

# Joel Barlow High School Learning Expectations

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<b>COMPLEXITY</b>	<b>COMMUNITY</b>	<b>COMMUNICATION</b>
<p><i>Students, as creative problem solvers, will sustain active inquiry, apply prior knowledge, and take risks as critical thinkers.</i></p>	<p><i>Students will live as active and informed citizens, collaborate effectively toward common goals, treat others with respect, and assume responsibility for their own lives.</i></p>	<p><i>Students will demonstrate proficiency and fluency in their ability to meet the literacy demands of an interconnected world.</i></p>
<ul style="list-style-type: none"> <li>• knowledge</li> <li>• transfer of knowledge</li> <li>• ambiguity and risk-taking</li> <li>• active inquiry</li> <li>• critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• personal responsibility</li> <li>• respect</li> <li>• collaboration</li> <li>• global citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• presentation</li> <li>• interpersonal skills</li> <li>• interpretation</li> <li>• writing</li> </ul>

# COMPLEXITY

*Students, as creative problem solvers, will sustain active inquiry, apply prior knowledge, and take risks as critical thinkers.*

	EXEMPLARY	ACCOMPLISHED	DEVELOPING	BEGINNING
KNOWLEDGE	<ul style="list-style-type: none"> <li>Demonstrates sophisticated understanding of fundamental and higher order thinking skills and concepts</li> <li>Accesses, applies, documents, and presents knowledge with fluency showing full understanding of skills and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates adequate understanding of fundamental skills <u>and</u> concepts and some higher order thinking ones</li> <li>Accesses, applies, documents, and presents knowledge with minor flaws that do not diminish understanding of skills and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates adequate understanding of <u>either</u> fundamental skills <u>or</u> concepts, with limited ability to work with higher order thinking skills</li> <li>Accesses, applies, documents, and presents knowledge with flaws that diminish understanding of skills and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited understanding of fundamental skills <u>and</u> concepts, prohibiting understanding of higher order ones</li> <li>Lacks fluency in accessing, applying, documenting, and presenting knowledge</li> </ul>
TRANSFER OF KNOWLEDGE	<ul style="list-style-type: none"> <li>Independently builds on prior knowledge, synthesizing and applying new information</li> <li>Makes frequent, meaningful and rich cross-discipline and/or real-life connections</li> </ul>	<ul style="list-style-type: none"> <li>Builds on prior knowledge, synthesizing and applying new information, with minimal support</li> <li>Makes relevant cross-discipline and real-life connections</li> </ul>	<ul style="list-style-type: none"> <li>Builds on prior knowledge and ideas with support, resulting in minimal synthesis and application</li> <li>Attempts some cross-discipline and real-life connections that demonstrate partial understanding</li> </ul>	<ul style="list-style-type: none"> <li>Rarely builds on prior knowledge and ideas, even with support, prohibiting synthesis and application</li> <li>Learns primarily without cross-discipline or real-life connections</li> </ul>
AMBIGUITY AND RISK-TAKING	<ul style="list-style-type: none"> <li>Demonstrates persistence and patience with ambiguity in order to create meaning</li> <li>Consistently demonstrates an eagerness to take appropriate risks</li> </ul>	<ul style="list-style-type: none"> <li>Engages ambiguity with minimal support, in order to create meaning</li> <li>Shows willingness to take appropriate risks</li> </ul>	<ul style="list-style-type: none"> <li>Engages ambiguity with support to attempt meaning</li> <li>Lacks consistency in willingness to take appropriate risks</li> </ul>	<ul style="list-style-type: none"> <li>Avoids ambiguity and relies on prior knowledge</li> <li>Avoids opportunities to take appropriate risks, relying on safe or familiar ideas</li> </ul>
ACTIVE INQUIRY	<ul style="list-style-type: none"> <li>Initiates and sustains exploration of relevant and sophisticated questions</li> <li>Demonstrates resourcefulness in accessing productive and substantive information</li> </ul>	<ul style="list-style-type: none"> <li>Poses and considers relevant questions</li> <li>Accesses relevant information</li> </ul>	<ul style="list-style-type: none"> <li>Poses and considers new questions with prompting</li> <li>Needs direction in accessing relevant information</li> </ul>	<ul style="list-style-type: none"> <li>Seldom poses new questions</li> <li>Has difficulty accessing information</li> </ul>
CRITICAL THINKING AND PROBLEM SOLVING	<ul style="list-style-type: none"> <li>Identifies complex problems</li> <li>Effectively evaluates quality and validity of information from multiple perspectives</li> <li>Proposes solutions that are thoroughly supported and demonstrate sophisticated understanding</li> </ul>	<ul style="list-style-type: none"> <li>Identifies problems</li> <li>Evaluates quality and validity of information</li> <li>Proposes logical solutions that are adequately supported</li> </ul>	<ul style="list-style-type: none"> <li>Identifies problems with support</li> <li>Evaluates information with support</li> <li>Proposes solutions with limited or flawed evidence</li> </ul>	<ul style="list-style-type: none"> <li>Seldom identifies problems</li> <li>Has difficulty evaluating information</li> <li>Has difficulty proposing logical solutions</li> </ul>

# COMMUNITY

*Students will live as active and informed citizens, collaborate effectively toward common goals, treat others with respect, and assume responsibility for their own lives.*

	EXEMPLARY	ACCOMPLISHED	DEVELOPING	BEGINNING
PERSONAL RESPONSIBILITY	<ul style="list-style-type: none"> <li>Always prepared and introduces new ideas and engages others in relevant activities</li> <li>Aligns realistic, measurable goals with an appropriate post-secondary plan</li> <li>Explains the impact of behavior on others and takes personal responsibility for decisions</li> </ul>	<ul style="list-style-type: none"> <li>Prepares for class and participates in class activities</li> <li>Sets appropriate and realistic goals</li> <li>Recognizes impact of behavior on others and through self-reflection is able to modify behavior</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes prepares for class and participates in class activities with prompting</li> <li>Sets broad, basic goals with assistance</li> <li>Recognizes, with prompting, impact of behavior on others and is willing to modify behavior</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never prepares for class and does not participate in class activities</li> <li>Does not set appropriate and realistic goals; goals set by others</li> <li>Unable to explain impact of behavior on others and does not take personal responsibility for decisions</li> </ul>
RESPECT	<ul style="list-style-type: none"> <li>Consistently empathizes with others in a variety of contexts</li> <li>Consistently listens for understanding, recognizes personal boundaries and speaks with appropriate language and tone</li> <li>Acts in accordance with established and appropriate rules of civility</li> </ul>	<ul style="list-style-type: none"> <li>Empathizes with most people</li> <li>Usually listens for understanding, recognizes personal boundaries and speaks with appropriate language and tone</li> <li>Recognizes that one's actions necessarily impact others in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Empathizes with those to whom s/he feels connected</li> <li>Sometimes listens for understanding, recognizes personal boundaries and speaks with appropriate language and tone</li> <li>Acts with an increasing understanding of the impact on others</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty empathizing with others</li> <li>Rarely listens for understanding, recognizes personal boundaries and speaks with appropriate language and tone</li> <li>Rarely recognizes how one's actions impact others</li> </ul>
COLLABORATION	<ul style="list-style-type: none"> <li>Proactively works toward group goals</li> <li>Consistently and actively contributes knowledge, opinions and skills</li> <li>Values the knowledge, opinions and skills of all group members and encourages their contribution</li> </ul>	<ul style="list-style-type: none"> <li>Contributes to group goals without prompting</li> <li>Contributes knowledge, opinions and skills</li> <li>Values the knowledge, opinions and skills of all group members</li> </ul>	<ul style="list-style-type: none"> <li>Works toward group goals with occasional prompting</li> <li>Contributes knowledge, opinions and skills with prompting</li> <li>Sometimes recognizes the knowledge, opinions and skills of all group members</li> </ul>	<ul style="list-style-type: none"> <li>Works toward group goals only when prompted</li> <li>Rarely contributes knowledge, opinions and skills without prompting</li> <li>Rarely recognizes the knowledge, opinions and skills of all group members</li> </ul>
GLOBAL CITIZENSHIP	<ul style="list-style-type: none"> <li>Understands the complexity of society and acts to bring about meaningful change</li> <li>Demonstrates and promotes respect for others</li> <li>Assumes a committed role in community service</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates complexity of society and often acts to bring about meaningful change</li> <li>Demonstrates respect for others</li> <li>Regularly participates in community service</li> </ul>	<ul style="list-style-type: none"> <li>Shows awareness of social change, but rarely act to bring about change</li> <li>Usually demonstrates respect for others</li> <li>Sometimes participates in community service</li> </ul>	<ul style="list-style-type: none"> <li>Shows a limited understanding of social change</li> <li>Rarely demonstrates respect for others</li> <li>Rarely or never participates in community service</li> </ul>

# COMMUNICATION

*Students will demonstrate proficiency and fluency in their ability to meet the literacy demands of an interconnected world.*

	EXEMPLARY	ACCOMPLISHED	DEVELOPING	BEGINNING
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>Shows sophisticated sense of audience</li> <li>Uses language artfully and articulately</li> <li>Meaningfully organizes</li> <li>Uses media/materials effectively</li> </ul>	<ul style="list-style-type: none"> <li>Shows clear sense of audience</li> <li>Uses language is effectively</li> <li>Clearly organizes</li> <li>Uses media/materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Shows some sense of audience</li> <li>Uses language somewhat effectively</li> <li>Somewhat organized</li> <li>Somewhat appropriate use of media/materials</li> </ul>	<ul style="list-style-type: none"> <li>Shows little sense of audience</li> <li>Uses language ineffectively</li> <li>Weak organization interferes with meaning</li> <li>Ineffective use of media/materials</li> </ul>
<b>INTERPERSONAL SKILLS</b>	<ul style="list-style-type: none"> <li>Skillfully chooses appropriate means of communication at all times</li> <li>Uses sophisticated non-verbal communication</li> <li>Skillfully promotes discourse</li> </ul>	<ul style="list-style-type: none"> <li>Consistently chooses appropriate means of communication</li> <li>Uses appropriate non-verbal communication</li> <li>Actively promotes discourse</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently chooses appropriate means of communication</li> <li>Uses appropriate non-verbal communication when prompted</li> <li>Inconsistently engages in discourse</li> </ul>	<ul style="list-style-type: none"> <li>Rarely chooses appropriate means of communication</li> <li>Has difficulty with appropriate non-verbal communication</li> <li>Rarely engages in discourse</li> </ul>
<b>INTERPRETATION</b>	<ul style="list-style-type: none"> <li>Applies complex listening skills</li> <li>Applies complex reading and viewing skills</li> <li>Recognizes sophisticated patterns and complex forms</li> <li>Creates insightful, discerning, perceptive meaning</li> </ul>	<ul style="list-style-type: none"> <li>Applies appropriate listening skills</li> <li>Applies appropriate reading and viewing skills</li> <li>Recognizes consistent patterns and forms</li> <li>Creates thoughtful, perceptive, meaning</li> </ul>	<ul style="list-style-type: none"> <li>Applies basic listening skills</li> <li>Applies basic reading and viewing skills</li> <li>Recognizes basic patterns and forms</li> <li>Creates plausible but superficial meaning</li> </ul>	<ul style="list-style-type: none"> <li>Rarely applies listening skills</li> <li>Rarely applies reading and viewing skills</li> <li>Unable to recognize patterns and forms</li> <li>Creates meaning on a literal level</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Scores at level 5 or higher on the Barlow Diagnostic Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Scores at level 4 on the Barlow Diagnostic Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Scores at level 3 on the Barlow Diagnostic Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Scores below level 3 on the Barlow Diagnostic Writing Rubric</li> </ul>