

Shorewood School District

Results Monitoring Document

R-2 (Grades 7-12 Science)

Disposition of the Board : Date: March XX, 2017 Re-monitoring: _____

_____ Making reasonable progress toward achieving the desired results

_____ Making reasonable progress with the exceptions noted

_____ Failing to make reasonable progress

President: _____ **Superintendent:** _____

Comments: _____

Certification of the Superintendent: *I certify this report to be accurate*

Comments: R2.2 – R2.5 are intentionally blank at this time. Through an Authentic Learning Work Group, discussions are occurring as to how a potential portfolio could meet and utilize these policies and in turn measure our progress. Our goal is to have a working pilot for the 17-18 school year.

Signed: _____, Superintendent **Date:** _____

_____ Making reasonable progress toward achieving the desired results

_____ Making reasonable progress with the exceptions noted

_____ Failing to make reasonable progress

R-2: Academic Mastery & Application

Superintendent

BoE

All students, regardless of their race, gender or socio-economic status, are able to demonstrate authentic learning by integrating their knowledge and skills through creative application to real-world challenges.

Reasonable Progress*

Failing to make reasonable progress*

Reasonable Progress*

Failing to make reasonable progress*

Superintendent Interpretation:

The board values that each and every student, regardless of who they are, is able to take what they've learned and use it with ingenuity to solve situations or problems they encounter in their lives.

- **Authentic Learning** shall mean students have a chance to become content experts, explore real-world/local problems, and present their connections of content to real-world/local problems through various mediums.
- **Creative Application** shall mean that students use their knowledge beyond the classroom in more meaningful ways.
- **Real-World Challenges** shall mean students solve problems that they encounter currently and in their futures. This can be local issues as well as issues they are solving with Shorewood partners.

Board Comments:

<p>R-2.1</p> <p>Demonstrate mastery in a body of knowledge and skills within each discipline</p>				
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> Mastery in a body of knowledge and skills shall mean that students achieve at a level of proficient or better in science <ul style="list-style-type: none"> Science Knowledge and Skills (NGSS) <ul style="list-style-type: none"> Science and Engineering Practices <ul style="list-style-type: none"> Asking Questions and Defining Problems Developing and Using Models Planning and Carrying Out Investigations Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions Engaging in Argument from Evidence Obtaining, Evaluating, and Communicating Information Disciplinary Core Ideas <ul style="list-style-type: none"> Physical Science Life Science Earth and Space Science Engineering, Technology, and Applications of Science Crosscutting Concepts <ul style="list-style-type: none"> Patterns Cause and Effect: Mechanisms and Explanations Scale, Proportion, and Quantity Systems and System Models Energy and Matter: Flows, Cycles, and Conservation Structure and Function Stability and Change 				
<p>SUPERINTENDENT Indicators: Data will be shared by race, gender and socio-economic status as well.</p> <p>Grades 7-8</p> <ul style="list-style-type: none"> <i>Semester 1 “mastery” category grades including the number/percent of students that are “C” or above.</i> <ul style="list-style-type: none"> Grade 7 & 8 Science Standards <ul style="list-style-type: none"> Mastery Habits of Academics Percent of students in 7th and 8th grade that scored proficient or advanced on the Science section of the Forward exam from the previous school year. <p>Grades 9-12</p> <ul style="list-style-type: none"> <i>Semester grade from 1st semester by course including the number/percent of students that are “C” or above.</i> <ul style="list-style-type: none"> High School Science: <ul style="list-style-type: none"> Quiz/Test Scores Homework Labs Percent of students in 9th and 10th grade that are “Ready” or “Exceeding” the ACT Aspire Readiness benchmark in Science Percent of students in 11th & 12th grades that meet the “College 				

<p>Ready” benchmark on the ACT Statewide assessment in Science</p> <ul style="list-style-type: none"> Percent of students in 12th grade that meet the “College Ready” benchmark on the ACT assessment in Science <p>SUPERINTENDENT Evidence:</p> <ul style="list-style-type: none"> 				
Board Comments:				
<p>R-2.2</p> <p>Demonstrate higher order thinking, multiple perspectives and transfer of understanding.</p>				
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> 				
<p>SUPERINTENDENT Indicators</p> <ul style="list-style-type: none"> <p>SUPERINTENDENT Evidence:</p> <ul style="list-style-type: none"> 				
Board Comments:				
<p>R-2.3</p> <p>Create work that is accurate, elegant in concept and execution</p>				
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> 				
<p>SUPERINTENDENT Indicators:</p> <ul style="list-style-type: none"> <p>SUPERINTENDENT Evidence:</p> <ul style="list-style-type: none"> 				
Board Comments:				
R-2.4				

Demonstrate original thinking and voice, connect to real-world issues and formats, and create work that is meaningful to the community beyond the school.				
SUPERINTENDENT Interpretation: •				
SUPERINTENDENT Indicators: • SUPERINTENDENT Evidence: •				
Board Comments:				
R-2.5				
Communicate clearly, and be able to write, speak and present ideas effectively in a variety of media within and across disciplines.				
SUPERINTENDENT Interpretation: •				
SUPERINTENDENT Indicators: • SUPERINTENDENT Evidence: •				
Board Comments:				