NHHS Academic Learning Expectations

Academic Expectations	Definitions
1. **Communication**	The process of expressing ideas in a variety of media and for a variety of purposes, attending to discipline-specific content and conventions. (*Departments: ENGLISH, art, career, media, social studies, world language*)
2. **Digital Literacy**	The process of using real world digital tools to ethically access, evaluate, and strategically integrate information for authentic tasks. (*Departments: SOCIAL STUDIES, media, world language*)
3. **Analytical Thinking**	The process of breaking complex processes into components and pursuing solutions systematically and logically. (*Departments: SCIENCE, art, English, music*)
4. **Health and Wellness**	The process of understanding and utilizing health and wellness information to enhance personal well-being, responsibility, and self-direction. (*Department: physical education & health*)
5. **College and Career Readiness**	The process of building a foundation for acquiring skills, attitudes, and knowledge that contribute to effective learning in school and enabling students to make a successful transition from school to post-secondary education, training, or world of work. (*Department: school counseling*)
6. **Problem Solving**	The process of productive and perseverant problem solving: of gathering, organizing, synthesizing, and evaluating information in order to reason abstractly and quantitatively. (*Departments: MATH, career, gifted, music*)

Communication: The process of expressing ideas in a variety of media and for a variety of purposes, attending to discipline-specific content and conventions.

Element	4 Goal	3 Proficient	2 Developing	1 Beginning
Focus and Organization	The communication is fully organized, developed, focused and sustained. a. Introduces a precise claim. Creates a clear organization containing a logical progression of ideas. b. Supplies the most relevant data and evidence for each. c. Uses a subject-appropriate form that expertly considers audience. d. Provides a conclusion that follows from and supports the claim or main idea.	The communication is adequately organized, developed, focused and sustained. a. Introduces a clear claim. Some organization is evident in an adequate progression of ideas. b. Supplies relevant data and evidence. c. Some attention to a subject-specific form that considers audience. d. Adequate conclusion follows from or supports the ideas presented.	The communication may be inconsistently organized, developed, focused and sustained. a. Introduces a claim. There is an attempt at organization evident in a series of ideas. b. Inconsistent data and evidence. c. Little attention to subject -specific form that considers audience. d. Inadequate conclusion follows from or supports the ideas presented.	The communication may be related to purpose, but may have little or no focus or organization. a. Introduces a claim that indicates little knowledge of the issue. Little organization in developing the recommended position. b. Little relevant data and evidence. c. No or absent attention to a subject-specific form or audience.. d. No conclusion
Elaboration and Support	The communication provides thorough and convincing support/evidence for the writer's claim . The communication achieves substantial depth that is specific and relevant and uses precise language. a. Research/support answers a relevant, significant self-generated question. b. Evidence is smoothly integrated, comprehensive, relevant and concrete. Citation is correct. c. Avoids plagiarism and overreliance on any one source. Follows a standard format for citation.	The communication provides adequate support/evidence for the writer's claim. The communication achieves some depth and specificity, and uses appropriate language. a. Research/support answers a self-generated question. b. Some evidence is integrated, though citations may be general and imprecise. c. Avoids plagiarism though may be reliant on few sources. Follows a standard format for citation.	The communication provides uneven, cursory, support/evidence for the writer's claim. The communication may lack depth and contain inappropriate language. a. Research/support is not connected to deliberate self-generated questions. b. Evidence is weakly integrated, and citations, if present, are uneven. c. Communication may not document all sources. Some attempt is made at standard format for citation.	The communication provides minimal support or evidence for the writer's claim. The communication is superficial and uses simplistic language. a. Research/support is not present or does not answer a relevant question. b. Missing or ineffective evidence. Poorly integrates information using little or no citation. c. No attempt is made to document sources.

	The communication demonstrates strong command of conventions. a. Few, if any, errors are present in usage and sentence-structure. b. Effective and consistent use of punctuation, capitalization, and spelling.	The communication demonstrates adequate command of conventions. a. Some errors are present in usage and sentence-structure. b. Adequate use of punctuation, capitalization, and spelling.	The communication demonstrates partial command of conventions. a. Frequent errors in usage and sentence-structure may obscure meaning. b. Inconsistent use of punctuation, capitalization, and spelling.	The communication demonstrates lack of command of conventions. a. Errors are frequent and severe and meaning is often obscure.
Conventions				

Digital Literacy: The process of using real world digital tools to ethically access, evaluate, and strategically integrate information for authentic tasks.

Element	4 Goal	3 Proficient	2 Developing	1 Beginning
Accesses Materials	Searches subject-relevant, scholarly, subject-specific databases appropriate for the task. Cites sources, presents information completely, and cites in the correct format.	Searches subject-relevant, scholarly, subject-specific databases appropriate for the task. Cites sources and presents information completely, but not in the correct format.	Searches popular web search engines or non-academic websites. Limited citation of sources and incorrect format.	Does not show evidence of searching for information sources. Does not cite sources.
Evaluate Sources	Thoughtfully analyzes and interprets information and/or images. Consistently applies techniques to determine value, credibility, and relevance.	Thoughtfully analyzes and interprets information and/or images. Applies some techniques to determine value, credibility, and relevance.	Provides some analysis of information and/or images. Applies some techniques to determine value, credibility, and relevance.	Provides little or no analysis of information and/or images. Applies few or no techniques to determine value, credibility, and relevance.
Integrate Sources	Makes insightful connections, inferences and observations. Synthesizes information from other sources with own ideas in a cohesive and clear manner.	Makes valid connections, inferences, and observations. Synthesizes information from other sources, but does not blend it well with own ideas.	Attempts to make connections, inferences, and observations. Uses information from other sources, but blends it very little with own ideas.	Makes few or no connections, inferences or observations. Does not use information from other sources or only uses information from other sources.
Digital Proficiency	Appropriate, efficient, and effective use of technology to communicate information clearly and coherently.	Demonstrates proficient use of technology to achieve specified learning objectives	Student approaches proficient use of technology to achieve specified learning objectives.	Student demonstrates minimal proficiency in the use of technology.

Analytical Thinking: The process of breaking complex processes into components and pursuing solutions systematically and logically.

Element	4 Goal	3 Proficient	2 Developing	1 Beginning
Resources	Independently uses valid and appropriately challenging materials from diverse resources to obtain pertinent information ; employs varied strategies to identify potential information sources.	Uses valid and appropriately challenging materials from diverse resources to obtain pertinent information; employs strategies to identify potential information sources.	Uses valid materials from diverse resources to obtain useful information; employs limited strategies to identify information sources.	Uses materials from few resources to obtain information; employs few strategies to identify information sources.
Process	Independently develops a clear and appropriate process to examine, analyze, or question appropriately challenging information and follows all outcomes to develop a valid conclusion.	Develops a clear and appropriate process to examine, analyze, or question appropriately challenging information and develop a valid conclusion.	Follows a process to examine, analyze, or question challenging information and develops a conclusion.	Follows a process to examine, analyze, or question information; and draws a conclusion.
Outcomes	Independently provides and communicates valid outcomes and offers a variety of alternate applications.	Provides and communicates valid outcomes and offers additional applications.	Provides and communicates an outcome and offers an application.	Provides an outcome and an application.
Analysis	Independently analyzes outcomes for accuracy and reflects objectively on the outcomes, identifies possible sources of error and identifies additional investigations.	Analyzes outcomes for accuracy and reflects objectively on the outcomes, identifies possible sources of error and identifies additional investigations.	Analyzes outcomes, reflects objectively, identifies possible sources of error and identifies additional investigation.	Analyzes and reflects on outcomes, notes possible sources of error or identifies additional investigation.

Health and Wellness: The process of understanding and utilizing health and wellness information and to enhance personal well-being, responsibility, and self-direction

Element	4 Goal	3 Proficient	2 Developing	1 Beginning
Physical Education Post-Secondary Preparedness	Prior to graduation, the student engages in **ALL** of the following activities and is able to develop life-long activity goals: a. competence in a variety of, and proficient in a few physical activities b. understanding and applying principles of human movement to the learning and development of motor skills c. using fitness concepts to achieve and maintain health enhancing levels of physical fitness d. identifying and understanding how physical activity provides enjoyment, challenge, self- expression and social interaction	Prior to graduation, the student participates in **MOST** of the following: a. becoming competent in a few physical activities b. applying the principles of human movement to the learning and development of motor skills c. understanding fitness concepts and levels of physical fitness and try to maintain healthy living levels d. challenges within the physical education classes that promote enjoyment and social interaction	Prior to graduation, the student participates in **SOME** of the following: a. becoming competent in a few physical activities b. applying the principles of human movement to the learning and development of motor skills c. understanding fitness concepts and levels of physical fitness and try to maintain healthy living levels d. challenges within the physical education classes that promote enjoyment and social interaction	Student participates in **FEW IF ANY** of the following: a. becoming competent in a few physical activities b. applying the principles of human movement to the learning and development of motor skills c. understanding fitness concepts and levels of physical fitness and try to maintain healthy living levels d. challenges within the physical education classes that promote enjoyment and social interaction

College and Career Readiness: The process of building a foundation for acquiring skills, attitudes, and knowledge that contribute to effective learning in school and enabling students to make a successful transition from school to post-secondary education, training, or world of work.

Element	4 Goal	3 Proficient	2 Developing	1 Beginning
Post-Secondary Preparedness	Prior to graduation, the student engages in ALL of the following activities and seeks counselor assistance independently: a. Goal Setting with School Counselor each year b. Bases course selection on career interests each year and post-secondary goals c. Resume Creation d. Career Inventory e. Personality Inventory: "Do What You Are" f. College Search/Career Search g. College Application Process/Post-Secondary Action Plan h. Complete Senior Survey i. Proactively meets with School Counselor	Prior to graduation, the student completes and engages in MOST of the following: a. Goal Setting with School Counselor each year b. Course Selection each year c. Resume Creation d. Career Inventory e. Personality Inventory: "Do What You Are" f. College Search/Career Search g. College Application Process/Post- Secondary Action Plan h. Complete Senior Survey i. Meet with School Counselor	Prior to graduation, the student engages in SOME of the following: a. Goal Setting with School Counselor each year b. Course Selection each year c. Resume Creation d. Career Inventory e. Personality Inventory: "Do What You Are" f. College Search/Career Search g. College Application Process/Post- Secondary Action Plan h. Complete Senior Survey i. Meet with School Counselor	Student engages in FEW IF ANY of the following: a. Goal Setting with School Counselor each year b. Course Selection each year c. Resume Creation d. Career Inventory e. Personality Inventory "Do What You Are" f. College Search/Career Search g. College Application Process/Post-Secondary Action Plan h. Complete Senior Survey i. Meet with School Counselor

Problem Solving: The process of productive and problem solving: of persevering to gather, organize, synthesize, and evaluate information in order to reason abstractly and quantitatively.

Element	4 Goal	3 Proficient	2 Developing	1 Beginning
Gather, organize, synthesize information	Utilizes valid, appropriate information from within or outside the problem setting.	Utilizes appropriate information from within or outside the problem setting.	Utilizes limited information from within or outside the problem setting.	Utilizes information from within or outside the problem setting that is irrelevant.
Develop a Plan to Solve the Problem	Student develops a clear and concise plan to solve the problem and follows the plan to conclusion.	Student develops an adequate plan and follows it to conclusion.	Student develops a marginal plan and does not follow it to conclusion.	Student does not develop a coherent plan to solve the problem.
Interpret Findings and Solve the Problem	Student provides an in depth, logical interpretation of the findings and clearly solves the problem.	Student provides an adequate interpretation of the findings and solves the problem.	Student provides an inadequate interpretation of the findings and does not derive a logical solution to the problem.	Student does not interpret the findings or reach a conclusion.
Evaluate the Process	Carefully reviews the problem and its outcome for accuracy; summarizes all results concisely; draws conclusions from the supporting evidence; reflects on the work completed to identify whether the conclusion makes sense in the context of the problem.	Reviews the problem and its outcome for accuracy; summarizes results; draws some conclusions from the evidence; reflects on the work completed to identify whether the conclusion makes sense in the context of the problem.	Reviews the problem and its outcome; draws conclusions, reflects on whether the conclusion makes sense in the context of the problem with guidance from the instructor.	Does not review on the problem or its outcome; does not draw conclusions; does not reflect on whether the conclusion makes sense in the context of the problem.