**TEAM: NEASC Assessment**

**PRESENT: Michelle Prentiss, Matt Govoni, Andy Mitchell, Heidi Welch, Kelly Dinsmore**

**MEMBER TAKING MINUTES: Michelle Prentiss**

**DATE: 6/11/14**

**START TIME: 2:30 p.m.**

**END TIME: 3:40 p.m.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Discussion** | **Conclusion** | **Actions Items/Member Responsible** |
| 1. Examine Civic & Social Rubric from the Core Values Committee
2. Review Indicator 6 evidence
 | 1. We read and discussed the Civic & Social Expectations Rubric. We liked the Responsibility and Accountability section; the Informed Citizenship section, and the Community Contribution section. We felt that those allowed for measurable items and were important qualities that we look for in our students.

We had concerns about the Social Abilities section: were we assessing a student’s personality, enthusiasm, etc. and could that penalize socially awkward students? Or those with Asperger’s / autism, etc.? During the discussion with the Core Values group, both groups discussed changing the language/description for that category (or moving it to another category) and focusing more on the ability to work in a team and be productive, which we agreed was an important skill.We also had concerns about the Integrity/Honesty category. How do we measure this? What evidence is required to support it? Could something be worked in elsewhere so that this isn’t a separate category? Core Values did feel it was important to have somewhere on the rubric b/c it was rated as very important in their core values survey.1. We did not get to Indicator 6.
 | 1. Change the language/descriptors of the Social Abilities section (and move to another category?) and focus more on the ability to work in teams and be productive.

Work in Honesty & Integrity into another section. Could all of this become part of the Habits of Work category that we as a faculty had talked about before?We had questions about how this rubric would be used? Is it to inform/help the student? The parents? Is it used at parent-teacher conferences? Does it go on report cards? How would students react?  |  |