Assessment & Reporting SY 12-13
OSSU/RUHS Common Language & Expectations

Summary
(Does not include Foundational Knowledge expectations, which are derived from State Standards.)

Habits of Mind (Critical Thinking)	Habits of Work (Work Ethic)	Habits of Heart (Personal Development)
Curiosity - Asks questions, seeks to understand why, values multiple perspectives, and takes healthy risks.	**Purpose -** Has clarity about purpose and intent, sets reasonable goals, makes plans to achieve goals.	**Adaptability -** Embraces new techniques, actively looks for innovations, is able to fluidly change focus and goals as the situation demands.
Creativity – Generates new ideas, pursues alternative solutions, uses imagination, communicates in original or inventive ways.	**Organization** - Efficiently organizes priorities, time, belongings, materials, and resources	**Personal Integrity** - Takes personal responsibility for actions, puts forth best effort, and demonstrates academic honesty.
Analysis - Reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences, determines importance.	**Productivity -** Completes individual and group work according to deadlines and expectations.	**Self-Respect** - Cares for own physical and mental wellness, keeps safe physically and emotionally, shows self-control.
Evidence – Supports ideas, conclusions and solutions with evidence – from valid data, methodology, reliable sources, and verifiable experience.	**Reflection & Revision** - Reflects on progress, past work and experience, recognizes strengths and challenges*, seeks support, and makes improvements.	**Respect for Others** - Respects the identity of others, listens, empathizes, seeks to understand, and safely intervenes to protect others.
Synthesis & Application - Synthesizes information into new understanding, applies knowledge and skills in meaningful ways.	**Technology -** Uses technology to demonstrate learning and to access, manipulate and learn from information, or to demonstrate learning.	**Citizenship** - Contributes to the welfare of the classroom/school & community, peacefully resolves conflict, participates in school and community service.

Habits of Mind* (OSSU End: Critical Thinking)

Indicators	1 (Below Proficient)	2 (Partially Proficient)	3 (Proficient)	4 (Exceeds)
Curiosity - Asks questions, seeks to understand why, values multiple perspectives, and takes healthy risks.	Student reacts negatively to new concepts and ideas; has difficulty in constructing relevant questions and is often unable to see other perspectives or pathways. The student is averse to taking positive learning risks.	With significant assistance, the student becomes open to new concepts and ideas. S/he requires significant support in writing probing questions; has difficulty seeing complex or multiple perspectives on issues. The student is reluctant to take positive risks in his/her learning.	With moderate prompting by teachers and peers, the student is interested in new concepts and ideas; is able to ask probing questions. When asked why or how the student looks to find answers. With some guidance the student is able to find and understand different perspectives.	Student is excited by new ideas and concepts. Student independently asks probing or essential questions, seeks to understand the why and the how, looks at questions and problems from multiple angles and takes healthy risks to push his or her learning..
Creativity – Generates new ideas, pursues alternative solutions, uses imagination, communicates in original or inventive ways.	The student has difficulty with alternative approaches to problems or with assignments that require creative or imaginative thinking.	With significant assistance from peers or teachers the student is able to approach problems or assignments in alternative or imaginative ways.	With moderate assistance, student is able to solve problems or tackle assignments in alternative, imaginative, inventive, or original ways.	Student independently and consistently pursues alternative solutions, generates new ideas, or tackles assignments in imaginative, inventive, or original ways.
Analysis - Reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences, determines importance.	Student has difficult making connections between and among topics, patterns and ideas. He/she struggles to identify basic cause and effect relations; struggles to recognize the steps in solving a problem.	With significant assistance the student can make basic connections between and among topics, patterns and ideas. With assistance, student can conduct simple analysis, but identify basic cause and effect; recognize the steps in solving a problem.	Student can provide analysis in most situations. His /her reasoning may have minor flaws. Student makes some valid connections between and among topics, patterns and ideas. Student can identify basic causes and effects and determine steps to solve a problem.	Student provides insightful analysis, often identifying relationships and more complex causes and effects relationships. Student is able to determine steps toward solving a problem and propose alternative solutions.
Evidence – Supports ideas, conclusions and solutions with evidence – from valid data, methodology, reliable sources, and verifiable experience.	Student does not yet support ideas and conclusions. May merely repeat information without any evidence or may supply vague, unrelated or unreliable evidence.	With significant assistance, student occasionally supports ideas and conclusions; may support ideas with information that is scant, repetitive or from limited or unreliable sources.	Student can generally support ideas and conclusions with evidence from valid data, methodology, reliable sources, and verifiable experience. With assistance, student can recognize bias in sources or perspectives.	Student logically and supports ideas and conclusions with reliable evidence; , clearly distinguishes between fact and opinion; acknowledges value judgments; recognizes bias in sources or perspectives.
Synthesis & Application - Synthesizes information into new understanding, applies knowledge and skills in meaningful ways.	Student struggles to synthesize information into new understanding or apply knowledge and skills in meaningful ways.	In limited situations the student, with prompting is able to synthesize new understanding or apply knowledge and skills in useful ways.	With only minor prompting, the student can synthesize new information into new understanding and apply knowledge and skills in meaningful ways.	Student can independently synthesize new information into new understanding and apply knowledge and skills in meaningful ways.

Habits of Work* (OSSU End: Information Technology)

Indicator	1 (Below Proficient)	2 (Partially Proficient)	3 (Proficient)	4 (Exceeds)
Purpose* - has clarity about purpose and intent, sets reasonable goals, makes plans to achieve goals	Student does not make an effort to establish goals or to internalize the goals associated with learning activities.	With assistance, student passively participates in the goal setting process associated with learning activities.	Student is capable of setting goals and internalizing them with learning activities with minimal prompting and assistance.	Student independently sets or internalizes meaningful goals associated with learning activities.
Organization* - efficiently organizes priorities, time, belongings, materials, and resources	In spite of significant assistance the student does not yet properly allocate time and/or resources. Student needs to develop organizational strategies.	With significant assistance the student can appropriately manage time and/or resources and remain moderately organized.	With minimal assistance, the student is able to follow schedules, allocate time and resources effectively, remain organized, and complete work on time.	Student independently establishes and follows schedules, allocates resources effectively, remains organized, and completes projects on time.
Productivity - completes individual and group work according to deadlines and expectations.	Student abandons tasks or goals as they become too complex or when obstacles/distractions are encountered, despite significant assistance.	With regular reminders or significant assistance, the student remains on task and meets goals and completes work on time.	Student is able to pursue and complete tasks and meet goals with minimal assistance to help overcome obstacles.	Student consistently and independently pursues and completes tasks or goals, overcoming complex obstacles, to a high degree of success.
Reflection & Revision - reflects on progress, past work and experience, recognizes strengths and challenges*, seeks support, and makes improvements.	Student does not yet reflect on progress, or fully recognize challenges; may reject support in areas of need and is unable to make improvements.	With significant assistance, student can reflect on progress, recognize strengths and challenges, accept support and make improvements.	With minimal assistance, student reflects on progress, recognizes strengths and challenges, seeks support after making an initial effort, and makes improvements.	Student independently reflects on progress, is able to analyze strengths and challenges, seeks support as needed, makes improvements, and uses the reflective process to plan future endeavors.
Technology Uses technology to demonstrate learning and to access, manipulate and learn from information, or to demonstrate learning.	Student does not use technology to demonstrate learning or to access, manipulate and learn from information; relies heavily on traditional means and lacks the interest or readiness to do otherwise.	With significant assistance, student uses technology to access, manipulate and learn from information; uses technology in basic ways to demonstrate learning; shows willingness for expanding technological sills.	Student makes advantageous use of technology to access, manipulate, and learn from information; effectively uses technology to demonstrate learning; demonstrates enthusiasm for expanding technological skills.	Student expertly uses a wide variety of technology tools to access, manipulate, and learn from information; uses technology to demonstrate learning in exemplary ways; is a resource and model for others in expanding technological proficiency.

Habits of Heart* (OSSU End: Adaptability)

Indicator	1 (Novice)	2 (Nearly Proficient)	3 (Proficient)	4 (Exceeds)
Adaptability Student embraces new techniques, actively looks for innovations, is able to fluidly change focus and goals as the situation demands.	Student does not use new techniques and resists learning to use tools (e.g. productivity tools) that can facilitate work. Student cannot change focus or goals as the situation demands.	Except in a few contexts, student does not use new techniques and only occasionally shows interested in learning to use tools that can enhance work. She/he changes focus or goals to meet current demands only with a great deal of assistance.	Student is usually willing to discard old techniques and shows interest in learning to use tools that can enhance work when these are introduced. With assistance, is able to change focus/goals as the situation demands.	Student discards old techniques in favor of new ones, and actively looks for innovations (e.g. technology) that might enhance her/his work. Student is able to quickly and calmly change focus/goals as the situation demands.
Personal Integrity Student takes personal responsibility for actions, puts forth best effort, and demonstrates academic honesty.	Student responds impulsively and is unable to accept responsibility for his/her actions, exercise restraint, or manage behavior.	With significant assistance, student is able to accept responsibility for his/her actions, exercise restraint, put forth best effort, and demonstrate academic honesty.	Student takes responsibility for his/her actions, exercises restraint, puts forth his/her best effort, and demonstrates academic honesty with minimal assistance.	Student independently accepts responsibility for actions, puts forth best effort, and demonstrates academic honesty.
Self-Respect Student cares for own physical and mental wellness, keeps safe physically and emotionally, shows self-control.	Student neglects physical or mental wellness, lacks emotional or physical self-control.	With significant support, student attends to physical or mental wellness, shows partial self-control of physical and emotional expression.	With some assistance, student cares for own physical and mental wellness, keeps safe physically and emotionally, shows self-control.	Student independently cares for physical and mental wellness, keeps safe physically and emotionally, shows self-control.
Respect for Others Student respects the identity of others, listens, empathizes, seeks to understand, and safely intervenes to protect others.	Student may intentionally disrespect others, be unaware of potential harm to others caused by his/her inappropriate behavior, and does not act to protect others.	With significant assistance and structure, student can show respect for others' identity, listen, empathize, seek to understand, and may intervene to protect others.	With minimal assistance and structure, student respects others' identity, listens, empathizes, seeks to understand, and safely intervenes to protect others.	Student behavior is guided by respect for others' identity. Student listens to others, empathizes, seeks to understand, and safely intervenes to protect others.
***Citizenship** contributes to the welfare of the classroom/school & community, peacefully resolves conflict, participates in school and community service	Despite significant assistance, student detracts from the welfare of the classroom/school & community; doesn't follow rules & procedures; escalates conflict; does not participate in school and community service.	With significant assistance, student contributes to welfare of the classroom/school & community; generally follows rules & procedures; resolves some conflicts well; sometimes participates in school and community service.	Student generally contributes to the welfare of the classroom/school & community; follows rules & procedures, exhibits effective conflict resolution skills; participates in school and community service.	Student regularly contributes to the welfare of the classroom/school & community; models the rules & procedures and holds other accountable; demonstrates excellent conflict resolution skills; exhibits strong leadership in school and community service.

Summary page

Habits of Mind

(Critical Thinking)

Curiosity - asks questions, seeks to understand why, values multiple perspectives, and takes healthy risks.

Creativity – generates new ideas, pursues alternative solutions, uses imagination, communicates in original or inventive ways.

Analysis - reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences, determines importance.

Evidence – supports ideas, conclusions and solutions with evidence – from valid data, methodology, reliable sources, and verifiable experience.

Synthesis & Application - synthesizes information into new understanding, applies knowledge and skills in meaningful ways.

Habits of Work **(Work Ethic)**
Purpose* - has clarity about purpose and intent, sets reasonable goals, makes plans to achieve goals
Organization* - efficiently organizes priorities, time, belongings, materials, and resources
Productivity - completes individual and group work according to deadlines and expectations.
Reflection & Revision - reflects on progress, past work and experience, recognizes strengths and challenges*, seeks support, and makes improvements.
Technology - uses technology to demonstrate learning and to access, manipulate and learn from information, or to demonstrate learning.

Habits of Heart **(Personal Development)**
Adaptability - embraces new techniques, actively looks for innovations, is able to fluidly change focus and goals as the situation demands.
Personal Integrity - takes personal responsibility for actions, puts forth best effort, and demonstrates academic honesty.
Self-Respect - cares for own physical and mental wellness, keeps safe physically and emotionally, shows self-control.
Respect for Others - respects the identity of others, listens, empathizes, seeks to understand, and safely intervenes to protect others.
***Citizenship -** contributes to the welfare of the classroom/school & community, peacefully resolves conflict, participates in school and community service.