

Quabbin Regional High School Mission Statement

Quabbin Regional High School is a collaborative learning community, where all students have opportunities to achieve personal excellence in a safe and accepting environment.

Our mission is to prepare students to become self-reliant, lifelong learners who are responsible and resourceful citizens in a global society.

Core Values and Beliefs

- **We believe that all students should have access to a quality education, empowering them to achieve their full potential.**
- **We believe that school should be a safe, nurturing accepting environment.**
- **We believe in collaboration among school, home and community.**
- **We value learning as a life-long process.**
- **We value civic, social and environmental responsibility.**
- **We value dignity, honor and respect for all.**



Learner Expectations

1. The Quabbin Regional High School student demonstrates problem solving skills.
2. The Quabbin Regional High School student is an active learner.
3. The Quabbin Regional High School demonstrates good citizenship.
4. The Quabbin Regional High School student is an effective communicator.

Critical Thinking

The Quabbin Regional High School student demonstrates problem solving skills.

	Reasoning: Inductive and Deductive	Information Management	Analyzing & Evaluating Information	Application of Critical Thinking
Advanced	Exceeds expectations in demonstrating effective use of inductive and deductive reasoning.	Exceeds expectations in effectively collecting and organizing information.	Exceeds expectations in determining credibility, accuracy and applicability of information.	Exceeds expectations in applying purposeful action based upon reasoning, information management, and analysis of evaluation.
Proficient	Consistently demonstrates effective use of inductive and deductive reasoning.	Consistently collects and organizes information effectively.	Consistently determines credibility, accuracy and applicability of information.	Consistently applies purposeful action based upon reasoning, information management, and analysis of evaluation.
Needs Improvement	Inconsistently demonstrates effective use of inductive and deductive reasoning.	Inconsistently collects and organizes information effectively.	Inconsistently determines credibility, accuracy and applicability of information.	Inconsistently applies purposeful action based upon reasoning, information management, and analysis of evaluation.
Warning/Failing	Seldom demonstrates effective use of inductive and deductive reasoning.	Seldom collects and organizes information effectively.	Seldom determines credibility, accuracy and applicability of information.	Seldom applies purposeful action based upon reasoning, information management, and analysis of evaluation.

Effective Use of Technology

The Quabbin Regional High School student demonstrates problem solving skills.

	Technological Literacy	Effective Use	Safe and Responsible use
Advanced	Exhibits high level of understanding with both technological resources and tools.	Uses technological resources and tools to creatively solve problems.	Exceeds expectations in demonstrating safe and responsible use of technological resources and tools.
Proficient	Consistently demonstrates understanding of technological resources and tools.	Consistently demonstrates effective use of technological resources and tools.	Consistently demonstrates safe and responsible use of technological resources and tools.
Needs Improvement	Inconsistently demonstrates understanding of technological resources and tools.	Inconsistently demonstrates effective use of technological resources and tools.	Inconsistently demonstrates safe and responsible use of technological resources and tools.
Warning/Failing	Seldom demonstrates understanding of technological resources and tools.	Seldom demonstrates effective use of technological resources and tools.	Seldom demonstrates safe and responsible use of technological resources and tools.

Active Learner

The Quabbin Regional High School student is an active learner.

	Effort	Engagement	Listening	Collaboration	Creativity
Advanced	Exceeds expectations in completing tasks. Uses time wisely. Tasks completed on time.	Exceeds expectations in taking initiative and responsibility for learning. Rarely requires redirecting/prompting. Actively participates and/or contributes.	Exceeds expectations in interpreting and evaluating information. Student is attentive and focused. Appreciates the value of listening to others.	Takes initiative to address creative and interpersonal conflicts. The student effectively and respectfully leads others. Seeks and values the input of others.	Exceeds expectations in designing original, unconventional, and productive perspectives and solutions.
Proficient	Consistently demonstrates sufficient effort in completing tasks. Consistently completes tasks on time.	Consistently takes initiative and/or responsibility for learning. Student occasionally requires redirection/prompting. Consistently participates and/or contributes.	Consistently listens in the classroom. Consistently ignores distractions and remains focused. Accurately interprets and evaluates information.	Consistently works well with others. The student is open to the ideas of others. Consistently contributes to the group.	Consistently explores and applies innovative perspectives.
Needs Improvement	Inconsistently demonstrates sufficient effort in completing tasks. Inconsistently completes tasks on time.	Inconsistently takes initiative and/or responsibility for learning. Student often requires redirection/prompting. Inconsistently participates and/or contributes.	Inconsistently listens in the classroom. Often is distracted and unfocused. Often requires clarification and/or restatement.	Inconsistently works well with others. The student is rarely open to the ideas of others. Inconsistently contributes to the group.	Inconsistently explores and applies innovative perspectives.
Warning/Failing	Seldom demonstrates sufficient effort in completing tasks. Seldom completes tasks on time.	Seldom takes initiative and/or responsibility for learning. Student requires teacher's direction/prompting. Seldom participates and/or contributes.	Seldom listens in the classroom. Easily distracted and unfocused. Requires clarification and/or restatement.	Does not work well with others. Student does not contribute. Undermines group activities.	Seldom explores creative perspectives. Plagiarizes.

Responsible Citizenship

The Quabbin Regional High School student demonstrates good citizenship.

	As an Individual	In The Classroom & School	In the Community (Town, State, Nation, Globe)
Advanced	Exceeds expectations in accepting personal responsibility. Demonstrates exceptional personal integrity. Acts responsibly and with the interests of the community in mind.	Exceeds expectations in demonstrating positive and productive behavior. Exceeds expectations in demonstrating respect for others and the community. Successfully adapts to changing situations.	Identifies the variety of roles individuals play in their community. Exercises exceptional leadership in their local or global community. Takes exceptional steps to understand and value various cultures and traditions.
Proficient	Consistently accepts personal responsibility. Consistently demonstrates personal integrity. Consistently acts responsibly and with the interests of the community in mind.	Consistently demonstrates positive and productive behavior. Consistently demonstrates respect for others and the community. Successfully adapts to changing situations.	Consistently identifies the variety of roles individuals play in their community. Consistently exercises active participation in their local or global community. Consistently strives to understand and value various cultures and traditions.
Needs Improvement	Inconsistently accepts personal responsibility. Inconsistently demonstrates personal integrity. Inconsistently acts responsibly and with the interests of the community in mind.	Inconsistently demonstrates positive and productive behavior. Inconsistently demonstrates respect for others and the community. Inconsistently adapts to changing situations.	Inconsistently identifies the variety of roles individuals play in their community. Inconsistently participates in their local or global community. Inconsistently strives to understand and value various cultures and traditions.
Warning/Failing	Seldom accepts personal responsibility. Seldom demonstrates personal integrity. Seldom acts responsibly and with the interests of the community in mind.	Seldom demonstrates positive and productive behavior. Seldom demonstrates respect for others and the community. Does not adapt to changing situations.	Seldom identifies the variety of roles individuals play in their community. Seldom participates in their local or global community. Seldom strives to understand and value various cultures and traditions.

Writing

The Quabbin Regional High School student is an effective communicator.

	Grammar & Mechanics	Content	Thesis & Purpose	Structure
Advanced	Exceeds expectations in the use of standard grammar and style.	Exceeds expectations in maintenance and support of topic and thematic focus.	Exceeds expectations in demonstrating understanding of main ideas.	Exceeds expectations in the arrangement of ideas in a logical, creative, and effective order.
Proficient	Consistently uses standard grammar and style. There are few mechanical errors.	Consistently maintains and supports topic and thematic focus.	Consistently demonstrates understanding of main ideas.	Consistently arranges ideas in a logical and effective order. Minor errors in structure do not detract from readability.
Needs Improvement	Inconsistently uses standard grammar and style. Errors in grammar and style detract from readability.	Inconsistently maintains and supports topic and thematic focus. Contains errors in and/or digresses from topic.	Inconsistently demonstrates understanding of main ideas. Errors are evident in thesis construction and purpose which detract from readability.	Inconsistently arranges ideas in a logical and effective order. Errors affect readability.
Warning/Failing	Seldom uses standard grammar and style. There are major errors in grammar and style. Errors seriously affect readability.	Seldom maintains and supports topic and thematic focus. Contains serious errors in and/or digresses from topic.	Seldom demonstrates understanding of main ideas. Serious errors are evident in thesis construction and purpose. Readability is seriously affected.	Seldom arranges ideas in a logical and effective order. Serious errors in structure affect readability.

Non-Written Communication

The Quabbin Regional High School student is an effective communicator.

	Oral	Visual	Presentation / Performance
Advanced	Exceeds expectations in communicating accurate content and ideas. Speaker communicates with expression and emphasis. Clever attention is given to structure and detail.	Exceeds expectations in communicating accurate content and ideas. The student presents information in a creative and interesting manner. Audience can easily identify purpose and context. Clever attention is given to structure and detail.	Exceeds expectations in communicating accurate content and ideas. Student presents information in an expressive and interesting manner. Communicates clearly and effectively.
Proficient	Consistently communicates accurate content and ideas. Speaker communicates with some expression and emphasis. Attention is given to structure and detail.	Consistently communicates accurate content and ideas. The student consistently presents information in an interesting manner. Audience can identify purpose and context. Attention is given to structure and detail. Visual details contribute to overall purpose.	Consistently communicates accurate content and ideas. Student consistently presents information in an expressive and interesting manner. Student communicates clearly and effectively.
Needs Improvement	Inconsistently communicates effectively. Content and ideas contain inaccuracies. Speaker inconsistently communicates with expression and emphasis. Inconsistent attention is given to structure and detail.	Inconsistently communicates effectively. Content and ideas contain inaccuracies. The student inconsistently presents information in an interesting manner. Audience can identify purpose and context with effort. Some visual details disrupt purpose.	Inconsistently communicates accurate content and ideas. Student inconsistently presents information in an expressive and interesting manner. Student inconsistently communicates clearly and effectively.
Warning/Failing	Seldom communicates effectively. Content and ideas contain frequent inaccuracies. Speaker communicates with little to no expression and emphasis. Little attention is given to structure and detail.	Seldom communicates effectively. Content and ideas contain frequent inaccuracies. The student seldom presents information in an interesting manner. Audience has difficulty identifying purpose and context. Visual details detract from purpose.	Seldom communicates accurate content and ideas. Student seldom presents information in an expressive and interesting manner. Student seldom communicates clearly and effectively.