



**COLCHESTER HIGH SCHOOL**



***ESSENTIAL EXPECTATIONS***

*for Student Learning*

**LEARN**

**Continuously and Mindfully**

**THINK**

**Creatively and Critically**

**COMMUNICATE**

**Thoughtfully and Effectively**

**ACT**

**Responsibly and Ethically**

## Learn: Continuously and Mindfully

The CHS graduate applies the skills and habits of mind that foster lifelong learning and personal growth.

	<b>Extending (4)</b>	<b>Achieving (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Self-regulation</b>	I consistently and independently demonstrate self-awareness of academic, personal, and social needs; identify, monitor, and work towards goals; accept support and apply feedback. I help create a learning environment that leads to a balance of individual needs within the expectations of the greater learning environment.	I frequently demonstrate self-awareness of academic, personal, and social needs; identify, monitor, and work towards goals; demonstrate self-awareness of academic, personal, and social needs; accept support and apply feedback; balance individual needs with the expectations of the greater learning environment.	With support, I demonstrate self-awareness of academic, personal, and/or social needs. I can reflect on times I self-regulated and times I did not, with self-identified goals for next time. Also with support, I identify, monitor, and work towards goals. I accept support and apply feedback. I can identify situations wherein I am likely to struggle with self-regulation and employ strategies and environments to help me.	I can describe what self-regulation is and can reflect on times when I did and did not demonstrate it. At times, with support, I can demonstrate self-awareness, identify and work toward goals, and accept support and feedback. I can identify situations where I am likely to struggle with self regulation and employ strategies to help me.
<b>Organization</b>	I consistently and independently identify priorities and successfully manage time and resources and create intuitive systems and protocols for myself and others to function efficiently. I am responsive to other systems and protocols.	I consistently and effectively identify priorities and successfully manage time and resources. I have established systems and protocols to function efficiently and am responsive to other systems and protocols.	With support and scaffolds, I establish priorities and successfully manage time and resources. I can follow established systems and protocols and sometimes create my own in order to function efficiently.	With support and scaffolds, I try different strategies and systems to help me manage time and resources and function efficiently. I respond appropriately to established priorities.
<b>Persistence</b>	I consistently and independently anticipate challenge areas and employ a variety of strategies and resources in order to persevere. I consistently and independently approach challenges with a focus on personal and group growth.	I persevere and am willing to push through challenges to complete demanding tasks. I approach challenges with a focus on personal or group growth.	With support and scaffolds, I am able to persevere and approach challenges with willingness to push through. I can identify and work toward steps that will allow for personal or group growth.	I can define and describe persistence. I can reflect upon times when I have persisted. With support, I am able to push through challenges.

<p><b>Collaboration</b></p>	<p>I work effectively with a diverse group of peers in a variety of settings and help to create and maintain shared goals and norms. I consistently contribute positively to group progress and encourage others to do the same. I demonstrate that I can accept various group roles for the success of the group. I help facilitate and manage groups, including capitalizing on others' strengths for group success.</p>	<p>I work well with others to achieve shared goals. I contribute positively to group progress and accept various group roles for the success of the group.</p>	<p>With support and scaffolds, I work well with others to achieve shared goals and contribute positively to group progress. I often work alone or with self-selected peers. I take on a variety of roles within a group with support.</p>	<p>With support and scaffolds, I am able to work with specifically designed pairs or groups to achieve shared goals. I can demonstrate positive contribution to a group's progress. I work alone or with self-selected peers and/or I have a specific role within groups.</p>
<p><b>Commitments</b></p>	<p>I consistently and independently am aware of and meet due dates deadlines. I am present, prepared, and ready to learn. I often am prepared early to allow for attention to the learning process, attention to feedback, and revision.</p>	<p>I am aware of and meet due dates deadlines. I am present, prepared, and ready to learn.</p>	<p>With reminders and support I am aware of and meet most due dates and deadlines. I may need support in order to be present, prepared, and ready to learn.</p>	<p>With support and scaffolds, I can identify deadlines and attempt to meet them. I require support in order to be present, prepared, and ready to learn.</p>

## Think: Creatively and Critically

The CHS graduate demonstrates critical and creative thinking across multiple modalities (artistically, verbally, graphically, numerically, textually, physically).

	<b>Extending (4)</b>	<b>Achieving (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Structures &amp; Tools</b>	I understand and am able to effectively apply content specific and transferable structures, tools, vocabulary, and elements. I evaluate their effectiveness in order to refine my use.	I understand and am able to effectively apply content specific and transferable structures, tools, vocabulary, and elements.	I practice using different content specific and transferable structures, tools, vocabulary, and elements in order to learn how to effectively apply them.	I know and can describe content specific and transferable structures, tools, vocabulary, elements and their purpose.
<b>Observe &amp; Identify</b>	I actively listen, read, and observe, and I seek out multiple and alternative ways of gathering information. I identify key details and nuances, issues and problems, and I recognize when further information is needed. I craft goals and prioritize next steps. I can summarize complex ideas, topics, and texts with concision.	I actively listen, read, and observe. I identify key details, issues, and problems, and I recognize when further information is needed. I craft goals and prioritize next steps. I can summarize complex ideas, topics, and texts.	I approach listening, reading, and observation with interest and utilize supports to help me actively engage in them. I identify key details, issues, and problems. I can create goals and outline the steps to achieve those goals. I can summarize ideas, topics, and texts.	I engage in listening, reading, and observation tasks and when prompted and supported. I can identify appropriate goals given a task. I am able to identify key details, issues, and problems.
<b>Question &amp; Infer</b>	I pose compelling and supporting questions that deepen an enduring understanding of an issue in a discipline or field. I recognize new compelling and supporting questions which emerge through research and problem solving. I can determine figurative, connotative, technical, and discipline-specific meanings. I analyze how an author or speaker uses and refines the meaning of a key term(s) and symbols(s) over the course of a work.	I pose purposeful questions (both compelling and supporting), make predictions and investigate based on complex texts, topics, and experiences, and infer based on context clues and evidence. I show sophisticated understanding literally, figuratively, and conceptually.	I sort questions into compelling and supporting categories. I can explain the significance of a problem or question. I can comprehend literally, figuratively, and conceptually.	I develop questions about a topic or text. I can understand most of a work literally and am working toward understanding figurative and/or conceptual meaning.

<p><b>Analyze &amp; Evaluate</b></p>	<p>I analyze the development and the significance of the patterns, trends, phenomenon, relationships, and rhetoric as they impact the design of possible solutions. I consider alternative approaches and determine a new approach. I can anticipate and then select sources based on the audience's needs.</p>	<p>I analyze and evaluate patterns, trends, data, phenomenon, relationships, and rhetoric. I craft interpretations which I revise based on feedback and critiques. I evaluate sources based on currency, relevancy, authority, and purpose.</p>	<p>I explain patterns, trends, relationships, and specific word choice. I can identify a main idea and key details. I can identify bias in sources.</p>	<p>I identify simple patterns, trends, and specific word choice. I can identify a main idea. I can identify facts and opinions, using indicator words and phrases.</p>
<p><b>Synthesize &amp; Innovate</b></p>	<p>I generate and create ideas, solutions, and products which display independent, flexible thinking and originality. To do so, I seek out and consider complex ideas, topics, and texts, multiple perspectives, and feedback.</p>	<p>I generate and create ideas, solutions, and products which display independent thinking and originality. To do so, I consider multiple perspectives, texts, and feedback.</p>	<p>I identify and expand on simple solutions or products which show increased independent thinking . I consider more than one piece of information or perspective when developing solutions.</p>	<p>I identify and implement simple solutions or products when presented with a problem or task. To do so, I utilize the guidance and support of others when developing solutions.</p>
<p><b>Process &amp; Approach</b></p>	<p>I independently identify a complex and relevant question, issue, or problem, plan a detailed course of action, enact, and revise. I engage in this process (goals to publishing and presenting, defining the problem to implementing solutions and refining) until I am confident that I have met my goal completely. I do so in both shorter time frames and in an extended, sustained manner.</p>	<p>I identify a question, issue, or problem, plan a course of action, follow through on that plan, and revise. I complete the process from beginning to end (goals to publishing and presenting, defining the problem to implementing solutions and refining). I do so in both shorter time frames and in an extended, sustained manner.</p>	<p>I independently complete at least three stages of the process with one question, issue, or problem. I may utilize these processes in a shorter time frames.</p>	<p>I list and describe the steps of a process(define, research/brainstorm, implement, evaluate/refine). I complete one or more stages of the process.</p>

## Communicate: Thoughtfully and Effectively

The CHS graduate communicates complex thoughts and ideas effectively in a variety of ways (artistically, verbally, graphically, numerically, textually, physically).

	<b>Extending (4)</b>	<b>Achieving (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Purpose</b>	I consistently highlight and emphasize my purpose and focus, providing relevant and thorough context for complex ideas, argument, or narrative.	I construct a clear and consistent purpose and focus, providing relevant and thorough context for complex ideas, argument, or narrative.	I am able to articulate purpose and focus, and provide relevant context for my ideas, arguments, or narratives.	I am starting to be able to articulate purpose and focus and with support I can clarify my ideas, arguments or narratives.
<b>Organization</b>	I communicate original, complex thoughts and ideas which are well organized, coherent, smooth, and appropriate to the task, audience, and purpose. I create a unified, cohesive whole by using appropriate and sophisticated and/or artful techniques (such as varied syntax).	I communicate complex thoughts and ideas which are organized, focused, and appropriate to the task, audience, and purpose. I create a unified, cohesive whole by using appropriate techniques (e.g. engaging leads, transitions, graphics, figures, melodies).	I communicate thoughts and ideas which demonstrate basic organization, logic and focus. I logically group related ideas and use techniques such as engaging leads and transitions. I am working to create a unified whole.	I am working towards communicating in an organized and focused manner with the supports of graphic organizers and other scaffolds. I introduce the topic or text clearly. I use linking and transition words or phrases. I group related ideas together to support my purpose. I write a concluding statement or section related to the opinion presented.
<b>Evidence &amp; Elements</b>	I develop, support, and justify ideas, arguments and narratives by integrating significant, well chosen, relevant evidence. I effectively and eloquently utilize discipline specific elements to justify, clarify and illuminate my purpose or claim.	I develop, explain, support, and justify ideas, arguments and narratives by integrating significant, relevant evidence and models. I effectively utilize discipline specific elements to justify and clarify my purpose or claim.	I support my ideas, arguments and narratives by integrating specific, relevant evidence and models. I utilize discipline specific elements to justify my purpose or claim.	I include general evidence in my ideas, arguments and narratives. I identify discipline specific elements and explain how they help me communicate my main idea or claim.

<p><b>Tone &amp; Style</b></p>	<p>I construct a tone, style, vocabulary, and/or imagery appropriate to discipline (e.g. artful, formal, objective). I enhance audience engagement with innovative strategies and techniques.</p>	<p>I construct a tone, style, vocabulary and/or imagery appropriate to discipline (e.g. artful, formal, objective). I include strategies and techniques (e.g. metaphor, analogy, line, rhythm) to engage the audience and further the development of ideas.</p>	<p>I am beginning to adapt the tone, style, and vocabulary to be appropriate for audience, context, and purpose. I attempt to include strategies to engage the audience.</p>	<p>I apply appropriate tone, style, and vocabulary to match the intended audience.</p>
<p><b>Conventions &amp; Precision</b></p>	<p>I demonstrate clear mastery of the appropriate conventions given the intention and purpose. I critically and thoroughly examine my work and make changes to ensure precision, clarity, and craft.</p>	<p>I demonstrate effective use of the appropriate, discipline specific conventions. I examine my work and make changes to achieve clarity and precision.</p>	<p>I demonstrate use of the appropriate conventions given their intention and purpose. I partially revise my work to increase clarity and precision.</p>	<p>I use basic conventions. I attempt to revise in order to achieve precision and clarity.</p>
<p><b>Present</b></p>	<p>I present information, findings, and ideas, conveying a clear and distinctive perspective. I make strategic use of multiple modes and mediums to enhance understandings and engagement. I use technology to produce, publish, and update products in response to feedback, new arguments, or information.</p>	<p>I present information, findings, and ideas, conveying a clear, original perspective. I make use of multiple modes and mediums to enhance understandings and engagement. I use technology to produce, publish, and update products in response to feedback, new arguments, or information.</p>	<p>I present information and ideas, conveying a clear snapshot of my learning. I make use of several modes and mediums which engage the audience and help them understand my topic. I use technology to produce and publish.</p>	<p>With guidance and support I present information, findings, and ideas to others. I communicate through more than one mode. I use technology to support and enhance my presentation and communication.</p>

## Act: Responsibly and Ethically

The CHS graduate acts as responsible citizen, makes connections, and engages with the local and global community.

	<b>Extending (4)</b>	<b>Achieving (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Responsibility</b>	I actively model for others actions based on tolerance, respect, honesty, initiative, and ethics. Based on experiences and mistakes, I advocate for change in and outside of my community. I identify problems and generate solutions to improve the wellbeing of myself and others locally and globally.	My actions demonstrate tolerance, respect, honesty and initiative and are guided by ethics. I learn from experience, mistakes, and make positive changes. I demonstrate ownership in order to improve the wellbeing of myself and others locally and globally.	I can describe actions that demonstrate tolerance, respect, honesty and initiative and how they impact myself and others. I accept feedback and make changes. I can improve the wellbeing of myself, others locally, or others globally.	I can identify the impact of my actions on myself and others. I can identify different ways of achieving an outcome. I can describe the characteristics of well being in myself and others (locally and globally).
<b>Contribution and Engagement</b>	I advocate for, create, and lead positive actions that contribute to the improvement of the community (local and global). I analyze the political and civic actions of individuals and groups including the way that people's behavior shapes policy and the converse.	I actively and independently seek opportunities and take positive actions that contribute to the improvement of the community (local and global).	I participate in opportunities presented that contribute to the improvement of the community (local and global). I am aware of my rights and responsibilities as a citizen. I can participate in opportunities presented that contribute to the improvement of the community (local and global).	I can describe the impact of current and historical issues on society and myself. I am beginning to recognize rights and responsibilities citizens have, and how I could contribute to the improvement of the community (local and global).
<b>Respect</b>	I can actively model respect (admiration, esteem, honor) for diverse cultures, values, and points of view. I display empathy. I can engage in civil discourse in order to promote divergent and creative perspectives.	I can demonstrate respect for diverse cultures, values, and points of view. I can participate in civil discourse, understand multiple perspectives, and display empathy to promote a safe, accepting, and inclusive environment.	I am beginning to demonstrate respect for diverse cultures, values, and points of view. I can discuss differing points of view in a way that follows the established norms for civil conversation.	I can provide examples to demonstrate my understanding of what it means to respect diverse cultures, values, and points of view. I can respond respectfully toward people, including those that are not like me.



<p><b>Wellness</b></p>	<p>I model physical activity, nutrition and other health enhancing behaviors. I advocate for personal, community, and global health, safety, and well being. I lead people in making a positive impact on the environment.</p>	<p>I promote personal, community, and global health and wellness and impact the environment in a positive way. I strive for physical, social, emotional, and environmental health, safety, and well being for myself and the community (local and global).</p>	<p>I participate in activities that add positively to my or my community's physical, social, emotional, and environmental health, safety, and well being.</p>	<p>I can describe the value of physical activity, nutrition, and other health enhancing behaviors for enjoyment, challenge, self expression, social interaction, safety, and/or personal and community health. I can describe ways that people can make a positive impact on the environment or lessen the negative impact on the environment.</p>
<p><b>Digital Citizenship</b></p>	<p>In addition to making responsible judgements, communicating appropriately, and acting based on etiquette and safety, I demonstrate I am an empowered learner and global collaborator. I evaluate how broader societal issues related to digital use impact different populations.</p>	<p>I make responsible judgements, communicate appropriately, evaluate sources, and act based on etiquette, and safety.</p>	<p>I can describe the difference between responsible and irresponsible use of digital tools. I can make responsible judgements about what is appropriate material to share digitally and make choices based on safety.</p>	<p>I can identify basic rules for online behavior and make choices based on safety.</p>