

Performance Indicator	Did Not Meet (1)	Partially Met (2)	Met (3)	Exceeded (4)
<p>Opportunities To Make Choices About Learning: A STEAM school strives to provide its students with a choice in what they learn and how they experience their learning (Learning pathway)</p>	Student learning is directed entirely by the teacher	Students have the opportunity to choose how they learn at least one time per week	Students have the opportunity to choose how they learn at least two times per week	Students work with the teacher to identify various ways to learn AND Students are able to select how they learn on most days (3 or more times per week)
<p>Opportunities To Show Learning: A STEAM school strives to allow students to show their learning (formative assessment) through different modalities and over multiple opportunities</p>	Students are given one opportunity to show their understanding of new learning OR Students are assessed on new learning in one way	Students are given 2-3 opportunities to show their understanding of new learning OR Students are assessed on new learning in two ways	Students are given 2-3 opportunities to show their understanding of new learning AND Students are assessed on new learning in two ways	Meets all requirements for a 3 AND Students generate AT LEAST one of the two ways in which they are assessed.
<p>Opportunities To Develop 21st Century Skills: A strong set of 21st century skills provides the foundation for all students to meet with long-term learning, transfer, and success</p>	The teacher focuses at least once a week on developing critical 21 st century skills	The teacher: Identifies 2-3 critical 21 st century skills that their students most need to develop OR Focuses 2-3 times per week on developing critical 21 st century skills	The teacher: Identifies 2-3 critical 21 st century skills that their students most need to develop AND Focuses 2-3 times per week on developing critical 21 st century skills	Students work with the teacher to identify 21 st century skills they need to strengthen AND Focus 2-3 times per week on developing critical 21 st century skills
<p>Collaboration Between All Subjects: A STEAM school embraces a team approach to planning that places equal value upon all of the subjects that a student studies.</p>	Team teachers plan for the STEAM trimester	Team teachers and at least one specials teacher plan together for the STEAM trimester	Team teachers and at least two specials teachers plan together for the STEAM trimester	Team teachers and three or more specials teachers plan together for the STEAM trimester
<p>Opportunities For Interdisciplinary Learning: A STEAM school provides its students with purposeful interdisciplinary opportunities in order to maximize learning transfer.</p>	Interdisciplinary connections are made on average in fewer than 1 class a week	Interdisciplinary connections are made on average in 1 class a week	Interdisciplinary connections are made on average in 2 classes a week	Students make interdisciplinary connections on average in 3 classes a week
<p>STEAM Event: Exploring questions, themes, or problems through a STEAM lens provides students the opportunity for meaningful, real-world application of their learning.</p>	There is no culminating STEAM event	The STEAM Trimester culminates in a STEAM event that showcases student work and represents student choice in learning.	The STEAM Trimester culminates in a STEAM event that showcases student work, highlights 21 st century skills, and represents student choice in learning.	The STEAM Trimester culminates in a STEAM event that showcases student work, highlights 21 st century skills, represents student choice in learning and involves the town/community

Opportunities To Make Choices About Learning:

- Students studying ecosystems can choose between looking at reference books, conferencing with teachers, or doing online research
- Students studying counting can choose from various classroom centers (art, manipulative, or technology)
- Students do research to learn about the topic as an alternative to classroom lecture or notes

Opportunities To Show Learning:

- In a Spanish class, students begin by completing a matching activity (1). They then work in groups and teacher monitors (2). Students play a BINGO game or are given an exit ticket (3).
- Student shows her ability to make a research-based argument by writing an essay and then recording a blog.
- Students take notes on weather patterns. Students then draw their understanding of weather patterns (1). Two days later, after learning how terrain impacts weather, students show their understanding of weather through a class Jeopardy game (2). As part of a homework assignment, students label the parts of a weather pattern (3). At the end of the unit, students are able to choose how they are assessed: A) Through writing an analysis of weather patterns, B) through creating a model of weather patterns, or C) through creating a YouTube video of how weather patterns work.

Opportunities To Develop 21st Century Skills:

- Through observation of his class, a teacher sees that students struggle with perseverance, and with collaborating with their peers. The teacher plans extra opportunities for students to work with one another and to practice listening to each other's ideas. Additionally, the teacher spends Morning Meeting talking about the importance of working on something that is difficult and the value of not giving up. The teacher implements a rewards system for students who support one another on difficult tasks and who use positive language during strenuous tasks.
- An eighth grade student feels that there are behavior issues in class because students and teachers are not communicating clearly. The student approaches their teacher and the teacher plans time for the class as a whole to discuss classroom expectations. The class brainstorms ways in which to communicate more: through a class Edmodo page, through a "leave a note" process and through class discussions. Additionally, the teacher begins to stress the importance of self-control with the students. Students do research on jobs they are interested in and teach their classmates about how self-control relates to the jobs they have researched.

Collaboration Between All Subjects:

- Students in 5th grade Spanish class are learning to describe the Pre-Colombian cultures of the Americas and the teacher plans a unit in collaboration with the rest of the grade-level team. Students read the book "Encounter", which tells the story of European discovery of the Americas from the perspective of a Native American in the Caribbean (the Tainos). They practice making inferences from a historical fiction text to describe the culture of the Tainos. In collaboration with the Social Studies teacher, they compare and contrast Taino culture with the culture of Europeans. As an ELA connection, students take the perspective of a European conquistador and write a postcard home to describe Tainos. In Art class, they decorate the postcards by exploring Taino petroglyphs and/or the geography of the Caribbean Islands.
- Students in a 4th grade Health class study "My Plate" and daily nutrition recommendations. With collaboration by the Math teacher, students learn about weights and measurements to understand portion sizes, and what percentage of our diet should be made up of fats, carbohydrates, and proteins. Students chart their portions and daily diet. The Health teacher collaborates with the Art teacher to create paper mache representations of foods, in order to study form and medium. These representations are used in Spanish class to learn to identify different foods in Spanish, and in younger grades to teach about a healthy diet. The Health teacher also collaborates with ELA teachers to prepare students for developing persuasive essays on the importance of a healthy diet.

Opportunities For Interdisciplinary Learning:

- During an ELA lesson, students are writing about how the President is elected through the Electoral College. Students use their knowledge of the Electoral College from Social Studies to develop a class list of "background knowledge" on the topic before beginning to write.
- In Music class, the teacher references student learning of the three's multiplication table and then has students sing the Raffi song "Three is the Magic Number" to teach pitch.

STEAM Event:

- Parents come into the media center and take a gallery walk focused on "conflict" in which the sixth grade students explain their projects, videos, models, songs, and puppet shows.
- Students work with the Ashford Senior Center on a "Giving Back to the Community Day" in which each student is applying their learning in a way that gives back to the community as a whole.