

## Appendix I.3 • Thriving and Succeeding in High School

Rating	Performance Picture (Description of Evidence)
<p><b>Geared for Success</b></p>	<p><b>Overall picture:</b></p> <p>This student is fully present and engaged in the learning, whether digitally or physically. (Attendance feeds into this but is not the whole story. Students can be present and engaged in learning outside of school hours or outside of the school building.)</p> <p>They are enthusiastic about learning because their learning environment is right for them; the information is interesting and exciting to them and relevant to their life. They have a strong personal connection with every single teacher; they feel valued, and they know they have a voice in their learning because it is about them. As a result, they can articulate quite well who they are, how they fit into the world, and how they can contribute back.</p> <p>They are clear about what they need to do to graduate on time; they feel supported and confident that they will succeed; they are tracking well with respect to the most important student achievement outcomes for them.</p>
<p><b>Well on Track</b></p>	<p><b>Overall picture:</b></p> <p>This student is present and, on the whole, engaged in the learning, either inside or outside of the school building and inside or outside of school hours.</p> <p>They want to learn because their learning environment is right for them in most important respects. What they learn is mostly relevant to their life goals, and they have strong personal connections with most of their teachers and perhaps also with other adults at the school.</p> <p>They are beginning to find a voice in their own learning, as they see it is about them. As a result, they are starting to articulate who they are and how they fit into the world, and they are discovering how they can contribute back. Sparks of excitement for their own future are somewhat evident but need to be fanned.</p> <p>They know what they need to do to graduate on time; they may require some support, but they are on track (or very close to it) to achieve the outcomes that are most important and relevant to them.</p>
<p><b>Looking Promising</b></p>	<p><b>Overall picture:</b></p> <p>This student is present and engaged in <i>some parts</i> of the learning, either inside or outside of the school building and school hours; in other areas they are quite disengaged.</p> <p>In those areas where they are less engaged, information is not highly relevant or exciting to them, and/or their learning environment is not working for them. While they may show sparks of interest in some areas of their learning, they show very little in others.</p> <p>They have a strong personal connection with at least one teacher or other adult at the school, but this is the exception rather than the rule. As a result, they may not feel particularly valued.</p>

(Continued)

**Appendix I.3 • (Continued)**

Rating	Performance Picture (Description of Evidence)
	<p>This student is still trying to find a voice in their own learning and is not yet sure how to articulate who they are, how they fit into the world, and how they can contribute back.</p> <p>The student is experiencing some progress toward many achievement outcomes but is behind in others and in need of acceleration. They may be somewhat unclear about what they need to do to graduate on time and may not be fully confident of success.</p>
<b>Getting Started</b>	<p><b>Overall picture:</b></p> <p>This student <i>may</i> be physically present at school most of the time but is largely disengaged with respect to the learning.</p> <p>They may pursue interests outside of school hours, but they are not offered the opportunity to connect those interests with what or how they learn in school. They are not interested or excited about the topics or learning experiences offered by the school because they see them as having little relevance to their life. They are likely to have a hard time articulating who they are, how they fit into the world, and how they can contribute back.</p> <p>Achievement is problematically low, putting on-time graduation at risk. This student needs learning to be connected to their interests and requires additional support or a different approach to accelerate them toward success.</p> <p>The student is <i>unlikely</i> to have a strong personal connection with any teachers or staff and, as a result, feels as if there is no one to go to for support. They may be unclear on what they need to do to graduate on time and/or are not confident that they will.</p>
<b>Substantially off Track</b>	<p><b>Overall picture:</b></p> <p>This student is disconnected and disengaged from the learning and unlikely to be pursuing any form of learning outside of school hours. They are likely to be bored, do not want to be at school, and do not believe success is possible.</p> <p>They feel as though no adult within the school cares about or values them as a person or will support them to discover who they are, how they fit into the world, and how they can contribute back. They feel as if they have no voice in their learning; they are not at all interested in what or how they are expected to learn at school; and the learning environment and approach is not working for them.</p> <p>They may not know what they need to do to graduate on time and/or not believe they can fulfill the requirements, given how far behind they are already. A dramatically different and more aggressive approach is needed to help connect them to their interests, engage them in learning that works for them, and support them to accelerate their achievement in areas of personal interest and relevance.</p>

Retrieved from the companion website for *Measuring Human Return: Understand and Assess What Really Matters for Deeper Learning* by Joanne McEachen and Matthew Kane. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized only for any local school site or nonprofit organization that has purchased this book.