

Maine School Administrative District No. 27
84 Pleasant St., Suite 1
Fort Kent, ME 04743
(207) 834-3189 FAX (207) 834-3395

Fax

To: Diana Doiron **From:** Timothy L. Doak

Fax: 1-877-227-9838 **Pages:** 70 (including this page)

Phone: _____ **Date:** 9/17/14

Re: _____ **E-Mail:** _____

Urgent For Review Please Comment Please Reply Per Your Request

● **Comments:**



School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 4

At the time of the extension application the SAU will:

- Provide evidence of demonstrated preparedness to award diplomas based on proficiency of the standards in English language arts and mathematics in 2018. If there is a demonstrated preparedness to deliver diplomas based on proficiency in the standards of other content areas or the Guiding Principles, include this evidence as well.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	X
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. School Administrative Unit: MSAD#27

4. High School(s): Community High School

5. Name and title of person completing the extension request: Irene Murphy; Transformation Coach

6. **Superintendent's name, address, phone number and email: Timothy Doak; 84 Pleasant Street; Fort Kent, ME 04743; 207 834 3189; timothydoak@sad27.org**

Evidence of Preparedness

7. **Describe the proficiency-based system in place at the secondary level for students to demonstrate proficiency in English language arts and mathematics. (If there is a demonstrated level of preparedness in other content areas or the Guiding Principles, include these in your description and evidence as well.) Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- **Clear description of the proficiency-based education work completed to date**
 - **Clear connection between evidence and the work done**
 - **Clear description of the impact the proficiency-based work is having on students, staff and community**
 - **Clear alignment to extension option**
- MSAD#27 has been involved in several initiatives related to proficiency-based education. Elementary schools in MSAD#27 have been using a standards referenced reported system since 2008. In 2012, all elementary report cards in grades preK – 5 were standardized to indicate the Power Standards in the content areas, as well as the nonacademic standards, and a uniform grading scale. **See attached samples. #1** All elementary teachers were involved in this process through grade level teams as well as cluster teams. Additionally, in 2013 all teachers participated in professional development days with Bea McGarvey and Don Siviski. These days proved to be foundational to the Proficiency Based Learning movement. As a follow up, many teachers read the book, Inevitable and three teams of teachers attended extended professional development sessions with Bea McGarvey about Mass Customization. Thus began the shift!
 - At the district level, the Curriculum Leadership team expanded its membership and purpose to include representation from all schools and Proficiency Based Learning as its focus. MSAD#27's new Mission Statement and beliefs were developed (this process included all MSAD#27 stakeholders) and adopted. **See attached document. #2** Additionally, all teachers in MSAD#27 participated in reading and reflecting on Marzano's book, The Art and Science of Teaching. **See attached document. #3** In school years 2014 – 2015, all teachers will have completed their self-assessment in iObservation. As a result of the assessment, teachers will have selected one professional goal to work on throughout the year. Two other goals, Providing Clear Learning Goals and Scales and Tracking Student Progress have been assigned to all staff. **See attached document #4.**
 - All teachers in grades K- 5 have participated in the selection and unpacking of Power Standards in ELA and Math. All teachers in grades 6 – 12 have participated in the selection of power standards in their content areas as well as the unpacking of those standards to the level of learning targets. **See attached sample document. #5.** Schools have also separated the academic standards from the nonacademic standards in the reporting process. **See attached document. #6.**
 - All core 9th and 10th grade teachers at Community High School have developed Cornerstones in their subject area. These cornerstones, aligned to the content standards as well as Guiding Principles form the foundation of our

summative assessment system. **See attached document. #7.** Additionally, all seniors at CHS must demonstrate proficiency in their Senior Project. **See attached document. #8.**

- Some teachers from Community High School participated in an initiative designed by the Department of Education. The purpose of the initiative was to design and implement Quality Performance Assessments aligned with the Guiding Principles. Four of our 9th grade teachers were a part of this project; five others were involved in an ILN group to implement and score tasks designed by other teachers.
- At the school board level, all school board meetings in 2013 and 2014 included presentations by students and/or teachers about proficiency based learning in their respective classrooms. Additionally, two community forums have been held to explain the shift to Proficiency Based Learning. **See attached documents. #9** There have been several policy changes as a result of our movement to PBL. **See attached documents. #10**
- At the county level, MSAD#27 joined the Northern Maine Education Collaborative, an organization consisting of 16 districts in Aroostook County. The main focus of this group is to receive professional development around Proficiency Based Learning, share successful strategies, and to become part of a network of learners. MSAD#27 included as many interested staff members in the meetings as possible while maintaining some continuity of membership. MSAD#27 is currently operating under a “train the trainer” model whereby some teachers at each grade level and school are involved in training for EDUCATE, our local Learning Management System, some are involved in iObservation, our teacher professional development and evaluation system, and some are involved in drilling deeper into curriculum (i.e. complex reasoning).
- In conclusion, because of district wide curriculum work in ELA and Math, we feel confident that our current 9th grade students (class of 2018) can graduate from CHS with a proficiency based diploma. Also because of our work with summative assessments (Cornerstones) we feel that the foundation exists to also have our 9th graders show proficiency in Guiding Principles #1 and #2. The sorting out of nonacademic standards from academic standards also allows teachers, parents, and students understand the learning taking place in the classroom. Students know and understand the classroom targets and they know what to do to hit the targets.

Overall Implementation Plan

8. **Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of English language arts and mathematics in 2018. (If there is a demonstrated level of preparedness in other content areas or the Guiding Principles, include these in your description and evidence as well.) The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested to reach the ultimate goal of awarding proficiency-based diplomas in eight content areas and the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- Overall plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.

- **Evidence included clearly supports the benchmarks**

In order for MSAD#27 to reach the ultimate goal of awarding proficiency-based diplomas in 8 content areas and the Guiding Principles after July 1, 2020, we would need to continue much of the work that has already begun.

School year 2014 – 2015

At the collaborative level, continued participation in professional development offered through NMEC. Using our “train the trainers” approach we will continue to work with curriculum including but not limited to:

- Unpacking standards of content areas other than ELA and math: Science and Social Studies.
- Work with Critical thinking skills and Depth of Knowledge
- Receive training on Formative vs summative assessments
- “Unpacking” the Guiding Principle C and D: Creative and Practical Problem Solver and Responsible and Involved Citizen.
- Aligning summative assessments to the Guiding Principles

School year 2015 – 2016

- Unpack standards in World Language, Personal Fitness and Wellness, Career and Education Development, and Visual and Performing Arts.
- Continue work with NMEC
- Unpack and align Guiding Principle E, An integrative and informed thinker.
-

School year 2014 - 2015

In grades K – 12, teachers and students will begin to work with Next Gen Science Standards and C3 Social Studies standards to identify Power Standards, unpack standards, identify Learning Goals and Learning Targets. Other work in this area will include but not be limited to:

- Articulation in vertical teams about the work being done.
- Clear identification of “cluster standards” in SS and science.
- Development of aligned common assessments in ELA, math, science, and SS.

School year 2015 - 2016

Grades 9 and 10 teachers will continue to work with EDUCATE to manage Proficiency Based Learning and to track student progress in the standards.

Develop a matrix to track students in 4 Guiding Principles – A Clear and Effective Communicator; A self-directed and lifelong learner, a Creative and Practical Problem Solver and Responsible and Involved Citizen. Work in this area will include but not be limited to:

- Engaging teachers in the development of Quality Performance Assessments
- Engaging students in demonstrations of learning at the end of significant clusters – grade 5, grade 8 and grade 12.

In school years 2016 – 2017 and beyond:

MSAD#27 will continue to work with the remaining content areas and guiding principles to ensure that students who graduate in 2020 are proficient in all 8 content areas as well as the five Guiding Principles.

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle
- Currently CHS provides supports in the form of skills labs and learning labs. We have Reading and Writing Skills Labs and Math Labs manned by fully certified, highly qualified teachers. These labs serve a three-fold purpose – developing skills, remediating misconceptions, and providing assistance with math and reading and writing assignments.
- After school tutorials are also provided. Students may self-refer or teachers may refer students to this opportunity.
- Community High School also uses several on-line programs for assistance. Some of these programs include:
 - PLATO
 - STAR reading and STAR math
 - IXL
 - Accelerated Reader
 - assistMENTS
 - Kahn Academy
- CHS also has a variety of pathways available to students to enable them to work toward proficiency. Some of these include:
 - STEM academy
 - Jobs for Maine Grads
 - St. John Valley Technical Center
 - Early College opportunities
 - TOPS academy
 - AP classes
 - Internship programs

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:
- Policy:

- Practice:
- Community Engagement:
- One-year Carry Over:

See Attached Trial Balance Sheet:

Policy: 2.6%

Practice: 98%

Carry – Over: .013%

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- Clear description of intended impact for your use of transition funds
- Budget aligns to intended impact

Assuming that MSAD#27 receives approximately the same amount of transition funds as 2013-2014, we intend to use it in the following ways in 2014 – 2015:

Practice: \$10000.00 Proficiency Based Instruction:

- Core subject teachers will continue to participate in school visits of exemplar schools currently using Proficiency Based Learning.
- Science and Social Studies teachers will continue to select their power standards and unpack their curricula.
- Continued participation in the Northern Aroostook Collaborative – NMEC.
- Teachers in grades K – 6 will receive training in NGSS.
- Training in the use of EDUCATE, our Learning Management System.

Policy: \$1000.00

- Continue to adjust policies as it becomes necessary with regards to PBE.
- Maintain school website with regards to PBE

Community Engagement: \$1000.00

- Continue to hold community meetings with regards to PBE.
- Update school website with regards to PBE

UNOFFICIAL MINUTES

The 750th meeting of the Directors of MSAD No. 27 was held at 6:00 p.m. on **Monday, September 15, 2014 at the Eagle Lake Elementary School Gymnasium.**

ROLL CALL:**MEMBERS PRESENT**

WARD 1 Keith Jandreau Jr.
 WARD 2 Darnell Oliver
 WARD 3 Doug Taggett
 WARD 5 Sofia Birden
 WARD 6 Michael Nadeau
 WARD 8 Daniel Nicolas
 WARD 10 Joel Bossie
 WARD 11 Jason Drolet
 WARD 12 John Martin

MEMBERS ABSENT

WARD 4 Barry Ouellette
 WARD 7 Gary Sibley Jr.
 WARD 9 Kelly O'Leary
 Student Rep:
 Student Rep:

ADJUSTMENT to the AGENDA:**PUBLIC COMMENT PERIOD:****CHAIRPERSON'S TIME:**

1. A member of the Committee to save St. Francis Elementary School provided an update to board members on work done to date at several committee meetings. The committee has looked at roughly two dozen proposals and projects that can increase St. Francis' involvement in St. Francis Elementary School (SFES), create opportunities in SFES of which neighboring communities, including Fort Kent, can take advantage, and also better justify what the committee feels is already a strong argument for SFES accounting for a small percentage of MSAD No. 27's budget.
2. Superintendent Timothy L. Doak indicated to board members of the need for the State of Maine to look at the Essential Programs and Services (EPS) funding model and make changes. Several years ago, the State of Maine committed to funding 55% of the cost of Essential Programs and Services, and to date has not yet done so. Current percentage funded by the State of Maine is roughly 46%. This current budget year, MSAD No. 27 is \$1.3 Million over EPS. While we believe this number should not necessarily be zero, as that would indicate only minimal contribution towards the cost of education, we do believe it should be considerable less than \$1.3 Million – this is more than double what it was two years ago. This can be achieved by either getting additional funding from the State, leveraging additional revenues from other sources, or by a significant reduction of expenses.
3. Mr. Dale Emery, Winterville 1st selectman and member of the Winterville Withdrawal Committee, presented a proposed change in local education tax assessments to municipalities within MSAD No. 27 to board members. Currently, community education tax assessments to the MSAD No. 27 budget are based on the pro-rated value of each town's property valuations as compared to total property valuations for all towns within MSAD No. 27. The proposal would see a shift from this 100% valuations-based assessments to communities to a model where 70% would be valuations-based and 30% would be student enrollment-based (the town's pro-rated student enrollment as compared to MSAD No. 27's total enrollment). As presented by Mr. Emery, the calculations show that the Town of Fort Kent would bear the all of the additional costs, while all other town's tax assessments would all decrease. Members of the board will discuss at a future meeting.

SUPERINTENDENT'S REPORT:

1. Superintendent Timothy L. Doak informed board members of the following:
 New Hire: Joshua Pelletier, Night Custodian at Community High School
2. Superintendent Timothy L. Doak informed board members of the 41st Annual MSMA Fall Conference to be held in Augusta on October 23rd and 24th, 2014. Any board member interested in attending should notify the Superintendent by Friday, September 19th.
3. Superintendent Timothy L. Doak informed board members that the Vitual Charter School – Maine Connections Academy (MCA) – is up and running in Maine. The Academy has reached its current limit of 280 enrolled students from all over Maine. MSAD No. 27 currently has two student residents who are enrolled in the MCA, one of which was previously home-schooled. MSAD No. 27 received funding through the EPS funding formula for one of these students, but has to pay approximately \$7,000 per student to the MCA for each of its resident students who will attend the MCA, therefore, representing an unplanned expense to MSAD No. 27 of \$14,000 for 2014-2015 school year. Several districts in Maine are also faced with these unplanned expenses, some of which totaled more than \$40,000. It would be better to have the Maine

Connections Academy receive funding directly from the State as part of the EPS funding formula. This would eliminate the unplanned expenses in each district.

4. Mr. James Charette, principal of Community High School grades 10-12, reported to the board the progress made in regards to Senior Student Privileges. At the beginning of the school year, Mr. Charette suspended all privileges due to some students abusing privileges and extending some privileges to non-senior students. Mr. Charrette, in consultation with some representatives of senior students, has worked out a proposed plan and has reinstated Senior Student Privileges. To-date this is working out really well for both the students and the administration. Administration is kept informed of where students are at all times, where previously, this was an issue.
5. Mrs. Lucie Tabor, Director of Finance and Projects, informed the board that construction work is nearing the end for the \$3 Million projects. Projects this summer concentrated on the connection of the Community High School and Fort Kent Elementary Schools to the UMFK Biomass Heating plant and installation of new air handling units for these same schools. This included installing underground piping from the former Armory building, now the Biomass Heating Plant, at UMFK to the Community High School and from Community High School to Fort Kent Elementary School. This piping travels behind the Community Pool, below the Heritage Trail and ties in to the boiler room at Fort Kent Elementary School. This project also required converting the steam-heat section of the Community High School to a more efficient hot-water heat system and running all new heating pipes overhead (abandoning the pipes in the trenches). Another significant project at Community High School and Fort Kent Elementary School was the addition of Air Exchange units. This required installation of huge ductwork (also overhead) and replacement/addition of new drop ceilings in both schools. A significant amount of asbestos-containing ceiling tiles and floor tiles were abated to enable construction of these projects. The construction crew is at the "punch list" stage of the projects and will now be concentrating on programs and controls. We expect all work to be fully completed by mid to late October.

Additional energy-conservation projects were done in all schools including Eagle Lake Elementary, Wallagrass Elementary and St. Francis Elementary Schools. These consisted of replacing all gymnasium lights and some outdoor lights with more energy-efficient ones, window/door insulation and building envelope upgrades, destratification fans and additional valve controls were installed. These projects were completed in all schools by end of August.

6. Superintendent Timothy L. Doak asked board members if they wished to have a celebration in recognition of these huge projects. This celebration would also recognize the partnerships formed with other entities with MSAD No. 27, which includes the University of Maine at Fort Kent (UMFK), Fish River Rural Health (FRRH) and Northern Maine Medical Center (NMMC). Board members acknowledged the importance of celebrating these accomplishments.
7. Superintendent Timothy L. Doak informed board members that at a gala in Presque Isle on Saturday, September 13th, the Aroostook Aspirations Program put on by Ray and Sandy Gauvin recognized 16 scholars in Aroostook County. Our very own Kelly Marquis (teacher at Fort Kent Elementary School) was recognized as Technology Teacher of the year for Aroostook County.

ARTICLE I: It was moved by **Doug Taggett**, seconded by **Jason Drolet** and **unanimously voted** to approve the minutes of the 750th meeting of the Board of Directors.

ARTICLE II: It was moved by **Joel Bossie**, seconded by **Sofia Birden**, and **unanimously voted** to approve a student/parent request to enroll in an exchange program in France. Miss Sophie Ouellette will be participating in a student exchange from October 2014 to April 2015 in Cholet, France.

ARTICLE III: It was moved by **Michael Nadeau**, seconded by **Doug Taggett**, and **unanimously voted** to approve the Second reading of Policy Code IKAB – Grading Systems – Reporting Student Proficiency. This Policy is now in effect.

ARTICLE IV: It was moved by **Michael Nadeau**, seconded by **Sofia Birden**, and **unanimously voted** to approve *Extension Option 4* on the Application for the Proficiency-Based Diploma of the Maine Revised Statutes 20-A §4722-A.

MSAD No. 27 Board meetings will be scheduled for every third Tuesday of each month.

Meeting adjourned at 7:18 p.m.

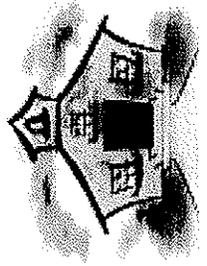
Respectfully submitted,

Timothy L. Doak
Secretary/Treasurer, MSAD No. 27

#1

(School Year) (School Name) Report Card
(School Street Address)

Kindergarten Grade Progress Report



Student:			
Teacher:			
Attendance:	T1	T2	T3
Days Present			
Days Absent			
Days Tardy			

Purpose of Progress Reports - This report is designed to inform you about your child's progress toward achieving the Common Core State Standards and Maine's Learning Results. These standards establish high and challenging expectations for all and describe what students should know and be able to do. They serve as the basis for curriculum, instruction and assessment in MSAD 27's schools. This report, however, cannot communicate everything you might possibly want to know about your child's current progress. It should be considered along with other information you receive from the school such as your child's work, conferences, and the description of the content taught in each grade level based on the curriculum maps. Communication between the family and school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher(s) and/or principal. You may also complete the parent comment section of this report and return it to the teacher.

Our Vision Statement - Your Child will be: 1) A Clear and Effective Communicator 2) A Self-Direct and Life-Long Learner 3) A Creative and Practical Problem Solver 4) A Responsible and Involved Citizen 5) A Collaborative and Quality Worker 6) An Integrative and Informed Thinker

MSAD #27 Grades PreK-K Skills Rubric

(P) PROFICIENT - Student consistently performs skills related to indicators.			
(IP) IN PROGRESS - Student shows understanding of skills related to indicators but does not consistently use them			
(EM) EMERGING - Student does not use the skills-related to the indicators and/or does not show understanding of them			
Relationship Indicators	1	2	3
Uses safe and respectful words/actions with peers			
Uses safe and respectful words/actions with adults			
Listens to others' ideas			
Shows respect for others			
Uses conflict resolution skills			
Perseverance Indicators	1	2	3
Uses "I can" when doing work and activities			
Follows directions of an activity			
Uses problem-solving skills independently			
Responsibility Indicators	1	2	3
Follows the daily routine			
Is ready to start activities			
Comments:			

Problem Solver Indicators	1	2	3
Returns work materials to correct locations			
Uses work materials with care			
Takes care of personal belongings			
Uses words and actions that represent the truth			
Problem Solver Indicators	1	2	3
Focuses on the problem to be solved			
Questions and seeks help			
Considers options			
Draws logical conclusions			
Uses skills that lead to solutions or compromises			
Accepts consequences			
Learns from mistakes			

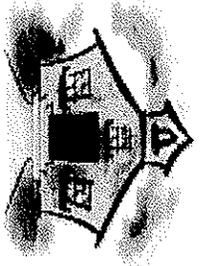
"Learning is a lifelong journey with home, school and community support."
(SCHOOL NAME)

() - Not Applicable - Not assessed at this time in your child's program (P)- PROFICIENT - Consistently demonstrates and independently applies concepts/skills taught at this level (IP) - IN PROGRESS - Developing concepts/skills taught and usually demonstrates understanding and applications. May require some teacher assistance (EM) - EMERGING - Beginning to learn new concepts/skills taught. Not independent at this time. Requires teacher support.			
English Language Arts - Reading	1	2	3
Foundational Skills			
RF.K.1 Knows the role of the author and illustrator of a text			
RF.K.1a Follows words from left to right and top to bottom in a book			
RF.K.1d Shows and names all the letters of the alphabet			
RF.K.2 a Hears and says rhyming words			
RF.K.2 e Adds and changes sounds to make new words			
RF.K.2b Counts and says sounds in a word			
RF.K.3b Says the long sounds for the five vowels			
RF.K.3b Says the short sounds for the five vowels			
RF.K.3c Reads high frequency words			
RF.K.3d Spells C-V-C words correctly			
Literature	1	2	3
RL.K.1 Asks and answers questions about details in a story			
RL.K.2 Listens to a story and tells what happens			
RL.K.3 Names the characters and setting			
RL.K.4 Answers questions about unknown words			
RL.K.7 Uses pictures to help read unknown words and to better understand a story.			
Informational Text -With Prompting and Support	1	2	3
RI.K.3 Tells how two people, events, facts in a story are alike or connected			
RI.K.4 Answers questions about unknown words			
RI.K.5 Points to the front cover, back cover, and title of a book			
RI.K.7 Uses picture clues to help with unknown words			
RI.K.7 Uses illustrations help understand the text			
RI.K.8 Listens to a text and tells what happened			
Comments:			

English Language Arts - Writing	1	2	3
W.K.1 Draws, tells, or writes about a book or information that was heard or read			
W.K.3 Draws or tells about something that happened in the order it happened			
W.K.5 Adds details to a story			
W.K.6 Uses digital tools to write			
W.K.8 Writes an answer to a question with help from an adult			
English Language Arts - Speaking and Listening	1	2	3
S&L.K.1a Takes turns speaking and listening			
S&L.K.1 Tells about a familiar topic			
S&L.K.6 Speaks so others can hear and understand			
English Language Arts - Language	1	2	3
L.K.1a Prints all upper and lower case letters			
L.K.1 Starts a sentence with a capital letter			
L.K.1 Writes the word "I" correctly			
L.K.1d Recognizes and names periods, question marks, and exclamation pts.			
Comments:			

Mathematics				1	2	3	Mathematics			
Numbers and Operations							Number Sense			
K.OA.1 Shows addition through pictures and objects							K.CC.3 Writes numbers from 0-20			
K.OA.1 Shows subtraction through pictures and objects							K.OC.4 Counts sets up to 20			
K.OA.2 Adds and solves problems with numbers from 1-10							K.CC.6 Compares sets and knows if they are =, < or >			
K.OA.2 Subtracts and solves word problems from 1-10							K.CC.8 Compares two written numbers to know if they are =, < or >			
K.OA.3 Breaks apart numbers into pairs in many ways							K.CC.1 Counts to 100 by 1's			
K.OA.3 Makes combinations of 10 using 2 different numbers							K.CC.1 Counts to 100 by 10's			
K.OA.5 Fluently adds numbers up to 5							K.NBT.1 Shows that a number from 11-19 has a 10's place and a 1's place			
K.OA.5 Fluently subtract numbers up to 5							K.CC.5 Counts objects to answer questions			
Measurement and Geometry				1	2	3	Writes a number sentence			
K.G.1 Sorts and classifies objects										
K.G.2 Identifies and describes shapes (circle, square, triangle, rectangle...)										
K.MD.1 Compares length, width, and size										
K.G.4 Names and describes 3 dimensional shapes (sphere, cube, and cone)										
K.G.6 Puts simple shapes together to form larger shapes										
Teacher Comments										
Science				1	2	3	Social Studies			
Demonstrates knowledge of concepts							Demonstrates knowledge of Concepts			
Applies scientific process skills							Applies process skills in social studies			
Art				1	2	3	Music			
Understands and applies elements and organizational principles of art							Demonstrates knowledge of concepts and skills			
Develops and demonstrates concern for quality and craftsmanship							Performs with voice and on instruments alone and with others			
Physical Education				1	2	3	Comments			
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities										
Exhibits responsible personal and social behavior that respects self and other physical settings										
Demonstrates understanding of movement concepts, principles and rules										
Comments										

(School Year) (School Name) Report Card
 (School Street Address)
First Grade Progress Report



Student:

Teacher:

Attendance:	T1	T2	T3
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Days Present			
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Days Absent			
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Days Tardy			
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Our Vision Statement - Your Child will be: 1) A Clear and Effective Communicator 2) A Self-Direct and Life-Long Learner 3) A Creative and Practical Problem Solver 4) A Responsible and Involved Citizen 5) A Collaborative and Quality Worker 6) An Integrative and Informed Thinker

MSAD #27 Grades 1-2 Skills Rubric

(P) PROFICIENT - Student consistently performs skills related to indicators. Not addressed at this time in your child's education

(IP) IN PROGRESS - Student shows understanding of skills related to indicators but does not consistently use them

(EM) EMERGING - Student does not use the skills-related to the indicators and/or does not show understanding of them

Relationship Indicators	1	2	3	Responsibility Indicators (continued)	1	2	3
Uses safe and respectful words/actions with peers				Returns work materials to correct locations			
Uses safe and respectful words/actions with adults				Uses work materials with care			
Listens to others' ideas				Takes care of personal belongings			
Shows respect for others				Uses words and actions that represent the truth			
Uses words to express feelings				Problem Solver Indicators	1	2	3
Perseverance Indicators	1	2	3	Focuses on the problem to be solved			
Uses "I can" when doing work and activities				Questions and seeks help			
Follows directions of an activity				Considers options			
Uses problem-solving skills independently				Uses skills that lead to solutions or compromises			
Responsibility Indicators	1	2	3	Accepts consequences			
Follows the daily routine				Learns from mistakes			
Is ready to start activities							
Comments:							

(SCHOOL NAME)

() - Not Applicable - Not assessed at this time in your child's program
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 (IP) - IN PROGRESS - Developing concepts/skills taught and usually demonstrates understanding and applications. May require some teacher assistance.
 (EM) - EMERGING - Beginning to learn new concepts/skills taught. Not independent at this time. Requires teacher support.

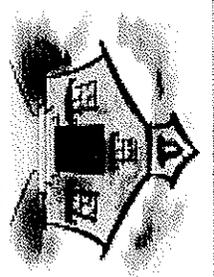
English Language Arts - Reading	1	2	3	English Language Arts - Writing	1	2	3
Foundational Skills							
RF.1.a Finds the beginning and end of a sentence				W.1 Writes about thinking and explains their thinking			
RF.2.a Hears and says long and short vowels				W.2 Writes about a real topic including some facts			
RF.3 Says the sounds in words				W.3 Writes about the order of things that happened in a book			
RF.3.c Reads long vowel words				W.6 With help uses technology to help write and share a story			
RF.3.d Claps out the syllables of a word				English Language Arts - Speaking and Listening	1	2	3
RF.3.f Reads words with endings				SL.1.a Follows rules when talking with classmates			
RF.3.g Reads 1st grade sight words				SL.1.c Asks questions during discussions			
RF.4 Reads fluently				SL.6 Speaks in complete sentences			
RF.4.b Reads aloud, at grade level with accuracy, appropriate rate and with expression				English Language Arts - Language	1	2	3
RF.4.c Uses context clues and self-correct while reading				L.1 Uses proper English when writing and speaking			
Literature	1	2	3	L.1.a Writes using upper and lower case letters			
RL.1 Asks and answers questions about a story				L.1.f Uses describing words (adjectives)			
RL.3 Names the characters, setting and what happens in a story				L.1.h Uses a, an and the			
RL.5 Tells which books are fiction and non-fiction				L.2.a Capitalizes dates and names of people			
RL.9 Tells how characters are the same and how they are different				L.2.d Spells sight words and word family words			
RI.1 Asks and answers questions about details in a text				L.2.b Uses end punctuation for sentences			
RI.2 Retells the story with details				L.2.c Uses commas in dates and in lists			
RI.6 Uses pictures and words to help understand ideas							
RI.7 Uses words and pictures to help tell about the characters, setting and plot							
RI.9 Compares and contrasts two similar stories							

Teacher Comments

Mathematics	1	2	3	Measurement and Data	1	2	3
Numbers and Operations							
NBT.A.1 Counts, reads and writes numbers to 120 starting at any number				MD.A.2 Uses an object to measure the length of another object. MD.B.3 Tells and writes time to the hour and half hour using analog and digital clocks.			
NBT.B.2 Explains two digit numbers using tens and ones.				Geometry	1	2	3
NBT.B.3 Compares two digit numbers using symbols (< = >)				G.A.1 Builds and draws shapes and tells the difference between attributes that make a shape and those that do not			
NBT.C.4 Shows and explains how to add one digit and two digit numbers up to 100				G.A.3 Divides circles and rectangles into equal parts and describes equal parts as part of a whole			
NBT.C.5 Finds ten more or less than a number in my head							
Operations and Algebraic Thinking	1	2	3				
O.A.A.1 Uses addition and subtraction to solve word problems within 20							
O.A.B.4 Uses addition to help solve subtraction problems within 20.							
O.A.C.6 Fluently adds and subtracts up to 20.							
O.A.D.7 Decides if equations are true or false.							
O.A.D.8 Solves equations with missing numbers (ie $8+?=11$).							
Teacher Comments							
Science	1	2	3	Social Studies	1	2	3
Demonstrates knowledge of concepts				Demonstrates knowledge of Concepts			
Applies scientific process skills				Applies process skills in social studies			
Art	1	2	3	Music	1	2	3
Understands and applies elements and organizational principles of art				Demonstrates knowledge of concepts and skills			
Develops and demonstrates concern for quality and craftsmanship				Performs with voice and on instruments alone and with others			
Physical Education	1	2	3	Comments	1	2	
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities							
Exhibits responsible personal and social behavior that respects self and other physical settings							
Demonstrates understanding of movement concepts, principles and rules							
Comments							

2013-2014 Fort Kent Elementary
108 Pleasant Street

Second Grade Progress Report



Student: _____

Attendance:	T1	T2	T3
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Days Present

Days Absent

Days Tardy

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MSAD #27 Grades 1-2 Skills Rubric

(P) PROFICIENT - Student consistently performs skills related to indicators.
 (IP) IN PROGRESS - Student shows understanding of skills related to indicators but does not consistently use them
 (EM) EMERGING - Student does not use the skills-related to the indicators and/or does not show understanding of them

Relationship Indicators	1	2	3	Responsibility Indicators (continued)	1	2	3
Uses safe and respectful words/actions with peers				Returns work materials to correct locations			
Uses safe and respectful words/actions with adults				Uses work materials with care			
Listens to others' ideas				Takes care of personal belongings			
Shows respect for others				Uses words and actions that represent the truth			
Uses words to express feelings				Problem Solver Indicators			
Perseverance Indicators	1	2	3	Focuses on the problem to be solved	1	2	3
Uses "I can" when doing work and activities				Questions and seeks help			
Follows directions of an activity				Considers options			
Uses problem-solving skills independently				Uses skills that lead to solutions or compromises			
Responsibility Indicators	1	2	3	Accepts consequences			
Follows the daily routine				Learns from mistakes			
Is ready to start activities							

Comments: _____

Fort Kent Elementary School

"Learning is a lifelong journey with home, school and community support."

() - Not Applicable - Not assessed at this time in your child's program
 (P) - PROFICIENT - Consistently demonstrates and independently applies concepts/skills taught at this level
 (IP) - IN PROGRESS - Developing concepts/skills taught and usually demonstrates understanding and applications. May require some teacher assistance.

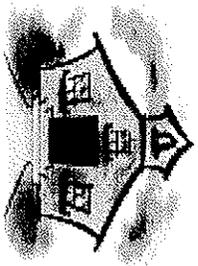
(EM) - EMERGING - Beginning to learn new concepts/skills taught. Not independent at this time. Requires teacher support.

English Language Arts - Reading	1	2	3	English Language Arts - Writing	1	2	3
Foundational Skills							
RF.2.3 Knows and applies grade-level phonics and word analysis in decoding				W.2.2 Writes thoughts and ideas about a topic or book			
RF.2.4 Reads accurately to support comprehension				W.2.1 Writes reasons for opinions			
RF.2.4c Self-corrects mistakes while reading				W.2.3 Writes in a logically organized progression including beg, middle, end			
RF.2.4b Reads with expression and appropriate rate				W.2.5 Revises, edits, and publishes writing with the help of teacher and peers			
RF.2.3f Reads second grade high frequency words (dolch)				W.2.8 Locates information to answer a question			
Literature	1	2	3	Writing - Research to Build and Present Knowledge	1	2	3
RL.2.1 Recounts or describes main ideas and details from texts read aloud				W.2.7 Conducts short research projects that build knowledge about a topic			
RL.2.2 Recounts stories to include story elements				W.2.6 Takes brief notes when gathering information from print/digital sources			
RL.2.3 Tells how characters act throughout the story				English Language Arts - Language	1	2	3
RL.2.4 Uses different voices for character and tells differences in character				L.2.1 Applies correct spelling of grade-level words in written work			
RL.2.5 Demonstrates understanding of story elements including problems/s				L.2.1 Demonstrates command of the grade-level conventions of grammar (caps, punctuation)			
RL.2.7 Uses illustrations and text to tell about character, setting and story				L.2.1 Acquires and uses grade-level appropriate vocabulary	1	2	3
RL.2.9 Compares and contrasts stories by different authors and/or settings				English Language Arts - Speaking and Listening			
Informational Text	1	2	3	S&L.2.1 Communicates clear and effectively			
RI.2.1 Asks and answers questions using evidence from the text				S&L.2.1a Effectively engages in discussions within a group			
RI.2.2 Determines the main idea of a text							
RI.2.4 Uses strategies to figure out the meaning of words and phrases							
RI.2.5 Identifies and uses text features and illustrations to understand text							
RI.2.6 Tells why the author wrote the text							
RI.2.9 Compares and contrasts within and between text							

Teacher Comments

Mathematics		1	2	3	Measurement and Estimation (continued)			1	2	3
Operations and Algebraic Thinking					MD.2.4 Finds the difference in length of two objects					
OA.2.2 Adds whole numbers fluently from 0-20					MD.2.5 Adds and subtracts to solve word problems that involve length					
OA.2.2 Subtracts whole numbers fluently from 0-20					MD.2.6 Adds and subtracts using a number line					
OA.2.1 Solves addition and subtraction word problems within 100					MD.2.7 Tells and writes time to the nearest 5 minutes					
OA.2.4 Finds the number of objects arranged in arrays					MD.2.8 Solves word problems involving money using dollar and cents symbols					
Number and Operations In Base Ten		1	2	3	MD.2.10 Draws a picture graph and a bar graph					
NBT.2.1 Explains three digit numbers using hundreds, tens, and ones					MD.2.10 Solves problems using a bar graph					
NBT.2.3 Reads and writes numbers to 1000					Geometry			1	2	3
NBT.2.2 Skip counts by 5s, 10s and 100s within 1000					G.2.1 Identifies and draws shapes based on their attributes					
NBT.2.4 Compares three-digit numbers using less than, greater than, or equal to					G.2.2 Divides a rectangle into rows and columns of equal squares and number					
NBT.2.5 Adds and subtracts to 100 using different strategies					G.2.3 Divides circles and rectangles into equal parts					
Measurement and Estimation		1	2	3						
MD.2.1 Selects the correct tool and measures the length of an object										
MD.2.2 Measures using different forms of measure										
MD.2.3 Estimates lengths using centimeters, meters, inches, and feet										
Comments										
<hr/>										
Science		1	2	3	Social Studies			1	2	3
Demonstrates knowledge of Science concepts					Demonstrates knowledge of SS concepts					
Applies process skills in science					Applies process skills in SS					
Art		1	2	3	Music			1	2	3
Demonstrates knowledge of Art concepts					Understands musical concepts					
Applies process skills in art					Positive participation					
Physical Education Teacher - Mr. Dellisle		1	2	3	Comments					
Shows development of motor skills taught										
Demonstrates knowledgeable participation - knows and follows rules										
Exhibits positive peer interaction during PE class										
Comments										

2013-2014 (School Name) Report Card
 (School Street Address)
Third Grade Progress Report



Student:								
Teacher:								
Attendance:	T1	T2	T3					
Days Present								
Days Absent								
Days Tardy								
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MSAD #27 Grades 3-5 Skills Rubric								
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Relationship Indicators	1	2	3	Responsibility Indicators	1	2	3	
Uses safe and respectful words/actions with peers				Follows the daily routine				
Uses safe and respectful words/actions with adults				Is ready to start activities				
Listens to others' ideas				Prepared for class				
Shares work with other students				Uses work materials with care				
Recognizes feelings of others				Turns in assignments				
Shows respect for others				Returns work materials to correct locations				
Uses conflict resolution skills				Uses words and actions that represent the truth				
Perseverance Indicators	1	2	3	Problem Solver Indicators				
Uses "I can" when doing work and activities				Takes care of personal belonging				
Follows directions of an activity				Problem Solver Indicators				
Sticks to an activity				Focuses on the problem to be solved				
Completes tasks or activities				Questions and seeks help				
Uses problem-solving skills independently				Filters unwanted information				
Uses coping skills				Considers options				
Teacher Comments				Draws logical conclusions				
				Uses skills that lead to solutions compromises				
				Accepts consequences				
				Corrects mistakes				

(School Name)

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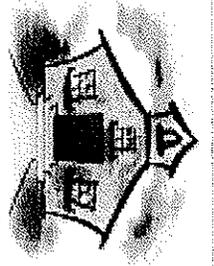
() - Not Applicable - Not assessed at this time in your child's program	Not addressed at this time in your child's education							
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English Language Arts - Reading	1	2	3	Informational Text (continued)	1	2	3	
Foundational Skills				RI.3.5 Uses text features and search tools to locate information				
RF.3.3 Identifies and knows prefixes and suffixes in words to determine meaning				RI.3.6 Defines point of view and determines the point of view of an author.				
RF.3.4 Reads with accuracy and fluency				RI.3.7 Uses pictures and words to help understand text				
RF.3.4 Self-corrects misread or misunderstood words using context clues				RI.3.8 Explains the connection between sentences and paragraphs				
Literature	1	2	3	RI.3.9 Finds things that are the same and different in 2 texts about same				
RI.3.2 Explains the message or moral using key details from a story				RI.3.10 Reads and understands informational text at grade 2-3 level				
RI.3.2 Recounts/retells stories				English Language Arts - Spelling and Punctuation	1	2	3	
RI.3.3 Names and describes traits of characters in a story				SL.3.1 Explains own ideas and tells learning from a discussion				
RI.3.4 Uses strategies to determine the meaning of words and phrases				SL.3.2 Identifies main ideas and details from a text that is read aloud				
RI.3.4 Defines literal and non-literal language				SL.3.4 Reports on a topic or text, story or experience, with facts and details				
RI.3.4 Understands sentences that have figurative language				SL.3.5 Reads aloud stories or poems with expression.				
RI.3.5 Explains or answers questions about parts of a story, scene or stanza when writing/speaking about text				English Language Arts - Language	1	2	3	
RI.3.6 Defines and determines point of view of a character/narrator				L.3.1 Explains the function of nouns, pronouns, verbs, adjectives and adverbs				
RI.3.6 Explains how point of view is similar/different from narrator or character				L.3.1 Forms and uses regular and irregular plural nouns				
RI.3.7 Explains the feelings, mood and details of the setting using the pictures				L.3.1 Forms and uses regular and irregular verbs				
RI.3.9 Compares and contrasts themes, settings and plots in stories written by same author				L.3.1 Defines the subject and verb in a sentence				
Informational Text	1	2	3	L.3.1 Ensures subject-verb agreement				
RI.3.1 Asks questions and supports answers from text				L.3.1 Identifies comparative and superlative adjectives and adverbs				
RI.3.2 Defines the main idea and identifies key details from text				L.3.1 Identifies and creates simple, compound and complex sentences				
RI.3.3 Tells time, sequence, and cause/effect of an event, idea or procedure				L.3.2 Capitalizes words in titles				
English Language Arts - Writing	1	2	3	L.3.2 Uses commas in addresses				
W.3.1 Writes an opinion piece with intro, supporting reasons and conclusion				L.3.2 Uses commas and quotation marks in dialogue				
W.3.7 Defines research and explains how it differs from other writing				L.3.2 Spells high frequency words correctly				
W.3.2 Writes an informative piece with supporting details, facts, and media				L.3.4 Uses reference materials to check meaning and spelling of words				

NBT.3.3 Multiplies one-digit whole numbers by multiples of 10				MD.3.5 Finds the area of a plane figure			
Number and Operations - Fractions	1	2	3	Measurement and Estimation (continued)	1	2	3
NF.3.1 Explains and shows that a fraction is a part of a whole				MD.3.6 Measures area by counting square units			
NF.3.1 Explains and shows the meaning of the numerator and denominator				MD.3.7 Finds the area of a rectangle with tiles			
NF.3.2 Explains and represents fractions on a number line				MD.3.7 Solves real-world math problems using area			
NF.3.2 Divides a number line into equal parts to represent fractions				MD.3.7 Solves real-world math problems using perimeter and area			
NF.3.2 Represents fractions on a number line							
NF.3.3 Shows 2 fractions as equal if they are the same size or pt on # line							
Comments							
Science/Health							
Classifying Life Forms	1	2	3	Social Studies	1	2	3
Life Cycles of Animals				Communities (Landforms)			
Ecology	1	2	3	Civics/Government (Local)			
Roles of Living Things - Food Chains/Food Webs				Early Explorers (Asian Hunters through Columbus)			
Continuity and Change:	1	2	3	Colonial Life (Early Settlers)			
Animal Adaptations				Geography			
Digestive System				World Traditions and Culture			
Food and Nutrition				Music	1	2	3
The Universe: Moon, Sun and Earth				Understands musical concepts			
Physical Education Teacher - Mr. Delsie	1	2	3	Positive participation			
Shows development of motor skills taught				Technology			
Demonstrates knowledgeable participation - knows and follows rules				Demonstrates understanding of technology concepts, systems and operations			
Exhibits positive peer interaction during PE class				Develops innovative products and process using technology			
Comments							

2013-2014 Fort Kent Elementary School

108 Pleasant Street

Fourth Grade Progress Report



Student:

Teacher:

Attendance:

Days Present

Days Absent

Days Tardy

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MSAD #27 Grades 3-5 Skills Rubric

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Relationship Indicators	1	2	3	Responsibility Indicators	1	2	3
Uses safe and respectful words/actions with peers				Follows the daily routine			
Uses safe and respectful words/actions with adults				Is ready to start activities			
Listens to others' ideas				Prepared for class			
Shares work with other students				Uses work materials with care			
Recognizes feelings of others				Turns in assignments			
Shows respect for others				Returns work materials to correct locations			
Uses conflict resolution skills				Uses words and actions that represent the truth			
Perseverance Indicators	1	2	3	Takes care of personal belonging			
Uses "I can" when doing work and activities				Problem Solver Indicators	1	2	3
Follows directions of an activity				Focuses on the problem to be solved			
Sticks to an activity				Questions and seeks help			
Completes tasks or activities				Filters unwanted information			
Uses problem-solving skills independently				Considers options			
Uses coping skills				Draws logical conclusions			
Comments				Uses skills that lead to solutions compromises			
				Accepts consequences			
				Corrects mistakes			

P

Fort Kent Elementary School
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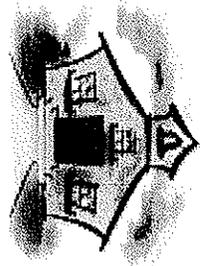
English Language Arts - Reading	1	2	3	Informational Text (continued)	1	2	3
Foundational Skills							
RF.4.4 Reads with accuracy and fluency to support comprehension				RF.4.5 Identifies and explains different structures used in informational text of unknown words and phrases			
Literature	1	2	3	RF.4.6 Compares/contrasts 1st hand/2ndhand acts of same event/topic			
RL.4.a Defines and identifies literary elements of the text				RF.4.7 Interprets and explains how visual supports help understanding			
RL.4.1 Analyzes an author's words to support explicit and inferred questions				RF.4.8 Explains how reasons and evidence support points in a text			
RL.4.2 Defines and writes a summary of text using details from text				RF.4.9 Compares/contrasts multiple accounts of the same event/topic			
RL.4.4 Uses various strategies to determine the meaning of words and phrases				English Language Arts - Writing	1	2	3
RL.4.4 Uses Greek and Latin affixes and roots to create word meaning				W.4.1 Creates opinion writing pieces			
RL.4.4 Explains the meanings of words relating to synonyms/antonyms				W.4.2 Creates informative / explanatory writing pieces			
RL.4.7 Recognizes/identifies how a visual/oral presentation is connected to text				W.4.3 Creates narrative writing pieces			
RL.4.9 Compares/contrasts stories, myths and literature from different cultures				W.4.4 Presents a topic in an organized manner using details to support topic			
RL.4.10 Recognizes when text is too easy or too difficult				W.4.6 Uses multimedia and visuals in presentations to enhance support for main idea or theme			
Informational Text	1	2	3	English Language Arts - Speaking and Listening	1	2	3
RI.4.1 Uses details and examples in text to explain or infer meaning				S&L.4.1a Reads or studies materials to be discussed			
RI.4.1 Analyzes author's words and finds details to support explicit/inferential questions				S&L.4d Listens and identifies information from a presentation			
RI.4.2 Defines and determines the main idea of what is read				English Language Arts - Language	1	2	3
RI.4.2 Defines and creates a summary				L.4.1 Uses proper mechanics, English language grammar conventions and spelling in written work			
RI.4.4 Determines meaning of words/phrases relevant to grade							

Comments:

Mathematics				1	2	3	Geometry				
Operations and Algebraic Thinking							G.4.1	Draws and identifies lines and angles and classifies shapes by properties of their lines and angles	1	2	3
OA.4.2	Uses multiplication with whole numbers to solve problems						G.4.2	Classifies 2 dimensional figures based on parallel or perpendicular lines and angle size			
OA.4.2	Uses division with whole numbers to solve problems						G.4.2	Recognizes and identifies right triangles			
OA.4.3	Uses the four operations to solve multistep word problems						G.4.3	Identifies a figure with a line of symmetry			
OA.4.4	Finds all factor pairs for a whole number and recognizes that a whole number is a multiple of each of its factors.						G.4.3	Draws a line of symmetry			
OA.4.5	Generates and analyzes patterns						Measurement and Data				
Number and Operations In Base Ten							MD.4.1	Determines the relative sizes of measurements within one system of unit	1	2	3
NBT.4.1	Understands place value for multi-digit whole numbers						MD.4.1	Expresses measurements in a larger unit in terms of a smaller unit			
NBT.4.4	Fluently adds and subtracts multi-digit whole numbers						MD.4.2	Uses the 4 operations to solve word problems involving distance, time, volume, mass, and money			
NBT.4.5	Multiplies multi-digit whole numbers						MD.4.2	Expresses measurements in a larger unit in terms of a smaller unit			
NBT.4.5	Divides multi-digit whole numbers						MD.4.2	Represents measurement quantities using diagrams such as a # line			
Number and Operations - Fractions							MD.4.3	Uses the area and perimeter formulas in real world math problems			
NF.4.1	Recognizes and creates equivalent fractions						MD.4.4	Makes and uses a line plot using fractional units			
NF.4.2	Compares 2 fractions with different numerators and denominators using $<$, $>$, or $=$						MD.4.5	Shows what a degree is within a circle			
NF.4.3	Adds and subtracts fractions						MD.4.5	Reads/Uses degrees to measure angles			
NF.4.3	Breaks apart a fraction into a sum of fractions with the same denominator in more than one way						MD.4.6	Uses a protractor to construct and measure angles			
NF.4.3	Adds and subtracts mixed numbers						MD.4.7	Recognizes the sum of the angle parts is equal to the whole angle			
NF.4.3	Solves word problems using fractions						MD.4.7	Solves addition/subtraction problems with unknown angles on a diagram			
NF.4.6	Uses decimal notation for fractions with denominators 10 or 100										
NF.4.7	Compares two decimals to hundredths according to their size using $<$, $>$, or $=$										
Comments:											
Physical Education Teacher - Mr. Delisle											
		1	2	3					1	2	3
Demonstrates knowledge of Science concepts								Shows development of motor skills taught			
Applies process skills in science								Demonstrates knowledgeable participation - knows and follows rules			
Technology								Exhibits positive peer interaction during PE class			
Demonstrates understanding of technology concepts, systems and operations								Social Studies	1	2	3
Develops innovative products and process using technology								Demonstrates knowledge of SS concepts			
Music								Applies process skills in SS			

(School Year) (School Name) Report Card

Fifth Grade Progress Report



Student:

Teacher:

Attendance:

Days Present

Days Absent

Days Tardy

Purpose of Progress Reports - This report is designed to inform you about your child's progress toward achieving the Common Core State Standards and Maine's Learning Results. These standards establish high and challenging expectations for all and describe what students should know and be able to do. They serve as the basis for curriculum, instruction and assessment in MSAD 27's schools. This report, however, cannot communicate everything you might possibly want to know about your child's current progress. It should be considered along with other information you receive from the school such as your child's work, conferences, and the description of the content taught in each grade level based on the curriculum maps. Communication between the family and school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher(s) and/or principal.

MSAD #27 Grades 3-5 Skills Rubric

(P) PROFICIENT - Student consistently performs skills related to indicators

(IP) IN PROGRESS - Student shows understanding of skills related to indicators but does not consistently use them

(EM) - EMERGING Student does not use the skills-related to the indicators and/or does not show understanding of them

Relationship Indicators	1	2	3	Responsibility Indicators	1	2	3
Uses safe and respectful words/actions with peers				Follows the daily routine			
Uses safe and respectful words/actions with adults				Is ready to start activities			
Listens to others' ideas				Prepared for class			
Shares work with other students				Uses work materials with care			
Recognizes feelings of others				Turns in assignments			
Shows respect for others				Returns work materials to correct locations			
Uses conflict resolution skills				Takes care of personal belonging			
Perseverance Indicators	1	2	3	Problem Solver Indicators	1	2	3
Uses "I can" when doing work and activities				Focuses on the problem to be solved			
Follows directions of an activity				Questions and seeks help			
Sticks to an activity				Filters unwanted information			
Completes tasks or activities				Considers options			
Uses problem-solving skills independently				Draws logical conclusions			
Uses coping skills				Uses skills that lead to solutions compromises			
				Accepts consequences			
				Corrects mistakes			

Teacher Comments

(School Name)

"Learning is a lifelong journey with home, school and community support."

() or Not Applicable - Not addressed at this time in your child's program Not addressed at this time in your child's education

(P) - PROFICIENT -successfully meets grade level expectations on concepts/skills taught

(IP) - IN PROGRESS - Developing concepts/skills taught and usually demonstrates understanding and applications. May require some teacher assistance.

(EM) - EMERGING - Beginning to learn new concepts/skills taught. Not independent at this time. Requires a lot of teacher support.

English Language Arts - Reading

	1	2	3	English Language Arts - Writing	1	2	3
--	---	---	---	--	---	---	---

Foundational Skills

RF.5.3 Applies grade level phonics and word analysis skills decoding words				W5.1 Writes opinion pieces supporting a point of view.			
--	--	--	--	--	--	--	--

RF.5.4 Reads with sufficient accuracy and fluency to support comprehension.				W5.2 Writes informative texts to convey ideas and information.			
---	--	--	--	--	--	--	--

RF.5.4b Interprets figurative language and word relationships				W5.3 Writes narratives to develop real or imagined experiences			
---	--	--	--	--	--	--	--

				W5.5 Develops and strengthens writing by planning, revising, and editing			
--	--	--	--	--	--	--	--

Literature

RL.5.4 Knows and applies grade level skills in decoding words.	1	2	3	W5.7 Uses research to support writing			
--	---	---	---	---------------------------------------	--	--	--

RL.5.4 Determines meanings of words using various strategies.				English Language Arts - Speaking and Listening	1	2	3
---	--	--	--	---	---	---	---

RL.5.10 Reads grade level literature				S&L.5.1 Engages effectively in discussion			
--------------------------------------	--	--	--	---	--	--	--

RL.5.10 Understands grade level literature				S&L.5.2 Using diverse formats, summarizes written text.			
--	--	--	--	---	--	--	--

Informational Text

RI.5.4 Knows and applies grade level skills in decoding words.	1	2	3	S&L.5.4 Gives a report in a logical sequence.			
--	---	---	---	---	--	--	--

RI.5.4 Determines meanings of words using various strategies.				S&L.5.4 Speaks clearly and at an understandable pace.			
---	--	--	--	---	--	--	--

RI.5.10 Reads grade level informational text.				S&L.5.5 Uses multimedia and visual displays in presentations.			
---	--	--	--	---	--	--	--

RI.5.10 Understands and uses grade level informational texts.				Teacher Comments			
---	--	--	--	-------------------------	--	--	--

Language

L.5.1 Demonstrates use of conventions of standard English grammar and usage.	1	2	3				
--	---	---	---	--	--	--	--

L.5.1 Spells assigned words correctly							
---------------------------------------	--	--	--	--	--	--	--

Teacher Comments

--	--	--	--	--	--	--	--

Mathematics

	1	2	3	Geometry	1	2	3
--	---	---	---	-----------------	---	---	---

Operators and Algebraic Thinking

OA.5.1 Uses and evaluates algebraic expressions using symbols				G.5.1 Identifies the parts of a coordinate plane			
---	--	--	--	--	--	--	--

OA.5.2 Writes and explains simple numerical expressions				G.5.1 Plots a given point on the plane using ordered pairs			
---	--	--	--	--	--	--	--

OA.5.3Creates a function table (input/output) and explains the rule				G.5.2 Represents/interprets real world problems by graphing points on coordinate			
---	--	--	--	--	--	--	--

OA.5.3 Compares sets of data that are related and recognizes relationships				G.5.3 Identifies attributes and categories of 2 dimensional figures			
--	--	--	--	---	--	--	--

				G.5.4 Classifies figures according to their attributes			
--	--	--	--	--	--	--	--

Number and Operations in Base Ten			1	2	3	Number and Operations - Fractions			1	2	3
NBT.5.1	Understands the place value system					NF.5.1	Uses equivalent fractions to add fractions with unlike denominators				
NBT.5.2	Explains the powers of ten and the pattern in placement of a decimal point using power of ten					NF.5.1	Uses equivalent fractions to subtract fractions with unlike denominators				
NBT.5.3	Reads and writes decimals to thousandths					NF.5.2	Solves word problems using addition/subtraction of fractions with unlike denominators				
NBT.5.3	Compares two decimals to thousandths using $<$, $>$, or $=$					NF.5.2	Uses benchmark fractions and number sense to estimate and assess the reasonableness of answers				
NBT.5.4	Rounds decimals to any place					NF.5.3	Explains a fraction as division of the numerator by the denominator				
NBT.5.5	Fluently multiplies multi-digit numbers					NF.5.3	Solves word problems involving division and writes the remainder as a fraction or mixed number using various strategies				
NBT.5.6	Fluently divides multi-digit whole numbers					NF.5.4	Explains the product of a whole number and a fraction and explains the product of 2 fractions using a visual fraction model				
NBT.5.6	Shows the results of division using equations, arrays, or area models					NF.5.4	Multiply a fraction or whole number by a fraction				
NBT.5.7	Adds, subtracts, multiplies, and divides decimals to the hundredths					NF.5.6	Solves real world problems involving multiplication of fractions and mixed numbers using visual fraction models or equations				
Measurement and Data		1	2	3		NF.5.7	Divide a fraction by whole numbers or by a fraction				
MD.5.1	Converts measurements within the same system					NF.5.7	Solves real world problems involving division of unit fractions by whole numbers				
MD.5.1	Uses conversions to solve multi-step real world problems					Comments					
MD.5.2	Makes a line plot to display a set of measurements in fractions of a unit										
MD.5.2	Solves problems with the information on the line plot										
MD.5.3	Recognizes a unit cube and knows that it can be used to measure volume										
MD.5.3	Identifies the volume of a solid figure in cubic units										
MD.5.4	Measures volume by counting unit cubes										
MD.5.4	Finds the volume of a right rectangular prism using unit cubes										
MD.5.5	Finds the volume of a solid figure										
Comments											
Science											
Demonstrates knowledge of Science concepts			1	2	3	Music			1	2	3
Applies process skills in science						Understands musical concepts					
Social Studies			1	2	3	Positive participation					
Demonstrates knowledge of SS concepts						Health					
Applies process skills in SS						MLRA Demonstrates knowledge of health concepts related to health promotion and disease prevention to enhance health MLRC Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks					

Art	1	2	3	Physical Education Teacher - Mr. Delele	1	2	3
Demonstrates knowledge of Art concepts, skills and vocabulary Creates quality art work demonstrating creative thinking and problem solving	1			Shows development of motor skills taught			
Technology Demonstrates understanding of technology concepts, systems and operations	1	2	3	Demonstrates knowledgeable participation - knows and follows rules Exhibits positive peer interaction during PE class			
Develops innovative products and process using technology							
Comments							

MSAD NO. 27 VISION STATEMENT

Provide a challenging and meaningful learner-centered education that empowers each individual to become a responsible, self-directed, productive citizen living and working in a 21st century global society

Beliefs & Guiding Principles

Students

- Students learn in diverse ways and different time frames
- Student learning is future-focused and enhanced by the responsible and ethical use of technology
- Student learning is enhanced by meaningful, real-life experiences, and mistakes are inherent in the learning process
- Student learning is fostered by frequent feedback based on learning goals developed from standards
- Collaboration and curiosity drive student learning
- Student learning requires positive and constructive relationships with teachers
- Students work to develop attitudes, skills, and behaviors that enhance learning

Teachers, Leaders and Support Staff

- School personnel are experts in their field and models of collaboration and continuous learning
- Teaching is future focused and responsive to the learning needs of students
- School personnel set the conditions for a safe, welcoming, and engaging school and classroom environment
- Teaching reflects the current research on learning and cognition
- School personnel inspire, motivate, and empower learners
- School personnel are caring, consistent, respectful and just in their interactions with students and each other
- School personnel integrate technology to facilitate enhanced learning

Parents/Guardians

- Parents/guardians are the primary influence and motivation in their child's educational journey
- Parents/guardians inspire, motivate, and empower learners
- Parents/guardians support the school personnel and team with the school to ensure that their children receive the best education possible
- Parents/guardians are familiar with and supportive of the school vision; education is a top priority
- Parents/guardians use technology to monitor, support and enhance their child's learning

Community

- The community encourages innovation, assumes accountability, and strives for continuous involvement
- The community partners with district schools to support and promote student learning

3

The Curriculum Leadership Team has decided to use Robert Marzano's work, **The Art and Science of Teaching**, in order to incorporate a common language in MSAD#27. The following questions could be used to guide your reading of this text. You may decide to communicate to each other via a blog (more on that one later) or face-to-face. Please indicate on the GoogleDoc your preference.

It is the goal of the Curriculum Leadership Team to have the book completed by the end of this school year. The research based practices described in the book will eventually become a part of our Teacher Evaluation System. School year 2014 - 2015 will focus on implementation of many of the new strategies.

HERE IS THE LINK TO THE GOOGLE GROUP:

<https://groups.google.com/a/sad27.org/forum/#!forum/art-and-science-of-teaching>

Week of :	Chapter #	Questions to use:
April 7	Intro & Chapter 1	Thinking about your own teaching practices and those of your peers, what habits would you consider characteristic of the "art" of teaching? What could I do to establish and communicate learning goals ? How are learning goals different from learning activities? What are some of the benefits of having students chart their own knowledge gain or progress toward a learning goal?
April 14	Chap. 2	This chapter discusses different strategies for actively processing information during comprehensive critical-input experiences. Out of the instructional strategies discussed in this chapter, which do you feel most comfortable using, and which would you like more practice and instruction implementing? Think about the second design question - What can I do to help students effectively interact with new knowledge? What strategy(ies) would you use? Where specifically would you use them?
April 28	Chap. 3	How and why is homework assigned in your classroom? How does this relate to the author's recommendations on homework policies and practices? Homework practice is "more appropriate for procedural knowledge". Explain how this might impact your practice of assigning homework.
May 5	Chap. 4	Give an example of a learning activity designed to help students generate and test hypotheses about content. Now consider how this activity would support a learning goal of what students will know or be able to do. Is there room in your curriculum to have students generate and test their own hypotheses? Explain. The strategies in this chapter benefit from cooperative learning structures. What are some considerations when assigning groups to tasks that generate and test hypotheses?
May 12	Chap. 5	How do you define student engagement? How do you monitor student engagement?

		Which of the strategies described in this chapter have you tried with success? Which are you willing to try? Explain.
May 19	Chap. 6	<p>Research widely supports effective use of rules and procedures in the classroom. Identify a general rule that is central to the smooth operation and healthy environment of your school or classroom. Now consider how specific school or classroom procedures may or may not support this rule.</p> <p>Different classrooms may articulate rules and procedures differently. How might teachers work together to ensure that rules and procedures are used consistently?</p>
May 27	Chap. 7	<p>Stage and Quiroz cite their work as evidence that interventions widely used in schools do, in fact, reduce disruptive behavior. What's your reaction to this statement?</p> <p>In your experience, how often does "withitness" come into play regarding classroom management? Do you think "withitness" can be applied and cultivated as a strategy, or do you feel it's more of a general quality a teacher either does or does not have? Explain.</p>
June 2	Chap. 8	<p>"Teacher behavior, then, is the language of relationship." With this in mind, think about favorite teachers you've had—How did they convey a balance of dominance and cooperation in their teacher-student relationships?</p> <p>Bettencourt, Gillet, Gail, and Hull found that training teachers in behaviors that communicate enthusiasm had positive effects on student engagement and achievement. How have you been trained in this area? How would you suggest training teachers to communicate enthusiasm?</p>
June 9	Chap.9	Think about a student that struggles in one of your classes, and ask yourself, "If I believed this student was completely capable of learning this content, what would I be doing right now?" With this perspective, how might your interactions with this student change?
June 16	Chap. 10	This final chapter looks at all the previous chapters and design questions, and iterates how they apply to effective lesson planning and cohesive unit organization. Figure 10.3 synthesizes this work into a list of daily reflection questions. How might this list be a helpful tool?

NAME	PREFERRED METHOD	COMMENTS
Irene Murphy	Face-to-face	Monday after school
Scott Sevigny	Face-to-face or blog	Monday after school (I suggest setting a specific day for the face-to-face meeting. For e.g., every Monday from 3 p.m. to 4 p.m.)

	Blog through chapters then face to face at completion	Melinda Bard
Monday after school	Face to face	Bob Thibodeau
Before school??	Blog or face to face	Margaret Guimond
	Blog through chapters then face to face at completion.	Steve Doucette
	Blog through chapters then face to face at completion	Jocelyn Saucier
Monday	Face-to-Face	Marissa Albert
Monday after school	Blog through chapters then face to face at completion	Mitchell Daigle
Monday	Blog through chapters then face to face at completion	Robby Nadeau
Monday	Blog through chapters then face to face at completion	Leslie Marquis
I usually schedule IEP Meetings on Monday because it's our only 'free' day, so every week wouldn't work.	blog	Claire Pelletier
Monday after school	Blog or face-to-face	Monica Cyr
	Blog	Pamela Plourde
	blog	Sylvia Dow-Harvey
Monday after school	Blog or face to face	Andrea Pelletier
	Blog through chapters	Kara Beal
	Blog or face to face	Maureen Charette
	Blog	Mary Pelletier



Domain 1: Classroom Strategies and Behaviors

Lesson Segments Involving Routine Events

- DQ1: Communicating Learning Goals and Feedback**
1. Providing Clear Learning Goals and Scales (Rubrics)
 2. Tracking Student Progress
 3. Celebrating Success

- DQ6: Establishing Rules and Procedures**
4. Establishing Classroom Routines
 5. Organizing the Physical Layout of the Classroom

Lesson Segments Addressing Content

- DQ2: Helping Students Interact with New Knowledge**
6. Identifying Critical Information
 7. Organizing Students to Interact with New Knowledge
 8. Previewing New Content
 9. Chunking Content into "Digestible Bites"
 10. Processing of New Information
 11. Elaborating on New Information
 12. Recording and Representing Knowledge
 13. Reflecting on Learning

- DQ3: Helping Students Practice and Deepen New Knowledge**
14. Reviewing Content
 15. Organizing Students to Practice and Deepen Knowledge
 16. Using Homework
 17. Examining Similarities and Differences
 18. Examining Errors in Reasoning
 19. Practicing Skills, Strategies, and Processes
 20. Revising Knowledge

- DQ4: Helping Students Generate and Test Hypotheses**
21. Organizing Students for Cognitively Complex Tasks
 22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
 23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

- DQ5: Engaging Students**
24. Noticing When Students are Not Engaged
 25. Using Academic Games
 26. Managing Response Rates
 27. Using Physical Movement
 28. Maintaining a Lively Pace
 29. Demonstrating Intensity and Enthusiasm
 30. Using Friendly Controversy
 31. Providing Opportunities for Students to Talk about Themselves
 32. Presenting Unusual or Intriguing Information

- DQ7: Recognizing Adherence to Rules and Procedures**
33. Demonstrating "Withitness"
 34. Applying Consequences for Lack of Adherence to Rules and Procedures
 35. Acknowledging Adherence to Rules and Procedures

- DQ8: Establishing and Maintaining Effective Relationships with Students**
36. Understanding Students' Interests and Background
 37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
 38. Displaying Objectivity and Control

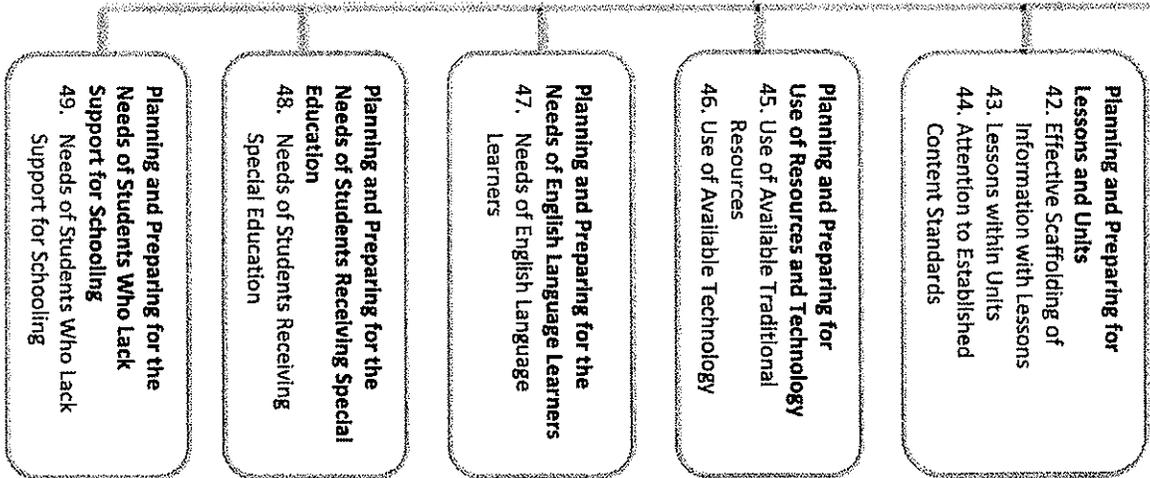
- DQ9: Communicating High Expectations for All Students**
39. Demonstrating Value and Respect for Low Expectancy Students
 40. Asking Questions of Low Expectancy Students
 41. Probing Incorrect Answers with Low Expectancy Students

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

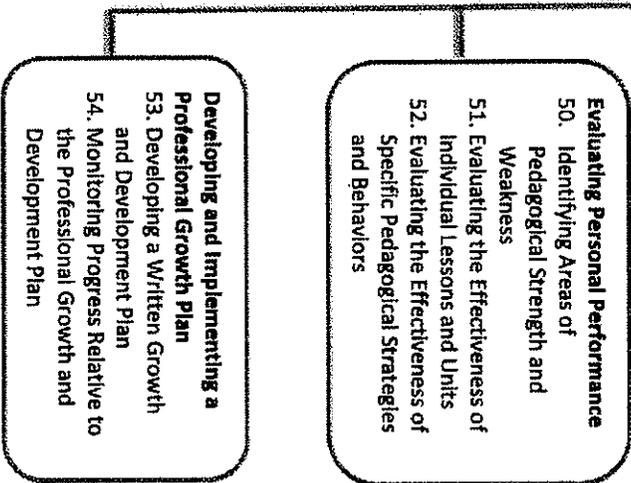
Domain 2: Planning and Preparing

Planning and Preparing



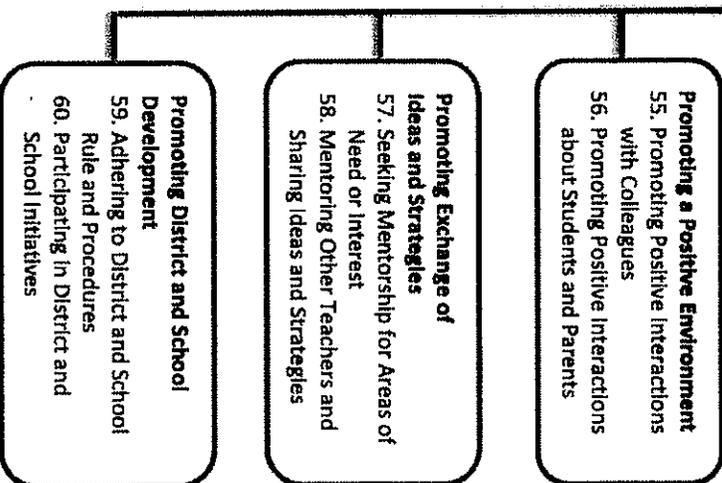
Domain 3: Reflecting on Teaching

Reflecting on Teaching



Domain 4: Collegiality and Professionalism

Collegiality and Professionalism



#5

Performance-based System » LUSD Scoring Scale

Learners and parents will receive information regarding learner progress on the Measurement Topics on the Scoring Scale below. This scale will replace all letter grades and is not to be confused with the traditional A, B, C, D, F grades. The new scoring system does not have the same meaning as traditional letter grades and should be viewed only as defined below. Colleges and universities accept this method of reporting learner performance.

- Back to District
- Performance-based System
- Guaranteed & Valuable Curriculum
- Instructional Model
- Leadership Development
- Total Leaders Rubric
- LUSD Scoring Scale
- Grade Reporting & Progress
- Monitoring Learning & Feedback
- Assessment
- Student Success Stories
- Frequently Asked Questions
- Promising Results

Performance Level	What the Learner Knows	Report Card Grade
Level 4	All the simple knowledge and skills, all the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge.	4
Level 3.5	All the simple knowledge and skills, all the complex knowledge and skills, and in-depth inferences and applications with partial success.	3.5
Level 3	All the simple knowledge and skills, and all the complex knowledge and skills.	3
Level 2.5	All the simple knowledge and skills, and some of the complex knowledge and skills	2.5
Level 2.0	All the simple knowledge and skills	2
Level 1.5	With help, the learner knows some of the simple knowledge and skills, and some of the complex knowledge and skills.	1.5
Level 1.0	With help, the learner knows some of the simple knowledge and skills	1
Level 0	Even with help, the learner does not know any of the simple or complex knowledge and skills.	0

Academic grades are separated from learner behavior grades in all courses. These behavior grades are called Life Skills and are required of Lindsay Unified learners. They are based on the Life Long Learning Standards. The Life Long Learning Standards describe Lindsay learners as:

- A Well-Balanced Person
- A Self-Directed, Lifelong Learner
- A Caring, Compassionate Person
- A Civic-Minded Person
- A Responsible Global Citizen
- A Quality Producer and Resource Manager
- A Culturally Aware Person

Each Life Skill standard receives a final score. All final scores for the Life Long standards may be averaged to report an overall Life Skills grade. Life Skills grades are:

Level 4	Always demonstrates these characteristics
Level 3	Usually demonstrates these characteristics
Level 2	Sometimes demonstrates these characteristics
Level 1	Never demonstrates these characteristics

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UNPACKING STANDARDS

CONTENT STANDARD: Language Arts 10

POWER STANDARD	THE VERBS	THE NOUNS	THE CONCEPTS (KNOWLEDGE)	THE SKILLS
<p>Reading</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (informational text & literature)</p>	<p>Cite Support</p>	<p>Evidence Analysis Inferences</p>	<p>The student will be able defend their analysis / inferences of a text citing details from the read material.</p>	<p>Comprehension Evaluation Argue Persuade</p>
<p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (informational text & literature)</p>	<p>Determine Analyze Provide</p>	<p>Theme or Idea of a text Development Summary</p>	<p>The student will be able to summarize read material to determine a central idea or theme.</p>	<p>Knowledge Evaluation Analysis Application</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious</p>	<p>Delineate Evaluate Assess Identify</p>	<p>Argument Reasoning Claims in a text Statements Reasoning</p>	<p>The student will be able defend their analysis / inferences of a text citing details from the read material.</p>	<p>Comprehension Evaluation Argue Analysis Persuade</p>

<p>reasoning. (informational text)</p>				
<p>Writing 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a,b,c,d & e</p>	<p>Write Support Use</p>	<p>Arguments Claims Analysis Reasoning Evidence</p>	<p>Students will be able to construct a - research based position - a literary comparison - a literary analysis essay using evidence and supporting details from research material, novels, or short stories.</p>	<p>Knowledge Comprehension Evaluation Argue Analysis Persuade Application</p>
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3).</p>	<p>Produce Write Revise</p>	<p>Writing Development Organization Style Task Purpose Audience</p>	<p>Students will be able to construct a - research based point of view essay. - a literary comparison essay. - a literary analysis essay.</p>	<p>Knowledge Comprehension Evaluation Argue Analysis Persuade Application</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a & b</p>	<p>Draw Support</p>	<p>Evidence Texts Analysis Reflection Research</p>	<p>Students will be able to construct - research based position paper - a literary comparison essay - a literary analysis essay - an oral book review using evidence and supporting details from research material, novels, or short stories.</p>	<p>Comprehension Evaluation Argue Analysis Persuade</p>
<p>Speaking & Listening 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are</p>	<p>Present Support Revise</p>	<p>Information Findings Evidence Organization Development Substance Style Purpose Audience</p>	<p>Students will be able to deliver an oral book review based on the literary elements.</p>	<p>Knowledge Application Analysis Comprehension Evaluation</p>

appropriate to purpose, audience, and task		Task		
<p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a & b</p>	<p>Demonstrate Write Speak Identify Revise</p>	<p>Command Grammar Usage</p>	<p>Students will construct and revise essays that demonstrate correct syntax and grammar usage. Students will deliver oral presentations using correct syntax and grammar. Students will identify parts of speech in sentences. Students will be able to identify the correct subject or object pronoun used in sentences and explain the reason for use. Students will be able to identify sentence errors in order to correct those errors.</p>	<p>Application Analysis Comprehension Evaluation Knowledge</p>

#12

Community High School
Expectations for Learning

NAME _____ CLASS _____

CATEGORY	Proficient	In Progress	Emerging	Teacher Comments
Preparedness	Student is often prepared for class with required materials	Student sometimes forgets to bring required supplies to class (i.e. charged iPad, book, writing utensil, homework)	Student often forgets to bring required supplies to class (i.e. charged iPad, book, writing utensil, homework)	
Works productively in class	Student is often self-directed, proactive about work Student often uses time wisely, stays on task and complete work on or ahead of time.	Student sometimes uses time wisely, is on-task, and completes work to best effort in a timely manner Seldom needs redirection.	Student fails to use class time wisely Many assignments are late	
Classroom Behavior	Student often follows classroom rules and encourages others to do the same Student is often respectful of classroom technology, and equipment Student seldom requires reminders and is quick to follow directions.	Student sometimes behaves in appropriate ways with classroom technology, and equipment Student sometimes needs reminders or redirection.	Student frequently defies classroom rules Student is not respectful of technology and/or classroom equipment Student frequently requires reminders or redirection.	
Readiness to Learn	Student attends daily and is on time or early Student is ready and has a positive, receptive attitude about learning.	Student is usually at school and on time for class Student is ready to learn	Student is often absent and/or tardy Student is resistant to learning	
Works productively outside of class	Student often completes coursework outside of class in order to stay on pace.	Student sometimes completes coursework outside of class in order to stay on pace.	Student frequently does not work outside of class or during resource time in order to meet goals.	
Respect	Student consistently demonstrates respect for self, peers, and staff.	Student sometimes demonstrates respect for self, peers, and staff.	Student rarely demonstrates respect for self, peers, and staff.	

#7

CORNERSTONE DISCUSSIONS

1. Cornerstones are key **SUMMATIVE** assessments.
2. There should be at least one Cornerstone piece per content per trimester.
3. Cornerstones must be standards based. It is also suggested that the Cornerstones be introduced at the start of a unit so that students know their targets.
4. A Cornerstone must earn a passing grade and an **INCOMPLETE** is given until that happens. They should **NEVER** become a zero.
 - Cornerstones not completed by the end of the trimester = a letter home and a teacher detention. If the cornerstone is still not completed the consequence is a mandatory tutorial referral. Refusal to attend teacher detention or the tutorial will result in an office detention which can be served during school functions like assemblies as well as in the traditional after school tutorial setting.
 - Cornerstones submitted after grades close for the trimester will make the students ineligible for honor roll status.
 - Each Cornerstone will be worth two grades - a **SKILLS** grade that assesses mastery of the skills and a **WORK HABITS** grade that assesses whether or not the Cornerstone was handed in on time. If the cornerstone is handed in on time, the work habits grade is 100. If the cornerstone is handed in 10 days late, the work habits grade is a 5. If the cornerstone is handed in more than 10 days late, the work habits grade is a 0.

9th GRADE CORNERSTONES

ELA

POWER STANDARD	CORNERSTONE
READING LITERATURE	AR Reader Tests (6 or 8); Poetry analysis; Compare contrast essay
READING INFORMATIONAL TEXT	AR Reader Tests
WRITING - NARRATIVE	Personal Narrative; Short story; Poetry Analysis; Reading responses
WRITING - RESEARCH PROCESS	Research Paper Project
SPEAKING	Memorization/Recital

GRADE 9 - ENGLISH CORNERSTONES/STANDARDS

MATH

POWER STANDARD	CORNERSTONE
ALGEBRAIC EXPRESSIONS	Percent Project; Function Project; Scatterplot Project
FUNCTIONS	Function Project; Scatterplot Project
NUMBERS AND QUANTITY	Percent Project; Scatterplot Project
PROBABILITY AND STATISTICS	Function Project; Scatterplot Project

SOCIAL STUDIES

POWER STANDARD	CORNERSTONE
CIVICS AND GOVT.	Global Studies - Scrapbook
HISTORY	Global Studies - Scrapbook

SCIENCE

POWER STANDARDS	Cornerstone

CAREER AND EDUCATION DEVELOPMENT

POWER STANDARDS	Cornerstone
SELF-KNOWLEDGE/INTERPERSONAL RELATIONSHIPS	
EDUCATION, CAREER, AND LIFE ROLES	
DECISION MAKING; FUTURE PLANNING; MEANINGFUL CONTRIBUTIONS	

HEALTH AND PHYSICAL EDUCATION

POWER STANDARDS	Cornerstone
HEALTH CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION	Body Systems; Food Inc.
HEALTH INFO/PRODUCTS AND SERVICES	Body Systems
HEALTH PROMOTION AND RISK REDUCTION	Body Systems
INFLUENCES ON HEALTH	Advertisement; Food, Inc.
ADVOCACY, DECISION MAKING AND GOAL SETTING	Personal Fitness Plan (2 X); Food, Inc.

#9

Dear Parent or Guardian,

Maine School Administrative District No. 27 continues to move toward implementing the Proficiency Based Learner Model as mandated by state law. The target group of students for implementation of this Proficiency Based diploma requirement is this year's 8th grade class (class of 2018). As part of the change to the Proficiency Based Learner Model, the MSAD No. 27 schools are actively researching, piloting, and implementing new instructional methods, varied assessments, and documentation tools for student progress. As we work through these very important and necessary changes, we are reaching out to you, the parents, as part of our continuing efforts to keep you informed about this model. Schools will be transitioning in the very near future, and will look, feel, and sound very different from what we remember of our own school experiences.

With that being said, you will find enclosed with this letter, the new MSAD No. 27 Vision Statement. It was unanimously approved at the last Board of Director's meeting on Thursday, January 23, 2014. The Vision Statement will be placed in prominent places within our schools in the next several months. As you read through these materials, please reflect upon this new Vision Statement that is designed to drive the decisions that are made in preparing all students for their future and the skills that will be needed in this 21st century global society.

In addition, this letter includes a link to the Department of Education's *Frequently Asked Questions* centered on the Proficiency Based Learner Model. Please use this link (<http://www.maine.gov/doe/cbp/faq.html>) to answer such questions as:

1. *What is proficiency-based education?*
2. *What are the roles of parents in the implementation of proficiency-based education in their children's school?*
3. *How does proficiency-based education change the awarding of diplomas?*

In closing, our district leadership team has scheduled our second Information Evening for **Wednesday, March 12, 2014 from 6:00 to 7:30 pm at Community High School gymnasium.** As part of the planning process for that evening, a survey is included for you to complete and return no later than **Friday, February 14, 2014.** The information you provide will help the organizers of the event identify key talking points that will be most useful to parents. If you would prefer to complete an electronic version of the survey, please go to this link: <http://tinyurl.com/msad27pbl>.

If you have any questions or comments, please include them in the text box section toward the end of the survey. Thank you and we look forward to seeing you at the informational night scheduled for Wednesday, March 12th. If you should have any questions, please contact my office or any school building administrator.

Sincerely,

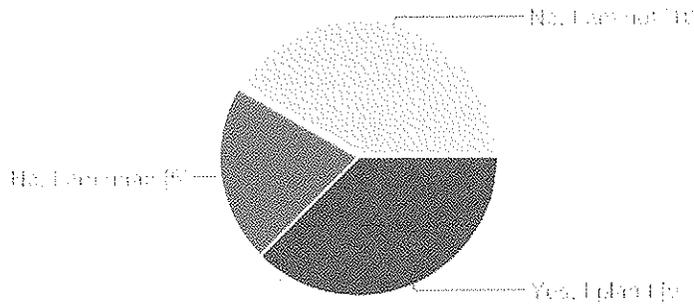
Timothy L. Doak
Superintendent of Schools & District Leadership Team: Community Pillar Committee

24 responses

[View all responses](#) [Publish analytics](#)

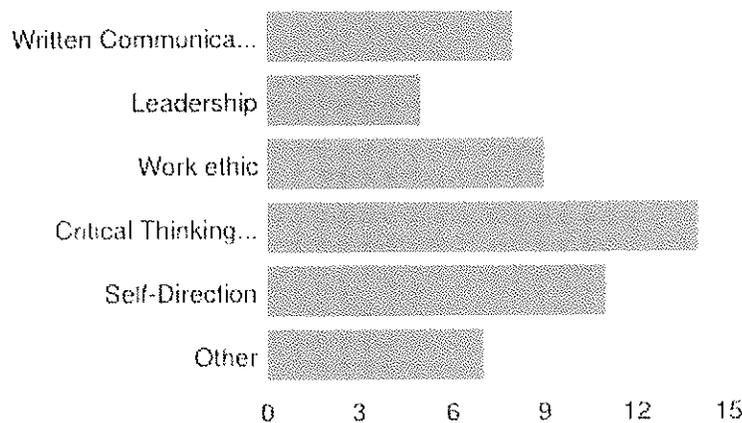
Summary

I plan to attend the Proficiency Based Learning Community Night on March 12



Yes, I plan to attend	9	38%
No, I am unable to attend; however, I would attend future meetings	5	21%
No, I am not interested in attending at this point in time	10	42%

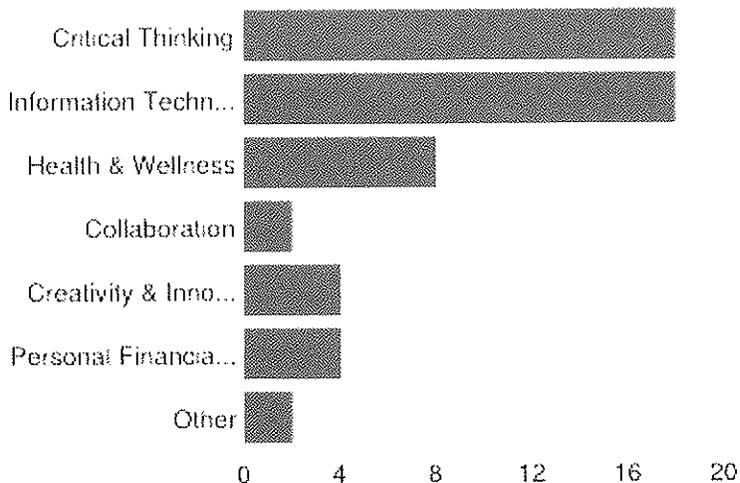
Of high school students that you recently hired, what were their deficiencies?



Written Communication	8	33%
Leadership	5	21%
Work ethic	9	38%
Critical Thinking & Problem-Solving	14	58%

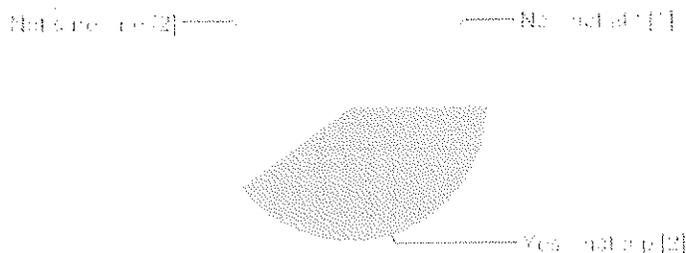
Self-Directed	11	40%
Other	7	29%

What skills and content areas will be growing in importance in the next 5 years?



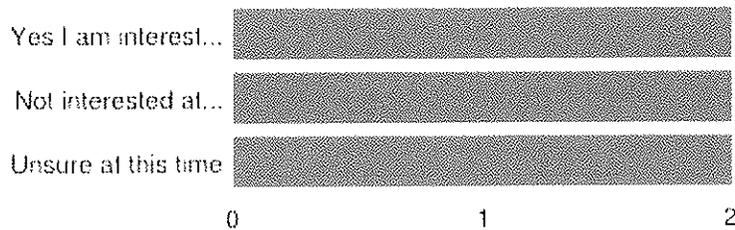
Critical Thinking	18	75%
Information Technology	18	75%
Health & Wellness	8	33%
Collaboration	2	8%
Creativity & Innovation	4	17%
Personal Financial Responsibility	4	17%
Other	2	8%

Would your business be available for student internship opportunities?



Yes - not a problem	2	8%
Not sure - need more information	2	8%
No - not at this point in time	1	4%

Are you interested in serving on a community planning committee that will focus on Proficiency Based Learning?



Yes I am interested in serving on a committee	2	8%
Not interested at this time	2	8%
Unsure at this time	2	8%

If you are interested in serving on this committee, what is your name?

- Scott Voisine
- Stacy Martin
- Christiana Yule

What is your e-mail address if this is your preferred means of correspondence?

- voisine@maine.edu
- animalhosp@fairpoint.net
- blackbearcoop@gmail.com

Are there any concerns or comments that you would like to inform the committee about prior to this meeting. Please write in the text box.

As a parent, I wold like an oppportunity to share my opinion and concerns about the ipads given to my children. An informational night for parents would be welcomed.

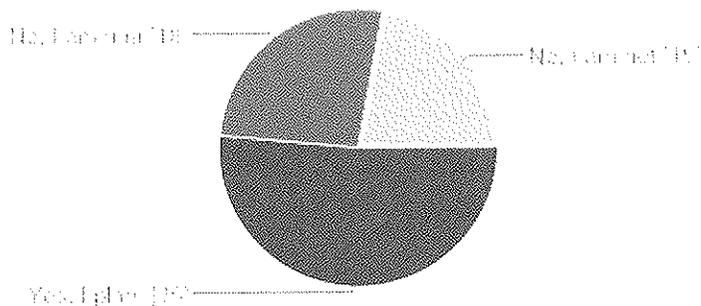
Number of daily responses

68 responses

[View all responses](#) [Publish analytics](#)

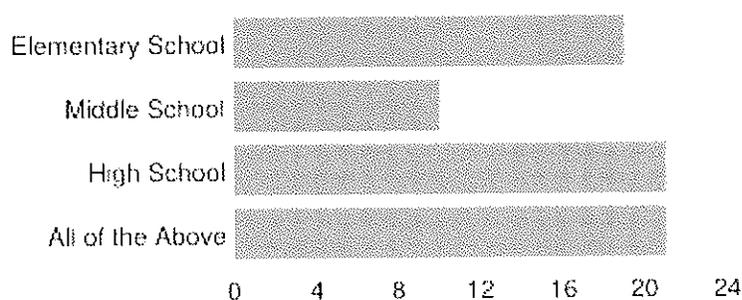
Summary

I plan to attend the Proficiency Based Learning Community Night on March 12



Yes, I plan to attend	35	51%
No, I am unable to attend; however, I would attend future meetings	18	26%
No, I am not interested in attending at this point in time	15	22%

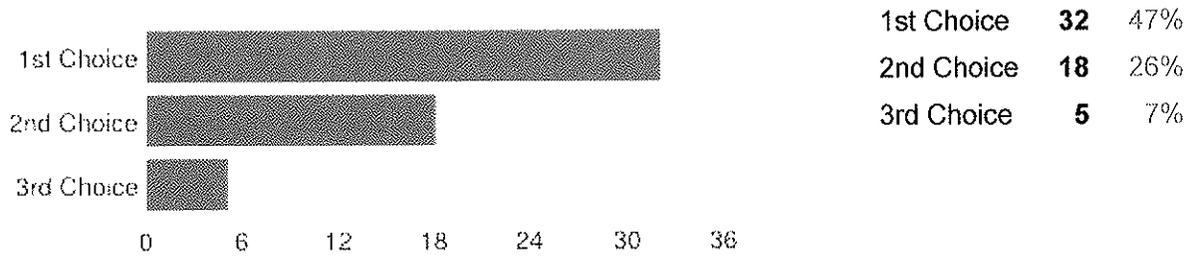
What grade level are you MOST interested in learning about?



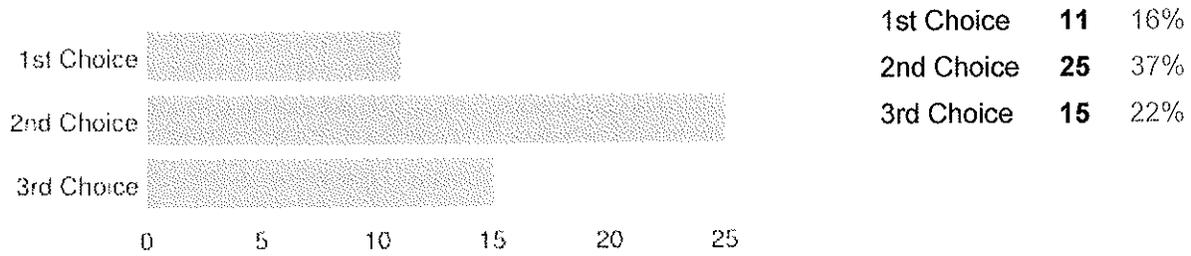
Elementary School	19	28%
Middle School	10	15%
High School	21	31%
All of the Above	21	31%

Grading Practices based on grade level identified above [Please identify the top 3 items you would like the committee to discuss on March 12th regarding

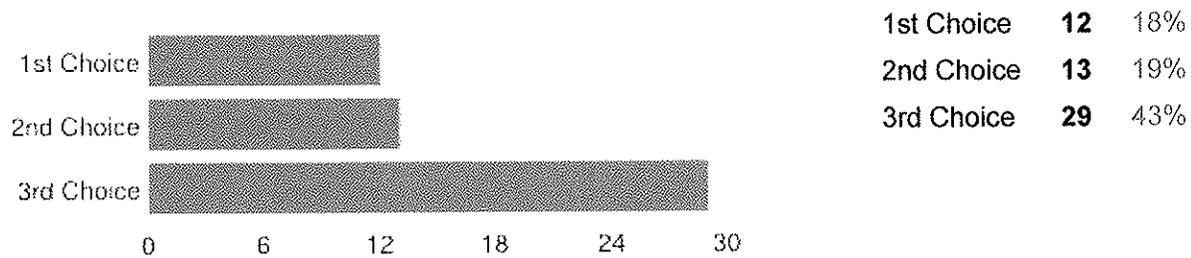
Proficiency Based Education]



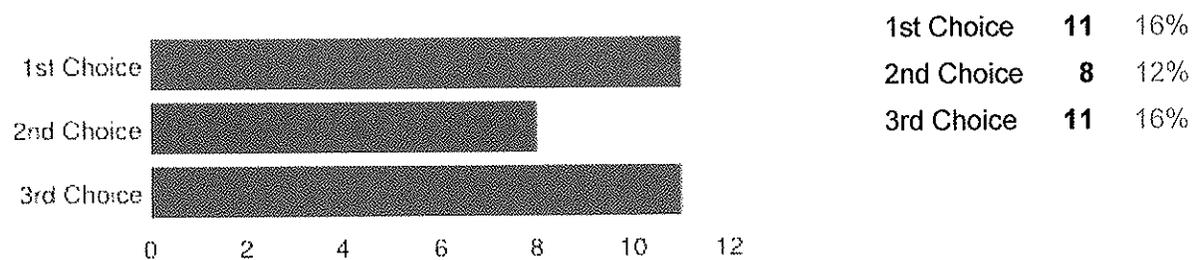
Graduation Requirements [Please identify the top 3 items you would like the committee to discuss on March 12th regarding Proficiency Based Education]



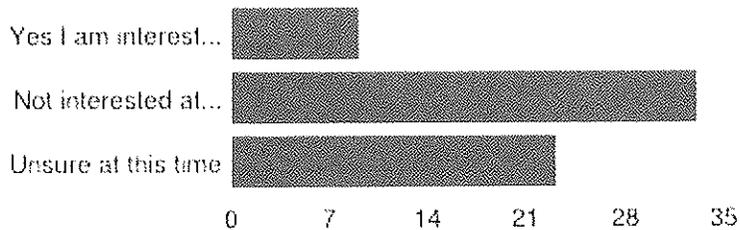
Learning Pathways for High School [Please identify the top 3 items you would like the committee to discuss on March 12th regarding Proficiency Based Education]



Common Core Standards [Please identify the top 3 items you would like the committee to discuss on March 12th regarding Proficiency Based Education]



Are you interested in serving on a community planning committee that will focus on Proficiency Based Learning?

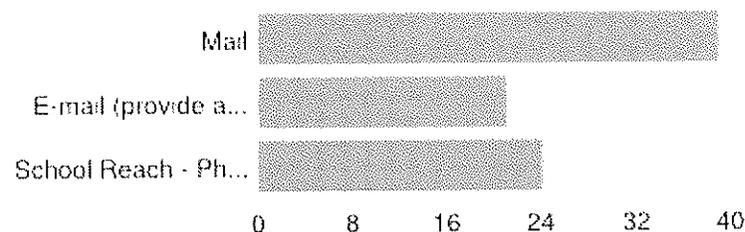


Yes I am interested in serving on a committee	9	13%
Not interested at this time	33	49%
Unsure at this time	23	34%

If you are interested in serving on this committee, what is your name?

- Andrea Ouellette
- Cheryl Guimond
- Mel Hafford
- Beth Guimond
- Louise Bourgoin
- Tricia Husain
- Susan Devoe
- Jill Cairns
- Liane Nadeau
- Lisa Charette
- Terry Caron
- Lisa Chouinard
- Tammy Delisle

What is the best way to receive future correspondence regarding Proficiency Based Learning Model?



Mail	39	57%
E-mail (provide address)	21	31%
School Reach - Phone call	24	35%

What is your e-mail address if this is your preferred means of correspondence?

rob2224@icloud.com
ruth.m.bouchard@gmail.com
tammy.delisle@maine.edu
sftc2009@yahoo.com
beth.guimond@gmail.com
jenny.saucier@nmmc.org
terry.caron@nmmc.org
tjsoucic22@yahoo.com
sdevoe71@gmail.com
oldcoachroad@roadrunner.com
lnadeau@equalexchange.coop
husainmail207@gmail.com
editor@otisgazett.com
angela.coulombe@fortkent.org
jillb@maine.edu
lisa.charette@portlanddiocese.org
lana.kelly@maine.gov
kevinanderson@sad27.org
cheryl.guimond@maine.gov
kelleysuepitre@sad27.org, rickpitre71@gmail.com
louise.bourgoin@nmmc.org
tgparadis@fairpoint.net

Are there any concerns or comments that you would like to inform the committee about prior to this meeting. Please write in the text box.

*Please explain how a child who may struggle attempt to excel if they are not with children who apply or do well with school work. * Will children be grouped within their grade level (4th grade with 4th graders) based on their proficiency or could there be potential of a 4th grader who is excelling to be grouped with a 5th or 6th grader who may not be excelling. If the later, how ill these younger students be protected from mature content that could be exposed by older peers they are grouped with?

How will this move education from teaching to the "middle" of the class and towards meeting all needs, including students who excel - not just those on the lower spectrum.

I am not able to attend the meeting. I am very interested in having more knowledge about

grading practices based on grade level (elementary)

Yes, the iPad has become a big issue with all homework or most work done on it. It tells the students they have the wrong answer when it's right so it upsets students and they get frustrated and don't even want to try to go back to pencil paper work - work sheets please!

I am not looking forward to this change for my 3 children. Why can't things stay the same. I would love to see standard, basic and advanced like when I went to school.

Perhaps not related to this topic, but I think it would be important for students to help out in some type of community service yearly and to be a required part of learning as in other schools (9-12) Job shadowing - awesome opportunity! And don't just let them do it once. Not only the health occupations, but good ol' hands on technology like electrician, plumbing & heating, computer tech, etc. Food for thought

Are the teacher's ready for this? Will our school budget need to change?

What happened to school days when pencil & paper were all you needed to get an education? It wasn't broken so why fix it?

I hope this helps students learn!

First, I know this is late. Second, I already have my 8th grade son telling me he will drift through high school because teachers are telling the kids that getting a 4 will be near impossible. He's rather intelligent so he knows he can get a 3 without much effort. We can say all we want about kids needing to have intrinsic motivation, but everything they've done up to this point has not encouraged that kind of learning. I am very concerned that my son will develop habits that will not be conducive to his future in college. Third, I am concerned that teachers will not be ready to do this in August. Not every teacher will take the incentive to get paid to attend training in the summertime. Fourth, I am concerned that my sophomore daughter is being subjected to a mix of this kind of thinking right now, yet this is not what the expectations are for HER graduation. She sits in honors level class bored, while other students are being given opportunity after opportunity to redo their work. How will teachers work with both kinds of grading systems for the next 3 years?

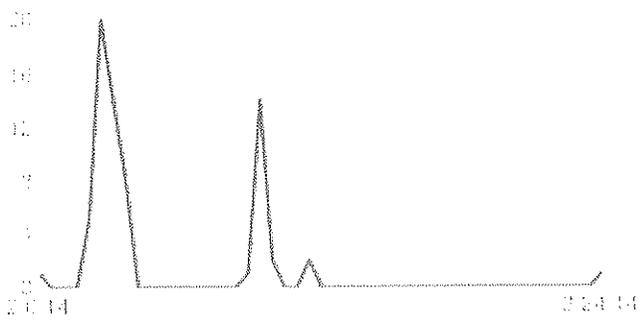
I am computer illiterate and I just can't keep up with the changes which have taken place in our school system. Best of luck to all of you and our students.

Just want the best for my child to learn the most he can and be comfortable learning and retaining this information (Not memorizing it)

With all the bullying and intimidation going on in schools everywhere, will this new program work in a way where it will be discreet and not "single" out teens having more learning difficulties than others. With they with hard work, be allowed to go from one level to the next quickly.

Thank you for your participation!

Number of daily responses



10

CODE: IKSTUDENT ACHIEVEMENT/EVALUATION OF STUDENT PROFICIENCY

Effective evaluation of student achievement is crucial to the instructional process and to the certification of a student's progress towards meeting the content standards of Maine's Learning Results. The monitoring of student progress towards district learning goals and the communication between teachers and parents is an essential component to the learning.

It is the expectation of this school district that evaluation of student achievement will be directly linked to specific instructional uses and thus to student academic well-being. Two types of use are considered appropriate: (1) assessment as a source of information for decision making and (2) assessment for the purpose of promoting higher levels of student achievement. Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, providing appropriate instruction, and identifying learning problems and areas in which remediation are required. Sharing of information among parents, staff and students is an integral part of the evaluation process.

Several levels of decision-making and decision makers are considered important to student academic well-being: classroom level (students, teachers, and parents), instructional support level (principals, curriculum specialists, support teachers and guidance personnel) and policy level (superintendent, school board, and citizens). The school district will allocate assessment resources and devise assessment, evaluation, and communication programs to meet the information needs of all these users.

With respect to student achievement and evaluation of student proficiency, the district acknowledges that assessment can serve as a powerful tool. By involving students in the assessment and evaluation of their own achievement under direct supervision, teachers can use assessment to help students understand the meaning of academic success and meet the highest achievement expectations.

The school district will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's achievement and to monitor student's progress towards meeting proficiency in the content standards and the Guiding Principals of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different and multiple ways what they know and are able to do. Students should have multiple and varied opportunities to practice, apply, and demonstrate their knowledge and skills.

Individual classroom assessments may include, but are not limited to, student tests, quizzes, reports, demonstrations, presentations, artifacts, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments may include “common assessments” designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same-grade classrooms and grade spans within the district.

Large-scale assessment will include those required for the purpose of determining whether the school has achieved “annual measurable objectives” for federal reporting purposes, and may include other nationally normed standardized achievement tests.

COMMUNICATING INFORMATION CONCERNING STUDENT ACHIEVEMENT

Teachers should provide students and parents with timely information concerning students performance and, if applicable, the need for students to participate in remediation and/or additional instruction. Parents shall be informed at regular intervals of their child’s academic progress through report cards or other written means.

The principal or guidance counselor will provide written notification to students and parents by the end of the second trimester or at the appropriate interval for a course if the student may not advance to the next grade because the student has not met the content standards of the Learning results for the student’s grade span and/or other reasons, or if the student may not qualify for a high school diploma because the student has not met the required standards or school district requirements.

LEGAL REFERENCE: TITLE 20A MRSA SEC. 4502

REPLACED POLICY IK – ACADEMIC ACHIEVEMENT

REVISED AND APPROVED: ARIL 24, 2000

REVISED AND APPROVED: AUGUST 18, 2014

CODE: IKE

LEARNER PROGRESS THROUGH THE LEARNING SYSTEM

It is the Board of Directors' intent to provide sequential instructional programming that provides equitable opportunities for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The Board of Directors recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development, and that individual students may be more proficient in some content areas of the Learning Results than in others. Students may also differ in their progress towards achieving the cross-curricular skills identified in the *Guiding Principles* of the Learning results.

The MSAD No. 27 offers a planned and integrated sequence of instruction that meets State requirements. Our schools are transitioning to a proficiency-based learner centered approach to education, which means that learners will progress through the learning system at their own pace consistent with their attainment of learning goals as opposed to the traditional approach of advancing learners largely on the basis of age and grade. Thus, some students will advance through the learning system in a shorter or longer time than others, depending on their attainment of learning goals. Instructional supports and strategies are provided to assist learners in achieving proficiency.

School administrators and teachers use multiple measures to assess learners' performance and progress toward learning goals, and to make decisions about progress through the learning system. School staff may also consider other factors in making decisions concerning learner progress such as attendance, individual learner interests and needs, information provided by parents or service providers, and any other factors of importance for the individual learner. Decisions concerning learners with special needs shall be made in consultation with the IEP Team.

Communication between parents/guardians and school staff is critical to a learner's success. The school administration and teachers are responsible for ensuring that parents/guardians are kept informed of their child's progress on a regular basis. Parents/guardians are encouraged to stay informed regarding their child's learning progress and to inform their child's teacher(s) of any issues that may impact his/her learning and performance. Parents/guardians who have questions or concerns about their child's progress through the learning system are encouraged to discuss their concerns with their child's teacher(s) and/or the school administration, as appropriate.

For learners who transfer into a school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Learners and their parents/guardians will be informed of the standards for receiving a high school diploma upon entering the high school.

Cross References: IHA – District Learning System
IKF - Graduation Requirements

Legal References: 20-A M.R.S.A. §§ 4711-4712; 4721 et seq.; 6201 et seq.
Chapters 125, 127, 131, 132 (Maine Department of Education Rules)

ADOPTED: JUNE 06, 1986

REVIEWED AND ADOPTED: MAY 1995

REVISED AND ADOPTED: APRIL 24, 2000

REVISED AND ADOPTED: AUGUST 18, 2014

CODE: IKF

GRADUATION REQUIREMENT

ACADEMIC GRADUATION REQUIREMENTS

In order to receive a high school diploma, students must meet specific State and local standards and requirements. As Maine transitions from a graduation system based on credits to a system based on demonstrated proficiency of standards in required content areas, the specific standards and requirements in each case will depend on when a student graduates. Throughout this transition, students and their parents/guardians will be notified of the applicable standards and requirements based on anticipated graduation dates, as well as subsequent updates to the related laws, regulations, rules and/or policies.

The Community High School Program of Studies describes the specific course requirements for each of the content areas. The requirements for a high school diploma are listed below as determined by the year in which a student graduates.

Section I

Students graduating in the Classes of 2015, 2016, and 2017 must meet the credit and other graduation requirements specified in this policy:

Community High School Pathways Diploma

Graduation Requirements						
Subjects	State Credits	General Credits	Subjects	College Credits	Subjects	AP Credits
English language arts	4	4	English language arts	4	English language arts	4
Mathematics	2	3	Mathematics	4	Mathematics	4
Science and technology	2	3	Science and technology	4	Science and technology	4
Social Studies	2	3	Social Studies	4	Social Studies	4
Vis. & Performing Arts	1	1	Vis. & Performing Arts	1	Vis. & Performing Arts	1
Personal Fitness & Wellness	1.5	1.5	Personal Fitness & Wellness	1.5	Personal Fitness & Wellness	1.5
World Languages	0	0	World Languages	2	World Languages	2
District Determined Units	3.5	4	District Determined Units	4	District Determined Units	4
<hr/>						
Class 2015 - 2016	Total 16	20.5		Total 25.5		Total 25.5
Class 2017	Total 16	19.5		Total 24.5		Total 24.5

	Senior Project	Proficient	Senior Project	Proficient	Senior Project	Proficient
Math Supplemental Time		—				
Reading Supplemental Time		—				
Early College Access Plan		—				
Internship		—				
		5 additional credits				
<hr/>						
Class 2015 - 2016		25.5				
Class 2017		24.5				

A student who would have graduated with the Class of 2017 and have not been awarded a diploma at commencement due to failure to earn sufficient credit or meet other requirements set by the MSAD No. 27 Board of Directors policy will have until August 1, 2017 to fulfill the graduation requirements applicable to the Class of 2017.

Section II

Students graduating in the Class of 2018, 2019, and 2020 must demonstrate proficiency in the two content areas, two Guiding Principles, and must meet the credit and other graduation requirements specified in this policy:

1. Students must demonstrate proficiency in meeting State standards in the following content areas:
 - A. English language arts; and
 - B. Mathematics.

2. Students must demonstrate proficiency in meeting Guiding Principles in the following areas:
 - A. Clear and Effective Communicator; and
 - B. A Self-directed and Lifelong Learner.

3. Students must successfully complete a minimum of 17 credits at the high school as follows:
 - A. Science and technology – 4 credits or indicated in the chart above;
 - B. Social Studies – 4 credits or indicated in the chart above;
 - C. Visual and Performing Arts/Fine Arts – 1 credit;
 - D. Personal Fitness and Wellness - 1.5 credits
 - E. District Determined Units – 6.5 credits (*The remaining credits may be selected by the student on the basis of his/her interests, abilities and plans following graduation.*)
 - F. Demonstrate proficiency in a high school capstone project. (*Senior Project*)

A student who would have graduated with the Class of 2020 and have not been awarded a diploma at commencement due to failure to earn sufficient credit or meet other requirements set by the MSAD No. 27 Board of Directors policy will have until August 1, 2020 to fulfill the graduation requirements applicable to the Class of 2020.

Section III

Students graduating in the Class of 2021 and beyond will need to demonstrate proficiency in all eight content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the MSAD No. 27 Board of Directors.

Section IV

FOR ALL STUDENTS GRADUATING FROM COMMUNITY HIGH SCHOOL AT ANY TIME

1. Every student must demonstrate computer proficiency.
2. Every student must demonstrate proficiency in completing High School capstone project.
3. Students with special needs may earn a diploma by fulfilling State and local requirements as specified by the goals and objectives of their Individual Education Plan (IEP).

Section V

EXCEPTIONS TO PHYSICAL EDUCATION REQUIREMENTS

Students who have a medical excuse from a physician will be excused from participating in physical education classes. Students who have a medical excuse may be required to attend classes and do alternate activities.

PARTICIPATION IN GRADUATION EXERCISES

In order to participate in graduation ceremonies, the following requirements must have been fulfilled before graduation day:

1. A student must complete all MSAD No. 27 Board of Directors requirements for a high school diploma in order to participate in graduation exercises.
2. All disciplinary requirements must be fulfilled.
3. Students must have paid all fees and fines owed to the school or have made appropriate payment or waiver arrangements. Waivers may be granted due to extreme financial hardship. The school administrator has the authority to make arrangements for payment and/or to grant waivers. Students are not precluded from participation because of unpaid fees, which are waived.

QUALIFICATION FOR HONOR PARTS:

In order to be eligible for honor parts (valedictorian, salutatorian, honor essay), a student must have been enrolled full time at Community High School for six trimesters preceding graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation honors, awards, or scholarships.

EARLY GRADUATION:

A student who has met the State's and the School Committee's diploma requirements in fewer than four years of high school will be awarded a diploma.

LEGAL REFERENCE: TITLE 20A MRSA SEC. 4722

ADOPTED: OCTOBER 05, 1989

REVISED AND ADOPTED: JANUARY 20, 1995

REVISED AND ADOPTED: JULY 30, 1997

REVISED AND ADOPTED: APRIL 24, 2000

REVISED AND ADOPTED: SEPTEMBER 8, 2006

REVISED AND ADOPTED: JULY 14, 2011

REVISED AND ADOPTED: AUGUST 22, 2013

REVISED AND ADOPTED: JULY 16, 2014

CODE: IKAB**GRADING SYSTEM – REPORTING STUDENT PROFICIENCY**

The MSAD No. 27 School Board believes that teachers, parents, and students should work together to monitor student progress. The purpose of MSAD No. 27's grading and reporting system is to provide students and parents with timely and meaningful information concerning student progress toward and achievement of proficiency in the content areas of the Maine Learning Results and the cross-curricular Guiding Principles of the Learning Results.

Reporting Periods - Parents will receive written reports at least three times each school year.

Scoring Scale - Learners and parents will receive information regarding learner progress on the Maine Learning Results from the scoring scale below. This scale will replace all letter grades and is not to be confused with the traditional A, B, C, D, F grades and it also replaces all percentage grades. The new scale does not have the same meaning as traditional letter grades and should be viewed only as defined. Colleges and universities accept this method of reporting learner performance.

Reports to parents will indicate the proficiency standards within the various content areas upon which the proficiency levels are based. Achievement of standards will be reported by level of proficiency and descriptions of proficiency according to the following table:

<u>Proficiency Level</u>	<u>Proficiency Description</u> (What the Learner Knows)
4	All the simple knowledge and skills, all the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge.
3.5	All the simple knowledge and skills, all the complex knowledge and skills, and in-depth inferences and applications with partial success.
3	All the simple knowledge and skills, all the complex knowledge and skills.
2.5	All the simple knowledge and skills, some of the complex knowledge and skills.
2	All the simple knowledge and skills.

Maine School Administrative District 27 Trial Balance

Account Groups: (First) - (Last)
Accounts: (First) - (Last)
Dates: 07/01/2013 - 06/30/2014
Book Type: Actual
Sort By: Account Number
Detail Option: Full Detail
Include Zero Activity Accounts: No
Subtotal First Account Segment: No
Select Accounts Utility: Yes

Account Number	Description	Class	Beginning Balance	Total Debits	Total Credits	Net Change	Ending Balance
2232-0000-432320-900	Proficiency Based Transition	Revenue	0.00	0.00	9,593.17	(9,593.17)	(9,593.17)
10/18/2013	CT Deposit	Reference		0.00	9,593.17		
		STATE OF MAINE STANDARDS PROF					
Account 2232-0000-432320-900 Totals:				\$0.00	\$9,593.17		
2232-0000-1000-533000-900	EMPLOYEE TRAINING & DEVELOPME	Expense	0.00	9,336.03	0.00	9,336.03	9,336.03
03/25/2014	Voucher	Reference		175.00	0.00		
		IRENE MURPHY					
04/01/2014	Voucher	3911-MAINE CURRICULUM LEADER		150.00	0.00		
04/01/2014	Cancellation Voucher	3911-MAINE CURRICULUM LEADER		(150.00)	0.00		
05/20/2014	Voucher	3911-MAINE CURRICULUM LEADER		150.00	0.00		
05/20/2014	Cancellation Voucher	3911-MAINE CURRICULUM LEADER		(150.00)	0.00		
06/16/2014	Voucher	5454-RSU #2		249.04	0.00		
06/30/2014	Voucher	3297-UNIVERSITY OF MAINE PRESQ		8,911.99	0.00		
06/30/2014	Cancellation Voucher	3297-UNIVERSITY OF MAINE PRESQ		(8,911.99)	0.00		
06/30/2014	Voucher	3297-UNIVERSITY OF MAINE PRESQ		8,911.99	0.00		
Account 2232-0000-1000-533000-900 Totals:				\$9,336.03	\$0.00		\$0.00
2232-0000-1000-558100-900	Travel Professional Development	Expense	0.00	259.00	0.00	259.00	259.00
04/01/2014	Voucher	Reference		154.00	0.00		
		4558-COMFORT INN & SUITES					
04/02/2014	Voucher	4626-HILTON GARDEN INN		105.00	0.00		
Account 2232-0000-1000-558100-900 Totals:				\$259.00	\$0.00		\$0.00
2232-0000-1000-560000-900	General Supplies	Expense	0.00	97.18	0.00	97.18	97.18
03/25/2014	Voucher	Reference		97.18	0.00		
		147-PARADIS SHOP N SAVE					
03/25/2014	Cancellation Voucher	147-PARADIS SHOP N SAVE		(97.18)	0.00		
03/25/2014	Voucher	147-PARADIS SHOP N SAVE		97.18	0.00		
Account 2232-0000-1000-560000-900 Totals:				\$97.18	\$0.00		\$0.00

Maine School Administrative District 27 Trial Balance

Report # 46597

Account Number	Description	Class	Beginning Balance	Total Debits	Total Credits	Net Change	Ending Balance
Report Totals:			\$0.00	\$9,692.21	\$9,593.17	\$99.04	\$99.04

4 Accounts Listed.

Grade 9 English/language Arts
UNPACKED STANDARDS

CONTENT STANDARD: _____

POWER STANDARD	THE VERBS	THE NOUNS	THE CONCEPTS (KNOWLEDGE)	THE SKILLS (Blooms)
CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite Support	evidence what the text says inferences drawn from the text	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly. • Cite strong and thorough textual evidence to support analysis of inferences drawn from the text. 	Comprehension Evaluation
CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Determine Analyze Provide	theme or central idea development summary	<ul style="list-style-type: none"> • Determine a central idea of a text. • Analyze the development of a central idea over the course of the text. • Analyze how a central idea emerges and is shaped and refined by specific details. • Provide an objective summary of the text. 	Evaluation Analysis Comprehension
CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Determine Analyze	point of view purpose	<ul style="list-style-type: none"> • Determine an author's point of view in a text and analyze how an author uses rhetoric to advance that point of view. • Determine an author's purpose in a text and analyze how an author uses rhetoric to advance that point of view. 	Evaluation Analysis
CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine	Write examine convey	explanatory texts complex ideas concepts	<ul style="list-style-type: none"> • Write informative /explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of 	Analysis Application Synthesis

<p>and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (A, B, C, D, E, F)</p>	<p>(selection, organization, analysis)</p>	<p>information</p>	<p>content.</p> <ul style="list-style-type: none"> ● Introduce a topic. ● Organize complex ideas, concepts, and information to make important connections. ● Organize complex ideas, concepts, and information to make important distinctions. ● Include formatting (e.g., headings) when useful to aiding comprehension. ● Include graphics (e.g., figures, tables) when useful to aiding comprehension. ● Include multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts. ● Develop the topic with extended definitions. ● Develop the topic with concrete details. ● Develop the topic with quotations. ● Develop the topic with other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text. ● Use appropriate and varied transitions to create cohesion. ● Use appropriate and varied transitions to clarify the relationships among complex ideas and concepts. ● Use precise language to manage the complexity of the topic. ● Use domain-specific vocabulary to manage the complexity of the topic. ● Establish and maintain a formal style while attending to the norms and conventions of the discipline in which they are writing. ● Establish and maintain an objective tone while attending to the norms and conventions of the discipline in which they are writing. ● Provide a concluding statement or section that follow from the information or explanation presented (e.g., articulating implications or the significance of the topic). 	
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CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (A, B)	Draw Support		<ul style="list-style-type: none"> • Draw evidence from literary texts to support my analysis, reflection, and research. 	Evaluation
CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)	Adapt Demonstrate		<ul style="list-style-type: none"> • Adapt speech to a variety of contexts and tasks depending on my purpose and audience. • Demonstrate a command of formal English when necessary. 	Synthesis Application
CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate		<ul style="list-style-type: none"> • Spell correctly, without the use of spell check. • Punctuate correctly • Capitalize appropriately 	Application

CONTENT AREA: Algebra 1

Measurement Topic: Structure in Expressions

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
1. Interpret the structure of expressions. (A-SSE.A1-2)	Understand the definition of: Terms, Coefficients, Constant, Equations, Expressions, Greatest Common Factor	<ol style="list-style-type: none"> 1. Identify the parts of an expression and/or equation. 2. Calculate the numbers of terms in an expression 	IXL Z.1
		<ol style="list-style-type: none"> 1. Simplify expressions including like terms and distributive property. 2. Factor out GCF from monomials 3. Use the properties of exponents to simplify expressions. 	
2. Write expressions in equivalent forms to solve problems.(A-SSE.B3)	Understand the properties of exponents	<ol style="list-style-type: none"> 1. Simplify expressions involving negative exponents, multiplication, 	

		division, and power to a power.	
3. Perform arithmetic operations on polynomials.(A-APR.A)	Understand classification of polynomials, degree and how to combine.	<ol style="list-style-type: none">1. Classify polynomials by degree and number of terms.2. Add, subtract and multiply polynomials.	

CONTENT AREA:

Measurement Topic: Creating and Reasoning with Equalities and Inequalities

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
<p>4. Create equations that describe numbers or relationships. (A-CED.A)</p>	<p>Understand:</p> <ol style="list-style-type: none"> 1. How to set up equations. 2. How to define a variable. 3. Different types of equations. 	<ol style="list-style-type: none"> 1. Writing equations involving one step, two step and multi-step word problems. 2. Write linear inequalities and equations from number lines and graphs. 3. Rearrange formulas and literal equations for variable. 4. Create equations for system of equations from word problems and solve. 	
<p>5. Understand solving equations as a process of reasoning and explain the reasoning. (A-REI.A)</p>	<p>Understand:</p> <ol style="list-style-type: none"> 1. Rules for solving equations and 	<ol style="list-style-type: none"> 1. Prove justification of process. 	

	<p>justification of steps.</p> <p>2. Understand equality of equations.</p>		
<p>6. Solve equations and inequalities in one variable. (A-REI.B)</p>	<p>1. Students understand properties of solving equations and inequalities.</p>	<p>1. Students can solve one step, two step, multi-step, Identities and no solution equations and inequalities.</p>	
<p>7. Solve systems of equations/inequalities. (A-REI.C)</p>	<p>Understand:</p> <p>1. Intersection of two graphs</p> <p>2. What a solution to a system of equations is algebraically and graphically.</p>	<p>1. Students can solve systems of equations graphically and algebraically (substitution, elimination)</p>	
<p>8. Represent and solve equations and inequalities graphically. (A-REI.D)</p>	<p>Understand:</p> <p>1. How to use table to graph.</p> <p>2. Relationship between coordinates and graphs.</p> <p>3. Solution Region</p> <p>4. Solution to a system of equations</p>	<p>1. Students can graph using a table.</p> <p>2. Find solution point to system of equations and interpret.</p> <p>3. Find solution region for system of</p>	

		inequalities and interpret.	
8. Reason quantitatively and use units to solve problems (N-Q.A)	Understand: <ol style="list-style-type: none"> 1. How to convert between units 2. Unit Pricing 3. Percents 	<ol style="list-style-type: none"> 1. Convert between customary and metric units. 2. Find unit pricing 3. Find percent, part and whole of expression. 4. Use percentage to apply to real life examples and solve. 	

CONTENT AREA: Algebra 1

Measurement Topic: Analyze and Interpret Functions

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
1. Understand the concept of a function and use function notation. (F-IF.A)	Understand: <ol style="list-style-type: none"> 1. Domain, Range, Definition of Function, Function notation 2. Arithmetic sequences 	<ol style="list-style-type: none"> 1. Find domain and range of a function from table and graph. 2. Determine whether a set of points represents a function. 3. Evaluate an expression using function notation. 4. Find missing solution of arithmetic sequences. 	
2. Interpret functions that arise in applications in terms of the context. (F-IF.B)	<ol style="list-style-type: none"> 1. Understand linear functions <ol style="list-style-type: none"> a. Slope b. Y-intercept 	<ol style="list-style-type: none"> 1. Find slope from graph, from two points and 	

<p>3. Analyze functions using different representations. (F-IF.C)</p>	<p>c. Direct Variations d. Forms- Slope-intercept, Point-Slope, Standard Form.</p>	<p>from equation. 2. INterpret y-intercept from graph and equation. 3. Graph equation using $y=mx+b$, point slope and standard form. 4. Find x and y intercepts from graph and equation and interpret.</p>	
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CONTENT AREA: Algebra 1

Measurement Topic: Build and Compare Functions

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
1. Build a function that models a relationship	Understand: Understand:	1. Write a linear function from	

<p>between two quantities. (F-BF.A)</p>	<p>1. Parts of linear function and how to interpret equations.</p>	<p>a table and graph. 2. Write function for arithmetic sequence. 3. Write function for scatter plot (see interpret linear models cornerstone)</p>	
<p>2. Construct and compare linear, quadratic, and exponential models and solve problems. (F-LE.A)</p>	<p>Understand: 1. Properties of linear, quadratic and exponential functions.</p>	<p>1. Understand and evaluate linear functions. 2. Understand, create and evaluate exponential functions. 3.</p>	
<p>3. Interpret expressions for functions in terms of the situation they model. (F-LE.B)</p>	<p>Understand: 1. Difference between exponential growth and decay. 2. Situations that involve exponential growth and decay</p>	<p>1. Interpret situations that involve exponential growth and decay. 2. Find growth and decay factors. 3. Write equations involving growth and decay. 4. Write equations involving compound interest.</p>	

<p>Interpret Linear Models (S-ID.C)</p>	<p>Understand:</p> <ol style="list-style-type: none"> 1. How to create a scatter plot. 2. How to create and use a trend line from set of data. 3. How to make a prediction using graph and equation. 4. Interpret scatter plot. 	<ol style="list-style-type: none"> 1. Create scatter plot, find equation from trend line and make prediction. 	<ol style="list-style-type: none"> 1. Scatter plot Cornerstone- Education

CONTENT AREA: Algebra 2

Measurement Topic: Structure in Expressions

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
1. Interpret the structure of expressions. (A-SSE.A)	Understand the definition of: polynomial terms, polynomial types, degree, factors	<ol style="list-style-type: none"> 1. Identify the parts of a polynomial expression. 2. Calculate the numbers of terms and degree 3. Rewrite equivalent expressions with factors, rational exponents and radical expressions 	
2. Write expressions in equivalent forms to solve problems.(A-SSE.B3)	Understand the: Zeroes of a quadratic function	<ol style="list-style-type: none"> 1. Find the zeroes of a quadratic by: <ol style="list-style-type: none"> 1.1. factoring 1.2. completing the square 1.3. quadratic formula 	
4. Perform arithmetic operations with complex numbers. (N-CN.A)			

3. Understand the relationship between zeros and factors of polynomials. (A-APR.B)	Understand the: Remainder Theorem and Zeroes of Polynomials	<ol style="list-style-type: none">1. Divide polynomials by factor2. Factor polynomial to find roots3. Find equation from roots of polynomial	
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CONTENT AREA: Algebra 2
Measurement Topic: Property of Real Numbers

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
<p>1. Extend the properties of exponents to rational exponents. (N-RN.A)</p>	<p>Understand:</p> <ol style="list-style-type: none"> 1. Rational exponents and their properties 2. Radical expressions 	<ol style="list-style-type: none"> 1. Simplify expressions involving rational exponents 2. Perform operations on radical expressions 3. Rationalize denominators involving radicals. 	

CONTENT AREA: Algebra 2

Measurement Topic: Creating and Reasoning with Equations and Inequalities

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
1. Create equations that describe numbers or relationships. (A-CED.A)	Understand:	<ol style="list-style-type: none"> 1. Create equation (linear, quadratic or polynomial) from graph 2. Create equations to solve complex word problems (systems) 	
2. Understand solving equations as a process of reasoning and explain the reasoning. (A-REI.A)	Understand: <ul style="list-style-type: none"> - Rules of rational expressions - Properties of radical expressions - Extraneous solutions 	<ol style="list-style-type: none"> 1. Solve radical equations 2. Solve rational equations 	
3. Solve systems of equations. (A-REI.C)	Understand: <ul style="list-style-type: none"> - Intersection of two graphs - Linear programming 	Create linear equations/inequalities to solve systems of equations <ol style="list-style-type: none"> 1. Substitution 2. Elimination 3. Graphing 	

4. Represent and solve equations and inequalities graphically. (A-REI.D)	Understand: Constraints, Objective function, Feasible region, Solution region	<ol style="list-style-type: none">1. Create constraints2. Create objective function3. Find Find feasible region points4. Solve and interpret system of inequalities	
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CONTENT AREA: Algebra 2

Measurement Topic: Analyze and Interpret Functions

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
1. Understand the concept of a function and use function notation. (F-IF.A)	Understand: Function notation, domain and range of higher level functions	<ol style="list-style-type: none">1. Find domain of higher level functions2. Find range of higher level functions3. Utilize function notation to state domain and range	
2. Interpret functions that arise in applications in terms of the context. (F-IF.B) 3. Analyze functions using different representations. (F-IF.C)	Understand: <ol style="list-style-type: none">1. Linear Functions2. Quadratic functions3. Vertex, minimum and maximum values, zeroes	<ol style="list-style-type: none">1. Create data table, Find line of best fit, Find equation of line, Use line to make prediction.2. Graph a quadratic in multiple forms3. identify minimum and maximum, vertex, axis of symmetry	<ol style="list-style-type: none">1. Linear functions assessed via Barbie Bungee Jump Project

CONTENT AREA: Algebra 2

Measurement Topic: Build and Compare Functions

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
1. Build a function that models a relationship between two quantities. (F-BF.A)	Understand: Function transformation	<ol style="list-style-type: none">1. Use arithmetic operations to build new functions2. Use composition of functions to build new functions3. Interpret and write equations for transformation of quadratic and absolute value functions	
2. Construct and compare linear, quadratic, and exponential models and solve problems. (F-LE.A)	Understand: Properties of different types of functions: linear, quadratic, exponential, and logarithmic	<ol style="list-style-type: none">1. Compare properties of quadratics, exponential, and logarithmic functions2. Evaluate and solve quadratic, exponential and	

		<p>logarithmic functions</p> <p>3. Apply quadratic, exponential, logarithmic functions to solve real world problems</p>	
<p>3. Interpret expressions for functions in terms of the situation they model. (F-LE.B)</p>	<p>Understand:</p> <ol style="list-style-type: none"> 1. Situations that can be modeled by exponential and logarithmic functions 2. Difference between growth and decay 	<ol style="list-style-type: none"> 1. Use exponential and logarithmic functions to model and reason real world problems 2. Find rates and exponential growth and decay 	

CONTENT AREA: Algebra 2
Measurement Topic: Probability and Statistics

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
<p>1. Use the rules of probability to compute probabilities of compound events in a uniform probability model. (S-CP.B)</p>	<p>Understand: counting principle, permutations, combinations, simple probability, compound probability</p>	<p>1. Utilize counting principle to solve real world problems 2. Utilize permutations and combinations to solve real world problems 3. Utilize simple and compound probability to solve real world problems</p>	

CONTENT AREA: Mathematics

Measurement Topic: Congruency

POWER STANDARD (LEARNING GOAL)	THE CONCEPTS (DECLARATIVE KNOWLEDGE)	THE SKILLS (PROCEDURAL KNOWLEDGE)	THE EVIDENCE - assessment pieces (Is it formative? Is it summative?)
1.Experiment with transformations in the plane. (G-CO.A)	Knows definitions of angle, circle, perpendicular line, and parallel line.	Identifies and names the geometric terms.	
	Understands definitions of rotations, reflections, and translations.	Given a 2-D shape and a transformation, students will draw the transformed figure.	
		Given the coordinates of a 2-D shape, student will find(calculate) the coordinates of the image given a transformation.	
2.Understand congruence in terms of rigid motions. (G-CO.B)	Understands the reasoning of triangle congruence	Write a proof proving triangles congruent and using CPCTC to prove triangle parts congruent.	
	Knows the criteria for triangle congruence.		
3. Prove geometric theorems. (G-CO.C)	Know and understand lines and angles theorems such as	Write a proof proving vertical angles are congruent.	

	vertical angles, parallel lines and their related angles.		
	Knows and understands triangle theorems such as interior angles = 180 degrees, base angles of isosceles triangle are congruent.	Write a proof proving parallel lines using their related angles or given the parallel lines, then prove theorems of related angles.	
	Knows and understands parallelogram theorems such as opposite sides are congruent, opposite angles are congruent, diagonals bisect each other.	Calculate the missing angle or angles of a triangle.	
		Calculate angles and sides of a parallelogram.	
		Write a proof utilizing the parallelogram theorems.	
4. Make geometric constructions. (G-CO.D)	Knows the basic procedure in constructing congruent segments, congruent angles, bisecting a segment, bisecting an angle, perpendicular lines, and parallel lines.	Constructs the basic constructions.	
		Constructs an equilateral triangle, a square, and a	

		regular hexagon inscribed in a circle.	

CONTENT AREA: Mathematics

Measurement Topic: Similarity and Right Triangles

5. Understand similarity in terms of similarity transformations. (G-SRT.A)	Understands the requirements needed for two figures to be similar.	Write a proportion and solve for the missing side of similar figures.	
	Identifies the corresponding parts of similarly figures.	Calculate the missing angle measurements of similar figures.	
		Use the scale factor to create or calculate the coordinates of a dilation image.	
6. Prove theorems involving similarity. (G-SRT.B)	Know and identify the similar triangle theorems.	Write a proof proving similar triangles.	
	Identify the corresponding sides and angles of similar figures.	Solve for missing sides and/or angles using the similarity theorems and relationships.	
7. Define trigonometric ratios and solve problems involving right triangles. (G-SRT.C)	Understands the relationship between right triangle sides and the trig ratios.	Solve for a missing side of a right triangle using Pythagorean Theorem.	
	Know the Pythagorean Theorem.	Solve for missing side or angle of a right	

		triangle using trig ratios (sine, cosine, and tangent).	
	Know and understand Pythagorean Triples.		
8. Reason quantitatively and use units to solve problems. (HSN-Q.A.1)	Know and understand the correct units to use in a multi-step problem.	Use units consistently in formulas.	
	Identify the scale and origin in graphs and data displays.	Choose an appropriate scale for graphs and models.	

CONTENT AREA: Mathematics

Measurement Topic: Circles

8. Understand and apply theorems about circles. (G-C.A)	Know the definition of circles, inscribed angles, radii, chords, diameter, central angles, tangent.	Write a proof proving any two circles are similar.	
		Identify the parts of a circle such as inscribed angles, radii, diameter, chords, tangents, central angle.	
		Compare and contrast relationships among parts of circle.	
		Construct inscribed and circumscribed circles of a triangle.	
		Construct a tangent line from a point outside a given circle to the circle.	
9. Find arc lengths and areas of sectors of circles. (G-C.B)	Understand and derive the formula needed to calculate the length of an arc and the area of a sector.	Calculate the arc length.	

		Calculate the area of a sector.	
		Calculate the area of a segment of a circle.	

CONTENT AREA: Mathematics

Measurement Topic: Expressing Geometric Properties with Equations

10. Use coordinates to prove simple geometric theorems algebraically. (G-GPE.B)	Derive and know distance formula.	Algebraically prove a quadrilateral is a rectangle, square, trapezoid, or parallelogram.	
	Derive and know slope formula.	Calculate perimeter of polygons.	
		Calculate area of polygons.	
		Write the equation of a line parallel or perpendicular to another line through a given point.	

CONTENT AREA: Mathematics

Measurement Topic: Geometric Measurement and Dimensions

11.Explain volume formulas and use them to solve problems. (G-GMD.A)	Derive and know the volume formulas for prisms, cylinders, pyramids, cones, and spheres	Solve for the volume of the various 3-D shapes in models.	
		Solve for the volume of the various real life situations.	
12. Visualize relationships between two-dimensional and three-dimensional objects. (G-GMD.B)	Understand that the cross section of a 3-D figure is a 2-D figure.	Given a 3-D figure, the student will draw and describe the cross section as a 2-D figure.	
13. Apply geometric concepts in modeling situations. (G-MG.A)	Understand real life objects may be represented by geometric figures.	Solve density problems using area.	
		Solve density problems using volume.	

Content Area: ELA

Measurement Topic: Key Ideas and Details and Learning Target(Standard): CCSS ELA R.9-10.RL.03

Grade Level: 9

Proficiency Level	Proficiency Level Description	Taxonomy Level (Rigor Level)	Evidence
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught; must be initiated by student.	Using knowledge	
3.0	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyzing knowledge	analyze how complex characters develop over the course of a text, interact with other characters, and develop theme.
2.0	Understands the character's function in the text and their relationship to other characters.	Comprehension	describe the relationship among characters, plot, and theme.

1.0	Level two - with help		
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Proficiency
Levels

Learning Goals/Targets

Level of Rigor:
Using Knowledge, Analyzing
Knowledge, Comprehending
Knowledge, Retrieving
Knowledge

Evidence.....

Content Area: ELA

Measurement Topic: Reading Informational Text and

Learning Target(Standard): 9-10.8

Grade Level: 10

Proficiency Level	Proficiency Level Description	Taxonomy Level (Rigor Level)	Evidence: The Learner is Able To.....
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught; Must be initiated by student.		
3.0	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious	Analysis	Locate relevant information to support a point of view in their research based position paper.
2.0	Identifies articles that relate to their point of view essay topic.	Comprehension	Locates articles that relate to their topic for their research

			based position paper but the evidence may not be relevant.
1.0	Does number 2 with help.		-done with help.

Proficiency Levels

Learning Goals/Targets

Level of Rigor:
Using Knowledge, Analyzing Knowledge, Comprehending Knowledge, Retrieving Knowledge

Evidence.....

Content Area: ELA

Measurement Topic: Key Ideas and Details and Learning Target(Standard): CCSS.ELA-Literacy.R.9-10.2

Grade Level: 9

Proficiency Level	Proficiency Level Description	Taxonomy Level (Rigor Level)	Evidence
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught; Must be initiated by student		
3.0	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Analysis	read a literary or informational text, identify theme(s) in writing, through discussion, or in a presentation, and analyze their development
2.0	Correctly identifies various themes in a text	Comprehension	distinguish between themes in a text.

1.0	same as 2.0, with help		
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Proficiency
Levels

Learning Goals/Targets

Level of Rigor:
Using Knowledge, Analyzing
Knowledge, Comprehending
Knowledge, Retrieving
Knowledge

Evidence.....

Content Area: ELA

Measurement Topic: Reading Informational Text & Literature
and Learning Target(Standard): 9-10.1

Grade Level: 9-10

Proficiency Level	Proficiency Level Description	Taxonomy Level (Rigor Level)	Evidence: The Learner is Able To.....
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught; Must be initiated by student.		
3.0	The student cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (informational text & literature).	Analysis	-uses details in the form of quotes, summaries, and paraphrases, or examples to support and analyze a position in an essay.
2.0	Can complete this standard with some help from the teacher or peer.	Comprehension	-identifies details from readings to support a position.

1.0	Can complete this standard with a lot of help from the teacher or peer.		-done with help.
Proficiency Levels			

Content Area: ELA

Measurement Topic: Writing and Learning Target(Standard): CCSS.ELA-Literacy.W.9-10.9

Grade Level: 9-10

Proficiency Level	Proficiency Level Description	Taxonomy Level (Rigor Level)	Evidence
4.0	Must be initiated by student		
3.0	Draw evidence from literary or informational texts to support analysis, reflection, and research. (A, B)	Using Knowledge	-create a persuasive or expository essay to defend or support a point of view; -debate -Visual display (map, timeline, etc.)
2.0	Identifies evidence from literary or informational text.	Comprehension	locates evidence to support and defend a point of view
1.0	Same as 2.0, with help		

Proficiency
Levels

Learning Goals/Targets

Level of Rigor:
Using Knowledge, Analyzing
Knowledge, Comprehending
Knowledge, Retrieving
Knowledge

Evidence.....

Content Area: ELA

Measurement Topic: Writing and Learning Target(Standard): 9-10.1

Grade Level: 10

Proficiency Level	Proficiency Level Description	Taxonomy Level (Rigor Level)	Evidence: The Learner is Able To.....
4.0	Must be initiated by student.		
3.0	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a,b,c,d,& e	Using Knowledge	-construct a literary analysis / literary comparison using evidence in the form of quotes, summaries, paraphrases and examples to support their claims.
2.0	Identifies and locates evidence to support claims	Retrieval	-locate evidence to support their claims but has difficulty organizing the evidence in their

			literary analysis / comparison essay.
1.0	Does number 2 with help.		-done with help.

Proficiency
Levels

Learning Goals/Targets

Level of Rigor:
Using Knowledge, Analyzing
Knowledge, Comprehending
Knowledge, Retrieving
Knowledge

Evidence.....

Content Area: ELA

Measurement Topic: Speaking & Listening and Learning Target(Standard): 9-10.4

Grade Level: 10

Proficiency Level	Proficiency Level Description	Taxonomy Level (Rigor Level)	Evidence
4.0	Must be initiated by student.		
3.0	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Analysis, Application, and Evaluation	- uses details from a novel to deliver an oral book review based on the literary elements and review items. Creates note cards to capture the information to be delivered. Uses the note cards as a guide to deliver the presentation.
2.0	Completes this standard with prompting	Knowledge and Comprehension	-uses a checklist to create note cards to deliver the oral presentation.

			Periodically reads off the cards. Needs some prompting.
1.0	Completes this standard with a lot of prompting or has to redo.		-uses a checklist to create note cards to deliver the oral presentation. May have missed some elements or review items. Reads off the cards.

Proficiency
Levels

Learning Goals/Targets

Level of Rigor:
Using Knowledge, Analyzing
Knowledge, Comprehending
Knowledge, Retrieving
Knowledge

Evidence.....

UNPACKING STANDARDS

CONTENT STANDARD: ELA 11-12

POWER STANDARD	THE VERBS	THE NOUNS	THE CONCEPTS (KNOWLEDGE)	THE SKILLS (Blooms)
<p>Standard (RL.11-12.2) - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Determine Analyze Interact Build on Produce Provide</p>	<p>-themes</p> <p>-central ideas</p> <p>-development</p> <p>-complex account</p> <p>-objective summary</p>	<p>The student will be able to: determine themes/ideas, analyze theme development, and summarize the text.</p>	<p>evaluation</p> <p>analysis</p> <p>comprehension</p>
<p>Reading (Informational Text) Standard (RI.11-12.6) - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Determine Analyze</p>	<p>-author's p.o.v</p> <p>-author's purpose</p> <p>-rhetoric</p> <p>-style</p> <p>-content</p> <p>-power, persuasiveness, or beauty of the text</p>	<p>The student will be able to: determine p.o.v or purpose, distinguish specific rhetorical strategy, analyze power/ persuasiveness of text.</p>	<p>evaluation</p> <p>analysis</p> <p>analysis</p>

<p>Writing Standard (W.11-12.1) - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Write Support Reason</p>	<p>-arguments -claims</p>	<p>The student will be able to: write an argument, use valid reasoning, use relevant/sufficient evidence</p>	<p>knowledge evaluation analysis</p>
<p>Writing Standard (W.11-12.2) - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Write Examine Convey Select Organize Analyze</p>	<p>-informative/explanatory texts -complex ideas -concepts -information content</p>	<p>The student will be able to: write informative/explanatory texts, examine complex ideas, convey complex ideas/concepts/info clearly and accurately, select content organize content analyze content</p>	<p>knowledge analysis application evaluate analysis analysis</p>
<p>Writing Standard (W.11-12.3) - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Write Develop</p>	<p>-narratives -real or imagined experiences</p>	<p>The student will be able to: write fiction and nonfiction narratives, use effective writing techniques, details, and sequence</p>	<p>knowledge application</p>

<p>Writing Standard (W.11-12.8) - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard form of citation.</p>	<p>Gather Assess Integrate</p>	<p>-Relevant info</p> <p>-Advanced searches</p> <p>-Strengths/limitations of sources</p> <p>-Selectively integrate info</p> <p>-maintain flow,</p> <p>-avoid plagiarism,</p> <p>-avoid overreliance on a source</p> <p>-use APA or MLA</p>	<p>The student will be able to: gather relevant info from multiple sources, use effective, advanced searches, assess strengths/limitations of sources, integrate info into text, maintain flow of ideas, avoid plagiarism and overreliance on one source, follow a standard form of citation</p>	<p>knowledge</p> <p>application</p> <p>evaluation</p> <p>synthesis</p> <p>synthesis</p> <p>evaluation</p> <p>evaluation</p>
<p>Writing Standard (W.11-12.5) - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Develop Strengthen Planning Revising Editing Rewriting Trying Focusing</p>	<p>-writing</p> <p>-specific purpose</p> <p>-audience</p>	<p>The student will be able to: develop and strengthen writing, planning, revising, editing, rewriting, trying a new approach</p>	<p>knowledge</p> <p>synthesis</p> <p>synthesis</p>
<p>Speaking and Listening Standard (SL.11-12.4) - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>	<p>Present Convey</p>	<p>-information</p> <p>-findings</p> <p>-supporting evidence</p>	<p>The student will be able to: present so listeners can follow the line of reasoning; address opposing perspectives</p>	<p>application</p> <p>comprehension/evaluation</p> <p>application</p>

NAME _____

Barbie Bungee Data Collection Activity

Supplies needed:

1 Barbie

Tape measure and scotch tape

10 Rubber bands

Graphing calculator (supplied by teacher)

Pencil and paper and ruler

Names & Duties of Group Members:

Dropper: _____

Eyeballer: _____

Recorder: _____

Calculator: all members should work together

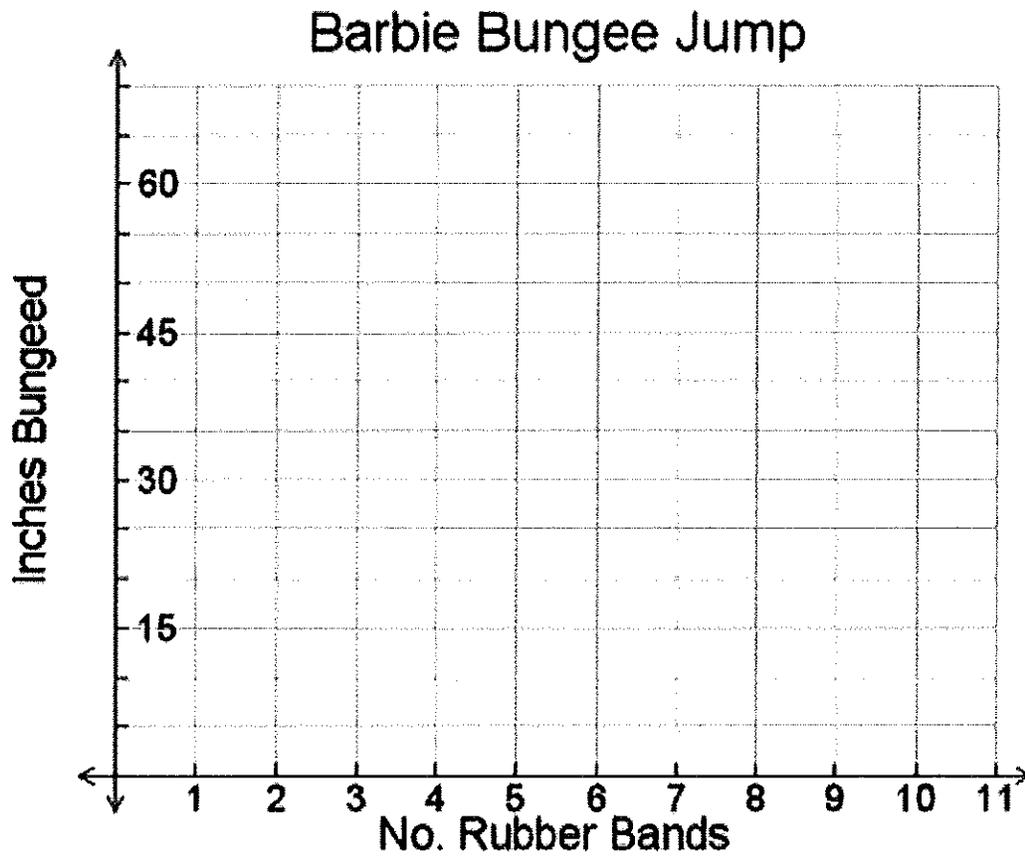
Data Collection

x	Jump #1	Jump #2	Jump #3	y
Number of Rubber Bands	Distance Bungeed (in inches)	Distance Bungeed (in inches)	Distance Bungeed (in inches)	Average of 3 Jumps (in inches)
2				
3				
4				
5				
6				
7				
8				
9				
10				

Rewrite your x and y-values below from the data. Then plot the points (x, y) on the graph below.

Points to plot (x, y)

<i>x</i>	<i>y</i>



1. **Plot the points** on the Data Analysis app.

- You will need to open the Data Analysis app. Open a new document, name Barbie Bungee. List each data point in an x y list. Click on the Plot button. Your points will be graphed, then click Fit (button at the bottom right). This will give you the line of best fit by providing the slope (m) and y-intercept (b).

2. **Choose two points** that best represent the data that you have collected. Use the **SAME TWO** points you used to draw your line on the graph!

The two points are (_____, _____) and (_____, _____).

Now you will come up with your own equation using your graph drawn by hand. Points should come from your trend line.

3. Using these two points, find the **slope** of the line through them.

Simplify your answer (a decimal approximation, to the nearest tenth, is fine)

$$\text{Recall: } m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{\text{change in } y}{\text{change in } x} = \frac{\text{rise}}{\text{run}}$$

4. Using one of the points (from #2) and the slope (from #3), find an **equation for the line** using the point slope form of a line.

$$\text{Recall: } y - y_1 = m(x - x_1) \quad \text{where } (x_1, y_1) \text{ is the point and } m \text{ is the}$$

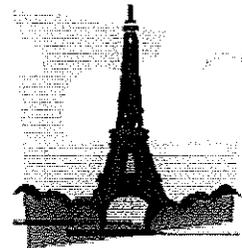
slope.

5. Transform your equation into **slope-intercept form**. That is the form: $y = mx + b$

6. Rewrite your equation here:

$$y = \frac{\quad}{\text{(slope)}} x + \frac{\quad}{\text{(y-intercept)}}$$

7. Using the data analysis app, graph your equation to see if it is a good fit to your data points. **ASK AN INSTRUCTOR FOR HELP!**
- Have your teacher check your line!
8. Use your equation to determine what distance Barbie would fall using 50 rubber bands. (Take a moment and think -- will 50 be an x-value or a y-value?) Choose which equation you want to use- the one you calculated by hand vs the one from the data analysis graph. One may not be better than the other. You must justify why you used the equation you chose.
9. Use your equation to determine how many rubber bands you would need to use to have Barbie plunge to a distance of 150 inches. (Once again think -- is 150 going to be an x-value in your equation or a y-value?)
10. Barbie wants to bungee off the Eiffel Tower. It is 986 ft tall. How many rubber bands will you need so Barbie just brushes her hair (hopefully not her head) on the ground?
Ooh la la!



11. A location for a final bungee jump will be specified by your instructor. Use your equation to determine the number of rubber bands needed to give Barbie the greatest thrill in this bungee jump. This means she should come as close as possible to the ground WITHOUT hitting her head. Show your calculations below. We'll test your calculations during class in a Barbie Bungee Contest!

Barbie will be bungee jumping _____
(watch your units!)

Barbie will be bungee jumping out of one of the classroom windows. Distance will be given during next week.

	Exceeds (25)	Meets (22)	Does not meet
ANALYSIS	<ul style="list-style-type: none"> The project demonstrates an in-depth understanding of the mathematical concepts. 	<ul style="list-style-type: none"> The project demonstrates an understanding of the mathematical concepts. 	<ul style="list-style-type: none"> The project does not demonstrate an understanding of the mathematical concepts.
REPRESENTATION	<ul style="list-style-type: none"> The data table is accurate and clearly labeled. The scatter plot includes a title, labels, scales, and data points. Scatter plot clearly depicts data and trend. The sketch of the line of best fit is drawn using a ruler and through center of data. The equation of the line of best fit is found using 2 methods and student clearly states which equation they will use based on data and accuracy of line. 	<ul style="list-style-type: none"> The data table is accurate. The scatter plot includes a title, labels, scales, and data points. The sketch of the line of best fit is reasonable. The equation of the line of best fit is accurate, based on the data. Student does not clearly state where the equation was chosen from. 	<ul style="list-style-type: none"> The data table is inaccurate or not completed. The scatter plot is missing 1 or more of the following: a title, labels, scales, and data points. The sketch of the line of best fit is un-reasonable or not present. The equation of the line of best fit is not drawn accurately.
EXPLANATION	<ul style="list-style-type: none"> The relationship between the variables is stated at a level that shows in-depth exploration of content and shows understanding of knowledge. The relationship between the slope and y-intercept are clearly explained through justification of predictions and in context. Student demonstrates in-depth understanding of content. 	<ul style="list-style-type: none"> The relationship between the variables is clearly stated. The slope and y-intercept are explained in context. 	<ul style="list-style-type: none"> The relationship between the variables is not clearly stated. The slope and y-intercept are not explained in context.

	Exceeds (25)	Meets (22)	Does not meet
JUSTIFICATION	<ul style="list-style-type: none"> ▪ The predictions are made and their reliability is discussed through connecting content and how each part relates to the other. ▪ The predictions are compared to the original conjecture and reliability and accuracy are discussed. 	<ul style="list-style-type: none"> ▪ The predictions are made and their reliability is discussed. ▪ The predictions are compared to the original conjecture. 	<ul style="list-style-type: none"> ▪ The predictions are not made and their reliability is not discussed. ▪ The predictions are not compared to the original conjecture.

Living Space

How big is the house or apartment you live in? Have you ever thought about a house of your own and what you want that to look like? At some point in life you will have to make some important decision about the house or apartment you will live in. Will you rent, buy, or build your own? Will it be a small apartment or a large 2 story home? One of the most important factors that will effect this decision is the amount of living space you require. Are you single or do you have a spouse, 6 kids, and a dog? Do you have hobbies that take up space? Do you run a home business? All of these things require space. Your task will be to find the area of several home floor plans and then design your own floor plan suited specifically for you.

1. Find the square footage of the three house floor plans provided. (35pts)
2. Estimate the price range of each of the three houses. (5pts)
 - Average home cost: \$80-\$110 per square foot
 - Garage \$55 per square foot
3. Find the volume of each house (5pts)
 - Standard wall height is 8ft.
4. Estimate the cost to heat each home. (10pts)
 - http://www.maine.gov/energy/fuel_prices/heating-calculator.php
5. Create your own floor plan. Be Creative!!! (25 pts)
 - Your floor plan must include a bedroom, kitchen, bathroom, & living room.
 - i. Find the square footage of your floor plan (5pts)
 - ii. Estimate the total cost of your floor plan. (5pts)
 - iii. Find the volume of your house design. (5pts)
 - iv. Estimate the cost to heat your home. (5pts)

POLYGON TOWN

THE STORY

You are an aspiring young architect researching futuristic home designs made of polygons. You're approached by a famous real estate developer who is interested in your designs and wants you to make a 3D model of a town made entirely of polygons. He has requested that you include at least one of each of the following house shapes; a square, a rectangle, a rhombus, a trapezoid, and a kite. He also insists that you be able to prove, with exact measurements, that each house is what shape you say it is.

THE TASK

1. Using Google SketchUp create the following objects.
 - a. Square
 - b. Rectangle
 - c. Rhombus
 - d. Trapezoid
 - e. Kite
 - f. Any other polygon of your choosing
2. Prove each figure using the theorems for quadrilaterals.
3. Add the dimension for the length, width, and height as well as the diagonals.
4. Create a house of your own which includes all 5 polygons in some way.
 - a. Add details to the interior as well.
 - b. Get creative and have fun with it!

THE GRADE

Common Core State Standards	4	3	2	1
G-CO.C Prove geometric theorems.	Student successfully completes parts 1,2 with no errors	Student successfully completes parts 1,2 with minor errors	Student completes parts 1,2 with errors	Student attempts to complete parts 1,2 but is unsuccessful
HSN-Q.A.1 Reason quantitatively and use units to solve problems	Student correctly answers part 3 Units and Labels are included	Student correctly answers part 3 with minor errors Units and Labels are included	Student attempts to answer part 3 correctly but has significant algebraic flaws Units and Labels are partially included	Student attempts to answer part 3, but is unsuccessful Units and Labels are partially included

Math Performance Assessment Rubric (Grades 9-12)

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
PROBLEM SOLVING <i>What is the evidence that the student understands the problem and the mathematical strategies that can be used to arrive at a solution?</i>	<ul style="list-style-type: none"> Does not provide a model Ignores given constraints Uses few, if any, problem solving strategies 		<ul style="list-style-type: none"> Creates a limited model to simplify a complicated situation Attends to some of the given constraints Uses inappropriate or inefficient problem solving strategies 		<ul style="list-style-type: none"> Creates a model to simplify a complicated situation Analyzes all given constraints, goals and definitions Uses appropriate problem solving strategies 		<ul style="list-style-type: none"> Creates a model to simplify a complicated situation and identifies limitations of model Analyzes all given constraints, goals and definitions and implied assumptions Uses novel problem solving strategies and/or strategic use of tools
REASONING AND PROOF <i>What is the evidence that the student can apply mathematical reasoning/procedures in an accurate and complete manner?</i>	<ul style="list-style-type: none"> Provides incorrect solutions without justifications Results are not interpreted in terms of context 		<ul style="list-style-type: none"> Provides partially correct solutions or correct solution without logic or justification Results are interpreted partially or incorrectly in terms of context 		<ul style="list-style-type: none"> Constructs logical, correct, complete solution Results are interpreted correctly in terms of context 		<ul style="list-style-type: none"> Constructs logical, correct, complete solution with justifications Interprets results correctly in terms of context, indicating the domain to which a solution applies (Monitors for reasonableness, identifies sources of error, and adapts appropriately)
CONNECTIONS <i>What is the evidence that the student understands the relationships between the concepts, procedures, and/or real-world applications inherent in the problem?</i>	<ul style="list-style-type: none"> Little or no evidence of applying previous math knowledge to given problem 		<ul style="list-style-type: none"> Applies previous math knowledge to given problem but may include reasoning or procedural errors 		<ul style="list-style-type: none"> Applies and extends math previous knowledge correctly to given problem 		<ul style="list-style-type: none"> Applies and extends previous knowledge correctly to given problem; makes appropriate use of derived results (Identifies and generalizes the underlying mathematical structures of the given problem to other seemingly unrelated problems or applications)
COMMUNICATION AND REPRESENTATION <i>What is the evidence that the student can communicate mathematical ideas to others?</i>	<ul style="list-style-type: none"> Uses representations (diagrams, tables, graphs, formulas) in ways that confuse the audience Uses incorrect definitions or inaccurate representations 		<ul style="list-style-type: none"> Uses representations (diagrams, tables, graphs, formulas), though correct, do not help the audience follow the chain of reasoning; extraneous representations may be included Uses imprecise definitions or incomplete representations with missing units of measure or labeled axes 		<ul style="list-style-type: none"> Uses multiple representations (diagrams, tables, graphs, formulas) to help the audience follow the chain of reasoning With few exceptions, uses precise definitions and accurate representations including units of measure and labeled axes 		<ul style="list-style-type: none"> Uses multiple representations (diagrams, tables, graphs, formula) and key explanations to enhance the audience's understanding of the solution; only relevant representations are included Uses precise definitions and accurate representations including units of measure and labeled axes; uses formal notation

Problem Choices

1. **Coffee Shop Cost Analysis:** You are the assistant manager of a busy coffee shop. The manager has asked you to do a cost analysis to figure out what Espresso Makers the store should order for the upcoming holiday season. Next month you will order two types of Espresso Makers, a less expensive Model A and a more expensive Model B. As assistant manager you must figure out how much of each model to order to minimize costs. You plan to sell at least 50 units - some of Model A and some of Model B. Model A leaves a \$40 profit for the store. Model B leaves a \$60 dollar profit for the store. Total profits must be at least \$2400. The wholesale cost of Model A is \$250 dollars. The wholesale cost of model B is \$400. As a store you buy at the wholesale cost.

- A. How many of each type of espresso maker should be ordered?
- B. What is the cost to the coffee shop?
- C. What is the profit when all items are sold?
- D. (Bonus) After reviewing your report, the manager decides that the store must order at least 30 Model B espresso machines even if it increases the minimum cost. You go back to the drawing board to revise your analysis. Now how many of each model should be ordered to minimize costs? What is the profit when all items are sold?

2. **Hotel Construction Resource Allocation** A hotel company wants to expand into Lake Placid and has purchased a building lot. Due to zoning restrictions regarding the number of floors, the total area available in the soon-to-be-constructed hotel is at most 80 000 square feet. A regular room occupies 200 square feet, will cost \$10,000 each to furnish, and requires 2 hours of cleaning every day. A deluxe room occupies 400 square feet, will cost \$30,000 each to furnish, and also requires 2 hours of cleaning every day. They plan to contract out the cleaning service, but can only get 600 hours of cleaning time per day. Market research has shown that the optimum price to charge is \$100 per night for a regular room and \$250 per night for a deluxe room. There is \$4.5 million in capital available to build the rooms.

- a) How many of each type of room should be built?
- b) What is the maximum revenue?
- c) Determine which, if any, of the following are underutilized: available area, available cleaning time, available capital.
- d) Bonus: If the price for a regular room is fixed at \$100, find the deluxe room price at which the revenue calculated for the results in a) equal those when only deluxe rooms are built.

3. **Business Construction Resource Allocation:** A bank has two branches. A *satellite* branch employs three people; requires \$100,000 to construct and open; and generates an average daily revenue of \$10,000. A *full service* branch employs six people; requires \$140,000 to construct and open; and generates an average daily revenue of \$18,000. The bank has \$2,980,000 to open new branches; and has decided to limit the new branches to a maximum of 25. The bank further decides to hire at most 120 new employees.

- A. How many of each type should the bank open in order to maximize daily revenues?
- B. What will the daily revenue be?

4. **Lumber Cost Analysis for Furniture Company:** A furniture manufacturing company operates 2 lumber operations. The first produces a $\frac{1}{2}$ ton of usable walnut, a ton of usable oak, and a ton of usable pine. The second operation produces one ton of usable walnut, a ton of usable oak, and a half ton of usable pine. The factory requires at least ten tons of usable walnut, fifteen tons of oak, and ten tons of pine. It costs \$300 per day to run operation one and \$350 per day to run operation two.

- A. How many days should each run to minimize the cost?
- B. What is the minimum cost?
- C. Does the optimal solution provide more walnut than needed? More oak than needed? More pine than needed?

5. **Guide Service Resource Allocation** A guide service offers two raft trips – the “Adventure Bound” and the “Voyager. The Adventure Bound trip can carry five clients and one guide; the Voyager trip can carry 30 clients and 2 guides. The company plans to serve at least 140 clients each day but can use no more than 20 guides. They also plan to schedule at least six Adventure Bound trips each day. An Adventure Bound trip generates \$200 and a Voyager trip generates \$480.

- A. Find the number of each raft trip to schedule that will maximize revenue.
- B. What is the maximum revenue?
- C. How many clients will be served using this solution? How have the number of guides been utilized?

6. **Cost Analysis for NASA Aquatics Lab** Governments and industries from around the world buy Shuttle space so that scientists can carry out experiments in a weightless environment. An aquatics lab was built at Kennedy Space Center to perform preliminary experiments in preparation for a launch. Unused office space on the second floor of an existing building was modified to house racks of 30 and 50 gallon aquaria. The scientists were flexible in the number of 30 and 50 gallon aquaria but required at least 4200 gallon capacity. There was an area of 750 square feet available in the remodeled space for the aquaria. The aquaria were stacked 3 high above the floor with another aquarium placed on the floor beneath the ones on the rack. Each rack of 30 gallon aquaria required 24 square feet of space and each rack of 50 gallon aquaria required 30 square feet of space.

The second floor of the remodeled space had load capacity of 200 pounds per square foot. Water weighs 8.34 pounds per gallon. Each metal rack for the 30 gallon aquaria adds an additional 200 pounds to the weight of the water while each metal rack for the 50 gallon adds an additional 250 pounds to the weight of the water. The cost of the materials and installation of each 30 gallon rack was \$2600 and for each 50 gallon rack was \$4500. Use linear programming to do a cost analysis and determine the number of racks of 30 gallon and 50 gallon aquaria which satisfy all criteria and minimize the cost.

Subject area/course: Mathematics, Algebra

Grade level/band: 9–10

Task source: Virtual Learning Academy Charter School (VLACS) in collaboration with the Center for Collaborative Education (CCE); **Primary Author:** Wendy Morrow

Rising Cost of a College Education

STUDENT INSTRUCTIONS

A. Task context:

You are a reporter for the *US News and World Report* magazine. (They are the ones who rank colleges). You have been tasked with writing an article about the rising cost of obtaining a college education. In order to be able to write the article you first need to collect and analyze data on the cost of a college education. You will be creating equations and graphs showing the rising cost of education at different types of colleges including an in-state college, a community college, an out-of-state college, and an Ivy League college. You will provide a short (500 - 750 words max) article on the rising cost of college education. It is recommended that you choose schools that are relevant to you. Are there schools that you might consider attending in the future that you might consider researching?

You will also need to provide the editor your analysis (work) so that he/she can check your work and verify it is correct before the article is published. Below is a recommended process for completing this task. You may choose to use an alternative process.

- Part 1: Collect and research data on the cost of one year at a college or university (it is recommended that you collect data from more than one school). Costs may include items like: tuition, room and board, books and supplies, food and living expenses, etc. As long as it is clearly stated what you chose to include, what you choose to represent is up to you.
- Part 2: Create Graphs (scatterplots) from the Data
- Part 3: Create Equations
- Part 4: Write an Article on the rising cost of a college education

B. Final product:

You will produce a final article (500–750 words max, equations and graph titles/labels not included). In your article you must:

- Explain how you obtained your data (be sure to cite your sources)
- Include graphs of the cost of a college education for different types of colleges
- Make predictions about the cost of college for another younger member of your family (could be a sibling, cousin, family friend)
- Make a final conclusion about the cost of an education.

Your notes (analysis) for the editor should:

- Include any charts, graphs, and calculations
- Include equations for the graphs.
- Use the equations to make predictions about the cost of college when you (the student) will attend college

ANSWERS TO SOME QUESTIONS YOU MIGHT HAVE:

C. What do I need to know or do to be successful on this task?

1. On this task, you will show that you know these things:

- How to calculate the slope of a line using the slope formula and using given information from a graph
- How to use linear equations, including writing equations of lines and graphing linear equations

2. On this task, you will show that you are able to do these things:

- Communicate mathematical findings
- Use proper notation

D. What materials will I need to complete this task?

- A computer
- Internet access for research
- Graphing program such as Grapher (found on all Macs), sketchpad, Geogebra or Logic Pro
- Word processing software
- A graphing calculator such as a TI-83/84 or N-spire or a graphing calculator simulator on your computer
- The following resources:
 - Graphing and Analyzing Linear Functions Resource:
<http://www.khanacademy.org/math/algebra/linear-equations-and-inequalitie>
 - US News and World Report College Rankings for 2014.
<http://www.usnews.com/info/blogs/press-room/2013/09/10/us-news-announces-the-2014-best-colleges>

E. How long will I have to complete this task?

This task is designed to take approximately 4 weeks. Your teacher may choose to make changes to the task or adjustments to the time.

F. How will my work be scored?

Your work will be scored using the Math Performance Assessment Rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.

Subject area/course: Mathematics, Algebra 2

Grade level/band: 11–12

Task source: Educational Policy Improvement Center (EPIC)

Spreads Like (Exponential) Wildfire

STUDENT INSTRUCTIONS

A. Task context:

What do rumors and wildfires have in common? They are two things that can fan out rapidly, even wildly, over time. But rumors and wildfires are also examples of two things that can be described by exponential functions. They grow exponentially.

Imagine that the Math department at your school is going to be holding a math competition, and each member of your class is required to submit a problem that involves exponential growth or decay. First, you will need to research or invent a situation that involves exponential growth or decay. If you find information on the Internet, remember that you must credit your source by using correct citations.

Next, write up the problem and its solution, as they would appear in the competition handbook. Throughout this task, remember that you are trying to create an imaginative application of exponential functions for your classmates. The situation and the math involved can be as complicated as you wish it to be.

B. Final product:

Write up your math problem for other students to solve. You will need to include actual or simulated data that you use to solve the problem. Be sure to organize your data using scatterplots, tables, or other means of organizing data. Include graphs and the equation for the exponential function in your well-organized solution.

ANSWERS TO SOME QUESTIONS YOU MIGHT HAVE:

C. What do I need to know or do to be successful on this task?

1. On this task, you will show that you know these things:

- Understand exponential function, growth factor, growth rate, initial population

2. On this task, you will show that you are able to do these things:

- Design and conduct a simulation that models a situation involving exponential growth or decay
- Collect data, fit an exponential function to the data, and draw conclusions from the data

D. What materials will I need to complete this task?

- Graphing calculator
- Access to a computer with a printer to write up your final product

E. How long will I have to complete this task?

You will have approximately 3 days to complete this project. Your teacher may give you in-class time to work or require you to do most of the assignment outside of class.

F. How will my work be scored?

Your task will be scored using the Math Performance Assessment Rubric (Grades 9–12). You should make sure you are familiar with the language that describes the expectations for proficient performance.

Name: _____ Date: _____

Algebra 1: Percent Poster Project

Directions:

1. You will be working in groups. Solve the following problems involving percent together. You must solve #1 and #2, and then pick between #3 and #4. (You will solve a total of 3 problems.) ALL WORK MUST BE SHOWN. Each group member must hand in work. All work MUST be neat and organize.

2. Then EACH group member needs to create a mini-poster showing **one** of the problems and its solution. (you cannot choose the same problem.) All work and solutions must be shown on the poster.

1. Calculate tax, tip, and the total amount paid for a restaurant bill. Create a bill using the online or takeout menu for a restaurant. List all items on the bill with their prices. Be sure to calculate the tax (8%) and the tip (15% for breakfast or lunch, 18% for dinner... or you can always be generous to your server and tip at a higher percentage) using the subtotal.
2. You borrow money from the bank for your first car. Find the price of a used car or new car that you will buy (remember this is your first car, be realistic with what you buy.) You pay an interest rate of 5.5% since this is your first time borrowing money from the bank. You do not want to pay more than 2000 in interest. How fast do you need to pay off your car? After you have calculated your time needed to pay off, do you think this is a realistic goal- should you buy a cheaper car or take longer to pay the loan off?
3. Find a discounted item online & calculate the discounted price or percent discount (whichever is not given in the advertisement). Then calculate the total price after the 5.5% tax. Clearly state what item you chose and list all necessary information. Show all mathematical work.
4. Pretend you are a business person and you are going to market a product. What is the item? How much does it cost you to make? What price will you sell the product for? What is your percent mark-up? Is the amount mark up you chose reasonable, why or why not? How much money will a customer pay for your product after the 8% sales tax?

Rubric:

Work

Meets (25 pts per question)	Partially Meets (12.5)	Does not meet (0)
All math work is clearly shown and organized neatly on a separate sheet of paper	75% of work is shown on separate sheet of paper	More than 25% of work is missing or not clearly shown
All questions are clearly answered in each problem	1-2 questions are not answered out of all 4 problems	More than 2 questions are not answered in problems.
The final answers are correctly calculated	There are one or two mistakes in calculations	There are 3+ mistakes in calculations.

Poster

Meets (25 pts)	Partially Meets (12.5)	Does not meet (0)
Poster includes a picture of item with colors	Poster has a plain illustration	Poster does not have an illustration or illustration is not clear
Poster clearly shows problem chosen, any information that was collected and all work needed to get to solution.	1-2 steps are missing or are not clearly shown	3 or more steps are missing or not clearly shown.
The final answers are correctly calculated	There are one or two mistakes in calculations	There are 3+ mistakes in calculations.

INVESTIGATION: Will the ball go in the hoop?

Inquiry Question:

Can quadratic functions allow individuals to make predictions? Explain.

Procedure:

1. Watch the video. Go to <http://vimeo.com/16598235> to view the video.
2. Determine what information is required to answer the inquiry question.

Information Required:

3. Using Geogebra file found on e-backpack (GGB File), explain with details, your solution to support your answer.

4. Take a screen shot of your final curve, embed the image below and present the vertex form equation.

Using your quadratic model:

Convert the quadratic function from vertex form to standard form.

FIND:

Estimate the roots (zeros) of your model using your graph (show all work on graph):

Verify the zeros of your function by completing the square. Show your calculations.

Verify the zeros of your function by using the quadratic formula. Show all work.

Explain what the positive zero represents in context of the problem:

FIND:

Identify the vertex of your function using your equation in vertex form:

Explain in a complete sentence how you found the vertex:

Identify the vertex of your function using your equation in standard form:

Explain in a complete sentence which method you prefer for finding the vertex.

Explain what the vertex represents in context of the problem:

Identify your y-intercept and what it represents:

If your shorter friend attempts the same shot following a pathway that has the same maximum, will your friend make the basket? Explain using words as well as by representing on your graph.

Give an example of how you can use quadratic modeling to make predictions:

Final task: Watch: <http://vimeo.com/16597874>

Community High School

Trimester	Grade 9 English Cornerstones	Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
		Grade 9-10 Common Core State Standards				
1	Read 2 novels outside of class: Accelerated Reader Test (Honors English students must read 3 novels, one of which must be from the Classics List)	1, 2, 3, 4, 10	1, 2, 3, 4, 10			
	Response to Reading	3		1 (a, b, c, e)		1, 2
	The Short Story			3 (a, b, d)		1, 2
2	Read 2 novels outside of class Accelerated Reader Test	1, 2, 3, 4, 10	1, 2, 3, 4, 10			
	The Personal Narrative			3, 4		1, 2, 3
	Poetry Analysis	1, 2, 4, 5, 6		2, 4, 5, 6, 7, 8, 9		1, 2, 3, 4, 5
	Memorization/Recital				2, 4, 5, 6	
3	Read 2 novels outside of class Accelerated Reader Test (Honors English students must read 3 novels, one of which must be from the Classics List)	1, 2, 3, 4, 10	1, 2, 3, 4, 10			
	Comparison/Contrast Essay	9		1 (a, b, c, e)		1, 2, 3, 6
	Research Paper/Project			2 (a, b, c, d, e, f)		1, 2, 3, 6

Community High School
English Department
Outside Reading Requirements

The English Department at Community High School believes that independent reading outside of class strengthens and improves not only basic reading skills and performance in the English course, but it also promotes success in all other areas of a student's academic experience. As a result, all students are required to read a minimum six (6) novels outside of regular course requirements during each of their high school years. Minimum reading requirements may vary depending on the course (Students enrolled in Honors and AP courses may be required to read more), and when selecting novels, students are expected to challenge themselves in terms of length, content, and age/grade level appropriateness. In addition, reading a variety of fiction and non-fiction texts will ensure a more enriching experience.

Primary Assessment Tool: Accelerated Reader (secondary assessment strategies determined by teacher)

Proficiency Levels:

Grade 9: 70%

Grade 10:

Grade 11:

Grade 12:

Successful completion of the *Outside Reading Requirements* ensures that students will demonstrate proficiency in the following Common Core State Standards:

Grades 9-10 English Language Arts CC R - Reading

CC RL – Literature: Key Ideas and Details

CC RL.CCR.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CC RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC RL.CCR.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CC RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC RL.CCR.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CC RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

CC RL.CCR.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CC RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Range of Reading and Level of Text Complexity

CC RL.CCR.10 - Read and comprehend complex literary and informational texts independently and proficiently.

CC RL.9-10.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

CC RI - Informational Text Key Ideas and Details

CC RI.CCR.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CC RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CC RI.CCR.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CC RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC RI.CCR.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CC RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

CC RI.CCR.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CC RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Range of Reading and Level of Text Complexity

CC RI.CCR.10 - Read and comprehend complex literary and informational texts independently and proficiently.

CC RL.9-10.10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Grades 11-12 English Language Arts CC R - Reading

CC RL - Literature Key Ideas and Details

CC RL.CCR.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CC RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC RL.CCR.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CC RL.11-12.2 - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CC RL.CCR.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CC RL.11-12.3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

CC RL.CCR.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CC RL.11-12.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.- (Include Shakespeare as well as other authors)

Range of Reading and Level of Text Complexity

CC RL.CCR.10 - Read and comprehend complex literary and informational texts independently and proficiently.

CC RL.11-12.10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CC RI - Informational Text Key Ideas and Details

CC RI.CCR.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CC RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CC RI.CCR.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CC RI.11-12.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC RI.CCR.3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CC RI.11-12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

CC RI.CCR.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CC RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Range of Reading and Level of Text Complexity

CC RI.CCR.10 - Read and comprehend complex literary and informational texts independently and proficiently.

CC RI.11-12.10 - By the end of grade 11, read and comprehend literary nonfiction in the grades 11- CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Response to Reading Cornerstone Rubric

Common Core Standards	Exceeds	Meets	Partially Meets	Does not Meet
<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS RL.9-10.3</p>	<p>The student's knowledge of the character and the text is questionable. Does not provide enough evidence to demonstrate understanding of text and character</p>	<p>The student missed opportunities to prove knowledge of characters. Some accurate information. Not enough connection to the text.</p>	<p>The student accurately references character actions. Accurate interpretation of the text. Provides enough evidence and examples to validate the point of view.</p>	<p>The student provides ample supporting evidence to back point of view. Thoroughly explains character motivation and actions. Clearly understands character – connects to outside</p>
<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text CCSS W.9-10 1 (a, b, c, d, e)</p>	<p>The student develops no viable point of view or it is vague and very limited, demonstrating weak critical thinking with insufficient evidence. It is disorganized and unfocused.</p>	<p>The student develops a point of view on an issue demonstrating some critical thinking but my do so inconsistently or uses inadequate examples, reasons, or other evidence to support a position. The essay has limited organization and focus.</p>	<p>The student is able to develop a point of view on an issue. The point of view is supported by reasoning (critical thinking) using adequate examples, reasons and other evidence from reading, studies, experience or observations. The essay is organized and focused.</p>	<p>The student is able to effectively develop a point of view on an issue. The essay demonstrates outstanding critical thinking using clearly sophisticated examples, reasons and other evidence from reading, studies, experience or observations. The essay is well organized and focused.</p>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS L.9-10.1 CCSS L.9-10.2</p>	<p>The piece shows limited evidence of the ability to write correctly, using the conventions of standard written English. Numerous errors. Interfere with reading the piece.</p>	<p>The piece shows partial evidence of the ability to write correctly; using the conventions of standard written English. Errors may sometimes interfere with the reading of the piece. Errors may be too simplistic for this grade level.</p>	<p>The piece shows sufficient evidence of the ability to write correctly, using the conventions of standard written English. There are few errors relative to length and complexity.</p>	<p>The piece shows sophisticated evidence of the ability to write correctly, using the conventions of standard written English. Length and complexity allow for demonstration of control at this level.</p>

Short Story Cornerstone Rubric

	Advanced	Proficient	Developing (Incomplete) Revise & Edit	Beginning (Incomplete) Reread
<p>Establish initial context</p> <p>CCSS W.9-10.3a</p>	<p>The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters.</p>	<p>The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or developed characters.</p>	<p>The text provides a setting with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.</p>	<p>The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.</p>
<p>Develop Story</p> <p>CCSS W.9-10.3b</p>	<p>The text creates a seamless progression of experiences or events using multiple techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</p>	<p>The text creates a logical progression of experiences or events using some techniques—such as chronology, flashback, foreshadowing, suspense, etc.—to sequence events so that they build on one another to create a coherent whole.</p>	<p>The text creates a sequence or progression of experiences or events.</p>	<p>The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events.</p>
<p>Vivid Language</p> <p>CCSS W.9-10.3d</p>	<p>The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, settings, and/or characters.</p>	<p>The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	<p>The text uses words and phrases and telling details to convey experiences, events, settings, and/or characters.</p>	<p>The text merely tells about experiences, events, settings, and/or characters.</p>
<p>Standard English Conventions</p> <p>L9-10.1 L9-10.2</p>	<p>The text intentionally uses standard English conventions of usage, spelling, and mechanics. Few errors in relation to the length and complexity of the text.</p>	<p>The text demonstrates standard English conventions of usage, spelling, and mechanics</p>	<p>The text demonstrates some accuracy in standard English conventions of usage, spelling, and mechanics.</p>	<p>The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.</p>

Personal Narrative Rubric

Criteria	Exceeds	Meets	Partially Meets	Does Not Meet
Focus/Exposition CCSS -W: > 3a > 4	<ul style="list-style-type: none"> The narrative, real or imagined, insightfully addresses all aspects of the prompt Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view Expertly introduces a narrator and/or characters using deliberate, explainable techniques 	<ul style="list-style-type: none"> The narrative competently addresses all aspects of the prompt Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined superficially addresses all aspects of the prompt Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Introduces a narrator and/or characters 	<ul style="list-style-type: none"> The narrative, real or imagined, minimally addresses some aspect of the prompt Does not engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view Does not introduce a narrator and/or characters
Organization CCSS - W: > 3a > 3c > 3e > 4	<ul style="list-style-type: none"> Expertly creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 	<ul style="list-style-type: none"> Creates a smooth progression of experiences or events Uses a variety of techniques to sequence events that build on one another to create a coherent whole Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative 	<ul style="list-style-type: none"> Experiences and events are somewhat connected Uses techniques to sequence events that build on one another to create a coherent whole Provides a conclusion that connects to the narrated experiences or event 	<ul style="list-style-type: none"> Event sequence unfolds illogically Does not use sequencing techniques to create coherence Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS -W: > 3b > 3d	<ul style="list-style-type: none"> Skillfully uses narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters 	<ul style="list-style-type: none"> Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events 	<ul style="list-style-type: none"> Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters Uses some descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> Uses few to no narrative techniques Does not use sensory language or descriptive details
Language CCSS - L: > 1 > 2 > 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually utilizes grade-level appropriate word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Utilizes incorrect and/or simplistic word choice

Poetry Memorization and Recital Cornerstone Rubric

Criterion	Exceeds	Meets	Partially Meets	Does Not Meet
Communication SL.9-10.1 SL.9-10.6	<ul style="list-style-type: none"> Effectively uses eye contact to connect with the audience Speaks clearly, effectively, and confidently using suitable volume and pace Skillfully adapts speech to suit the context; demonstrates exceptional command of formal English when indicated Fully engages audience through eye contact, stance, volume, inflection, etc. Actively incorporates others into the discussion to promote understanding of the presentation 	<ul style="list-style-type: none"> Maintains eye contact with audience Speaks clearly and uses suitable volume and pace Adapts speech to a variety of contexts, demonstrates command of formal English when indicated (SL.9-10.6) Poses and responds to questions that relate the current discussion to broader themes or larger ideas (SL.9-10.1c) Actively incorporates others into the discussion when appropriate (SL.9-10.1c) 	<ul style="list-style-type: none"> Uses some, infrequent eye contact Speech may lack clarity at times; volume or pace may detract from the presentation May attempt to adapt speech to context; minor lapses in grammar and usage do not interfere with presentation Attempts to incorporate others into the discussion with mixed results 	<ul style="list-style-type: none"> Uses eye contact ineffectively Fails to speak clearly and audibly; uses unsuitable volume and/or pace No adaptation of speech; grammar and usage detract from presentation Vocabulary is general or attempt to use domain specific words is inaccurate Does not attempt to draw audience in through eye contact, stance, volume, inflection, etc.
Organization and Presentation Strategies SL.9-10.4	<ul style="list-style-type: none"> Skillfully draws on thorough preparation by referring explicitly to evidence from multiple texts or research The organization, development, and style of the presentation are highly appropriate to purpose and differentiated for the audience Needs no prompts, references, or supporting materials to complete presentation Fluent, skillfully paced, (uses dramatic pauses and other strategies) 	<ul style="list-style-type: none"> Draws on preparation by referring to evidence from texts or other research on the topic (SL.9-10.1a) The organization, development, substance, and style of the presentation are appropriate to purpose, audience, and task (SL.9-10.4) Needs minimal (1-2) prompts and/or unplanned pauses to complete presentation Fluent, appropriately paced 	<ul style="list-style-type: none"> Evidence of some preparation as evidenced by memorization and dramatization The organization and substance of the presentation may be somewhat appropriate to task and audience Needs disproportionate number of memory aids to complete presentation Pace and fluency are somewhat affected by a lack of preparation and poor memorization 	<ul style="list-style-type: none"> Information presented is not supported by evidence Little evidence of preparation or research Presentation lacks organization Does not complete the entire presentation Inadequate pace, lacks fluency
Media and Technology SL.9-10.5 SL.9-10.2	<ul style="list-style-type: none"> Makes strategic and effective use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest. 	<ul style="list-style-type: none"> Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to promote understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5) 	<ul style="list-style-type: none"> Makes use of digital media in presentations to present findings, reasoning, or evidence 	<ul style="list-style-type: none"> Does not make use of digital media in presentation or selects media that does not support the information presented

Comments:

Overall Score: _____

Romeo & Juliet Comparison/Contrast Essay Cornerstone

Criterion	Exceeds	Meets	Partially Meets	Does Not Meet
<p>Focus or Thesis Statement</p> <p>CCSS W9-10.1a</p>	<p>The thesis is a compelling claim that is clearly arguable and takes a purposeful position on the issue. Text is carefully crafted to support the claim.</p>	<p>The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.</p>	<p>The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.</p>	<p>The text contains an unidentifiable claim or vague position. The text has limited structure and organization.</p>
<p>Support for Position</p> <p>CCSS RL9-10.1</p> <p>CCSS W9-10.1b</p> <p>CCSS RL9-10.9</p>	<p>The text provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. Strong, insightful analysis brings clarity and reason to argument.</p>	<p>The text provides sufficient data and evidence to back up the claim and addresses counterclaims. Good analysis of examples and evidence; helps to strengthen argument; clear and logical thought</p>	<p>The text provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. Weak analysis; needs more development and or explanation.</p>	<p>The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text does not include analysis and evidence of thought.</p>
<p>Organization/Development</p> <p>CCSS W9-10.1c, e</p>	<p>The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explicitly explains the relationships between the claim and reasons as well as the evidence. The text expertly links the counterclaims to the claim (if any). Powerful conclusion</p>	<p>Uses words, phrases, and clauses to link the major sections of the text; explains the relationships between the claim and reasons as well as the evidence; strategically links the counterclaims to the claim (if any). Appropriate concluding paragraph.</p>	<p>Attempts to use effective words, phrases, and clauses to link the major sections of the text. Some explanation of the relationship s between the claim and the evidence (analysis). Conclusion may need more thought and development.</p>	<p>Uses simplistic, generic words, phrases, [and clauses]. Little or no explanation and analysis of how evidence supports the claim. Weak/insufficient conclusion.</p>
<p>Style and Conventions</p> <p>CCSS W9-10.1d</p> <p>CCSS L9-10. 1, 2, 3, 6</p>	<p>The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements</p>	<p>The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements</p>	<p>The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.</p>	<p>The text illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.</p>

Assessment Rubric for Final Research Paper

Qualities & Criteria	Does Not Meet	Partially Meets	Meets	Exceeds
<p>Introduction</p> <p><i>Problem Statement/ Orientation to Audience (Reader), Topic, Thesis</i></p> <p>CCSS W. 9-10.2a</p>	<p>There is no reference to the topic, audience or relevance to the discipline of communication studies.</p> <p style="text-align: center;">(4)</p>	<p>The writer makes the reader aware of the overall problem, challenge or topic to be examined. Good Thesis</p> <p style="text-align: center;">(6)</p>	<p>The writer introduces the topic and its relevance to chosen audience. The introduction lays the groundwork to the direction of the paper. Powerful Thesis</p> <p style="text-align: center;">(8)</p>	<p>The writer uses a unique, appropriate strategy to introduce the topic and the purpose of the paper. Clearly establishes the purpose. Thesis is compelling and skillfully written.</p> <p style="text-align: center;">(10)</p>
<p>Body</p> <p><i>Structure/Flow</i></p> <p>CCSS W. 9-10.2b</p>	<p>The essay has little to no direction, with disjointed subtopics.</p> <p style="text-align: center;">(14)</p>	<p>There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.</p> <p style="text-align: center;">(16)</p>	<p>The essay flows from general ideas to specific conclusions and/or vice versa. All sections follow a logical order. Transitions tie sections together as well as individual paragraphs.</p> <p style="text-align: center;">(18)</p>	<p>Creative and sophisticated organization. Transitions connect ideas to "build up" to an overall impact. Paragraphs are well-developed and always link back to thesis.</p> <p style="text-align: center;">(20)</p>
<p>Content</p> <p><i>Weaving together ideas through synthesis via an organized structure that provides exploration/explanation</i></p> <p>CCSS W. 9-10.2c</p>	<p>The writer has omitted major sections of pertinent content or content runs-on excessively. The writer quotes other material excessively. The ideas presented have little significance to thesis and/or the audience.</p> <p style="text-align: center;">(14)</p>	<p>The writer includes all the major sections of pertinent content, but does not cover them in as much depth or detail as the audience/reader expects. The significance to communication studies is evident.</p> <p style="text-align: center;">(16)</p>	<p>The writer covers the appropriate content in depth without being redundant. The writer cites sources when specific statements are made. The significance of quotes, when used, is apparent.</p> <p style="text-align: center;">(18)</p>	<p>The paper covers the topic in ample depth. APA Citations are correctly placed and research, data, information is strategically used to convey the paper's purpose. The paper has a clear voice.</p> <p style="text-align: center;">(20)</p>
<p>Clarity of Writing</p> <p>CCSS W. 9-10.2d, e CCSS L. 9-10.1 CCSS L. 9-10.2 CCSS L. 9-10.6</p>	<p>It is difficult for the reader to understand what the writer is trying to express. Writing is convoluted. The paper contains spelling and grammatical errors as well as improper punctuation.</p> <p style="text-align: center;">(14)</p>	<p>The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is repetitive.</p> <p style="text-align: center;">(16)</p>	<p>The writing is clear and concise. The writer uses the active voice where appropriate. There are few, if any, errors in spelling, grammar and punctuation.</p> <p style="text-align: center;">(18)</p>	<p>Little/no errors in punctuation, grammar, spelling. The writer skillfully chooses words and crafts sentences to flow smoothly. Meaning is clear and consistent throughout. Tenses and style are consistent.</p> <p style="text-align: center;">(20)</p>

<p>Conclusion(s)</p> <p><i>Synthesis of Ideas and Culminating in a Research Question or Suggestions for Further Research</i></p> <p>CCSS W. 9-10.2f</p>	<p>There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the information presented in the essay. No research question(s) or suggestions are offered to the reader.</p> <p>(4)</p>	<p>The writer provides concluding remarks that show an analysis and synthesis of ideas. Some of the conclusions, however, are not supported in the body of the review. A research question or suggestion is offered to the reader.</p> <p>(6)</p>	<p>The writer makes succinct and precise conclusions based on the research. Insights into the problem/topic are appropriate. Conclusions and research question/suggestion are strongly supported within the report.</p> <p>(8)</p>	<p>The writer makes mature, insightful conclusions based on the research. Conclusions and suggestions are reviewed and abundantly supported. Leaves the reader thinking with a powerful last line/question.</p> <p>(10)</p>
<p>Source Citations</p> <p><i>Proper APA format</i></p> <p>CCSS L. 9-10.3</p>	<p>The writer does not include in-text citations for statements made in the review. Sources which were included on the <i>References</i> page were not cited in the text.</p> <p>(14)</p>	<p>The writer cites sources within the body of the review and includes a corresponding source on the <i>References</i> page. Some formatting problems exist, or some components are missing.</p> <p>(16)</p>	<p>The writer includes all necessary citations in the body of the review. The <i>References</i> match the in-text citations and all were properly encoded in APA format. Few punctuation or format errors.</p> <p>(18)</p>	<p>The writer includes all necessary citations in the body of the review. The <i>References</i> match the in-text citations and all were properly encoded in APA format. No punctuation/formatting errors</p> <p>(20)</p>

**Fort Kent Community High School Writing Prompt
Student Answer Sheet
Fall 2014**

Name: _____ Grade: _____

Signature: _____ Date: _____

This is a practice essay to help you become a better writer. You will be writing a short essay on an assigned topic. You will receive the score and feedback about your essay from teachers at this school.

This essay gives you the opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet - you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

You have 25 minutes to write an essay on the following topic:

“What man calls civilization always results in deserts. Man is never on the square – he uses up the fat and greenery of the earth. Each generation wastes a little more of the future with greed and lust for riches.”

Don Marquis

PROMPT: With our modern awareness of ecology, are we likely to make sufficient progress in conservation, or are we still in danger of damaging the earth beyond repair? Plan your response, and then write an essay.

IMPORTANT REMINDERS

- A pencil is required for the essay.
- An off-topic essay will receive a score of zero.

FOR OFFICE USE ONLY	<p>FOR OFFICE USE ONLY</p> <p>ESSAY #</p> <p>_____</p>	<p>Essay scores range from 2 to 12. Scores of 7 and 8 are average. Your score is</p> <p>_____</p>
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SECTION

1

I understand that my essay (without my name) may be reproduced in other College Board materials. If I mark this circle, I withhold my permission to reproduce my essay for any purposes beyond score reporting and the assessment of my writing skills. Marking this circle will have no effect on my score, nor will it prevent my essay from being made available to any college to which I send my SAT scores.

IMPORTANT: USE A NO. 2 PENCIL. DO NOT WRITE OUTSIDE THE BORDER!
Words written outside the essay box or written in ink **WILL NOT APPEAR** in the copy sent to be scored, and your score will be affected.

Begin your essay on this page. If you need more space, continue on the next page.

Large lined area for writing an essay.

Scoring SAT Practice Essays

Step 1:

Understand the Scoring Guide

The following is a general description of the qualities that distinguish an essay at each scoring level.

Score of 6

Essays in this category demonstrate *clear and consistent mastery*, although they may have a few minor errors.

Although essays in this category differ in approach, style, and opinion, and have slight differences in quality, they all demonstrate the clear and consistent mastery of writing skills specified in the Scoring Guide. They are all outstanding pieces of writing. Whether a student decides to use a narrative, expository, or argumentative approach; or whether the essay is structured through cause and effect, or comparison and contrast, or any other rhetorical strategy; or whether the student uses one example that is substantially developed or several examples that build an argument; all of these essays demonstrate a clear understanding of the aims and modes of writing. They communicate perceptive ideas in a style marked by precise diction and varied syntax. These essays are not perfect, nor are they expected to be, for each is only a first draft, written in the allotted 25 minutes. They are all, however, distinguished by their:

- **Complexity of thought:** These essays demonstrate critical thinking skills that go well beyond the usual considerations of an issue. They show a full understanding of the complexities involved and present ideas that provide the reader with an insight into the assigned issue that moves beyond generalities to provide a precise, clear, and interesting point of view.

- **Substantiality of development:** The examples, evidence, and reasoning used to support the essay's point of view are all fully drawn out, giving the reader a clear sense of why and how the student has come to the conclusions presented. Moreover, the essay builds its point of view in a smooth, logical, well-organized fashion, maintaining a consistent focus on its ideas. Each sentence, as well as each paragraph, builds on the one before it to elaborate a clearly articulated point of view.
- **Facility with language:** These essays demonstrate an understanding of the aims and modes of writing. The rhetorical strategy chosen is purposefully employed for its effectiveness, and the diction used is equally precise and efficient. Sentences vary in length and type to more effectively communicate the essay's point of view.

Score of 5

Essays in this category demonstrate *reasonably consistent mastery*, although they will have occasional errors or lapses in quality.

These well-written essays exhibit an understanding of the aims and modes of writing, and the rhetorical strategies chosen to achieve those aims are generally effective. They present cohesive and reasonable arguments using mostly appropriate evidence from the student's reading, observations, or experience. Their prose demonstrates an above-average control over the elements of effective writing, using some syntactic variety and exhibiting an appropriate level of vocabulary. The essay may be uneven in its focus or development, but it communicates its ideas in a creditable fashion.

12 = 100
11 = 95
10 = 93

9 = 90

8 = 85
7 = 82

6 = 80

5 = 75
4 = 70

3 = 65

2 = 60

} double-scoring
conversion

Exhibit 9.1 SAT Scoring Guide

Score of 6 (96-100)	Score of 5 (91-95)	Score of 4 (85-90)
<p>An essay in this category is <i>outstanding</i>, demonstrating <i>clear and consistent mastery</i>, although it may have a few minor errors. A typical essay</p> <ul style="list-style-type: none"> effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas exhibits skillful use of language, using a varied, accurate, and apt vocabulary demonstrates meaningful variety in sentence structure is free of most errors in grammar, usage, and mechanics 	<p>An essay in this category is <i>effective</i>, demonstrating <i>reasonably consistent mastery</i>, although it will have occasional errors or lapses in quality. A typical essay</p> <ul style="list-style-type: none"> effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position is well organized and focused, demonstrating coherence and progression of ideas exhibits facility in the use of language, using appropriate vocabulary demonstrates variety in sentence structure is generally free of most errors in grammar, usage, and mechanics 	<p>An essay in this category is <i>competent</i>, demonstrating <i>adequate mastery</i>, although it will have lapses in quality. A typical essay</p> <ul style="list-style-type: none"> develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position is generally organized and focused, demonstrating some coherence and progression of ideas exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary demonstrates some variety in sentence structure has some errors in grammar, usage, and mechanics
Score of 3 (75-80)	Score of 2 (70-74)	Score of 1 (60-65)
<p>An essay in this category is <i>inadequate</i>, but demonstrates <i>developing mastery</i>, and is marked by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops a point of view on the issue, demonstrating some critical thinking, may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice lacks variety or demonstrates problems in sentence structure contains an accumulation of errors in grammar, usage, and mechanics 	<p>An essay in this category is <i>seriously limited</i>, demonstrating <i>little mastery</i>, and is flawed by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas displays very little facility in the use of language, using very limited vocabulary or incorrect word choice demonstrates frequent problems in sentence structure contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured 	<p>An essay in this category is <i>fundamentally lacking</i>, demonstrating <i>very little or no mastery</i>, and is severely flawed by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops no viable point of view on the issue, or provides little or no evidence to support its position is disorganized or unfocused, resulting in a disjointed or incoherent essay displays fundamental errors in vocabulary demonstrates severe flaws in sentence structure contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning
<p>Essays not written on the essay assignment will receive a score of 0.</p>		

School Wide Writing Prompt Commendations and Needs

Writing Component (In order of importance)	Commendations	Needs
Tone Development <i>The overall flow and effectiveness of the paper</i>	<ul style="list-style-type: none"> • Exhibits strong voice • Appropriate tone/style • Effective and/or original topic development 	<ul style="list-style-type: none"> • Less repetition of ideas • Greater development of topic • More emphasis on tone
Organization <i>The degree to which the response is focused, logically ordered, and clarified by paragraphs</i>	<ul style="list-style-type: none"> • Clearly focused • Clearly and logically organized • Effective use of paragraphs • Good transitions 	<ul style="list-style-type: none"> • Clearer focus • Better organization • Paragraphs • More attention to fluency/flow of paper
Details <i>The degree to which the response includes examples that develop the main point</i>	<ul style="list-style-type: none"> • Carefully chosen, relevant details • Develops details that support the topic • Details are well analyzed and explained 	<ul style="list-style-type: none"> • More effective details and/or examples • More variety in the development of ideas • More analysis of details
Sentences <i>The response uses sentences that are complete, varied, and varied in structure and length</i>	<ul style="list-style-type: none"> • Complete and correct sentence structure • Effectively uses sentences of varying complexity 	<ul style="list-style-type: none"> • Complete and correct sentence structure • Variety in sentence structure
Wordage <i>The degree of effectiveness of the words and phrases used</i>	<ul style="list-style-type: none"> • Effective word choice • Fresh, vivid language 	<ul style="list-style-type: none"> • Effective word choice • More variety and richness of language
Mechanics <i>Proper use of capitalization and punctuation</i>	<ul style="list-style-type: none"> • Good control of capitalization and punctuation • Demonstrates control of spelling 	<ul style="list-style-type: none"> • Stronger control of mechanics • More control of mechanics • More editing

Scoring SAT Practice Essays

Step 1: Understand the Scoring Guide

The following is a general description of the qualities that distinguish an essay at each scoring level.

Score of 6

Essays in this category demonstrate *clear and consistent mastery*, although they may have a few minor errors.

Although essays in this category differ in approach, style, and opinion, and have slight differences in quality, they all demonstrate the clear and consistent mastery of writing skills specified in the Scoring Guide. They are all outstanding pieces of writing. Whether a student decides to use a narrative, expository, or argumentative approach; or whether the essay is structured through cause and effect, or comparison and contrast, or any other rhetorical strategy; or whether the student uses one example that is substantially developed or several examples that build an argument; all of these essays demonstrate a clear understanding of the aims and modes of writing. They communicate perceptive ideas in a style marked by precise diction and varied syntax. These essays are not perfect, nor are they expected to be, for each is only a first draft, written in the allotted 25 minutes. They are all, however, distinguished by their:

- **Complexity of thought:** These essays demonstrate critical thinking skills that go well beyond the usual considerations of an issue. They show a full understanding of the complexities involved and present ideas that provide the reader with an insight into the assigned issue that moves beyond generalities to provide a precise, clear, and interesting point of view.
- **Substantiality of development:** The examples, evidence, and reasoning used to support the essay's point of view are all fully drawn out, giving the reader a clear sense of why and how the student has come to the conclusions presented. Moreover, the essay builds its point of view in a smooth, logical, well-organized fashion, maintaining a consistent focus on its ideas. Each sentence, as well as each paragraph, builds on the one before it to elaborate a clearly articulated point of view.
- **Facility with language:** These essays demonstrate an understanding of the aims and modes of writing. The rhetorical strategy chosen is purposefully employed for its effectiveness, and the diction used is equally precise and efficient. Sentences vary in length and type to more effectively communicate the essay's point of view.

Score of 5

Essays in this category demonstrate *reasonably consistent mastery*, although they will have occasional errors or lapses in quality.

These well-written essays exhibit an understanding of the aims and modes of writing, and the rhetorical strategies chosen to achieve those aims are generally effective. They present cohesive and reasonable arguments using mostly appropriate evidence from the student's reading, observations, or experience. Their prose demonstrates an above-average control over the elements of effective writing, using some syntactic variety and exhibiting an appropriate level of vocabulary. The essay may be uneven in its focus or development, but it communicates its ideas in a creditable fashion.

12 = 100

9 = 90

6 = 80

3 = 65

11 = 95

8 = 85

5 = 75

2 = 60

10 = 93

7 = 82

4 = 70

} double-scoring
conversion

Exhibit 9.1 SAT Scoring Guide

Score of 6 (96-100)	Score of 5 (91-95)	Score of 4 (85-90)
<p>An essay in this category is <i>outstanding</i>, demonstrating <i>clear and consistent mastery</i>, although it may have a few minor errors. A typical essay</p> <ul style="list-style-type: none"> effectively and insightfully develops a point of view on the issue and demonstrates outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence to support its position is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas exhibits skillful use of language, using a varied, accurate, and apt vocabulary demonstrates meaningful variety in sentence structure is free of most errors in grammar, usage, and mechanics 	<p>An essay in this category is <i>effective</i>, demonstrating <i>reasonably consistent mastery</i>, although it will have occasional errors or lapses in quality. A typical essay</p> <ul style="list-style-type: none"> effectively develops a point of view on the issue and demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position is well organized and focused, demonstrating coherence and progression of ideas exhibits facility in the use of language, using appropriate vocabulary demonstrates variety in sentence structure is generally free of most errors in grammar, usage, and mechanics 	<p>An essay in this category is <i>competent</i>, demonstrating <i>adequate mastery</i>, although it will have lapses in quality. A typical essay</p> <ul style="list-style-type: none"> develops a point of view on the issue and demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position is generally organized and focused, demonstrating some coherence and progression of ideas exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary demonstrates some variety in sentence structure has some errors in grammar, usage, and mechanics
Score of 3 (75-80)	Score of 2 (70-74)	Score of 1 (60-65)
<p>An essay in this category is <i>inadequate</i>, but demonstrates <i>developing mastery</i>, and is marked by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops a point of view on the issue, demonstrating some critical thinking, may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas displays developing facility in the use of language, but sometimes uses weak vocabulary or inappropriate word choice lacks variety or demonstrates problems in sentence structure contains an accumulation of errors in grammar, usage, and mechanics 	<p>An essay in this category is <i>seriously limited</i>, demonstrating <i>little mastery</i>, and is flawed by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops a point of view on the issue that is vague or seriously limited, demonstrating weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence to support its position is poorly organized and/or focused, or demonstrates serious problems with coherence or progression of ideas displays very little facility in the use of language, using very limited vocabulary or incorrect word choice demonstrates frequent problems in sentence structure contains errors in grammar, usage, and mechanics so serious that meaning is somewhat obscured 	<p>An essay in this category is <i>fundamentally lacking</i>, demonstrating <i>very little or no mastery</i>, and is severely flawed by ONE OR MORE of the following weaknesses:</p> <ul style="list-style-type: none"> develops no viable point of view on the issue, or provides little or no evidence to support its position is disorganized or unfocused, resulting in a disjointed or incoherent essay displays fundamental errors in vocabulary demonstrates severe flaws in sentence structure contains pervasive errors in grammar, usage, or mechanics that persistently interfere with meaning

Essays not written on the essay assignment will receive a score of 0.

School Wide Writing Prompt Commendations and Needs

Writing Component (in order of importance)	Needs
Topic Development <i>The overall flow and effectiveness of the paper</i>	<ul style="list-style-type: none"> • Exhibits strong voice • Appropriate tone/style • Effective and/or original topic development
Organization <i>The degree to which the response is focused, logically ordered, and divided by paragraphs</i>	<ul style="list-style-type: none"> • Clearly focused • Clearly and logically organized • Effective use of paragraphs • Good transitions
Details <i>The degree to which the response includes examples that develop the main point</i>	<ul style="list-style-type: none"> • Carefully chosen, relevant details • Develops details that support the topic • Details are well analyzed and explained
Sentences <i>The response uses sentences that are complete, correct, and varied in structure and length</i>	<ul style="list-style-type: none"> • Complete and correct sentence structure • Effectively uses sentences of varying complexity
Wording <i>The degree of effectiveness of vocabulary, word choice, and usage</i>	<ul style="list-style-type: none"> • Effective word choice • Fresh, vivid language
Mechanics <i>Appropriate spelling, capitalization, and punctuation</i>	<ul style="list-style-type: none"> • Good control of capitalization and punctuation • Demonstrates control of spelling

Valley Rivers Middle School Writing Prompt

Science Connection

Have you ever gazed in awe to a night sky splattered with thousands of glittering stars? What mysteries might be held in this vastness of space? Are we alone or do we share it with other life forms? Some imaginative minds have tinkered with this idea. Way back in 1938, H. G. Welles caused mass panic and hysteria across America when listeners tuned into his radio program to hear that Martians were invading our planet. Hollywood has also jumped on board the extra-terrestrial train with *Star Trek*, *Star Wars*, *Alien*, and a creature named E.T. phoning home after being stranded on Earth. Locally, in 1976, three men claimed to have been abducted by aliens while camping in the Allagash wilderness. Is this science fiction or could there also be some truth involved?

Science is all about trying to make sense of what doesn't make sense. Here's a "BrainStuff" video to get a more scientific view about this topic.

"Could Alien Life Exist?"

<https://www.youtube.com/watch?v=tJGkB3wNDVs>

Finally, now let's hear from you. What do you think? Are we alone, or do we share the universe with someone or.... "something" else? Your task :

Take a stand on one side of this question and write a detailed essay to convince a group of NASA scientists whether or not life exists- or has ever existed - somewhere besides Earth. Use several pieces of evidence and specific reasons to prove your point.

Score	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	The response is fully sustained and consistently and purposefully focused: opinion is clearly stated, focused, and strongly maintained opinion is communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness: effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose The response has an recognizable organizational structure, though there may be minor flaws and some ideas may be loosely connected: adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details: use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details: some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques	The response clearly and effectively expresses ideas, using precise language: use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling The response demonstrates an adequate command of conventions: some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
3	The response is adequately sustained and generally focused: opinion is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate	The response has a clear and effective organizational structure creating unity and completeness: effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end adequate introduction and conclusion	The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details: some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques	The response adequately expresses ideas, employing a mix of precise with more general language use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequate command of conventions: some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling

The response is somewhat sustained with some extraneous material or a minor drift in focus: may be clearly focused on the opinion but is insufficiently sustained opinion on the issue may be unclear and unfocused

The response has an inconsistent organizational structure, and flaws are evident: inconsistent use of transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak

2

The response may be related to the purpose but may offer little or no focus:

may be very brief may have a major drift

opinion may be confusing or ambiguous

1

The response has little or no discernible organizational structure: few or no transitional strategies are evident frequent extraneous ideas may intrude

The response provides uneven, cursory support/evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details: evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques

The response expresses ideas unevenly, using simplistic language: use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose

The response demonstrates a partial command of conventions: frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling

The response provides

minimal support/evidence for the writer's opinion that includes little or no use of sources, facts, and details: use of evidence from sources is minimal, absent, in error, or irrelevant

The response expression of ideas is vague, lacks clarity, or is confusing: uses limited language or domain-specific vocabulary may have little sense of audience and purpose

The response demonstrates a lack of command of conventions: errors are frequent and severe and meaning is often obscured

Student Id# _____

Valley Rivers Middle School Writing Prompt Student Answer Sheet

Name: _____ Grade: _____

Signature: _____ Date: _____

This is a practice essay to help you become a better writer. You will be writing a short essay on an assigned topic. You will receive the score and feedback about your essay from teachers at this school.

This essay gives you the opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet - you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

You have 35 minutes to write an essay on the topic provided.

IMPORTANT REMINDERS

- A pencil is required for the essay.
- An off-topic essay will receive a score of zero.

FOR OFFICE USE ONLY _____	ESSAY SCORE _____
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SECTION

1

I understand that my essay (without my name) may be reproduced in other College Board materials. If I mark this circle, I withhold my permission to reproduce my essay for any purposes beyond score reporting and the assessment of my writing skills. Marking this circle will have no effect on my score, nor will it prevent my essay from being made available to any college to which I send my SAT scores.

IMPORTANT: USE A NO. 2 PENCIL. DO NOT WRITE OUTSIDE THE BORDER!
Words written outside the essay box or written in ink **WILL NOT APPEAR** in the copy sent to be scored, and your score will be affected.

Begin your essay on this page. If you need more space, continue on the next page.

Large rectangular area with horizontal lines for writing an essay.

October 7, 2014

Re: Progress Reports

Dear Parent(s)/Guardian(s):

With a little over a month of the school year gone by and a student progress report enclosed for your review, we are writing to let you know that staff at Valley Rivers Middle School and Community High School are in the process of implementing Proficiency Based Education. Proficiency-based learning refers to system of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. While we are in the process of converting over to a Learning Management System called *Empower*, we continue, for the time being to use PowerSchool to communicate with students and parents about student progress. Some of the traditional information you have seen in PowerSchool, however, might have a new meaning.

Students in grade 7 and 8 have earned proficiency-based scores for the first time in all their courses. You will not see any percentage scores but rather proficiency ratings of 1.0, 2.0, 2.5, 3.0, 3.5, and 4.0. A scoring scale explaining what these ratings mean is enclosed with this letter.

Students in grade 9 have earned a combination of proficiency ratings in English Language Arts, Math and World languages along with traditional percentage scores in their other classes. Our 9th graders (the class of 2018) will graduate high school with a Proficiency Based Diploma for Language Arts, Math and two Guiding Principles in the following areas A) Clear and Effective Communicator and B) A self-directed and Lifelong Learner.

The proficiency ratings in grades 7 through 9 reflect content knowledge and skills (what students know and are able to do). In addition we believe that there are many non-academic skills or habits students need in order to be successful learners. As a result, we have created and have rated students on a set of Expectations for Learning, which includes six different categories and three proficiency ratings. These Expectations for Learning also are included with this letter.

While students in grades 10 through 12 will this year continue to receive traditional percentage scores rather than proficiency ratings in all of their classes, they and you are receiving reports on their status regarding the Expectations for Learning. In all cases, these expectations, combined with the academic progress reports enclosed, will serve as an excellent opportunity for you and your child in grades 7-12 to engage in conversations about what they have learned, how they learn, and the quality of their learning experiences.

As we transition and you look at the enclosed progress reports, we encourage you to focus on the comment section, because the "grade" column does not give you a full or accurate understanding of the work your child has completed or the actual content he/she has worked through. The teacher comments have been tailored to let you know how your child is progressing with the content and how his/her progress with the Expectations for Learning or work habits.

We encourage you to talk to your child's teachers for more detailed information concerning your child's academic progress. The classroom teachers will be able to share and discuss specific learning targets, your child's proficiency level, and the student's work habits in greater detail. In addition, please feel free to contact either of us (Mr. Ralph Caron for grades 7-9 or Mr. Jay Charette for grades 10-12 at 834 - 5540 with any questions.

Sincerely,

Sincerely,

Ralph Caron Principal Grades 7 - 9

Jay Charette, Principal, Grades 10-12

4 - Point Proficiency Based Scoring Scale
(Used with Grades 7 - 8 - 9)

Score	What the Student Knows
4	The learner knows all the simple knowledge and skills, all of the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge.
3.5	The learner knows all the simple knowledge and skills, all of the complex knowledge and skills, and in-depth inferences and applications with partial success.
3	The learner knows all the simple knowledge and skills, and all of the complex knowledge and skills
2.5	The learner knows all the simple knowledge and skills, and some of the complex knowledge and skills.
2	The learner knows all of the simple knowledge and skills.
1	With help, the learner knows some of the simple knowledge and skills.

***Community High School
Expectations for Learning
(Used with ALL grades 7 – 12)***

CATEGORY	Proficient	In Progress	Emerging	Teacher Comments
Preparedness	Student is often prepared for class with required materials	Student sometimes forgets to bring required supplies to class (i.e. charged iPad, book, writing utensil, homework)	Student often forgets to bring required supplies to class (i.e. charged iPad, book, writing utensil, homework)	
Works productively in class	Student is often self-directed, proactive about work Student often uses time wisely, stays on task and complete work on or ahead of time.	Student sometimes uses time wisely, is on-task, and completes work to best effort in a timely manner Seldom needs redirection.	Student fails to use class time wisely Many assignments are late	
Classroom Behavior	Student often follows classroom rules and encourages others to do the same Student is often respectful of classroom technology, and equipment Student seldom requires reminders and is quick to follow directions.	Student sometimes behaves in appropriate ways with classroom technology, and equipment Student sometimes needs reminders or redirection.	Student frequently defies classroom rules Student is not respectful of technology and/or classroom equipment Student frequently requires reminders or redirection.	
Readiness to Learn	Student attends daily and is on time or early Student is ready and has a positive, receptive attitude about learning.	Student is usually at school and on time for class Student is ready to learn	Student is often absent and/or tardy Student is resistant to learning	
Works productively outside of class	Student often completes coursework outside of class in order to stay on pace.	Student sometimes completes coursework outside of class in order to stay on pace.	Student frequently does not work outside of class or during resource time in order to meet goals.	
Respect	Student consistently demonstrates respect for self, peers, and staff.	Student sometimes demonstrates respect for self, peers, and staff.	Student rarely demonstrates respect for self, peers, and staff.	

1st Trimester Report Crads

2 messages

James Charette <jamescharette@sad27.org>
To: "CHS/VRMS Staff (2014-2015)" <chs-vrmsstaff@sad27.org>

Mon, Nov 24, 2014 at 9:21 AM

Hello all,

Unfortunately we are still in a transition phase concerning report cards. (No surprise to anyone and certainly to be expected!) In an effort to again give parents what they need as well as provide teachers a framework to get out necessary information this is the plan for first Trimester report cards.

Students 7 through 9 Eligibility will be determined for students in Proficiency Based classes as anything **less than** a 2.0 in a single class makes them ineligible for sports until the mid quarter trimester check which is Jan. 22. Two or more classes with **less than** a 2.0 results in removal from the team for the remainder of the season. For grades 10 thru 12 the policy is as usual, a failure results in being removed from team until mid trimester check Jan. 22. Two or more failures means they are ineligible for the entire sports season.

We are asking all middle school classes (7th & 8th) AND 9th grade Math, Language Arts, and French to enter the following comments as appropriate. The comments are as follows:

030 Student is currently on track to meet learning targets.

031 Student is struggling to meet learning targets.

032 Please contact the teacher to discuss your child's achievement.

These first 3 comments are academic and we are asking you to put in 1 comment per class. (You may use the codes to save time rather than having to scroll through the lengthy list!)

This 2nd set of comments is based around the Expectations for Learning (Non Academic standards). They are:

033 Student is currently meeting all Expectations for learning.

034 I have concerns about the student's Preparedness.

035 I have concerns about the student's Productivity in Class.

036 I have concerns about the student's Classroom Behavior.

037 I have concerns about the student's Readiness to learn.

038 I have concerns about the student's Productivity outside of class.

039 I have concerns about the student's Respect.

Again, we are asking ALL Teachers to enter 1 comment to represent the student's progress with these standards. We are asking that teachers in all grades in all courses grades 7 thru 12 to please use these comments so this will be consistent school wide.

9th grade teachers please note we are asking you to comment on the 2 guiding principles through noting their progress using the following comments.

028 Student is currently on track to meeting the Guiding Principle of A Self Directed and Life Long Learner.

029 Student is currently on track to meeting the Guiding Principle of Clear and Effective Communicator.

040 I have concerns about the student's progress toward meeting the Guiding Principle of Clear and Effective Communicator.

041 I have concerns about the student's progress toward meeting the Guiding Principle A Self Directed and Life Long Learner.

Although minimal work has been done in designing assessments that specifically assess these 2 guiding principles, these are a must for graduation and we need to begin the process of tracking these for this years 9th graders. I believe we can straight face say our cornerstones contain elements that are tied to the guiding principles. Obviously we will need to tweak our assessments to make the guiding principles clear and evident. Again this is a work in progress and we will be discussing/working on assessing guiding principles more at a later date.

ONLY 9th grade students need to have this appear on their report card.

In summary, there will be a "checklist" put in your mailboxes to help with the process of getting report cards ready. Although it may seem restrictive the goal is consistency through this transition process. If you have questions you may see myself or Ralph!

Jay

December 4, 2014

Re: Progress Reports

Dear Parent(s)/Guardian(s):

Enclosed you will find your child(ren)'s Report Card for Trimester 1. If your child is in grades 10, 11, or 12 you will continue to see percentage grades that were calculated using PowerSchool. These numbers continue to be used to determine eligibility for co & extra curricular activities, Honor Roll, and awarding of credits toward graduation.

If you have a child in Grade 9 you will see a combination of percentage grades and numerical grade ranges of 1 through 4. These numerical grade ranges can be accessed through PowerSchool but please keep in mind teachers using this system are grading individual standards rather than an average. To get an accurate understanding of your child's achievement we encourage you to speak directly with the teachers. The teachers can explain your child's achievement using the evidence they have collected based on work completed through the entire trimester.

If you have a child in grades 7 & 8 you will see all courses scored using the numerical grading scale of 1 through 4. Again, for an accurate understanding of the work your child has completed we encourage you to contact their teachers directly. In grades 7, 8, and 9 the grading on the report card will be used to determine eligibility for co & extra curricular activities and Meeting Learning Expectations with Honors. (This is a transitional version of the traditional honor roll.)

You will find comments by all teachers for all grades that discuss our Expectations of Learning (The Expectations for Learning are copied on the back of this letter.), as well as comments concerning the Guiding Principles for grade 9 students. You should also see comments for students in grade 7, 8, and 9 concerning their work on Learning Targets.

Many changes are taking place in education and we here at Community High School and Valley Rivers Middle School are working diligently to make this transition process as informative as possible. We welcome your questions and/or comments through this period of change. Please feel free to contact us should you have any questions.

Sincerely,

Sincerely,

Ralph Caron
Principal, Grade 7 - 9

James Charette
Principal, Grades 10 - 12

Report Card Checklist

7 & 8 Grade Report Cards (All Subjects) We are asking you to put in 1 comment per class

The comments are as follows:

- 030 Student is currently on track to meet learning targets.
- 031 Student is struggling to meet learning targets.
- 032 Please contact the teacher to discuss your child's achievement.

As Well as:

Expectations for Learning (Non Academic standards) - Teachers please enter 1 comment to represent the student's progress with these standards.

- 033 Student is currently meeting all Expectations for learning.
- 034 I have concerns about the student's Preparedness.
- 035 I have concerns about the student's Productivity in Class.
- 036 I have concerns about the student's Classroom Behavior.
- 037 I have concerns about the student's Readiness to learn.
- 038 I have concerns about the student's Productivity outside of class.
- 039 I have concerns about the student's Respect.

9th Grade (Language Arts, Math, French, & Personal Wellness) We are asking you to put in 1 comment per class

The comments are as follows:

- 030 Student is currently on track to meet learning targets.
- 031 Student is struggling to meet learning targets.
- 032 Please contact the teacher to discuss your child's achievement.

As well as **ALL SUBJECTS:**

Expectations for Learning (Non Academic standards) - Teachers please enter 1 comment to represent the student's progress with these standards.

- 033 Student is currently meeting all Expectations for learning.
- 034 I have concerns about the student's Preparedness.
- 035 I have concerns about the student's Productivity in Class.
- 036 I have concerns about the student's Classroom Behavior.
- 037 I have concerns about the student's Readiness to learn.
- 038 I have concerns about the student's Productivity outside of class.
- 039 I have concerns about the student's Respect.

AND:

9th Grade Teachers All subjects: note we are asking you to comment on the 2 guiding principles through noting their progress using the following comments.

028 Student is currently on track to meeting the Guiding Principle of A Self Directed and Life Long Learner.

029 Student is currently on track to meeting the Guiding Principle of Clear and Effective Communicator.

040 I have concerns about the student's progress toward meeting the Guiding Principle of Clear and Effective Communicator.

041 I have concerns about the student's progress toward meeting the Guiding Principle A Self Directed and Life Long Learner.

10th to 12th grade report cards – all subjects

Expectations for Learning (Non Academic standards) - Teachers please enter 1 comment to represent the student's progress with these standards.

033 Student is currently meeting all Expectations for learning.

034 I have concerns about the student's Preparedness.

035 I have concerns about the student's Productivity in Class.

036 I have concerns about the student's Classroom Behavior.

037 I have concerns about the student's Readiness to learn.

038 I have concerns about the student's Productivity outside of class.

039 I have concerns about the student's Respect.

Personal Comments all teachers:

Please realize that all personal comments must be short and to the point as space will be an issue. Our first priority will be the requested comments – as you finish/finalize grades please note your verification sheets will be reviewed to insure the necessary comments are present.

SENIOR PROJECT

STUDENT HANDBOOK

COMMUNITY HIGH SCHOOL • FORT KENT • 2014-2015

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Common Core Standards & Guiding Principles

COMMON CORE STANDARDS

CCSS.ELA.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA.W.11-12.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem.

CCSS.ELA.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following standard format for citation.

CCSS.ELA.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

CCSS.ELA.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GUIDING PRINCIPLES

A. A clear and effective communicator who:

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions).

B. A self-directed and lifelong learner who:

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn, and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

C. A creative and practical problem solver who:

- Observes and evaluates situations to define problems

- Frames questions, makes predictions, and designs data/information collection and analysis strategies
- Identifies patterns, trends, and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response, and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources, and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

D. A responsible and involved citizen who:

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

THE PURPOSE

OF THE SENIOR PROJECT

The Senior Project at CHS is an opportunity for you to demonstrate what you know and to showcase your achievement. It is a MSAD 27 requirement for all graduating seniors to successfully complete the Senior Project.

The Senior Project is a fitting conclusion to your high school education. Through the project, you are able to demonstrate accumulated skills in time-management, research, problem-solving, human interaction, organization, and public speaking. This is appropriate as the culmination of your K-12 education because these are the very skills and abilities which you will be expected to demonstrate as college students and/or employees.

THE THREE PHASES OF THE SENIOR PROJECT *(Each phase must be completed and the standards must be met in order for you to graduate from CHS)*

1. **THE RESEARCH PAPER.** You must research and document information on a problem (local, state, national, or world problems) and find a solution (or solutions) to that problem. Be sure to choose a problem in which you have an interest, but are not already an expert. Your research must be a worthwhile stretch beyond what you already know.
2. **THE PRODUCT.** The second phase requires you to apply the information you have gained from your research to manufacture a product. Your product may be an iMovie demonstrating your learning, a series of interviews with people who have been affected by the problem or are trying to find a solution to the problem, a minimum of 10 hours of volunteerism, or a minimum of a 10 hour internship. There must be a clear relationship between your research and your product.
3. **THE PRESENTATION.** The final phase of the project is a speech. This will be a speech between 8 - 10 minutes, given before a panel of judges. The presentations will take place in late March.

If you adhere to the guidelines, meet the deadlines, and put forth your best effort, you will know that you have been successful in a life-long learning experience. All information is included in your handbook or will be given to you by your English teacher. It is imperative that you maintain good attendance so that you can be aware of any changes in dates or other vital information that becomes necessary as you move through the year.

REQUIREMENTS for Successful Completion of Senior Project

PAPER

1. Six sources minimum. A personal interview counts as a source.
2. APA Style
3. Five to seven typed, double-spaced pages in 12 point Times New Roman font.
4. One inch margins
5. Reference page
6. In-text citations
7. Synthesis of writer's words, source quotes, paraphrases, and summaries.
8. Free from plagiarism (Plagiarism is cheating and results in an automatic zero on the paper.
9. Turned in on or before the due date.

PRODUCT

1. Product may be an iMovie demonstrating your learning, a series of interviews with people who have been affected by the problem or are trying to find a solution to the problem, a minimum of 10 hours of volunteerism (with an organization that relates to your research), or a minimum of a 10 hour internship (with a company that relates to your research)
2. Product must present a learning stretch, taking you beyond what you have done before
3. Product must be related to research
4. Product must be completed by the student

SPEECH

1. Between 8 and 10 minutes long
2. Speech must be memorized
3. Speech must have an argument (state problem and a solution(s) to the problem)
4. Appropriate business style dress
5. Visual (Keynote/Prezi/Haiku Deck) to enhance understanding of product

TIME LINE

Date	Assignment	Complete
Week 1 (Dec 1-5)	What is the Senior Project?/Find a Topic/Research	
Week 2 (Dec 8-12)	Annotated Reference Page/Proposal Letter Due on Dec 12	
Week 3 (Dec 15-19)	Proposing Solutions/Writing Body Paragraphs	
Week 4 (Dec 22-23)	Drafting Your Paper	
Week 5 (Jan 5-9)	Drafting Your Paper/Revision Steps	
Week 6 (Jan 12-16)	Peer Reviews/Second Draft due on January 15/Novel Test 1	
Week 7 (Jan 21-23)	Work on Final Drafts	
Week 8 (Jan 26-30)	Final Draft Due on Monday, January 26	
Week 9 (Feb 2-6)	Work on Products/Work on Speeches	
Week 10 (Feb 9-13)	Revisions to Speeches/Teacher Conferences	
Week 11 (Feb 23-27)	Speech Practice	
Week 12 (Mar 2-6)	Presentations of Speeches	
Week 13 (Mar 9-13)	Speech Event at UMFK/Novel Test 2	

CONSEQUENCES for Failure to Meet Deadlines

One of the most important skills that the Senior Project teaches is time management. By breaking up the components into required deadlines, students will learn how to take a year-long project and tackle it in manageable segments. This is a vital skill for both college and for the workplace. Students must also learn to meet deadlines. If a deadline is not met, consequences will follow as outlined below. Since each component of the Senior Project scaffolds the next component, it is vital that students complete assignments on time.

Failure to meet a deadline for process grades will result in a penalty of 5 points for each day late up to 3 days; after the third late day, the final grade on that component will be a zero.

RESEARCH PAPER - 25%

The Senior Team **MUST** approve both your research paper and your product, which must be above all a worthwhile challenge. Your English teacher will break the research paper into required components, including a thesis statement, an outline, a rough draft, and a final draft. Be sure you are aware of all the deadlines and that you meet them. The **FINAL DRAFT** of the paper will not be accepted if passed in after the due date. This will result in a grade of zero and the student will not be eligible for graduation.

PRODUCT - 25%

Students who have been approved for a topic and product may begin working on their product even though their research paper has not been completed. This is to allow students to have as much time as possible to complete their products.

PRESENTATION - 25%

Students who have successfully completed the research paper and the product by the deadlines established are eligible to give a speech at the end of March.

CLASS WORK - 15%

Throughout the trimester, students will complete a number of assignments related to the Senior Project. These assignments will include such things as proclamation poster, paper outline, annotated bibliography, rough drafts, peer edits, mentor meetings, etc.

TESTS - 10%

Students will be responsible for reading two independent novels throughout the trimester. One novel must pertain to the research topic the student has chosen, while the second novel is free choice. Students will take either an Accelerated Reader quiz or complete a project for each book. Students will also learn vocabulary throughout the trimester which will be tested.

Topic Selection

Guidelines

- **The research topic should be one in which you are highly interested, but not yet an expert.** If you have been a black belt in karate and have studied martial arts for many years, you probably already know a great deal about the subject of karate; this would not qualify as a “learning stretch.”
- **The research topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable.** For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid course, etc.). On the other hand, a student choosing to research the Application of Band-Aids to Skin Abrasions would probably have difficulty finding enough information. A more reasonable topic might be *Lifesaving Techniques Used by Emergency Medical Technicians*.
- **The research topic should be one that is intellectually and creatively challenging.** Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the judges. The topic should represent an intellectual s-t-r-e-t-c-h for you and one that is worthy of investigating.
- **Be mindful that your topic should lend itself to the creation of a product or performance of a community service.** Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research around their product.
- **Avoid choosing topics that might involve expenses that you are not prepared to handle.** There is no required expenditure for the research of the product. If you do not drive, do NOT plan research that requires you going to distant locales; if you do not have the money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.
- **Primary research shows originality and intellectual maturity.** Choose a topic that will allow you to do a personal interview, survey, scientific experiment, etc. for research.
- **Before making your final choice, do some preliminary research.** Investigate your main areas of interest to be sure that you can locate abundant research material to complete your paper. This exploration might open new possibilities for your final topic.
- **Use good judgement when selecting your topic.** Not only must your topic be narrowed by you and a committee, but your ultimate presentation must be appropriate for a review board of community and faculty judges. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected.

Proposal Letter

to Senior Team

Purpose: The Senior Project letter of proposal is a formal letter that is submitted to the Senior Team during your pre-presentation meeting on———. The letter explains your intentions regarding all components of the project. The Senior Team will review the letter to determine if the topic you have selected is acceptable.

Reasons for Approval: The proposal you have made will act as a learning tool and growth experience for you. The topic you have selected is a problem (either local, regional, national, or global). All components of the project have been carefully thought out and planned. All necessary preparations have been made.

Reasons for Disapproval: The proposal you have made does not appear to allow you to grow as an individual. The topic you have chosen is not a problem. You may already know too much about the topic. Your topic is too vague, too broad, etc. All components of the project have not been carefully thought out or planned.

Instructions for Content: The proposal letter should be written in a block business letter format and addressed to the Senior Team. The letter must be word processed in 12 point, Times New Roman font. Use the following instructions for content:

Paragraph 1: Describe the general area of topic. It should contain the reasons why you selected this topic and include any prior knowledge or experience you have in this subject area. Discuss how the project will act as a growth experience for you. How will this project extend your mind and your abilities? What is the evidence of higher order thinking skills (analysis, synthesis, and evaluation)? How does this topic have value beyond school?

Paragraph 2: Describe the specific aspects of the topic that will be explored in your research paper including a preliminary thesis statement. Also describe the resources you plan to use (be as specific as possible).

Paragraph 3: Describe your Product and tell how it relates to the research paper. This paragraph should also discuss the anticipated costs of the project, the materials or additional resources that may be used, other people who may be helping you.

Research Paper

This handout is designed to review the process of research and writing a research paper. You will also review basic organizational skills such as outlining and note taking. The culminating product will be a 5-7 page research paper that includes drafts to document process. All proper citations (APA format) and a reference page need to be included. Multiple sources should be used, including texts, Internet, and interviews.

Directions:

1. Choose your **topic**. You want to find a problem (local problem, state problem, national problem, or world problem) and propose a solution or solutions to this problem. It is important that you make an argument with your thesis statement.
2. Begin your research; make one source page for each source being used and number them. Complete source pages as you continue your research. This will help you organize your sources and help with the documenting process.
3. While selecting resources and taking notes, reflect on your sources' accuracy, currency, and possible bias.
4. Final Paper: A 5-10 page research paper (APA format) which includes a thesis, a body complete with citations, a Reference page, and your rough drafts. The final research paper must be typed (12-point font, Times New Roman, double spaced, 1 inch margins).

Final Check:

Look at the body of work you have generated and think about what you have learned throughout this research process. Were you able to use and analyze the information you collected and bring it together in your final paper? Did you accurately reference all sources used?

Research Paper

Process

1. The first draft of your paper will be due on **Friday, January 9** for a peer edit. This must be a completed rough draft, with an introduction, thesis, body, conclusion, in-text citations, and a reference page.
2. The second draft of your paper will be passed in to Mrs. Saucier. **It is due on Thursday, January 15.** Be sure to make the necessary revisions as suggested by your peer editor. Attach your first rough draft as well as your peer editing sheet.
3. The final draft of your paper will be passed in to Mrs. Saucier on **Monday, January 26.** Be sure to make the necessary revisions as suggested by your English teacher. Attach all drafts. Your final draft will not be accepted late, so be sure to pass it in on the due date, no later than 3:00pm.

Evaluation Criteria/CCSS	Exceptional	Proficient	Developing	Inadequate
<p>CLAIM (CCSS.W.11-12.1a) The text introduces a clear, arguable claim that can be supported by reasons and evidence.</p>				
<p>DEVELOPMENT (CCSS.W.11-12.1b & W.11-12.1e) The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.</p>				
<p>AUDIENCE (CCSS.W.11-12.1b) The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>				
<p>COHESION (CCSS.W.11-12.1c) The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.</p>				
<p>STYLE AND CONVENTIONS (CCSS.W.11-12.1d, L.11-12.1, & L.11-12.2) The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>				

Presentation

Guide

Three areas of consideration for your presentation should be:

I. Visual

II. Content/Talking Points

III. Delivery & Appearance

I. VISUAL

- The visual should be something that helps the audience understand the content of your presentation as well as a device to keep your speech organized and on track.
- The visual should function as a guide to help both you and your audience; it should not in itself be distracting, nor should it take attention away from you.
- The visual should be an outline of your talking points.
- The visual must be a presentation tool such as Keynote, PowerPoint, or Prezi.
- The visual should have minimal text. Your visual should not serve as a script for your presentation. Instead, use visuals on your slides.

II. CONTENT/TALKING POINTS

A. Your presentation should include the following:

- Why is the problem you researched?
- What did your research tell you?
- What are some solutions to the problem?
- What references did you use?

B. Imagine being in the audience for your presentation. Address those points that would be confusing or unusual, so that the audience fully understands your topic and your solution. Be mindful that your audience may not be familiar with your topic; avoid using technical or topic-specific terminology without explaining it first.

III. DELIVERY & APPEARANCE

A. Delivery

- Note cards may be used, but they should not be read; use your visual outline as you proceed through your presentation.
- Feel free to walk around a bit, within a defined area.
- Use your hands to gesture for emphasis if you are comfortable enough to do so.
- Use voice inflection and repetition to highlight important points and to keep interest.
- Make eye-contact with all of the judges - not just one.
- Face the audience at all times. Do not turn your back on your audience to look at the Smart Board.
- Stand up straight and speak with confidence.
- Don't chew gum or have mints in your mouth.

B. Appearance

- You should be clean and well-groomed.
- You should dress like you are going to a job interview. Khakis and a dress shirt for boys; dress pants or skirt and a blouse for girls. Please be aware of the cut of your shirt and the waistline of your pants.
- Your mannerisms should not be distracting to the audience.

Presentation Rubric

COMMON CORE STANDARDS SPEAKING AND LISTENING STANDARDS 11-12

Comprehension and Collaboration

CCSS.ELA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by Referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- d. Respond thoughtful to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

CCSS.ELA.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Evaluation Criteria/CCSS**Exceptional****Proficient****Developing****Inadequate****PREPAREDNESS****(CCSS.SL.11-12.1)**

Speaker is fully prepared for the presentation by demonstrating comfortableness with the topic, resources, and technology. It is evident that the speaker had practiced and prepared ahead of time.

LOGIC/REASON**(CCSS.SL.11-12.4)**

Speaker presents a logical argument/claim.

EVIDENCE**(CCSS.SL.11-12.4)**

Speaker supports argument/claim with evidence.

Speaker rebuts opposition's argument/claims using evidence supported with facts.

SOURCES**(CCSS.SL.11-12.2)**

Speaker integrates multiple sources of information presented in diverse media or formats (visually, quantitatively, orally).

RHETORIC (CCSS.SL.11-12.4 AND SL. 11-12.6)

Speaks clearly so audience members can hear and understand.

Speaker emphasizes appropriate words/phrases for effect.

Speaker uses an appropriate tone; speaks with conviction without being condescending.

Speaker gives a human connection to the argument. (Makes claim/argument personal or shares an example from real life to humanize the argument.)

TECHNOLOGY (CCSS.SL.11-12.5)

Speaker uses digital media (text, graphics, audio, video, and interactive elements) strategically to enhance their argument/claim.

Product

Rubric

Your Product will be graded by the senior team using one of the following rubrics. Choose three criteria from which to be assessed (ie. If you are creating an iMovie, you may choose to be assessed on the following: "A clear and effective communicator who: 1. demonstrates organized and purposeful communication; 2. uses evidence & logic appropriately in communication, and 3. uses a variety of modes of expression).

IMOVIE RUBRIC

Guiding Principles	Exceptional	Proficient	Developing	Inadequate
A clear & effective communicator who: <ul style="list-style-type: none">- Demonstrates organized and purposeful communication in English- Uses evidence & logic appropriately in communication- Adjusts communication based on the audience- Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create & share the expressions)				

VOLUNTEERISM/INTERNSHIP RUBRIC

Guiding Principles	Exceptional	Proficient	Developing	Inadequate
<p>A responsible & Involved citizen who:</p> <ul style="list-style-type: none"> - Participates positively in the community & designs creative solutions to meet human needs & wants. - Accepts responsibility for personal decisions & actions. - Demonstrates ethical behavior & the moral courage to sustain it. - Understands & respects diversity. - Displays global awareness & economic & civil literacy. - Demonstrates awareness & community health & wellness. 				

INTERVIEW RUBRIC

Guiding Principles	Exceptional	Proficient	Developing	Inadequate
<p>A creative & practical problem solver who:</p> <ul style="list-style-type: none"> - Observes & evaluates situations to define problems. - Frames questions, makes predictions, and designs data/information collection & analysis strategies. - Identifies patterns, trends, & relationships that apply to solutions. - Generates a variety of solutions, builds a case for a best response & critically evaluates the effectiveness of the response. - Sees opportunities, finds resources, and seeks results. - Uses information & technology to solve problems. - Perseveres in challenging situations. 				

Reflective Journal

Student Name: _____ Date: _____

Research Topic: _____

Describe your Senior Project IN DETAIL:

What are three things you learned from working on the senior project?

1. _____

2. _____

3. _____

What problems did you encounter in doing the senior project? How did you overcome them?

What would you do differently if you could start over?

What is the most important skill you have acquired during the product phase?

What did you learn about yourself?

Signature

Date

Parent Consent

For Selected Senior Project

As the parent or guardian of _____, who is a senior enrolled at Community High School, I am aware that the Senior Project is an MSAD 27 graduation requirement. The Research Paper, Product, and Presentation will each be 25% of their trimester grade; while class work will be 15% and book tests 10%.

For the research paper, my son/daughter has decided upon the following topic:

For the Senior Project product related to this research, my son/daughter is planning to do the following:

I understand the responsibilities of my son/daughter in submitting materials by the deadlines established and in maintaining academic honesty and integrity.

Finally, both I and my son/daughter understand that plagiarism is using another author's words or ideas without giving credit. *I am aware that if my son/daughter plagiarizes ANY part of the research paper, he/she will receive a zero on the entire paper.*

Parent/Guardian Signature

Date

Student Signature

Date

Additional Credit Opportunities

- 1. Early College Access Program:** Each fall and spring college semester qualified high school juniors and seniors may take one college course tuition-free. You must apply during the prior semester. See your school counselor for details and an application form.
- 2. Pleasant Street Academy Dual Enrollment at UMFK:** Juniors are able to enroll in this two-year early college program tuition free after successfully completing the application and select process. Students are responsible for fees and the cost books for each course.
- 3. AP4All:** Offered by the Maine Department of Education this program provides online Advanced Placement courses free of charge to any student attending public high school in Maine. Current course offerings are Calculus AB & BC, English Language and Composition, English Literature and Composition, French Language and Culture, Psychology, Statistics and US Government and Politics.
- 4. St. John Valley Technology Center:** SJVTC, located in Frenchville, is a cooperative program supported by M.S.A.D. #27, M.S.A.D. #33 and the Madawaska School Department. The Center offers a variety of technology programs for seniors, juniors, and some sophomores including Building Trades, Automotives, Welding, Early Childhood Occupations, Health Occupations, and Computer Applications. Classes may change from year to year. Junior students typically attend the Center in the afternoon and seniors in the morning. Most students will attend five days a week. Only students who have completed the required freshman (sophomore) credits are eligible to enroll in the technology programs. Enrollment may also be limited by available space in the programs. In the event that there are more students interested in a program than the available spaces, a lottery system will be used to determine enrollment. Any student, who wishes to attend the Center, must complete high quality work in all classes at CHS. Detailed technology program descriptions are available in the SJVTC Program of Studies.
- 5. Advanced Placement Courses:** Students have the opportunity to enroll in several Advanced Placement (AP) Courses. Developed by a committee of college faculty and AP teachers, each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. Each AP course has a corresponding exam that participating schools worldwide administer in May. While course descriptions are a significant source of information about the content on which the AP Exams will be based, AP teachers ultimately have the flexibility to determine how they present this content. These courses provide students with a highly rigorous experience that will prepare them for the college setting. More information on AP courses is available at www.collegeboard.com.
- 6. Jobs for Maine Graduates:** JMG is a program designed to prepare students for work and citizenship. Students learn essential job skills such as communication and teamwork, prepare a portfolio and resume, participate in interviews, do internships and community service. High school students in grades ten through twelve may participate in this program provided they have successfully completed their requirements. Information on eligibility requirements can be obtained from the guidance office
- 7. Independent Study with CHS Faculty Member:** A course can be designed when necessary to address a student's specific needs. This cannot take the place of a course that is already offered. Please see your school counselor for details on independent studies.
- 8. Summer School, Credit Recover Courses, Plato, TOPS Academy:** See your school counselor for details.

Monitoring and Increasing Student Achievement

Community High School believes that all students can produce quality work and achieve at high levels. Frequent communication among student, teacher and parent are critical for student success. Although the student is ultimately responsible for producing the work, we know that parent support and frequent communication improves student learning. Several programs, policies and procedures are designed to maximize student learning.

Independent Work and Practice Policy

All students are expected to complete independent work and practice assignments outside of school hours. The Board of Directors has established a policy (IKB) setting guidelines for independent work and practice assignments and expectations for student time outside of school hours. It is expected that students in grades 9 and 10 will spend 90 minutes each day and students in grades 11 and 12 will spend 120 minutes per day outside of school hours on assignments. If a student does not have assignments on a particular day, it is recommended that the student spend the required time reading.

We understand that sometimes work, extracurricular activities, television, video games, and on-line chatting compete with school work for available time; and we know that there is a direct relationship between the amount of time a student is engaged in learning and his/her achievement. Students who work less than 10 hours per week generally achieve better than students who work more hours. Students who spend less than 90 minutes per day on a combination of television, video and computer enjoyment activities achieve better than those who spend more time.

Teacher Assistance

The first and most important resource for student learning is the teacher. If a student is having difficulty, the student should immediately seek out the teacher for additional instruction and assistance before or after school or during study halls when the teacher is available. A parent who has a concern about student performance should contact the teacher as soon as possible. Teachers are more than willing to work with students and parents to improve performance. We find that students are sometimes reluctant to speak to a teacher and encouragement from a parent is very important.

Reporting Student Progress

The purpose for grading student work is to provide information for teaching and learning and to provide feedback to students and parents. Students are expected to complete a variety of assignments and assessments including quizzes, tests, essays, research papers, demonstrations, reports, oral presentations, and others. Grades will fairly and accurately reflect student learning. Parents and students are encouraged to regularly monitor progress through PowerSchool.

Standards Based Grading

Although you will receive traditional grades for most student work during the school year, we are moving toward a system of standards based grading. In the traditional system, a percentile grade is awarded for student work. In a standards based system, the student receives a description of the nature and quality of the work required before attempting the work. That description is called the standard. When the work is completed, the student receives one of the following ratings:

E	4	Exceeds the Standard	95-100
M	3	Meets the Standard	88-93
P	2	Partially Meets Standard	74-80
D	1	Does Not Meet Standard	60-65
	0	Not Scorable	

If the student work does not meet the standard, the student will receive feedback from the teacher and in many cases will have the opportunity to re-do the work. In a standards based system the student knows what high quality work looks like. A rating of "M" indicates high quality work. Typically, between three and five percent of work will merit an exceeds "E" rating.

Rating	Description
Exceeds 4	<ul style="list-style-type: none"> Exhibits novel and creative ways of showing learning. Enjoys the challenge of and successfully completes open-ended tasks; the highest quality work. Assignments and assessment are complete, very high quality, well organized, and show a high level of commitment. Almost all learning goals are fully or consistently met and extended
Meets 3	<ul style="list-style-type: none"> Exhibits standard ways to show learning. Enjoys open-ended tasks, but needs support in dealing with ambiguity. Assessments indicate a good grasp of concepts and skills. Assignments are generally complete, thorough, and organized. Most of the learning goals are fully or consistently met.
Partially Meets 2	<ul style="list-style-type: none"> Needs encouragement to show learning. Needs support to complete open-ended tasks. Assessments indicate satisfactory acquisition of some skills and concepts. Assignments are generally complete, but quality, thoroughness, and organization vary. More than half of the learning goals are fully and consistently met.
Does Not Meet 1	<ul style="list-style-type: none"> Occasionally shows learning after considerable encouragement. Needs support to begin, let alone complete, open-ended tasks. Assessment scores indicate weak acquisition of skills and concepts. Assignments are widely varied in quality, thoroughness, and organization. Only a few of the learning goals are fully or consistently met.
Not Scorable 0	<ul style="list-style-type: none"> No attempt to complete work or assessment Assessments or assignments of such poor quality that they indicate no grasp of the concepts or skills. None or almost none of the learning goals are met

The chart (rubric) to the left describes the expected level of work at each level of performance:

Generally a student will receive a rubric (description) from the teacher or develop a rubric that describes quality work on individual assignments and assessments before completing the work.

Communicating Student Progress

You can expect to receive regular communication about student progress from the teacher and the school. At least twice a year, you will receive a report card that provides information about the final grades for a course. In between final reports you will receive written progress reports and other forms of communication (phone calls and e-mail) from teachers. Furthermore Board policy (IKA) requires that a teacher contact a parent or guardian whenever there is a significant change in performance. A significant change is defined as failing or moving up or down a performance level. You are also strongly encouraged to look at assignments and student work and to have frequent discussions with your child about his/her progress. You should contact the teacher immediately whenever you have a question or a concern.

District Web Site

The District web site at www.sad27.org is a resource for information about school, school programs and school activities. The web site also lists the e-mail addresses for all staff. Each faculty member has ready access to a computer allowing the staff to communicate with parents by e-mail.