defend a thesis statement using the source when given extensive teacher assistance and support ❏ Can make connections to other sources or information not specifically addressed in the source when given extensive teacher assistance and support.

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Academic Expectation #3: Student will solve problems using creative and critical thinking skills

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Explains Issue/Problem	Demonstrates full/detailed understanding of the problem. Includes well-developed justifications/explanations that indicate their comprehension.	Demonstrates an understanding of problem and provides justifications which indicate comprehension.	Demonstrates a basic or partial understanding of the problem/issue and provides brief, underdeveloped explanations.	Either demonstrates minimal understanding of the problem and/or provides incorrect or no justifications/explanations.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Gathers Information and Makes Connections	Consults a variety of resources and selects the most relevant. Student demonstrates thorough understanding of the process and shows a strong connection amongst their ideas.	Consults a variety of resources and selects the most relevant. Student demonstrates a developing understanding of the process and it is evident that they have made connections between their ideas.	Consults a limited variety of resources and/or does not select the most relevant. Unclear if student fully understands the issue; has made some connections between their ideas.	No evidence provided that resources were used. Has not justified or demonstrated how ideas are connected.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Work: Formulates a Model, Design, Concept or Hypothesis	Shows extensive knowledge and details of issues, including potential difficulties, influences and areas for error. Shows evidence of thoughtfulness and reasoning. Shows sophisticated ability to synthesize ideas with fresh, innovative thoughts.	Shows knowledge of the MAJOR aspects of the issue regarding contexts, influences, difficulties and assumptions relating to issue. Shows evidence of reasoning and demonstrates the ability to combine ideas to develop the concept.	Has a partial understanding of the issue but does not address areas of potential difficulty, influences or cause for error. Combines ideas to develop the concept, yet does not demonstrate reasoning.	Has not demonstrated understanding of issue. Has not combined ideas or demonstrated reasoning.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Analyze, Re-Evaluate, Reflect	Provides a clear, thorough, detailed description of the work and process. Includes thoughtful reflection of the work as presented. Student accounts for and explains possible obstacles that may have affected their final outcome.	Provides a clear description of the work and process and includes some self-reflection. Student identifies possible obstacles that may have affected their final outcome.	Has a partial description of their work and process. More development of their reflection, including discussion of possible hindrances they encountered may be needed.	Provides a minimal or insufficient description of their work and/or has not demonstrated reflection of their process.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Communication of results	Draws well informed, logical, and practical conclusions and provides justification for their findings. Proposes novel ideas and solutions to the issue/problem to further expand or improve upon their work.	Draws informed, thoughtful, and practical conclusions. Provides convincing evidence to support points. Proposes sensible solution.	Draws conclusions that may be inconsistent with reasoning. Proposes solutions to problems that may not be realistic.	Draws conclusions and solutions that are questionable or incomplete.

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Academic Expectation #4: Students uses curiosity and imagination to create solutions

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Listening and Awareness	Consistently demonstrates active listening skills and ignores all distractions Demonstrates enthusiasm for reading and viewing new information presented in class and explores learning beyond the classroom	Consistently demonstrates active listening skills and ignores all distractions Demonstrates willingness for reading and viewing new information presented in class and explores learning beyond the classroom	Demonstrates listening skills and isn't easily distracted Demonstrates willingness for reading and viewing new information presented in class	Attempts to listen and is sometimes distracted Attempts to read and view new information presented in class

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Creative Thinking	Displays a careful, innovative examination for a particular task or issue Displays a wide range or original ideas, brainstorming, and thought processes clearly linked to a particular task or issue	Displays a careful, innovative examination for a particular task or issue Displays original ideas, brainstorming, and thought processes clearly linked to a particular task or issue	Displays a limited ability to examine a particular task or issue Displays a limited ability to brainstorm and process information linked to a particular task or issue	Attempts to examine a particular task or issue Attempts to brainstorm and process information linked to a particular task or issue.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Creative Application	Selects imaginative and unique potential applications, skillfully to complete a task or address an issue Consistently evaluates and refines/revises ideas to present a best-possible solution	Selects imaginative potential applications skillfully to complete a task or address an issue Evaluates and refines/revises ideas to present a best-possible solution	Selects potential applications to complete a task or address an issue Refines/revises ideas to present a best possible solution	Attempts to select applications to complete a task or address an issue Attempts to refine and revise ideas to present a better solution

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Academic Expectation #5: Student will use technology to obtain, organize and communicate information effectively and ethically

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Digital Citizenship	Student cultivates and manages their digital identity and reputation at all times, and is aware of the permanence of their actions in the digital world. Student consistently makes an effort to use technology and information responsibly as defined in the District Responsible Use Policy. Strives to model responsible use for other students.	Student frequently manages and cultivates their digital identity and reputation, and makes an effort to be aware of the permanence of their actions in the digital world. Student frequently makes an effort to use technology and information responsibly as defined in the District Responsible Use Policy.	Student sometimes manages and cultivates their digital identity and reputation, yet needs to try harder to be aware of the permanence of their actions in the digital world. Student sometimes makes the effort to use technology and information responsibly as defined in the District Responsible Use Policy.	Student does not yet manage and cultivate their digital identity and reputation, and needs to strive to be aware of the permanence of their actions in the digital world. Student rarely makes an effort to use technology and information responsibly as defined in the District Responsible Use Policy.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Empowered Learning	Always demonstrates awareness of, and makes a strong effort to choose, use and troubleshoot varied and appropriate digital tools for problem solving, communicating, collaborating and presenting. Student is enthusiastic about transferring knowledge to explore emerging technologies.	Frequently demonstrates awareness of, and makes an effort to choose and use varied and appropriate digital tools for problem solving, communicating, collaborating and presenting. Student is able to transfer knowledge to explore emerging technologies.	Student must strive harder to be more aware of, and choose and use appropriate digital tools for problem solving, communicating, collaborating and presenting. Student is beginning to try to explore emerging technologies.	Student does not yet strive to be aware of, or to choose and use appropriate digital tools for problem solving, communicating, collaborating and presenting. Student does not yet persist in exploring emerging technologies.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Information Literacy	Student has clearly worked hard to curate a variety of print and digital sources for research that have been evaluated for accuracy, bias and scholarship. As a result, sources show relevance, depth and balance.	Student has worked to curate a variety of print and digital sources for research that have been evaluated for accuracy, bias and scholarship. As a result, sources mostly show relevance, depth and balance.	Student has curated only from digital sources for research and made a brief effort to evaluate those sources for accuracy, bias and scholarship. As a result, sources do not always show relevance, depth and balance.	Student does not yet make the effort to attempt to curate sources for research that have been evaluated for accuracy, bias and scholarship. As a result, sources show little relevance, depth and balance.

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	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Information Management and Communication	Student makes a strong effort to manage and organize information, and to select from a variety of tools in order to communicate complex ideas clearly and effectively. As a result student is able to publish or present content that is directed and appropriate for learning, personal or workplace needs	Student makes a consistent effort to manage and organize information, and to select from appropriate tools in order to communicate complex ideas effectively. As a result student is frequently able to publish or present content that is directed and appropriate for learning, personal or workplace needs	Student sometimes makes an effort to manage and organize information using a limited selection of tools when trying to communicate ideas. As a result, student does not always publish or present content that is directed and appropriate for learning, personal or workplace needs.	Student does not yet make an effort to manage or organize information in more than a superficial way. As a result student presentations and publications do not communicate intended ideas clearly.

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Academic Expectation #6: Social and Civic

	Exceeds Proficient	**Proficient**	**Approaching Proficient**	**Beginning Development**
Contributes positively to a diverse learning culture.	❏ Leads and inspires others to contribute positively in a diverse learning environment.	❏ Consistently demonstrates respect for self and others in a diverse learning environment	❏ Occasionally demonstrates respect for self and others.	❏ Beginning to demonstrate respect for self and others.
Demonstrates personal responsibility	❏ Promotes making positive choices, setting short and long term goals and learning from mistakes.	❏ Consistently makes positive choices, sets short and long term goals and learns from mistakes.	❏ Occasionally makes positive choices, sets short and long term goals and learns from mistakes.	❏ Beginning to make positive choices, sets short and long term goals and learns from mistakes.
Actively collaborates with peers	❏ Promotes a collaborative culture by cultivating productive conversations through listening, responding and questioning	❏ Consistently participates in productive conversations through listening, responding, and questioning.	❏ Occasionally participates in productive conversations through listening, responding, and questioning.	❏ Beginning to participates in productive conversations through listening, responding, and questioning.