



New England Association of
Schools and Colleges, Inc.

**Guidebook:
Developing Core Values,
Beliefs, and
Learning Expectations**

**Commission on Public Secondary Schools
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Purposes of this Guide

This guide is designed to assist schools in meeting the 2011 Standard for Accreditation on Core Values, Beliefs, and Learning Expectations and to help schools move through the Teaching and Learning Standards towards full implementation of the school-wide analytic rubrics it has developed to assess student achievement of the identified 21st century learning expectations.

The guide includes the following:

- a description of a process for developing core values and beliefs about learning
- information about the development of 21st century learning expectations and how they might contrast with the school's existing academic, civic, and social expectations
- a focus on accountability for school-wide learning expectations with models of school-wide 21st century learning expectations, reflecting various approaches taken by several schools (these are intended to be informative, not prescriptive)

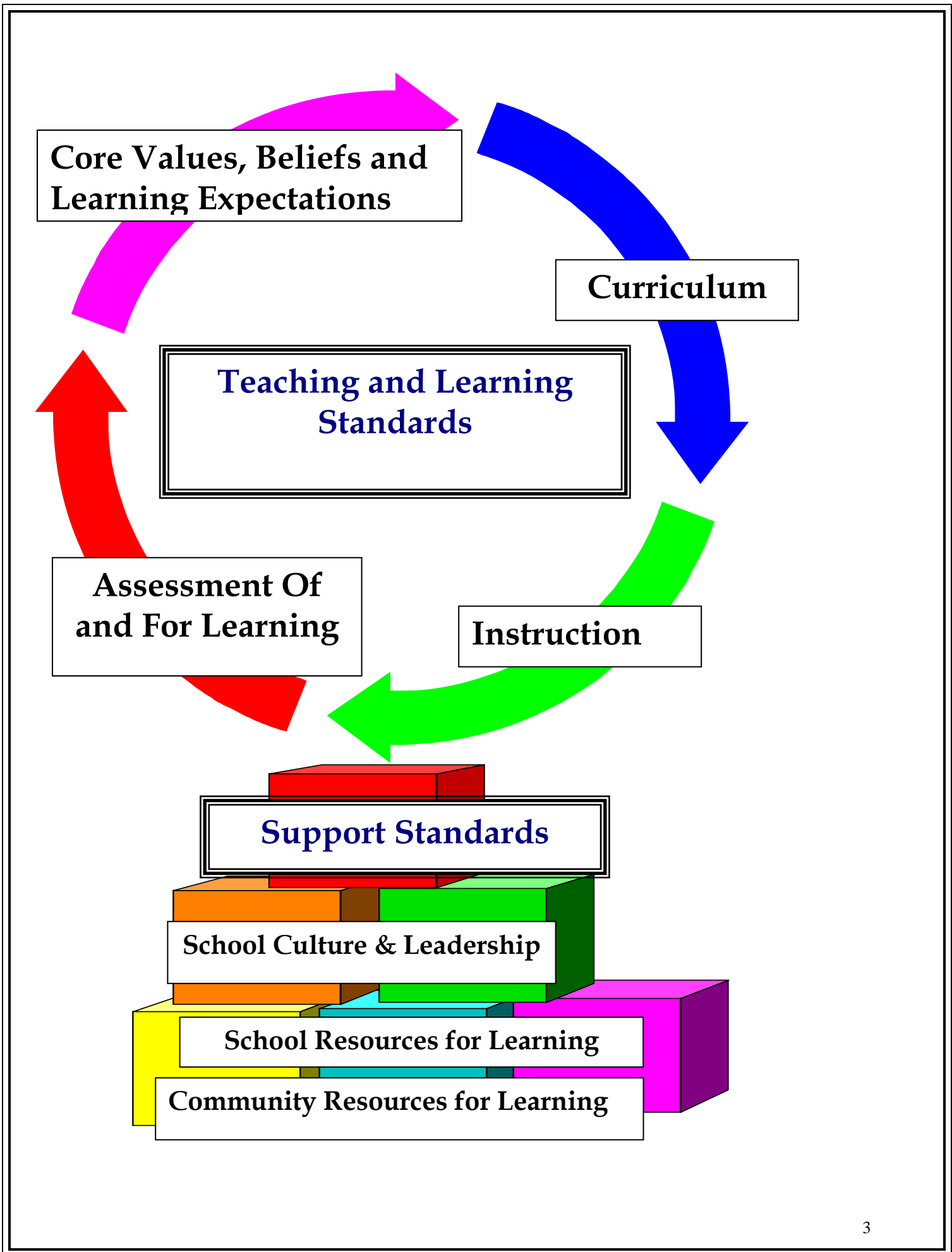
To assist schools in ensuring adherence to the Standards and in using this Guide, schools will find *questions at the end of each section to ask along the way*. These questions reflect many of the indicators in the Standards for Accreditation.

This guide should be especially useful to schools:

- who are about to create, review and/or revise their core values and beliefs about learning as well as their 21st century learning expectations prior to beginning the self-study process
- who are just beginning to develop school-wide analytic rubrics
- who are just beginning to implement their faculty-developed school-wide analytic rubrics
- who are finding their student learning expectations to be difficult to assess
- who are finding it difficult to use faculty-developed school-wide analytic rubrics or who are struggling to assess achievement by every student of the 21st century learning expectations
- who are finding they need to collapse the number of academic expectations in order to have a more reasonable number of core learnings
- who have a number of subject specific school-wide academic expectations rather than 21st century learning expectations which cut across disciplines or departments

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The Role of the School's Core Values, Beliefs, and Learning Expectations in Guiding Curriculum, Instruction, and Assessment Of and For Student Learning

Developing Core Values and Beliefs About Learning

In order to create an effective school culture that promotes improved learning for all students, schools must first *identify a set of core values and beliefs about learning that will function as explicit foundational commitments to students and the community*. Once identified, these core values and beliefs about learning will manifest themselves in a set of *research-based, school-wide 21st century learning expectations* which the school must also *identify through engagement in a dynamic, collaborative, and inclusive process* informed by *current research-based best practices*. Once the school has established its core values, beliefs, and learning expectations it can take steps to ensure they are *actively reflected in the culture of the school and drive curriculum, instruction, and assessment practices in every classroom*. As well, the school can use the core values, beliefs, and learning expectations to *guide the school's policies, procedures, decisions, and resource allocations*. In time, the school can *regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources as well as district and other school priorities*.

A school's core values and beliefs about learning can be embedded in a "mission statement," but schools have learned over the past ten years that mission statements which are empty, devoid of those core values and beliefs about learning about which stakeholders feel passionate, do not provide any foundational commitments upon which the school can make decisions about curriculum, instruction, and assessment practices. Therefore, the important part of this narrative statement, which schools may still choose to call a "mission statement", must have *core values and beliefs about learning* if it is to be an effective basis for decision-making in the school. Following this narrative statement of core values and beliefs about learning must be a set of *challenging and measurable 21st century learning expectations* which address academic, social, and civic competencies.

As mentioned above, the school's mission or narrative statement must include the school's shared beliefs and core values about *learning*, and it should spell out the beliefs about which the school is passionate. It is essential that the beliefs in this narrative are the result of thoughtful conversations about the direction the entire school community wishes to pursue and the values that drive toward that direction. To ensure that the narrative reflects the beliefs of the larger community, it should be developed in a *collaborative, dynamic, and inclusive process* of administrators, teachers, students, parents, and community members *who review research, multiple data sources, as well as district and school community priorities* that are pertinent in determining the school's future direction.

The 21st century learning expectations identify the school-wide essential learnings that the community has identified for all students. These expectations must address competencies in the following areas:

- academic (e.g., effectively analyze and evaluate information and evidence, arguments, claims and beliefs)
- social (e.g., act responsibly with the interests of the larger community in mind) and
- civic (e.g., participate effectively in civic life through knowing how to stay informed and understanding governmental processes)

Most schools will elect to limit the number of school-wide (intended for ALL students) learning expectations. In most cases they will be competencies that cut across disciplines, but in some cases they will be competencies that are unique to a particular discipline. What is essential is their relevance to what all students need to know to be successful in the 21st century and that there are sufficient opportunities for

students to practice and achieve each one. Schools usually have more expectations that address academic competencies than those that address civic and social competencies.

The identification of *challenging and measurable* school-wide 21st century learning expectations in a narrative or mission means that the school has made an *explicit commitment* to teaching and assessing the achievement of each one of the learning expectations, individually for each student regarding its *academic, civic, and social competencies* (a change from 2005 Standards). Each expectation must be defined by a *school-wide* (meaning for use with every student) *analytic rubric* that *identifies targeted high levels of achievement*. An analytic rubric includes separate, individual descriptors of the product or performance and provides specific information to students about areas in which they need to improve.

The school's core values and beliefs about learning as well as its 21st century learning expectations should shape the culture and determine the priorities of the school, serving as the guiding force behind decision-making related to the school's curriculum, instruction, assessment, policies, and procedures. Upon the approval of the core values, beliefs, and learning expectations, all subsequent school decisions on policy, practice, and programs should be judged on the basis of how well they conform to and advance these concepts. The narrative as well as the learning expectations must be reviewed regularly by reflecting on research, multiple data sources, and the district's and school community's priorities.

Engaging in a Dynamic, Collaborative, and Inclusive Process:

Following is a set of steps school leaders could take to engage in a *dynamic, collaborative, and inclusive process* to develop core values, beliefs, and learning expectations. There are numerous other processes that skilled leaders might prefer to use, but this process is detailed as an example for school leaders who might be unclear on where to begin.

1. Determine if a group already exists in your school community that is inclusive of representatives of all of the constituency groups that could be used to engage in such a process. An existing group that would be appropriate would be a school council consisting of:

- students
- teachers
- administrators
- parents
- community members
- others (school board member, senior citizen, and/or member of the local business community/service organization are often a part of such a group)

The composition of the group may vary slightly from school to school depending on the important constituency groups in your community. If there is no existing group, then form an ad-hoc group with members of all of the important constituent groups in your community.

N.B. The task of developing the school's core values, beliefs, and learning expectations should not be assigned to the Self-Study Standards Committee on Core Values, Beliefs, and Learning Expectations. The task of this committee is to determine the degree to which the school adheres to its core values, beliefs, and learning expectations rather than to develop these values and beliefs.

2. Provide the group with background reading to give the members of the group a broader context from which they can discuss core values and beliefs about learning. This assignment might include reading some or all of the following:

- a locally developed strategic plan

- a district mission statement
 - national reports (one example is the Partnership for 21st Century Skills
 - <http://www.21stcenturyskills.org>);
 - information from state websites, including curriculum documents
 - student data (results from standardized tests, drop-out rates, attendance rates, past student performance in meeting your school’s academic, social, and civic expectations, post-secondary follow-up data, state school “report cards”)
 - community expectations (data and other information gathered from community education forum)
 - other state or national reports (Breaking Ranks II; Rethinking High School: Preparing Students for Success in College, Career, and Life; A Call To Action: Transforming High School for All Youth; New Rules, New Roles: Preparing All Young People for a Changing World: A Report on Career Exploration and Preparation for Young People; Report on Key Practices and Policies of Consistently Higher Performing High Schools)
 - visit the CPSS website for more ideas: <http://cpss.neasc.org> and look under the tab “Tools for School Improvement” and the Bibliography for Standard 1
3. If your process is to be *dynamic* and successful, then members of the invited group must solicit input from the larger groups they represent. Thus, each member would return to his/her group and spend at least one hour on the following:
- ask the members of the larger group to brainstorm their core values
 - write those core values on a piece of poster paper
 - hang the poster paper around the meeting room
 - have the members of the group talk about each of the core values written on the paper and hung on the walls
 - give everyone present 5 yellow Post-it notes and 5 red Post-it notes
 - have them place a yellow Post-it note by the core values with which they agree most and a red Post-it note by the core value with which they agree least
 - find the core values with which the group has the highest level of agreement and the lowest level of disagreement
 - these are the core values the representatives of the group should advocate for when participating in their development when they return to the larger group
4. When the group has clarified its core values from its constituent groups, it will be helpful to provide some additional samples from research or reading. The object of this activity is not to have group members copy another school’s core values but rather to give them an opportunity to see different styles of presenting them. Here is an example:

The ABC High School learning community is committed to the enhancement of student learning. We believe that understanding must enable students to become complex adult thinkers, learners, workers, and community contributors.

We must prepare students to be active, self-directed, inquisitive learners and researchers. Instruction must provide students with the opportunity to tackle authentic problems; to use their skills appropriately within and across disciplines; to learn to work alone, cooperatively, and collectively in realistic settings; to communicate effectively; to participate in varied assessments, thus ultimately becoming willing and productive thinkers who develop a passion for learning.

(Albert Miller, *Teaching and Learning Solutions*)

Once you have identified your group and you have prepared them with some background information the process of developing your school's core values, beliefs and student expectations can begin. A good starting point would be to have the group participate in an activity to identify their core values and beliefs. There are a variety of activities designed to do this. The same activity described above could be used. Another way to solicit core values can be activity found at http://www.mdk12.org/process/leading/core_beliefs.html. Once again after you have used this form to solicit core values from each member of the group you will need to use some method to identify those most strongly and uniformly held by the group.

You could also conduct an exercise with the group where you "prime the pump" by giving each member a "laundry list" of core values and beliefs about learning that you have researched from other schools, companies and organizations. You can compile a list easily by going to the Internet and doing a search on the words "core values" and "beliefs about learning." You will find many examples. Your group may find examples that match their own core values. The list may also help them to determine what values are not core values for your school.

A third activity might ask the members of your group to participate in an activity called, "Picture the Graduate." This activity is described in the book, *Schooling by Design* by Grant Wiggins and Jay McTighe.

- ask each person in the group to think about their vision of the ideal graduate after four years of high school
- ask them to record their version in writing and/or symbolically
- then, in groups of four or five, ask them to share and discuss their individual visions and compile a consensus picture
- record these on chart paper and post them around the room
- share them with other groups by using a "gallery walk" so that everyone can see all of the ideas
- compile a consensus of the larger group to form a collective vision. (*Schooling by Design*, Grant Wiggins and Jay McTighe, 2007, p.35) (The "Post-it" exercise could be used to help the group reach consensus.)

5. Once you have identified the core values, you can go through a similar process to identify beliefs about learning and 21st century learning expectations. Remember that each of the three: core values, beliefs about learning, and 21st century learning expectations is important in other Standards.

6. Next, develop a narrative/mission statement that incorporates all of the core values and beliefs about learning in a few paragraphs. Here's a sample activity you could use:

- take the key words or phrases from the development of your core values, beliefs about learning, and 21st century learning expectations and write them at the top of poster sized Post-it paper so that each word or phrase has the sticky backing
- put these on the wall next to a white board
- have a group from your committee go to the board and arrange the paper on the white board into sentences
- write the necessary words to connect the words or phrases together on the board with markers
- create sentences that capture the ideals of your core values, beliefs about learning, and 21st century learning expectations
- you can have two groups working on this activity simultaneously and bring their sentences together by merging and/or adopting the best sentences

This part of the process can take some time. Attention must be paid to every word. Special attention should be paid to the verbs or action words you use. Will you "encourage" or "require." "Should" the students or the community do something or "must" they? Think about what you are saying when you "invite students to participate" or "provide students opportunities." These words convey an important message about the school

and the community commitment to the core values, beliefs about learning, and 21st century learning expectations.

Two valuable tools in this process are the computer and the LCD projector. Using a computer and an LCD projector during the editing process can make the process much easier. Edits, revisions and complete re-writes of the core values, beliefs about learning, and 21 century learning expectations can be made and shared quickly and easily using this technology.

Once the core values, beliefs about learning, and 21st century learning expectations have been identified and the narrative has been written, they should be given to each of the larger constituent group for more feedback. What, if anything has been missed? It is important not to have the larger groups “wordsmith” at this point in the process but have the groups focus on the important “big picture” ideas.

7. List the 21st century learning expectations that the group has identified. Remember that these learning expectations must prepare students to be successful for work in what remains of the 21st century and must address academic, civic, and social competencies. Most importantly, remember that these expectations are for ALL students.
8. Once the process has been completed formal approval by the faculty, any site-based management group, and the school’s governing body must be obtained.
9. Finally, begin the process of sharing the school’s newly developed core values and beliefs about learning so that they become embedded in the culture of the school. Remember to think about a process for helping new hires, students, and those new to the school community to learn about the core values and beliefs.
10. And, remember to set a date for the regular review and revision of these documents.

- ✓ *Have your core values and beliefs about learning been developed dynamically, collaboratively, and inclusively by parents, teachers, students, and community members?*
- ✓ *Does the narrative/mission express the core values and beliefs about learning about which the school is passionate?*
- ✓ *Has your school developed academic, social, and civic competencies that apply to all students?*
- ✓ *Does your school base all decisions on policies, procedures, and resource allocations to conform to and advance the culture of the school?*
- ✓ *Does your school have a process for the regular review and revision of the core values, beliefs, and 21st century learning expectations?*
- ✓ *Does this process include the use of research, multiple data sources, and school and community priorities?*

What do core values and beliefs about learning look like?

Here are some examples which include core values and beliefs about learning:

- Students learn best when *instruction* ensures they are active, self-directed, inquisitive learners and researchers.
- Students learn best when *instruction* provides students with the opportunity to tackle authentic problems;
- Students learn best when *instruction* provides students with opportunities to use their skills appropriately within and *across* disciplines
- Students learn best when *instruction* ensures they have equal opportunities to work alone and to reflect on their learning, to work cooperatively and collaboratively in realistic settings
- Students learn best when their *assessments* are varied and allow them to become willing and productive thinkers

Defining each expectation in specific, measurable ways through development of analytic rubrics

Analytic rubrics analyze a product or performance by looking at each of its relevant component parts. The component parts are often referred to as traits or criteria. By breaking out the traits/criteria, the assessment is more accurate and provides students with specific information on how to reach the desired results.

An analytic rubric is one where performance is judged separately for each criterion so that teachers and students can assess how well students meet a criterion on a task, distinguishing between work that effectively meets the criterion and work that does not meet it. When creating an analytic rubric, teachers must determine how fine the distinction should be for each criterion. For example, if a teacher is judging the amount of eye contact a presenter makes with his/her audience that judgment could be as simple as “did” or “did not make eye contact” (two levels of performance), never, sometimes, always made eye contact (three levels), or never, rarely, sometimes, usually, or always made eye contact (five levels.)

Teachers now need to develop at least one analytic rubric for each of the school’s 21st century learning expectations. Teachers must discuss the meaning of each learning expectation to determine what it will look like when a student is meeting the expectation at the level the school has deemed *a high level of achievement* (this is called the *targeted level*). In the example cited earlier, the school might determine the targeted level to be “usually” on its five level analytic rubrics, according to Jonathan Mueller in his *Authentic Assessment Toolbox*.

Generally, Mueller believes it is better to start small with fewer levels because it is usually harder to make more fine distinctions. “For eye contact, the school might begin with three levels such as never, sometimes and always. Then if, in applying the rubric, teachers found that some students seemed to fall in between never and sometimes, and never or sometimes did not adequately describe the students’ performance, they could add a fourth (e.g., rarely) and, possibly, a fifth level to the rubric,” according to Mueller.

In other words, there is some trial, error, and revision that must go on to arrive at the most appropriate number of levels for a criterion. Teachers are urged to use a search engine on the Web and gather more information about analytic rubrics and their development.

In general, the more descriptors -- the characteristics of behavior associated with specific levels of performance for specific criteria -- in each rubric, the more helpful the rubric is to the student in determining what he/she needs to do to improve. Students can then *see* what performance at the *targeted level* looks like, and they can see what they need to do to improve. For example, a teacher is likely to be more objective and consistent when applying a descriptor such as “*most observations are clear and detailed*” than when applying a simple label such as “*acceptable*.” Similarly, if more than one teacher is using the same rubric, the specificity

of the descriptors increases the chances that multiple teachers will apply the rubric in a similar manner. When a rubric is applied more consistently and objectively, it will lead to greater reliability and validity in the results.

(from *Authentic Assessment Toolbox* by Jonathan Mueller: <http://jonathan.mueller.faculty.noctrl.edu/toolbox/>)

It is important that all professional staff members discuss the criteria and the levels in each of the rubrics because in most instances they will cut across discipline areas. Each definition must identify the critical components that will be assessed. The goal is for the definitions to be so clear that everyone, including faculty, administration, students, parents, and community members, will have a shared understanding of the meaning of each of the expectations, leaving no room for confusion.

Schools must define their 21st century learning expectations which address academic, civic, and social competencies through the use of analytic rubrics so that it is very clear to students, parents, and teachers exactly what is expected of students. In addition, the analytic rubrics provided must ensure the expectations are measurable and reflect the school's core values and beliefs about learning. For example, consider this academic expectation: *The student will write effectively.*

All students must understand what kind of writing is expected of them (e.g., is it persuasive? Is it creative? Is the emphasis on use of correct grammar? Are organization, use of appropriate mechanics, awareness of audience, and the components of effective writing skills that will be taught and assessed?)

- ✓ *Have we defined each of our 21st century learning expectations so that students, parents, and teachers have a shared understanding of the meaning of each and so that students know how to reach the targeted level of achievement?*

Creating Analytic Rubrics to Accompany the 21st Century Learning Expectations

Once definitions of criteria have been written for each of the learning expectations, the school must describe specific levels of performance through the creation of analytic rubrics for each learning expectation and must indicate the acceptable level of achievement on each rubric.

It is usually productive if teachers work collaboratively to develop the rubrics. In fact, the rubrics should be discussed and approved by the entire professional staff. Teachers should review the definitions of a given learning expectation, e.g., "write effectively" and develop an analytic rubric which includes levels of performance so that students with their families can look at the rubric to determine their level of achievement and make a determination about what needs to be done to improve and achieve at a higher level. Analytic rubrics are important for two key reasons: (1) they help the student understand the quality of learning expected and what to do to improve and (2) they provide specific information to teachers to inform revisions to curriculum, instructional practices, and assessment practices to assist them in helping students achieve at the desired level.

- ✓ *Have we developed an analytic rubric for each of the 21st century learning expectations which we will use to assess the achievement of every student in our school for that expectation?*
- ✓ *Have we identified a plan to ensure that these analytic rubrics are regularly used with all students?*

Using the Core Values, Beliefs, and 21st Century Learning Expectations to Guide Curriculum

The school's statement of core values, beliefs, and 21st century learning expectations must be used to guide and drive the school's curriculum. Only by making decisions about programs and policies based on the core values and learning expectations will the school ensure that its values and beliefs about learning drive the school's culture, instructional strategies and curriculum, and essential learning goals. The core values, beliefs, and 21st century learning expectations are the school's promise to the school community. *The promise must be met.*

Providing Students with Opportunities to Practice and Achieve the 21st Century Learning Expectations

The school must ensure that the curriculum for all students provides multiple opportunities to practice and achieve the learning expectations. To illustrate this concept, let's look at a typical learning expectation – *students will write effectively.*

Let's say that a school has defined effective writing to include the construction of a clear thesis, the use of supportive evidence, the use of transitions, the clarity of phrasing, etc. From this list of criteria, the school has created an analytic writing rubric. The school might decide that teachers in all departments must evaluate student writing according to the same criteria by using the same performance standard/rubric. This reinforcement across the curriculum will help students internalize the qualities of good writing, develop their skills, and make connections across disciplines. Not every writing assignment has to be assessed using the school-wide rubric nor must every department necessarily commit to developing students' writing skills, but the students should use the analytic rubric a number of times each term/semester so as to understand how well they are achieving this school-wide writing goal and to make the necessary adjustments to meet the targeted level of accomplishment.

- ✓ *Do teachers understand that there must be an analytic rubric for each of the school's learning expectations, whether they address academic, social, or civic competencies?*
- ✓ *Do students in our school have an opportunity to use each of the analytic rubrics a number of times each term/semester so they can understand how well they are achieving each of the expectations and so they can make the necessary adjustments to meet the school's targeted level of accomplishment?*
- ✓ *Do students have opportunities in multiple disciplines to practice each of the learning expectations?*

The Standard for Accreditation on Curriculum requires that the curriculum be purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. The goal of reinforcement across all departments/content areas requires that opportunities for students to practice the learning expectations are embedded in multiple curriculum areas or multiple courses within a discipline – thus the *purposeful design* of the curriculum. In other words, if writing effectively is an expectation, then the principles of effective writing should be stressed not only in English class, but also in writing assignments

required in math, science, and other classes. If writing opportunities are not currently part of the curriculum in multiple disciplines, the curriculum will need to be revised to incorporate these experiences. While not every department must take responsibility for every learning expectation, it will be important that each department/content area take responsibility for some of the learning expectations. All students should have many opportunities to practice each of the expectations numerous times in many courses. Moreover, the school may wish to monitor students' schedules to ensure sufficient practice on the 21st century learning expectations.

Within the school's formal curriculum template, there must be specific references to units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional practices; and assessment practices that include the use of school-wide analytic and course specific rubrics.

As well, the Standard on Curriculum requires that the school's curriculum emphasize depth of understanding and application of knowledge through:

- a. inquiry and problem-solving
- b. higher order thinking
- c. cross-disciplinary learning
- d. authentic learning opportunities both in and out of school
- e. informed and ethical use of technology

- ✓ *Is it clear in the curriculum where each of the 21st century learning expectations is being taught?*
- ✓ *Has each department/content area assumed responsibility for teaching and using the analytic rubrics for some of the learning expectations?*
- ✓ *Does the school's formal curriculum template include specific references to the learning expectations?*
- ✓ *Does the school's formal curriculum include essential questions, concepts, content, and skills?*
- ✓ *Does the Program of Studies identify the 21st century learning expectations which will be reinforced in each course offering?*

Adopting Instructional Practices Consistent with the Core Values and Beliefs About Learning

Simply offering students opportunities within the curriculum to practice the school's learning expectations is not enough. The Standard for Accreditation on Instruction requires that schools use instructional practices consistent with the core values and beliefs about learning it has developed and articulated in a narrative/mission as well as with the 21st century learning expectations; these strategies and practices will help students meet the acceptable level of performance for each learning expectation. For example, if a school believes, as expressed in its narrative/mission statement of core values and beliefs, that students learn best by applying knowledge, teachers need to provide numerous opportunities for students to practice the application of knowledge. Teachers might ask students to write for audiences beyond the classroom, share portfolios with parents and critical friends, engage in project work that leads to formal public presentations, participate in internships and school-to-career opportunities, etc. In support of a school-wide learning expectation related to writing effectively, English teachers might adopt a writing workshop approach to teach students the essential components of effective writing. In math classes, teachers might ask student to write *how* they would solve a problem in addition to actually solving the problem. To teach students how to construct a thesis, science teachers might require students to defend a hypothesis in a lab report, not just to chronicle the steps of an experiment. These examples simply serve to illustrate the importance of employing instructional practices that

are consistent with the school's core values and beliefs about learning and enable students to practice and achieve school-wide learning expectations.

Assessing Achievement of the School's Learning Expectations

Using analytic rubrics in classes

Assessment becomes the critical piece in determining the extent to which students are achieving the school's 21st century learning expectations. In order to know how well each student is achieving the learning expectations the school has set forth for students, the school must develop an assessment process for monitoring achievement by each student in the school of each of the learning expectations which uses the analytic rubrics. While standardized tests may help in this process, schools need to develop *local* classroom assessments or culminating performances that are deliberately aligned with the learning expectations. As well, teachers must provide students with the analytic rubrics at the beginning of each unit of study. Then, teachers must provide students with specific, timely, and corrective feedback in order that they can make improvements.

- ✓ *Do all of our teachers use the analytic rubrics with students regularly so that students are aware of the progress they are making towards achieving each of the school's learning expectations?*
- ✓ *Do we have a process which ensures use of the analytic rubrics with all students to monitor their achievement on each of the school's learning expectations?*

Monitoring and Reporting Student Performance on the 21st Century Learning Expectations

Ultimately, the school must have a formal process, based on school-wide analytic rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations. Next, teachers must use the information collected regarding student achievement on the learning expectations to make adjustments in the curriculum, their instructional practices, and in the assessments themselves. The Standard for Accreditation on Assessment Of and For Student Learning states that teachers should not only use the results of their classroom assessments to make adjustments as they are teaching their courses, but that the professional staff must also collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. Thus, teachers should also meet with one another in formal and informal settings to share student work and the results of school-wide assessments related to the learning expectations in order to make broader changes to curriculum and instruction.

Former United States Secretary of Labor Robert Reich used to quip that he (5 feet tall) and Shaquille O'Neal (7 feet) had an average height of 6 feet, but that the coach would be well advised to consider more than their combined average before putting Reich on the basketball team.

By reviewing disaggregated data, teachers can begin to answer some of the following questions:

1. Is there an achievement gap in reading, math, or science among different groups of students? Is the gap growing larger, smaller, or staying the same?
2. Are male students performing better than female students in math? Why and how will we increase the performance of female students?

3. Are there economically disadvantaged or more minority students in special education classes than there are in Advanced Placement classes? What are the reasons behind the difference and what will we do about it?

Disaggregated data can also tell teachers and school leaders whether student mobility, professional development for teachers, or parental involvement is affecting student performance. How? By looking at data from grade levels within a school or district or by the amount of training a teacher has received.

There are several different ways to disaggregate data:

- gender
- socio-economic status
- mobility (students moving in and out of the district at any given time)
- race and ethnicity
- special education and disability
- English Language Learners (ELL)
- enrollment patterns in courses like physics or algebra
- successful completion of specific course such as Advanced Placement
- others

Local assessments should be used to generate data about both individual and overall student achievement of the academic expectations in the mission. Individual student achievement of school-wide expectations must be communicated to students and their parents. Aggregate results of achievement of the school's 21st century learning expectations must be reported to the school community (school board or committee, district leaders, parents, etc.). Data about overall student achievement of the learning expectations should be used to guide decision-making and to communicate school performance to the school community. Communities generally receive little information about school performance beyond standardized test results. Local assessments give schools a valuable opportunity to demonstrate their effectiveness by reporting student progress in those areas of student learning (the school's 21st century learning expectations) deemed most critical by the school community itself which helped write the school's core values, beliefs, and learning expectations.

School leaders should be aware that in assessing a school's adherence to the Standards for Accreditation, the Commission does not evaluate the school based on student achievement of the school-wide learning expectations. Rather, the Commission assesses the school's practices which enable students to achieve the learning expectations, its knowledge of student achievement of school-wide learning expectations, and the school's use of this knowledge to change and inform what is taught (curriculum) and how it is taught (instruction) as well as how the school uses the data it has gathered to review and modify the 21st century learning expectations. When a school has accomplished these steps, it is indeed delivering on its core values, beliefs about learning, and its 21st century learning expectations.

- ✓ *Do teachers provide students with analytic rubrics before each unit of study?*
- ✓ *Do faculty members meet both formally and informally to share student work and the results of school-wide assessments related to the learning expectations in order to make broader changes to curriculum and instruction?*
- ✓ *Do we communicate individual progress of student achievement of the 21st century learning expectations to students and their families?*
- ✓ *Do we as a faculty review disaggregated data in an effort to improve student learning for all students?*
- ✓ *Do we communicate data about overall student achievement of the learning expectations to the school community?*

Becoming a Mission-Driven School

The school's narrative/mission formally articulates the core values, beliefs about learning and the 21st century learning expectations that must serve to guide changes in all areas of the school. A school that uses these core values and beliefs about learning in this way is truly mission-driven and is delivering on its promise to its stakeholders. It is a school where students, teachers, parents, and administrators are very clear about *the core values and beliefs about learning* which serve as its foundation, ensure that every student works to achieve each 21st century learning expectation, and provide a challenging curriculum in support of school-wide and course-specific learning goals.

Some Important Terms

Aggregate Data: Student Achievement data reported for the whole school. For example, 85 percent of all juniors have met the desired level of achievement on the schools 21st century learning expectation for “effective collaborator”; or 80 percent of students who took the Advanced Placement Test in Calculus AB earned a score of 3 or higher.

"All" students: Every student in the school should be given an equal "opportunity to learn," i.e. the means to acquire high level 21st century knowledge and skills; also, the provision of equitable and adequate learning resources, including capable teachers, rich curriculum, high quality facilities, equipment and materials, and essential support services.

Alternative Assessment: Generally refers to judging the quality of work produced by students in a way which looks beyond traditional (e.g. norm-referenced or criterion-referenced "paper-and-pencil" tests) evaluation instruments. Includes a range of authentic assessments.

Analytic Rubrics: Rubrics that analyze a product or performance by looking at each of its relevant component parts. The component parts are often referred to as traits or criteria. By breaking out the traits/criteria, the assessment is more accurate and provides students with specific information on their current level of performance and how to reach the desired results.

Application of Knowledge/Learning: Calling upon students to show the connections between events in their everyday lives and what schools teach them, and to link what they already know with what they are being taught. Part of teaching a subject well should include enhancing the ability of a student to use knowledge and to tie it to prior learning.

Assessment: The larger processes of describing, collecting, recording, scoring, and interpreting information about a student's learning. Regrettably, assessment is frequently used as a euphemism for test. It is important to remember that the Latin root of assess (assidere) means "to sit beside." Although some assessments may result from a series of tests, most people do not produce their best work under test-like conditions. For this reason a variety of alternative assessment approaches is appropriate including the use of analytic rubrics, portfolio assessment, and the concept of granting students more than one opportunity to achieve the learning expectation – or growth over time.

Authentic Assessment: Tasks and methods of scoring that incorporate actual or simulated situations in the measuring of a student's performance. This type of assessment both mirrors and measures student performance in rich "real-world" tasks and situations, not solely through textbook learning. (AISR)

Authentic Application: Curriculum that is presented in the context of experiences that call upon students to apply knowledge in situations approximating those in which they will use knowledge in real life. Showing students how to apply what they know underscores the practicality of knowledge and heightens students' interest in the material.

Connections Across Disciplines: A body of activities/exercises, lessons or units which join certain aspects (themes) of two or more disciplines to enhance instruction and student understanding.

Curriculum Alignment: The degree to which a curriculum's scope and sequence matches an assessment program's evaluation measures (e.g., the school's 21st century learning expectations, a set of state frameworks), thus ensuring that teachers will cover material on the assessment or that an assessment is appropriate for the curriculum.

Depth of Understanding vs. Breadth of Coverage: Curriculum and instruction which focuses on deeper student understanding of important ideas, skills, concepts, and knowledge rather than on covering a wide array of material. Depth of understanding generally has five related yet independent facets: 1. sophisticated explanation and interpretation; 2. contextual performance know-how and sensitivity (savvy); 3. perspective; 4. empathy; and 5. self-knowledge. (Wiggins).

Disaggregated Data: Data gathered by looking at assessments by specific subgroups of students, such as by gender, ethnicity, age, education of parents, special education, ELL, poverty, etc.

Engage Students as Self-Directed Learners: Instructional strategies that make the classroom more student-centered (e.g. differentiated instruction, cooperative learning) vs. teacher-centered (e.g. lecture or teacher-led discussions). Teachers encourage students to take the initiative in acquiring and becoming the "makers" of knowledge. Ultimately the goal will be for students to take responsibility for unlocking knowledge, analyzing it, synthesizing it, and presenting it as a body of material over which he or she has taken possession.

Essential Questions: Stimulate thought and inquiry, explore key concepts, themes, theories, issues, and problems that reside within the content. They promote understanding of content on a particular topic, they also spark connections and promote transfer of ideas from one setting to another. They elicit interesting and alternative views. For example, students who are studying statistics might see this essential question: *To what extent can people accurately predict the future?* Students in government classes who are exploring the three branches of government would see this essential question: *How might a government guard against abuses of power?* (Wiggins and McTighe).

High Order Thinking: Involves a cluster of elaborative mental activities requiring nuanced judgment and analysis of complex situations according to multiple criteria. Higher order thinking is effortful and depends on self-regulation. The path of action or correct answers is not fully specified in advance. The thinker's task is to construct meaning and impose structure on situations rather than to expect to find them already apparent. (Resnick)

Learning Expectations/Outcomes: A clear statement of what students are expected to know or be able to do as a result of the curriculum and instruction provided by the school. These take the form of a list of competencies in the academic, civic, and social domains.

Mission Statement/Narrative: A written document that states in clear and succinct terms the core values and beliefs about learning that have been agreed upon by stakeholders of the school in a dynamic, collaborative process.

Performance: A presentation of one's work before an audience, which may include classmates, parents, or members of the community, in addition to scorers.

Performance Assessment: General term for an assessment activity in which students construct responses, create products, or perform demonstrations to provide evidence of their knowledge and skills. (NFA) Examples include in-process critiques, essays, oral presentations, or actual demonstrations of physical or artistic achievement. This type of assessment requires students to perform a task rather than simply answer questions. It may call for writing or solving math or science problems or completing a science experiment. It is judged against established criteria. (SCASS)

Personalized Instruction: Speaks to instruction which is designed with the individual student's needs in mind and which allows for individual student expression and engagement in the learning process; often includes use of differentiated instruction.

Portfolio: A purposeful or systematic collection of selected student work and student self-assessments developed over time, gathered to demonstrate and evaluate progress and achievement in learning. (NFA)

Portfolio Assessment: An assessment alternative in which actual student work, and typically student self-reflections, are reviewed according to established criteria to determine the level of performance or progress toward the attainment of standards. Student involvement in content selection and criteria setting is often a part of the assessment process.

Project-Based Learning: Learning activities which focus on student projects that are intended to encourage in-depth research, writing, reflection, and formal presentation. Often cooperative group work is involved in completing project work.

Rubric: An established set of scoring criteria, organized into increasing levels of achievement, used to rate a student's performance. Rubrics can be analytic (formative) or summative. Rubrics contain a scale (e.g. 5, 4, 3, 2, 1 or "distinguished, proficient, apprentice, novice" or "rarely, sometimes, frequently, extensively") and a detailed description of the features/ characteristics of work at each point on the scale. Rubrics are usually provided to students before the assessment occurs.

School-wide: refers to use by every student and generally across the school (e.g., *the school-wide analytic rubrics*, meaning all students are assessed by the rubrics)

Self-Assessment/Self-Reflection: Processes in which the student engages in a systematic review of performance for the purpose of improving that performance or comparing oneself against established criteria.

Senior Project: The design, development, and presentation by a student of a major culminating project in the senior year to a review committee/audience that demonstrates the essential skills and understandings identified as being needed to be a self-directed/autonomous learner.

Specific Learning Criteria: An established level of achievement, quality of performance, or degree of proficiency expected of a student to successfully meet a particular learning goal. Sometimes referred to as learning standards, the established criteria specify what a student is expected to achieve or perform to show the student has substantially met the standard.

Summative Rubrics: Are designed to collect information about student achievement "at the end of the road" and are not intended to be used "along the way" to help students see where they need to improve or "go next." A summative rubric might be used to judge a Senior Project with criteria for each of the school's 21st century learning expectations.

Teacher Collaboration: Teachers working together as a community of professionals toward a common vision of teaching and learning that transcends individual classrooms, grade levels, and departments. Generally such collaboration takes the form of formal and informal meetings of teachers to examine student work together, to share effective classroom practices, or to observe and critique each other's teaching.

Flow Chart for

Developing and Using 21st Century Learning Expectations



Core Values, Beliefs, and Learning Expectations

Following is a sample which includes:

- a statement of core values and beliefs about learning in a narrative/mission
- a set of 21st century learning expectations which include academic, social and civic competences that every student is expected to achieve

NARRATIVE/MISSION STATEMENT

Millennial High School is a community of adult and student learners who must ensure teaching and learning take place in a safe, democratic and positive environment for all. We believe in the value of a strong education as a means of preparing students for work and life in the remainder of the 21st century. We believe teachers must work collaboratively in support of student learning and to model collaboration as a social skill for students. We commit to working with families and community members to support the personal, academic, and career growth of every student. We believe that a rigorous curriculum for all students, an acceptance of diversity, and a culture that actively welcomes all learners will contribute to a more knowledgeable community and society. We believe that students must have an understanding of the world beyond our community, state, and country in order to participate effectively in a global society.

LEARNING EXPECTATIONS

Academic Competencies:

- Communicate Clearly
 - Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
 - Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)
- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Effectively analyze and evaluate information and evidence, arguments, claims and beliefs
- Use digital technologies (computers, PDAs, media players, GPS, etc.) communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
- Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction

Social Competencies

In addition to mastering core subjects, students at Millennial High School will understand 21st century interdisciplinary themes in core subjects:

- Use 21st century skills to understand and address global issues
- Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Know how to make appropriate personal economic choices
- Utilize time and manage workload efficiently
- Monitor, define, prioritize, and complete tasks without direct oversight
- Act responsibly with the interests of the larger community in mind

Civic Competencies

- Participate effectively in civic life through knowing how to stay informed and understanding governmental processes

N.B. -- All examples of learning expectations are taken from the Partnership for 21st Century Skills. Multiple examples are provided but schools may wish to be selective and include fewer learning expectations for their students.

Sample Rubrics for Learning Expectations

Describing the levels of performance

The school must define the qualities that determine the various levels of student performance for school-wide learning expectations. For example, if the school has four levels of performance (below the standard, meets the standard, advanced, distinguished), the school must clarify what student work looks like at each level. Schools may elect a style of rubric which works best for teachers and students, but the rubric style should be consistent so as not to confuse students. Some schools prefer to have five levels while others use four or three levels. The decision belongs to the school, and most schools will find that *after teachers begin to use the rubrics they have developed, they will need to revisit them to make improvements*. This is a necessary part of the process. Teachers must develop analytic rubrics for the learning expectations (i.e., rubrics that analyze a product or performance) by looking at each of its relevant component parts

Indicating the Target High Level of achievement

The school then agrees on the level of performance which indicates satisfactory achievement of the learning expectation. In other words, a school that defines four levels of performance – needs improvement, meets the standard, advanced, distinguished – might indicate that “meets the standard” is the acceptable level of performance. This information must be communicated to students, parents, and the school community.

- ✓ Have we agreed upon the acceptable level of performance (e.g., “meets the standard”) that we want our students to achieve?
- ✓ Have we communicated the acceptable level of performance (e.g., “meets the standard”) to students and parents?

Rubrics Examples

Schools are urged to review current research and best practices about assessment as they begin the work of creating analytic rubrics for their learning expectations. Professional organizations such as ASCD provide a number of resources on assessment. As well, schools are urged to visit the bibliography created for the Assessment Of and For Student Learning Standard (available on this website under "Tools for School Improvement no later than November 2009). An Internet search of "formative assessment" and "analytic rubrics" will also provide schools with a wealth of informative readings in support of rubric development. Illustrated below are four examples of school-wide rubrics, each of which indicates the acceptable or successful level of accomplishment.

Example 1 - A Summative or Holistic Rubric

Learning Expectation: Writing effectively

5	Writing is compelling: organized, amply developed, and insightful; papers examine causes, make distinctions, and explore implications; sentence structure is varied and polished; diction is sometimes striking; grammar and mechanics are, for the most part, correct; vocabulary, usage, and style are geared to audience; these qualities are sustained for at least four double-spaced, typed pages with standard margins and a conventional twelve-point font.
3	Writing is proficient: ideas are organized, fairly well-developed, and connected; diction is adequate; overall style is clear, though sentences need to be more varied and polished; grammar and mechanics are generally correct; writing reflects a sense of audience but style and diction may not adequately adjust to audience; these qualities are sustained for at least two typed pages with standard margins and a conventional twelve-point font.
1	Writing does not meet minimal standards: focus may be vague; ideas are imprecise; organization may lack logic; development of content is minimal; or diction, syntax, style, and grammar may detract significantly from the purpose of the paper.

**Indicator of Acceptable Level of Achievement:

5 = Above the Standard

**3 = *Meets the Standard*

1 = Meets few of the Standards

Example 2
Reading Rubric (Holistic)
Grades 9-12

Learning Expectation: Reading Effectively

Achievement Level	Student Displays All or Most of These Skills
4	<ul style="list-style-type: none"> • Consistently applies strategies to comprehend, interpret, evaluate and appreciate a variety of material • Reads a variety of material for information, pleasure and personal growth • Determines literal, figurative, idiomatic and technical meanings of terms through text • Connects new reading to previous readings or experiences • Extends general and specialized reading vocabulary • Compares author's ideas with own ideas to expand critical thinking skills and decision-making ability
3	<ul style="list-style-type: none"> • Usually applies strategies to comprehend, interpret, evaluate and appreciate a variety of material • Reads materials for information, pleasure and personal growth • Determines literal, figurative, idiomatic and technical meanings of terms through text • Attempts to connect new reading to previous readings or experiences • Understands general and specialized reading vocabulary • Occasionally compares author's ideas with own ideas to expand critical thinking skills and decision-making abilities
2	<ul style="list-style-type: none"> • Applies limited strategies to comprehend and interpret a variety of material • Sometimes reads materials for information, pleasure and personal growth • Determines literal and technical meanings of terms through text • Makes few, if any, connections to his/her own experience or to other works and ideas • Has a limited understanding of general and specialized reading vocabulary
1	<ul style="list-style-type: none"> • Unable to apply strategies to comprehend and interpret a variety of material • Rarely reads materials for information, pleasure and personal growth • Does not determine literal and technical meanings of terms through text • Has a limited general reading vocabulary

****Indicator of Successful Achievement:**

4 - Advanced

**3 - *Proficient*

2 - Needs Improvement

1 - Deficient

Example 3
Problem-solving Rubric
Grades 9-12

Learning Expectation: Effective Problem-Solving

Achievement Level	Student Displays All or Most of These Skills
4	<ul style="list-style-type: none"> • Identifies and describes the issues independently and effectively • Organizes and synthesizes information insightfully • Compares, contrasts and evaluates information critically • Distinguishes a variety of possible conclusions • Justifies conclusions and evaluates process comprehensively
3	<ul style="list-style-type: none"> • Identifies and describes most of the related issues • Organizes information thoroughly • Compares, contrasts and evaluates information • Distinguishes a possible conclusions • Justifies conclusions and evaluates process
2	<ul style="list-style-type: none"> • Identifies and describes some of the related issues • Gathers some relevant information • Compares and contrasts information • Has difficulty determining an appropriate conclusion • Presents a conclusion
1	<ul style="list-style-type: none"> • Identifies and describes few, if any, of the issues • Lacks relevant information • Fails to compare and contrast information • Does not provide a conclusion

****Indicator of Successful Achievement:**

4 - Advanced

**3 - *Proficient*

2 - Needs Improvement

1 - Deficient

Example 4 Analytic Rubric

****Learning Expectation: Student effectively communicates orally before an audience**

Criteria	4 Exemplary	3 Proficient	2 Developing	1 Beginning
Purpose	Speaking establishes and maintains a clear purpose, demonstrates a clear understanding of audience and task.	Speaking establishes a purpose, demonstrates an awareness of audience and task.	Speaking attempts to establish a purpose, demonstrates some awareness of audience and task.	Speaking lacks a purpose, demonstrates minimal awareness of audience and task
Organization	Speaking contains an effective introduction and conclusion. Progression of main ideas is clear. Transitions are easy to follow.	Speaking contains an introduction and conclusion. Progression of main ideas has minor inconsistencies in unity or coherence. Transitions are evident.	Speaking has a weak introduction and / or conclusion. Progression of main ideas has major inconsistencies in unity and /or coherence. Transitions are poor.	Speaking lacks an introduction and / or conclusion. Progression of main ideas is difficult or impossible to follow. Transitions are missing.
Content	Speaking contains all expected content and adheres to the agreed upon duration of the presentation. Main ideas are developed in depth and extensively supported by effective details and / or vivid examples. Presentation is unique and creative.	Speaking contains most of the expected content and mostly adheres to the agreed upon duration of the presentation. Main ideas are limited in depth and supported by only a few details or examples. Presentation is somewhat unique and creative.	Speaking contains some of the expected content and is significantly shorter or longer than the agreed upon duration. Few, if any, main ideas are developed and supported. Presentation lacks creativity and uniqueness.	Speaking contains little of the expected content and is extremely shorter than the agreed upon duration. Main ideas are unclear and rarely supported. Presentation shows no creativity.
Delivery				
I. Language Usage	Speaker uses well chosen vocabulary and correct pronunciation in standard English which is appropriate to the audience and task.	Speaker uses appropriate vocabulary and correct pronunciation with a few errors in standard English which is appropriate to the audience and task.	Speaker uses poorly chosen vocabulary or incorrect pronunciation with many errors in standard English or language which is inappropriate vocabulary and incorrect.	Speaker uses inappropriate vocabulary and incorrect pronunciation filled with errors in standard English or language which is inappropriate to the audience and the task.
II. Voice and Tone	Speaks clearly and expressively, with enthusiasm, uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection.	Speaks clearly, sometimes uses a tone appropriate to audience, adjusting pace and volume effectively with varied inflection.	Speaks clearly but without adjusting pace, volume, or inflection.	Speaks unclearly without appropriate pace, volume, or inflection.
III. Physical Expression	Establishes genuine rapport with audience through continual eye contact. Good posture, natural gestures, effective movement, and appropriate dress all enhance the communication.	Establishes rapport with audience through frequent eye contact. Good posture, gestures, movements, and dress are appropriate for the communication.	Makes occasional eye contact with audience. Posture, gestures, movements, or dress detract from the communication.	Fails to make eye contact. Posture, gestures, movements or dress preclude communication.
IV. Visual Aids	Speaker effectively integrates suitable high quality audio or visual materials to explain or enhance the presentation.	Speaker integrates good quality audio or visual materials to explain or enhance the presentation.	Speaker ineffectively uses audio or visual materials and materials are of poor quality.	Speaker fails to use prepared audio or visual materials in presentation.
				Totals

Student goals for improvement:

***Schools are urged to visit www.teachinglearningsolutions.com for additional examples of analytic rubrics as well as other resources that may be useful to accreditation. CPSS thanks Albert "Duffy" Miller and Bernadette Cleland for their assistance in accreditation processes.*

Example 5 Analytic Rubric

Learning Expectation: The student uses higher order thinking skills to research, analyze and evaluate information

Criteria	Levels of Performance			
	Exemplary	Proficient	Developing	Beginning
Identifies & Summarizes the problem/question at issue	accurately identifies the problem/question and provides a well-developed summary	accurately identifies the problem/question and provides a brief summary	identifies the problem question and provides a poor summary or identifies an inappropriate problem/question	does not identify or summarize the problem/question accurately if at all
Identifies and assesses the quality of supporting data/evidence	provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness; clearly distinguishes between fact and opinion	examines evidence and questions the quality. distinguishes between fact and opinion	merely repeats information provided. Does not distinguish between fact and opinion.	does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context on the issue	accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	accurately identifies and provides an explanation of potential contextual issues.	does not explain contextual issues; provides inaccurate information; or merely provides a list.	does not identify or consider any contextual issues.
demonstrates higher level thinking by interpreting the author's meaning or potential bias	accurately identifies the author's meaning and/or potential bias and provides a well-developed explanation	accurately identifies and provides a brief explanation	does not explain, provides inaccurate information; or merely lists potential bias or inferred meaning	does not identify bias or inferred meanings.
identifies and evaluates conclusions, implications, and consequences	accurately identifies conclusions, implications, and consequences with a well-developed explanation. provides an objective reflection of own assertions	accurately identifies conclusions, implications and consequences with a brief evaluative summary.	does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area.	does not identify or evaluate any conclusions implications or consequences.

Sample 7
Analytic Rubric -- Collaboration

The sample rubric on the following page provides ideas for schools to use to create their own analytic rubrics to assess a typical 21st century learning expectation to meet a social competency - collaboration. Schools could use the template and modify the critical components to meet their own definitions for collaboration.

Criteria	4 Exemplary	3 Proficient	2 Developing	1 Beginning
ATTENDANCE AND PUNCTUALITY	Rarely absent or tardy. Consistently meets academic deadlines.	Few absences or tardies that do not interfere with academic performance. Most academic deadlines are met.	Student absences or tardies interfere with academic performance. Some academic deadlines are met.	Student absences or tardies prohibit academic deadlines are met.
PERSISTENCE	Always works diligently and shows strong perseverance when work is difficult. Never gives up.	Works hard most of the time and shows perseverance in difficult situations.	Sometimes shows perseverance in difficult situations, but sometimes gives up.	Does not persevere in difficult situations. Apathetic to outcome.
TAKES RESPONSIBILITY FOR THEIR OWN LEARNING	Always prepared with homework and appropriate class materials for that day. Preparation enhances learning for self and others.	Usually prepared with homework and the appropriate classroom materials for that day. Preparation makes it possible to participate in class and to learn.	Occasionally prepared with homework and appropriate classroom materials for that day. Lack of preparation interferes with ability to participate in class and to learn	Rarely prepared with homework and the appropriate classroom materials for that day. Lack of preparation makes it impossible to participate in class and learn.
MANAGING IMPULSIVITY	Always thinks before acting, sets clear goals. Establishes an organized multi-step plan. Always understands the directions before proceeding.	Usually thinks before acting, and sets good goals. Organizes a plan, and usually understands directions before proceeding.	Occasionally begins before directions are clear and an organized plan is thought out.	Rarely or never has an organized plan. Acts impulsively. Begins without understanding directions.
CLASSROOM ETIQUETTE	Always displays appropriate learning behavior. Is always focused and never engages in distracting behavior. Always shows strong self-control and respect for others.	Consistently displays appropriate learning behavior in class. Consistently focused and rarely engages in distracting behavior. Consistently shows self control and respect for others.	Inconsistent focus in class, and occasionally engages in distracting behavior. Has occasional loss of self control and respect for others.	Rarely focused in class. Frequently engages in distracting behavior. Has difficulty maintaining self-control and showing respect for others.

- ✓ *Do our rubrics adequately describe for students and parents what student work should look like in a way that is helpful to the student in knowing what he must do to improve?*
- ✓ *Have we identified in each rubric the level of achievement we expect from our students?*

Learning Expectations: Ensure Responsibility for Each Expectation Is Assumed by Departments/Teams/Content Areas

A school must have a *purposeful design* to ensure that all students practice and achieve each of the school's 21st century learning expectations. It is strongly encouraged that every department/content area/team in a school assumes responsibility *for at least one of the school's learning expectations*. Some schools prefer to indicate primary and secondary responsibility while others specifically delegate which learning expectation(s) a department/team must incorporate into its curriculum, instructional strategies, and assessment. *Here are two examples of ways that schools indicate responsibility by department/content area.*

Example one

	Write effectively	Speak effectively	Read effectively	Use a variety of tech and info resources to gather and synthesize data	Use critical thinking skills
English	X	X	X		X
Science	X	X		X	X
Math		X		X	X
Social Studies	X	X	X	X	X
World Languages	X	X	X		
Art		X		X	
Music		X		X	X
Tech Ed	X		X		X
TV Production	X	X	X	X	

Example two

	Write effectively	Speak effectively	Read effectively	Use a variety of tech and info resources to gather and synthesize data	Use critical thinking skills
English	P	P	P		S
Science	S	S		P	P
Math		S		P	P
Social Studies	P	S	P	S	P
World Languages	P	P	S		
Art		S		P	
Music		P		S	S
Tech Ed	P		S		S
TV Production	S	P	P	P	

P = Primary Responsibility

S = Secondary Responsibility

Learning Expectations: Providing Opportunities for Students to Practice and Achieve Each Expectation

Each course takes direct responsibility for teaching particular learning expectations. These learning expectations can be listed in the school's Program of Studies to help students and parents understand how a specific course provides opportunities for students to practice and achieve the school's learning expectations.

Sample course description from a school's Program of Studies.

English 9 (1 credit)

Freshman English affords students extensive opportunities for growth in writing, literary understanding, speaking, listening, and improving critical thinking and analysis skills. Encompassing all genres and a wide range of literature, from classical to contemporary, selections include works by Homer, Shakespeare, Hemingway, and Orwell. In addition to composing essays, students write creatively, engage in group projects, assemble multi-media presentations, and apply research techniques and technological competencies acquired in Freshman Research and Study Skills.

21st century Learning Expectations:

Write effectively

Speak effectively

Use a variety of technology and informational resources to gather and synthesize data

Students should be encouraged to take multiple courses that address each learning expectation so that over the course of their four years in high school they are able to achieve an acceptable level of performance for each of the learning expectations on the analytic rubrics that accompany each expectation.

Teachers should use on-going assessments, including the analytic rubrics as part of instruction, to measure student performance. While the assessments may differ from course to course, all teachers assessing a particular academic expectation should use the same school-wide analytic rubric to ensure standards are consistent across courses. For example, almost all schools have a learning expectation about "writing effectively." One would then expect to see the school-wide analytic rubric developed to assess effective writing used in a variety of settings within the school: in the social studies classroom when students are asked to write about the how the system of checks and balances plays out in the Obama presidency; in the literature classroom when students are asked to write an essay about Ernest Hemingway's use of symbolism in *The Old Man and the Sea*; in the science classroom when students are asked to write a lab report on the findings from an experiment; in the health classroom when students are asked to write about destructive habits of adolescents.

A school-wide analytic rubric need not be used each time there is an assignment related to a school-wide learning expectation. However, the rubrics should be used regularly along with other classroom or departmental assessment. Students should also be given numerous opportunities to self-assess using the analytic rubrics. This requires students to evaluate their own work which is a process that helps students internalize the criteria for achieving the learning expectations.

A careful review of the Standard on Assessment Of and For Student Learning calls for teachers to use a variety of means of assessing students. The following is only a partial list:

Portfolio
Video
Art project
Research paper
Student-based projects/exhibitions
Essays
Group or individual presentation
Oral report
A web quest
An original musical, written or artistic piece
Competition
Paper and pencil tests
Science fair
Multi-media presentations

The Potential of Capstone or Senior Projects

A senior project may serve as the summative assessment of student performance on several school-wide learning expectations. A senior project may, for example, have three to five separate components, including writing, speaking, researching, and problem-solving. Every year, a team of teachers and judges evaluate all the senior project papers and/or exhibitions against school-wide rubrics to assess student achievement of the school's learning expectations. Students must achieve an acceptable level of performance for each component of the project in order to be successful.

- ✓ Have we included in our *Program of Studies* the learning expectations which apply to each course?
- ✓ Do we use analytic rubrics in a variety of places in our curriculum so that all students are assessed from time to time on each expectation, using the rubrics?
- ✓ Do we have a process, including summative rubrics based on the analytic rubrics, to assess individual student achievement of all of the school's learning expectations?
- ✓ Do we have a system to report this individual achievement to students and their families?

Report Assessment Findings to the School Community

1. Once the school has assessed individual student achievement of each learning expectation, it must then determine and report school-wide achievement of the learning expectations to the school community.
2. The report might be delivered by the school principal to the governing body, parent councils, etc. It might be relatively simple with percentages of student completion as students leave grade 12. For example:
 - writing effectively - 97 percent of seniors reached the targeted level
 - speaking effectively - 100 percent of seniors reached the targeted level
 - problem-solving - 92 percent of seniors reached the targeted level

3. As schools gather more data, they might report comparison of grade level achievement of each of the learning expectations. As well, school leaders should eventually report how teachers and administrators are using the data to make adjustments to the curriculum, instructional strategies, and assessment strategies.

To report individual student progress, schools may opt to report student progress in writing through the use of the rubrics, develop a standards-based report card, or use something like a senior project to assess achievement of the school's academic expectations. Schools should note two key components: the assessment must be locally developed based on the academic expectations in the rubric, and it must use the rubrics developed for this purpose. In addition, schools must be aware that reporting the results of performance on standardized state-mandated testing does not satisfy the Commission's reporting requirement.

To report school-wide progress, schools may choose to present this information to the press, on the school's website, through regular newsletters that go to the entire community and not just parents, in the town or city's annual report, and in many other ways. In the same manner that standardized test scores are continually presented to the public, data about school-wide student achievement of the learning expectations should routinely (at least annually) be presented to the school board, students, parents, and the community.

- ✓ Have we identified a formal process using the school-wide analytic rubrics to communicate individual student progress on the academic expectations in the mission?