

LINCOLN-SUDBURY REGIONAL HIGH SCHOOL MISSION 2007

Since its founding in 1954, Lincoln-Sudbury Regional High School has viewed itself as "a different kind of place" -- a place that not only tolerates but truly values diversity in style and substance. This quality manifests itself in the academic program and in the general atmosphere of the school, and may best be seen in the respectful and warm relationships between students and adults, the high degree of autonomy for and participation by the faculty in decisions, and a school culture marked by commitment to innovation and experimentation.

Through a challenging academic program and a wide variety of school activities, students are expected to make choices and to have a degree of power over their own education. The ability to make good choices requires the development of a sense of responsibility and an understanding of the ethical implications of their actions. Formality and standardization have, in the life of the school, been less important than creativity, originality, and critical thinking skills. The school culture also seeks to join academic skills to an active civic concern for the Lincoln-Sudbury community, American society, and the world beyond.

The school's Core Values -- fostering of cooperative and caring relationships, respect for human differences, and the development and maintenance of a purposeful and rigorous academic program - constitute the foundation of the operation of Lincoln-Sudbury Regional High School. The primary curricular expectation that we have of ourselves is that we provide opportunities for students to develop a strong knowledge base in the various disciplines and program areas described in our *Program of Studies*, and reflected in our graduation requirements.

To that end, Lincoln-Sudbury defines five general areas of academic, civic and social student performance, which serve as the underpinnings of student expectations:

Lincoln-Sudbury Academic Expectations

- Students will be able to demonstrate critical thinking and problem solving skills.
- Students will be able to express ideas in many modes.
- Students will be active participants in their own learning.

Lincoln-Sudbury Civic Expectations

- Students will be able to demonstrate a knowledge of, and an ability to participate in, the democratic process. Students are expected to work cooperatively with others and to contribute to the Lincoln-Sudbury community and to the community at large through community service work.

Lincoln-Sudbury Social Expectations

- Students are expected to behave in a way that is respectful and attentive to the needs of others. While understanding and appreciating individual differences in style, students should behave responsibly and with awareness of the consequences of actions.

Critical Thinking/Problem Solving Rubric

Learning/Academic Expectation: Critical Thinking/Problem Solving

Achievement Level	Student Displays All or Most of These Skills
Exceeds Standard	<ul style="list-style-type: none">• The student questions, examines, and evaluates a variety of media, points of view and data. The student's evaluation leads to deeper understanding, resulting in the formulation of critical judgments.• The student independently identifies elements of an appropriately challenging problem, synthesizes the information and solves the intellectual or practical task, using a repertoire of problem-solving strategies, including breaking complex tasks into manageable parts.
Meets Standard	<ul style="list-style-type: none">• With guidance, the student questions, examines and evaluates a variety of media, points of view and data. The student's guided evaluation leads to deeper understanding, resulting in the formulation of critical judgments.• With guidance, the student identifies elements of an appropriately challenging problem, synthesizes the information and solves the intellectual or practical task, using a repertoire of problem-solving strategies, including breaking complex tasks into manageable parts.
Below Standard	<ul style="list-style-type: none">• Even with guidance, the student has difficulty questioning, examining and evaluating a variety of media, points of view and data.• Even with guidance, the student does not identify elements of an appropriately challenging problem, does not synthesize the information and does not solve the problem.

Express Ideas in Many Modes Rubric

Learning/Academic Expectation: Express Ideas in Many Modes

Achievement Level	Student Displays All or Most of These Skills
Exceeds Standard	<ul style="list-style-type: none">• The student is able to express ideas in many modes. Those varied modes may include expressing ideas in writing, orally, artistically, technologically, kinesthetically and graphically.
Meets Standard	<ul style="list-style-type: none">• The student is able to express ideas in some varied modes with direction and guidance. Those varied modes may include expressing ideas in writing, orally, artistically, technologically, kinesthetically and graphically.
Below Standard	<ul style="list-style-type: none">• Even with direction and guidance, the student has difficulty expressing ideas in varied modes.

Active Participation Rubric

Learning/Academic Expectation: Participate Actively in Their Own Learning

Achievement Level	Student Displays All or Most of These Skills
Exceeds Standard	<ul style="list-style-type: none">• The student engages in all class activities consistently and conscientiously.• The student asks insightful questions independently, without prompting; these questions, of teacher or peers, help the student and/or class move to a deeper understanding of the subject matter.• The student consistently applies previously acquired skills and knowledge to new situations.• The student completes assignments in a thoughtful, thorough and timely manner, often exceeding teacher expectations.
Meets Standard	<ul style="list-style-type: none">• The student engages in most class activities.• The student asks appropriate questions independently or when prompted; these questions clarify the student's understanding of the subject matter or task.• The student applies previously acquired skills and knowledge to new situations with guidance and direction.• The student completes assignments as directed and usually on time.
Below Standard	<ul style="list-style-type: none">• The student engages in class activities inconsistently or only when prompted.• The student does not ask questions.• The student does not apply previously acquired skills and knowledge to new situations.• The student rarely completes assignments.