

Dear Parent/Guardian:

As we begin the second semester, I want to inform you of some developments that have been a part of our NEASC Accreditation Process. As you know, we have been working as a school over the last four years to revise our Core Values, Beliefs, and Learner Expectations. We have also developed school wide rubrics to be used to assess student progress in relation to those expectations. All school wide rubrics can be found in the Student Handbook.

Each department has taken primary responsibility for the teaching and assessment of student progress for two or more of the Learner Expectations (see below). One of our responsibilities toward accreditation is that we must report out on individual student progress on each Learner Expectation. We are working this year and next to develop our reporting procedures.

All of our departments have taken a primary responsibility for “Demonstrate Personal, Social, and Civic Responsibility.” As such, beginning with the third quarter, each teacher will be utilizing the school-wide rubric (see below) to clarify and assess each student’s responsibility in class. A student’s level of performance will be determined by the essential elements stated in the rubric. Contributing factors include:

- Attendance and preparation: arrives on time and is prepared for class.
- Goal Setting: identifies, sets, and evaluates personal and/or academic goals.
- Etiquette: Exhibits appropriate interpersonal behaviors.
- Civic Responsibilities: Adherence to school/classroom rules and civic responsibilities.

For the third and fourth quarters, each student’s performance level will be reported out in the form of a “comment”, which will be indicated on the Term 3 and Term 4 report cards. Historically, the second comment on report cards has been utilized by teachers to provide similar information to parents about a student’s effort, commitment, and participation. Using the rubric gives teachers, students, and parents a common vocabulary as it applies to students Social and Civic Responsibilities.

The new comment choices will be consistent with the performance levels on the rubric:

- Unsatisfactory demonstration of personal, social, and civic responsibility.
- Satisfactory demonstration of personal, social, and civic responsibility.
- Proficient demonstration of personal, social, and civic responsibility.
- Exemplary demonstration of personal, social, and civic responsibility.

Thank you and, if you have any questions about this, please email or contact me at 781-934-7650.

Sincerely,

Andrew Stephens -- Principal

DUXBURY HIGH SCHOOL CORE VALUES

Duxbury High School provides a dynamic education that prepares students to meet, both individually and collaboratively, the challenges and opportunities of a global society. All students will pursue academic excellence, become active learners, and develop personal, social, and civic responsibility.

BELIEFS ABOUT LEARNING

- All students can learn.
- Learning requires hard work and discipline.
- Learning requires a safe and supportive environment.
- Learning is most effective when meaningful connections are made.
- Learning is best achieved through an active partnership between the school and community

ACADEMIC EXPECTATIONS

Duxbury High School has identified five school-wide General Expectations for Learning. School wide rubrics have been developed for each General Learning Expectation. Primary responsibility for the assessment and recording of each learning expectation has been given to different departments.

The Duxbury High School learning expectations are designed to reinforce the core skills that each student needs to learn and demonstrate throughout his or her high school experience. As we work with the rubrics and assessments, we will evaluate their effectiveness and accuracy and improve upon them if necessary.

As students work to meet the learning expectations, teachers and departments will also use the rubric results to evaluate curriculum, content, and instruction. This process is designed to clarify academic expectations (content and skill) for students and to maintain a reflective process for school personnel to examine/evaluate content, curriculum, and instruction.

**GENERAL EXPECTATIONS FOR LEARNING
STUDENT LEARNING EXPECTATIONS**

Duxbury High School encourages a partnership among educators, students, family, and community. With this support, Duxbury students will:

- I. Read, write, and communicate effectively using a variety of media.
- II. Acquire, apply, and integrate knowledge.
- III. Engage in creative, expressive, and innovative learning.
- IV. Work effectively both independently and collaboratively.
- V. Demonstrate personal, social, and civic responsibility.

**DUXBURY HIGH SCHOOL
GENERAL EXPECTATIONS FOR LEARNING
AND DEPARTMENTAL RESPONSIBILITY**

DHS LEARNER EXPECTATIONS	Read Effectively	Write Effectively	Communicate Effectively	Acquire, apply & integrate knowledge	Engage in creative, expressive, and innovative learning	Work effectively both independently and collaboratively	Demonstrate personal, social, and civic responsibility
DEPARTMENTS ASSUMING PRIMARY RESPONSIBILITY FOR TEACHING AND ASSESSING THIS EXPECTATION	ELA	ELA	ELA	Family & Cons. Science	Art	Family & Cons. Science	All Departments
	Social Studies	Social Studies	World Language	Mathematics	Music	Music	
	World Language	World Language		Science and Tech. Ed.		Science & Tech. Ed.	
				Social Studies		Physical Education	

DUXBURY HIGH SCHOOL PERSONAL, SOCIAL, AND CIVIC RESPONSIBILITY RUBRIC

<i>ESSENTIAL ELEMENTS</i>	4 EXEMPLARY	3 PROFICIENT	2 SATISFACTORY	1 UNSATISFACTORY
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<p>ATTENDANCE AND PREPARATION</p> <ul style="list-style-type: none"> • On-time attendance • Class preparation 	<ul style="list-style-type: none"> • Always attends class properly prepared and on time. 	<ul style="list-style-type: none"> • Always attends class and is frequently prepared and on time. 	<ul style="list-style-type: none"> • Generally attends class and is adequately prepared and on time. 	<ul style="list-style-type: none"> • Does not meet DHS attendance policy and/or is usually unprepared.
<p>GOAL SETTING</p> <ul style="list-style-type: none"> • Identifying, setting and evaluating personal and academic goals 	<ul style="list-style-type: none"> • Consistently sets and evaluates personal and academic goals. 	<ul style="list-style-type: none"> • Usually sets and evaluates personal and academic goals. 	<ul style="list-style-type: none"> • Sometimes sets and evaluates personal and academic goals. 	<ul style="list-style-type: none"> • Rarely sets and evaluates personal and academic goals.
<p>ETIQUETTE</p> <ul style="list-style-type: none"> • Exhibits appropriate interpersonal behaviors 	<ul style="list-style-type: none"> • Always exhibits appropriate interpersonal behaviors. 	<ul style="list-style-type: none"> • Frequently exhibits appropriate interpersonal behaviors. 	<ul style="list-style-type: none"> • Generally exhibits appropriate interpersonal behaviors. 	<ul style="list-style-type: none"> • Rarely exhibits appropriate interpersonal behaviors.
<p>CIVIC RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Responsibilities of a student at DHS • Responsibilities of a citizen 	<ul style="list-style-type: none"> • Always adheres to the rules outlined in the student handbook • Demonstrates commendable understanding of responsibilities of a citizen 	<ul style="list-style-type: none"> • Nearly always adheres to the rules outlined in the student handbook • Demonstrates effective understanding of responsibilities of a citizen 	<ul style="list-style-type: none"> • Generally adheres to the rules outlined in the student handbook • Demonstrates satisfactory understanding of responsibilities of a citizen 	<ul style="list-style-type: none"> • Rarely adheres to the rules outlined in the student handbook • Demonstrates minimal understanding of responsibilities of a citizen.