

# Arlington Tech Evaluation Tool for Quarterly Student Reviews

## **Purpose of the Tool:**

Arlington Tech offers students a unique learning environment that leverages Project-Based Learning (PBL) and Early College credit through Dual-Enrollment (DE). To be successful at Arlington Tech, a learner must exhibit a certain level of autonomy, self-directedness, and have strong skills in collaboration. Our curriculum and instructional methods embed opportunities for learners to develop these skills while they master the content and knowledge in each of their courses. The pathway from 9th grade to 12th grade is structured and aligned with the requirements for an Advanced Studies Diploma. Furthermore, our expectation is that students will be ready for college level coursework through dual-enrollment with Northern Virginia Community College by the 11th grade.

## **Expectations for Students:**

Learners are expected to be actively engaged and make decisions about their learning. Students at Arlington Tech are not passive recipients of knowledge. Learners are expected to be self-motivated, responsible, and organized. Students at Arlington Tech thrive when working with others. Learners are expected to be self-managers and, by the 11th grade, can assume the independence and responsibilities of a college student.

To ensure that our learners are on track for success at Arlington Tech, teacher teams will conduct Quarterly Reviews on all students. The review will measure the student's "Academic Readiness" and "PBL Skills Readiness".

### Academic Readiness

To ensure success in Dual Enrolled Courses, the student must achieve...

- C or Above in All Academic Classes
- Gain Admission to Northern Virginia Community College (passing the entrance exam and soliciting positive recommendations from his/her teachers)
- Earn Credits in all Required Coursework to Maintain Pace with his/her Cohort

### PBL Skills Readiness

To ensure success in a Project-Based Learning environment, students must exhibit the characteristics exhibited in the "Learning Skills Rubric" and the "Cultural Skills Rubric". When a learner does not meet or exceed expectations, parent/student/teacher communications will be initiated. If the learner consistently does not meet or exceed expectations, placement at Arlington Tech will be evaluated.

## **Process for Quarterly Review:**

Students will self-evaluate using the attached tools.

Teacher teams will meet to review the student's self-assessment and complete an evaluation of their own.

Reviews will be sent home no later than two weeks after the end of the quarter.

If students do not meet or exceed expectations, the coordinator or counselor of the program will initiate communications with the student and family.

<b>Learning Skills Rubric</b>	<b>Initiating Progress</b>	<b>Approaching Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
<b>Collaboration</b>	The learner is unsuccessful with the responsibilities assigned within the group contract.	The learner is somewhat successful with the responsibilities assigned within the group contract.	The learner is able to uphold and be successful within the parameters of group contracts. He/She is always prepared and ready to work, well-informed on the project topic, and takes their role within the contract seriously.	The learner acts as a leader within the team. They are able to delegate responsibilities equitably, encourage active engagement from all team members, and mitigate problems that arrive in group dynamics.
<b>Communication</b>	The learner's communications are mostly ineffective.	The learner's communications are mostly effective.	The learner's written and oral communication with peers, teachers, parents, and community members is effective and professional. The learner's academic products convey understanding of audience and purpose.	The learner consistently recognizes the need for and initiates communications without prompt. The learner is able to choose the most effective medium. The learner's academic products include communication that are multimodal and above grade level.
<b>Critical Thinking</b>	The learner sees only the superficial aspects of the Driving Question.	The learner recognizes the central aspects of the Driving Question but may not see the complexities or consider various points of view. The learner asks some follow up questions but does not dig deep.	The learner demonstrates that he/she can interpret the Driving Question by analyzing in detail what needs to be learned and by asking questions that focus their inquiry.	The learner evaluates all aspects of their project, can clearly articulate their decisions, and thoroughly assesses the quality and relevance of their resources. The learner asks questions that expand the scope and enrich the potential learning.
<b>Creativity</b>	The learner appears happy with the status quo and is unable to generate new ideas.	The learner rarely initiates new ideas.	The learner creates, imagines, and innovates real-world products and knowledge that have impacts on the community.	The learner develops innovative products and knowledge that impact the community by combining multiple perspectives and/or solutions to a task or problem.
<b>Adaptability</b>	The learner is unable to reflect on his/her work with honesty and rarely accepts	The learner reflects on his/her work and will accept feedback, but may not always	The learner is able to reflect on his/her work honestly, process feedback from	The learner continuously reflects on his/her work, initiates and embraces

	feedback.	honest in his/her evaluation or is unable to improve performance.	others, and uses the knowledge gained to improve performance.	feedback, finds ways to improve their performance, and demonstrates the qualities of a “growth mindset”.
<b>Self-Regulation</b>	The learner relies heavily on teacher, parents, and/or other students for motivation and time management.	The learner often relies on teacher, parents, and/or other students for motivation and time management.	The learner does not need teacher, parents, and/or other students for motivation and time management.	The learner demonstrates leadership in using motivation to inspire others and creates novel tools for time management.

<b>Cultural Skills Rubric</b>	<b>Initiating Progress</b>	<b>Approaching Expectations</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
<p><b>A collaborative learner at Arlington Tech is <u>MINDFUL</u>.</b></p> <ul style="list-style-type: none"> <li>- The learner pauses and reflects before responding and is thoughtful of how his/her response impacts the community.</li> <li>- The learner exhibits compassion toward others and reaches out to those in need.</li> <li>- The learner makes an effort to understand others’ feelings.</li> </ul>	Does not exhibit these skills.	Exhibits 1 of these skills consistently.	Exhibits 2 of these skills consistently.	Exhibits all 3 of these skills consistently.
<p><b>A collaborative learner at Arlington Tech has <u>INTEGRITY</u>.</b></p> <ul style="list-style-type: none"> <li>- The learner takes responsibility for his/her actions and follows through on the commitment he/she made to our core values.</li> <li>- The learner takes responsibility for his/her own learning and produces work that reflects his/her intellectual capacity and curiosity.</li> <li>- The learner intervenes when he/she sees a problem and encourages positive behavior in all community members.</li> </ul>	Does not exhibit these skills.	Exhibits 1 of these skills consistently.	Exhibits 2 of these skills consistently.	Exhibits all 3 of these skills consistently.
<p><b>A collaborative learner at Arlington Tech shows <u>RESPECT</u>.</b></p> <ul style="list-style-type: none"> <li>- The learner is productive, on-task, on-time, and contributes to a positive learning environment.</li> <li>- The learner values diversity. He/She encourages and embraces others’ work, ideas, and contributions, even if they are different from their own.</li> <li>- The learner actively listens to his/her peers, teachers, and other members of our community. They treat all people with kindness.</li> </ul>	Does not exhibit these skills.	Exhibits 1 of these skills consistently.	Exhibits 2 of these skills consistently.	Exhibits all 3 of these skills consistently.

<p><b><i>A collaborative learner at Arlington Tech is <u>RESILIENT</u>.</i></b></p> <ul style="list-style-type: none"><li>- The learner can apply critical thinking skills when trying to solve a problem.</li><li>- The learner, when confronted with conflict, can assess the situation and plan a solution/next step toward solving the problem.</li><li>- The learner uses an array of resources and will make multiple, well-informed approaches to problem solving.</li></ul>	Does not exhibit these skills.	Exhibits 1 of these skills consistently.	Exhibits 2 of these skills consistently.	Exhibits all 3 of these skills consistently.
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