



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

### 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       |   |
| Cumberland      |   |
| Hancock         |   |
| Kennebec Valley | X |
| Midcoast        |   |
| Penquis         |   |
| Washington      |   |
| Western Maine   |   |
| York            |   |

3. School Administrative Unit: RSU 74
4. High School(s): Carrabec High School
5. Name and title of person completing the extension request: Regina Campbell, Principal
6. Superintendent's name, address, phone number and email:

Kenneth Coville  
 56 North Maine Street  
 North Anson, ME 04958  
 kcoville@carrabec.org

## Evidence of Preparedness

### **7. Describe the proficiency-based system in place at the secondary level for students to demonstrate proficiency in ELA and mathematics. (1000 words)**

- **Clear description of the proficiency-based education work completed to date**

MSAD 74's work on proficiency-based education began in SY 2012-2013 with our work with the Revolutionary School's e-curriculum program. English language arts (ELA) and math teachers used the e-curriculum system to unpack the Common Core standards and identify the foundational skills embedded in each standard.

The e-curriculum work continued in the 2013-2014 school year and led directly to the ELA and math faculty identifying graduation standards for the class of 2018. This process took place on professional development days during the school year and was led by district staff train at the WMEC proficiency-based diploma boot camp.

During the summer of 2014, the PBE district administrative team attended the Maine Principals' Association's leadership retreat where they developed the district's three year plan for implementation. It was decided that we would pursue the option to implement only math and ELA in SY 2014-2015. Additionally, it was clear to the team that this initiative should not be limited to the high school and it was determined by district leadership that the middle school would also develop a plan for implementation over the next three years. Also during this retreat, the team reviewed and revised current district policy necessary for implementation of the three year PBE plan.

Upon returning from the MPA leadership retreat, the PBE administrative team met with ELA and math faculty to determine what needed to be done in order to be ready to make the switch to PBD in the fall of 2014. The team focused our work on the development of performance assessments and rubrics with which to evaluate the achievement of the new standards. Additionally, one math teacher and one ELA teacher was chosen to be the lead-teacher and become part of the district PBE team.

Fall of SY 2014-2015 the PBE team met with the parents of freshman during orientation to walk them through the shift to PBE in the areas of math and ELA. Math and ELA team leaders guided parents through the standards, assessments, and rubrics.

During the fall of SY 2014-2015, the PBE team has also created a revised report card and transcript that will be ready for use for semester one reporting.

The ELA and math departments meet bi-monthly to share with and support each other. The math and ELA team leaders meet monthly and as needed with district leadership for on-going support and guidance with the implementation.

- **Clear connection between evidence and the work done**

Enclosed with this document are the following pieces of evidence of the work completed as of this date:

- Math standards and performance indicators (with assessment rubric)
- ELA standards and performance indicators
- Transcript
- Report Card
- ELA performance assessment rubric

- **Clear description of the impact the proficiency-based work is having on students, staff, and community**

The most notable impact the PB work is having is on staff. Though resistant at first, our faculty has embraced the opportunity this process has given for review and re-evaluation of the scope and sequence of their content areas as well as the opportunities for vertical teaming it has given them. Faculty report that they are appreciative for the time the district has given them to work together on this within departments.

It is still very early for the impact on students. Thus far they report liking knowing exactly what skills they need to demonstrate proficiency on and also being able to work specifically on the areas they did not show proficiency instead of “just retaking the whole test”.

The community has had many of the usual questions regarding colleges and wanting to make sure that this switch won't put their children behind in any way, but they seem content right now to trust the high school leadership and faculty.

- **Clear alignment to extension option**

MSAD 74 is on target to award diplomas based on proficiency in the areas of ELA and math for the graduating class of 2018. We have a plan in place to phase in the other six content areas as well as the guiding principles over the next three years so that the graduating class of 2020 will graduate with a full proficiency-based diploma.

### Overall Implementation Plan

#### **8. Description of overall plan to meet the goal of awarding diplomas based on proficiency in the standards of ELA and mathematics in 2018. (1000 words)**

- **Overall plan is aligned with the SAU shared vision focus areas**

MSAD 74 has developed the following plan to be fully implemented to a proficiency-based education system by school year 2016-2017.

- Spring 2014
  - Determine graduation standards and performance indicators in math and ELA
  - Establish PBE team and attend PBE “boot camp”
- Summer 2014
  - PBE team attend MPA leadership retreat
  - ELA and math faculty develop performance assessments and rubrics to be used with incoming freshman class
  - Select team-leader for ELA and math
  - PBE leadership team revise district policy necessary to implement PBE for freshman
  - PBE leadership team present plan for board approval
  - PBE leadership team develop PBE reporting system ensuring teacher will be able to begin entering standards-based grade by fall 2014
- Fall 2014
  - Make full transition to PBE for all freshman math and ELA courses
  - PBE leadership team meet with middle school leadership to help construct their plan
  - On-going support for math and ELA teachers through bi-monthly department meetings
  - All-day professional development day, Nov. 11, dedicated to work on PBE
- Spring 2015
  - Graduation standards and performance indicators will be selected in the content areas of visual and performing arts, world languages, and career and education development
  - Team leaders will be selected from each of the content areas being implemented
  - VPA, World Language, and Career education faculty will develop performance assessments and rubrics
  - High school principal will update parents and community through regular written communication
- Fall 2015
  - Incoming freshmen will be receiving proficiency-based education in five content areas, math, ELA, VPA, world languages, and career and education development
  - Middle school will implement PBE in math and ELA
- Spring 2016

- Graduation standards and performance indicators will be selected in the content areas of science and technology, health education and physical education, and social studies
  - Team leaders will be selected in the remaining content areas
  - Science and technology, health education and physical education, and social studies faculty will develop performance assessments and rubrics
  - High school principal will update parents and community through regular written communication
  - Fall 2016
    - Incoming freshmen will have PBE in all content areas and be working toward a complete proficiency-based diploma
- **Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.**

| Benchmark   | Evidence   | Timeline       |
|---|--|----------------|
| 1. Receive board approval for three year PBE implementation plan  | Board minutes  | August 2014    |
| 2. Implement PBE in math and ELA for graduating class of 2018   | 1. ELA and math graduation standards, performance indicators, performance assessments and rubrics<br>2. Transcript and report card | September 2014 |
| 3. On-going support for faculty during implementation   | Feedback survey from PD sessions regarding teacher understanding of PBE  | SY 2014-2015   |
| 4. Middle school will develop an implementation plan  | Three-year implementation plan   | May 2015       |
| 5. Preparation for VPA, world language, and career and education development implementation in SY 2015-2016 | VPA, world language, and career and education development graduation standards and performance indicators                          | May 2015       |

### 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.**

Faculty meets on a bi monthly to discuss individual student progress in all content areas. If a student has not demonstrated proficiency, the content teacher meets with the student to discuss the matter and develop a plan to meet proficiency. Resources are identified and a schedule is developed.

Students are offered additional support during advisory periods (Monday, Wednesday, Friday) from all content area faculty, tutoring services during the school day (AmeriCorps Tutors, math lab, writing center). The After School Learning Center is available three days a week with one on one tutoring and transportation is provided. Vacation School is also available to students during school vacations and the summer.

We utilize PowerTeacher, PowerSchool and Inform for timely, *specific feedback to teachers, parents and students*. This technology enables all to check progress in content classes, as well as assessments. Students are required to check their progress in their Advisory class on Tuesdays and Thursdays. Progress Reports or report cards are mailed home approximately every five (5) weeks to parents.

**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: 42%
- Practice: 13%
- Community Engagement: 3%
- One-year Carry Over: 42%

**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.**

The transition funds have been and will continue to be used for conferences, professional time for faculty outside of the contracted school day (to identify standards, performance indicators and develop of assessments with multiple pathways), stipends for trained teacher leaders , parent informational meetings, , and the revision of policies and reporting systems for School Board review and approval.

Revenues for the 2014 – 2015 school year is as follows.

|               |                       |
|---------------|-----------------------|
| \$33632.      | Carryover 2013 – 2014 |
| <u>79822.</u> | 2014 – 2015 Allotment |
| \$11,345.     | Total Budget          |

The budget for the 2015 – 2016 school year is as follows.

|            |   |
|------------|---|
| \$6,500    | Teacher Leader Stipends (8/31/15)           |
| 2,000      | Teacher Pay Beyond Contracted Day (8/31/15) |
| 2,345      | Conferences (8/31/15)                       |
| <u>500</u> | Parent Informational Meetings (8/31/15)     |
| \$11,345   |   |



**ALGEBRA 1 STANDARDS – CLASS of 2018**

| Standard 1  | CCSS.MATH.CONTENT.HSA.REI.A.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. |  |   |   |
|---|---|--|---|---|
| Performance indicators:   | Exceeds (4)   | Meets (3)  | Partially Meets (2)   | Does Not Meet (1)   |
| A. Solve linear equations.  | Correctly completes all five questions for this indicator and explains the process used.  | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| B. Solve linear inequalities.                                       | Correctly completes all five questions for this indicator and explains the process used.  | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| C. Solve linear equations with coefficients represented by letters. | Correctly completes all five questions for this indicator and explains the process used.  | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |

| Standard 2  | CCSS.MATH.CONTENT.8.EE.C.7.B: Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. |  |   |   |
|---|--|--|---|---|
| Performance indicators:   | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does Not Meet (1)   |
| A. Solve linear equations with rational coefficients.                   | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| B. Solve linear equation that require collecting like terms.            | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| C. Solve linear equations that require using the distributive property. | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |

| Standard 3   | CCSS.MATH.CONTENT.HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. |  |   |   |
|--|--|--|---|---|
| Performance Indicators:  | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does Not Meet (1)   |
| A. Create an equation representing the relationship between two variables. | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| B. Create an equation representing relationship among three variables.     | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| C. Graph a linear equation on the coordinate axes with labels and scales.  | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |

| Standard 4                             | CCSS.MATH.CONTENT.HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. |  |   |   |
|--|--|--|---|---|
| Performance Indicators:                | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does Not Meet (1)   |
| A. Solve a linear literal equation.    | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| B. Solve a quadratic literal equation. | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |

| Standard 5  | CCSS.MATH.CONTENT.8.SP.A.3: Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. |  |   |   |
|---|--|--|---|---|
| Performance Indicators:   | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does Not Meet (1)   |
| A. Utilize a linear equation to solve a word problem.                               | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| B. Correctly identify slope of a linear equation.                                   | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| C. Correctly identify y-intercept of a linear equation.                             | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| D. Correctly interpret slope (including units) in the context of the problem.       | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| E. Correctly interpret y-intercept (including units) in the context of the problem. | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |

**GEOMETRY STANDARDS – CLASS of 2018**

| Standard 1  | CCSS.MATH.CONTENT.HSG.CO.A.1: Know the precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. |                             |                             |   |
|---|---|-----------------------------|-----------------------------|---|
| Performance Indicators:                               | Exceeds (4)   | Meets (3)                   | Partially Meets (2)         | Does not meet (1)                               |
| A. Know the precise definition of an angle.           | Precisely defines the term and accurately draws an example given a specified parameter.   | Precisely defines the term. | Gives examples of the term. | Neither defines nor gives examples of the term. |
| B. Know the precise definition of a circle.           | Precisely defines the term and accurately draws an example given a specified parameter.   | Precisely defines the term. | Gives examples of the term. | Neither defines nor gives examples of the term. |
| C. Know the precise definition of perpendicular line. | Precisely defines the term and accurately draws an example given a specified parameter.   | Precisely defines the term. | Gives examples of the term. | Neither defines nor gives examples of the term. |
| D. Know the precise definition of parallel lines.     | Precisely defines the term and accurately draws an example given a specified parameter.   | Precisely defines the term. | Gives examples of the term. | Neither defines nor gives examples of the term. |
| E. Know the precise definition of a line segment.     | Precisely defines the term and accurately draws an example given a specified parameter.   | Precisely defines the term. | Gives examples of the term. | Neither defines nor gives examples of the term. |

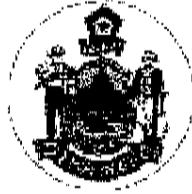
| Standard 2   | CCSS.MATH.CONTENT.8.G.B.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. |  |   |   |
|--|--|--|---|---|
| Performance Indicators:  | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does not meet (1)   |
| A. Use the Pythagorean Theorem to determine the length of the hypotenuse of a right triangle given the lengths of the two legs.                | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| B. Use the Pythagorean Theorem to determine the length of the unknown leg of a right triangle given the lengths of the hypotenuse and one leg. | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| C. Solve a two-dimensional real world problem using the Pythagorean Theorem.   | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| D. Solve a three-dimensional real world problem using the Pythagorean Theorem.   | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |

| Standard 3   | CCSS.MATH.CONTENT.HSG.C.A.2: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. |  |   |  |
|--|--|--|---|--|
| Performance Indicators:  | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does not meet (1)  |
| A. Identify the radii, diameters, chords, and tangent lines of a circle.   | Accurately draws and labels all items on a circle.   | Accurately labels all items on a circle.   | Accurately labels some items on a circle.   | Does not accurately label any of the items on a circle.  |
| B. Identify central, inscribed, and circumscribed angles.  | Accurately draws and labels all items on a circle.   | Accurately labels all items on a circle.   | Accurately labels some items on a circle.   | Does not accurately label any of the items on a circle.  |
| C. Describe relationships among inscribed angles, radii, and chords of a circle. (Partially overlaps with F)           | Accurately draws and labels a central angle with one of its corresponding inscribed angles and identifies the relationship between the two.  | Accurately identifies the relationship between a given central angles and one of its corresponding inscribed angles.     | Accurately identifies a central angles and/or one of its corresponding inscribed angles but does not identify the relationship. | Does not identify the central angles, one of its corresponding inscribed angles, or the relationship between them. |
| D. Identify the relationship between a tangent line and the radius drawn to the point of tangency.                     | Accurately draws and labels radius, tangent line, point of tangency, and indicates the relationship as perpendicular.  | Accurately identifies radius, tangent line, point of tangency, and the relationship as perpendicular in a given example. | Accurately identifies radius, tangent line, and/or point of tangency but does not identify the relationship.                    | Does not correctly identify radius, tangent line, point of tangency, or relationship..                             |
| E. Find the measure of the central angle with the same intercepted arc as a given inscribed angle and vice versa.      | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator.   | Correctly completes fewer than five questions for this indicator.   | Does not correctly complete any questions for this indicator.  |
| F. Find the measure of the central angle with the same intercepted arc as a given circumscribed angle and vice versa.  | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator.   | Correctly completes fewer than five questions for this indicator.   | Does not correctly complete any questions for this indicator.  |
| G. Find the measure of an inscribed angle with the same intercepted arc as a given circumscribed angle and vice versa. | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator.   | Correctly completes fewer than five questions for this indicator.   | Does not correctly complete any questions for this indicator.  |
| H. Find the measure of an inscribed angle that intercepts a circle at the end points of a diameter.                    | Correctly completes all five questions for this indicator and explains the process used.   | Correctly completes all five questions for this indicator.   | Correctly completes fewer than five questions for this indicator.   | Does not correctly complete any questions for this indicator.  |

| Standard 4   | CCSS.Math.Content.HSG.GMD.A.3: Use Volume formulas for cylinders, pyramids, cones, and spheres to solve problems. |  |   |   |
|--|---|--|---|---|
| Performance Indicators:  | Exceeds (4)   | Meets (3)  | Partially Meets (2)   | Does not meet (1)   |
| A. Find the volume of a cylinder given the formula, radius, and height.                                  | Correctly completes all five questions for this indicator and explains the process used.                          | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| B. Find the volume of a cone given the formula, radius, and height.                                      | Correctly completes all five questions for this indicator and explains the process used.                          | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| C. Find the volume of a pyramid given the formula, base dimensions, and height.                          | Correctly completes all five questions for this indicator and explains the process used.                          | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| D. Find the volume of a sphere given the formula and radius.   | Correctly completes all five questions for this indicator and explains the process used.                          | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| E. Use volume formula to solve a real world word problem involving a cylinder, pyramid, cone, or sphere. | Correctly completes all five questions for this indicator and explains the process used.                          | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |

| Standard 5   | CCSS.Math.Content.HSG.GMD.B.4: Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. |  |   |   |
|--|--|--|---|---|
| Performance Indicators:  | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does not meet (1)   |
| A. Sketch or explain the shape of a two-dimensional cross-section of a given three-dimensional object.         | Correctly completes all five questions for this indicator and explains his/her reasoning.  | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |
| B. Describe the three-dimensional shape formed by the rotation of a two-dimensional figure about a given line. | Correctly completes all five questions for this indicator and explains his/her reasoning.  | Correctly completes all five questions for this indicator. | Correctly completes fewer than five questions for this indicator. | Does not correctly complete any questions for this indicator. |

# Carrabec High School Official Transcript



P.O. Box 220, North Anson Maine 04958  
207-635-2296 chs.msad74.org

### Student Personal Information

Date of Birth  
Parent/Guardian

Date of Enrollment  
Date of Graduation

Address  
Contact Info

| Learning Experience                   | Proficiency Level | Percentage | Type            |
|---------------------------------------|-------------------|------------|-----------------|
| <b>2014-2015</b>                      |                   |            |                 |
| English 9                             | 3.5               | 95         | Honors          |
| History 9                             |                   | 90         | Course          |
| Geometry                              | 3.0               | 90         | Course          |
| Spanish I                             |                   | 95         | Course          |
| Earth Science                         |                   | 90         | Course          |
| Art I                                 |                   | 90         | Course          |
| <b>2015-2016</b>                      |                   |            |                 |
| English 10                            | 3.5               | 95         | Course          |
| History 10                            |                   | 95         | Honors          |
| Algebra II                            | 4.0               | 98         | Course          |
| Spanish II                            | 3.5               | 95         | Course          |
| Chemistry                             |                   | 90         | Honors          |
| Drama                                 | 4.0               | 98         | Course          |
| <b>2016-2017</b>                      |                   |            |                 |
| English Language and Composition (AP) | 3.5               | 95         | Honors          |
| US History                            | 3.0               | 90         | Course          |
| Calculus                              | 3.5               | 95         | Course          |
| Spanish III                           | 3.5               | 95         | Course          |
| Physics                               | 3.5               | 95         | Course          |
| Physical Education                    | 3.5               | 95         | Course          |
| <b>2017-2018</b>                      |                   |            |                 |
| KVCC English                          | 4.0               | 98         | Dual-Enrollment |
| Spanish IV                            | 3.5               | 95         | Course          |
| Physical Education                    | 4.0               | 98         | Course          |
| Statistics (AP)                       | 3.8               | 97         | Course          |
| Health                                | 4.0               | 98         | Course          |
| Psychology (AP)                       | 4.0               | 98         | Honors          |

### Academic Summary

GPA: 3.75  
Distinctions  
  
SAT/ACT Scores  
Academic Awards  
Academic Achievements

### Grading System

3.6-4.0: Exceeds Proficiency  
3.0-3.5: Proficient  
2.0-2.9: Partially Proficient  
1.0-1.9: Insufficient Evidence

### Graduation Requirements

#### Demonstrated Proficiency

Maine Guiding Principles  
English Language Arts  
Mathematics  
Science and Technology  
Social Studies  
Health Education and Physical Education  
World Languages  
Visual and Performing Arts  
Career Education and Development

### Additional Graduation Requirements

Community Service Requirement

### Graduation Standards: Cross-Curricular Skills

| Maine Learning Results Guiding Principles |  | Proficiency Level |
|---|--|-------------------|
| Clear and effective communicator          |  | 3.0               |
| Self-directed and lifelong learner        |  | 3.25              |
| Creative and practical problem solver     |  | 3.50              |
| Responsible and involved citizen          |  | 3.75              |
| Integrative and informed thinker          |  | 4.0               |

\*The achievement of graduation standards is verified over time as students demonstrate proficiency through multiple assessments, projects, portfolios, and exhibitions.

# Carrabec High School

## Official Transcript

### Graduation Standards: Performance Summary

| English Language Arts  | Proficiency Level |
|------------------------|-------------------|
| Reading Comprehension  | 3.0               |
| Reading Interpretation | 3.0               |
| Writing Range          | 3.5               |
| Writing Research       | 4.0               |
| Discussion             | 3.5               |
| Presentation           | 3.0               |

| Social Studies | Proficiency Level |
|----------------|-------------------|
| Standard 1     | 3.0               |
| Standard 2     | 3.0               |
| Standard 3     | 3.5               |
| Standard 4     | 4.0               |
| Standard 5     | 3.5               |
| Standard 6     | 3.5               |

| Health and Physical Education | Proficiency Level |
|-------------------------------|-------------------|
| Standard 1                    | 3.0               |
| Standard 2                    | 3.0               |
| Standard 3                    | 3.5               |

| Mathematics                | Proficiency Level |
|----------------------------|-------------------|
| Numbers and Quantity       | 3.0               |
| Algebra                    | 3.0               |
| Functions                  | 3.5               |
| Geometry                   | 4.0               |
| Statistics and Probability | 3.5               |

| Visual and Performing Arts | Proficiency Level |
|----------------------------|-------------------|
| Standard 1                 | 3.0               |
| Standard 2                 | 3.0               |
| Standard 3                 | 3.5               |
| Standard 4                 | 3.5               |
| Standard 5                 | 4.0               |

| Career and Education Development | Proficiency Level |
|----------------------------------|-------------------|
| Standard 1                       | 3.0               |
| Standard 2                       | 3.0               |
| Standard 3                       | 3.5               |

| Science and Technology | Proficiency Level |
|------------------------|-------------------|
| Standard 1             | 3.0               |
| Standard 2             | 3.0               |
| Standard 3             | 3.5               |
| Standard 4             | 4.0               |
| Standard 5             | 3.5               |
| Standard 6             | 3.0               |
| Standard 7             | 4.0               |
| Standard 8             | 3.5               |

| World Languages | Proficiency Level |
|-----------------|-------------------|
| Standard 1      | 3.0               |
| Standard 2      | 3.0               |
| Standard 3      | 3.5               |
| Standard 4      | 4.0               |
| Standard 5      | 3.0               |

### KEY: Type of Learning Experience

**Course:** Learning took place in and was verified by a certified teacher in a regular high school course.

**Honors:** Learning took place in and was verified by a certified teacher in a regular high school course in which the student opted to engage in more rigorous course work.

**Dual-Enrollment:** Learning took place in a college course that enabled the student to demonstrate proficiency of one or more graduation standards.

## ELA STANDARDS – CLASS of 2018

| Standard 1  | Read and comprehend complex literary and informational texts independently and proficiently.                               |  |  |  |
|---|--|--|--|--|
| Performance indicators:   | Exceeds (4)  | Meets (3)  | Partially Meets (2)  | Does Not Meet (1)                            |
| A. Recall the main idea of a text, discuss its development, and provide an objective summary.   | I can <b>identify</b> the main idea of a text, fully <b>illustrate</b> its development, and provide an objective summary.. | I can <b>recall</b> the main idea of a text, <b>discuss</b> its development, <b>and</b> provide an objective summary.. | I can <b>recall</b> the main idea of a text, and either discuss its development, <b>or</b> provide an objective summary. | I can <b>recall</b> the main idea of a text. |
| B. Determine the meanings of words and phrases as they are used in the text, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone.                                   |  |  |  |  |
| C. Analyze 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 interpretive composition. |  |  |  |  |
| D. Evaluate 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.   |  |  |  |  |

| Standard 2   | Interpret, analyze, and evaluate appropriately complex literary and informational texts.                                      |   |   |  |
|--|---|---|---|--|
| Performance indicators:  | Exceeds (4)   | Meets (3)   | Partially Meets (2)   | Does Not Meet (1)                          |
| A. Determine an author's point of view, analyze the literary work and cite strong textual evidence to support the analysis.  | I can evaluate an author's point of view, analyze the literary work and cite strong textual evidence to support the analysis. | I can determine an author's point of view, analyze the literary work and cite textual evidence to support the analysis. | I can determine an author's point of view, and analyze the literary work. | I can determine an author's point of view. |
| B. Determine an author's purpose, or rhetorical strategies in a text or analyze how style and content contribute to the power, persuasiveness, or beauty of the text.. |   |   |   |  |
| C. Examine how an author chose to structure a text or how that structure contributes to the text's meaning and its aesthetic and rhetorical impact.                    |   |   |   |  |
| D. Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts,  |   |   |   |  |

|  |  |  |  |
|--|--|--|--|
| <p>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and flawed reasoning.</p> <p>E. Integrate information from diverse sources, including foundational U.S. documents, into a coherent understanding of an idea or event, noting discrepancies and agreement among sources.</p> <p>F. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.</p> <p>G. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question or solve a problem.</p> |  |  |  |
|--|--|--|--|

|  |  |  |   |                          |
|--|--|--|---|--------------------------|
| Standard 3   | Write clear and coherent arguments for a range of tasks, purposes, and audiences. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |  |   |                          |
| Performance Indicators:  | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does Not Meet (1)        |
| A. Write a clear, cohesive and well-structured paragraph using transitions and supporting examples.  | I can write a clear, cohesive and well-structured paragraph using a variety of transitions and strong supporting examples.   | I can write a clear, cohesive and well-structured paragraph using transitions and supporting examples. | I can write a clear, well-structured paragraph using few transitions. | I can write a paragraph. |
| B. Use a thesis statement with supporting evidence in a short composition.   |  |  |   |                          |
| C. Establish and maintain a formal style and objective. Provide a concluding statement or section that follows from and supports the argument presented. |  |  |   |                          |
| D. Differentiate points of view, and defend thesis. Question counterclaims rationally and thoroughly.  |  |  |   |                          |
| E. Provide a concluding statement or section that follows from and supports the argument presented.  |  |  |   |                          |

|  |  |  |  |  |
|--|--|--|--|--|
| F. Use varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and supporting evidence, and between claims(s) and counterclaims. |  |  |  |  |
|--|--|--|--|--|

| Standard 4  | Produce clear and coherent informative and narrative writing for a range of tasks, purposes and audiences.            |  |   |  |
|---|---|--|---|--|
| Performance Indicators:   | Exceeds (4)   | Meets (3)  | Partially Meets (2)   | Does Not Meet (1)                                |
| A. Develop the topic by selecting the most relevant facts, or concrete details, or other information and examples appropriate to the audience's knowledge of the topic.                               | I can design clear and coherent informative and narrative writing for a broad range of tasks, purposes and audiences. | I can produce clear and coherent informative and narrative writing for a range of tasks, purposes and audiences. | I can produce informative and narrative writing for a range of tasks, purposes and audiences. | I can produce informative and narrative writing. |
| B. Compose narratives that engage the reader by creating a storyline with developed characters, setting, conflict and resolution; create a smooth progression of experiences or events.               |   |  |   |  |
| C. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters.  |   |  |   |  |
| D. Write expository texts to convey complex information that introduces a topic; organize complex information so that each new element builds on that which precedes it to create a unified whole.    |   |  |   |  |
| E. Use varied syntax to link the major sections of the text, to create cohesion and to support a thesis. Use evidence to explain complex topics.<br><br>Provide a logical and appropriate conclusion. |   |  |   |  |

| Standard 5  |  | Develop and strengthen writing.  |   |  |  |
|---|--|--|---|--|--|
| Performance Indicators:   | Exceeds (4)  | Meets (3)  | Partially Meets (2)   | Does Not Meet (1)                                  |  |
| A. Introduce the conventions of basic English usage when writing. Introduce the writing process, including but not limited to: planning, drafting and revising.   | I can demonstrate the conventions of basic English usage when writing. I can utilize the writing process, including but not limited to: planning, drafting and revising. | I can practice the conventions of basic English usage when writing. I can practice the writing process, including but not limited to: planning, drafting and revising. | I can recall the conventions of basic English usage when writing, including the writing process: planning, drafting and revising. | I can list the conventions of basic English usage. |  |
| B. Utilize the conventions of basic English usage when writing. Utilize the writing process, including but not limited to: planning, drafting and revising.   |  |  |   |  |  |
| C. Demonstrate use of the writing process by planning, drafting, and revising, or trying a new approach, focusing on the specific purpose and audience.   |  |  |   |  |  |
| D. Use language sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |  |  |   |  |  |
| E. Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.   |  |  |   |  |  |

| Standard 6  |   | Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |   |  |  |
|---|---|---|---|--|--|
| Performance Indicators:   | Exceeds (4)   | Meets (3)   | Partially Meets (2)   | Does Not Meet (1)  |  |
| A. Quote and paraphrase data and conclusions of others, while avoiding plagiarism and following a standard citation format.   | I can quote and paraphrase data and conclusions of others in smooth cohesive prose. I can avoid plagiarism and follow a standard citation format. | I can quote and paraphrase data and conclusions of others, while avoiding plagiarism and following a standard citation format.            | I can quote and paraphrase data and conclusions of others, while avoiding plagiarism. | I can quote and paraphrase data and conclusions of others. |  |
| B. Draw evidence from texts to support analysis, reflection, or research, analyzing how multiple texts demonstrate agreement, conflict, or different information on the same topic. |   |   |   |  |  |
| C. Collect relevant information from multiple print and/or digital sources.   |   |   |   |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>D. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source.</p>                                   |  |  |  |  |
| <p>E. Draw evidence from literary or informational text to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources.</p> |  |  |  |  |

| Standard 7   | Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. |  |  |  |
|--|---|--|--|--|
| Performance Indicators:  | Exceeds (4)   | Meets (3)  | Partially Meets (2)                    | Does Not Meet (1)                      |
| <p>A. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence.</p>  | <p>I can operate and manage group discussion to respectfully promote a civil exchange of ideas that probes reasoning and evidence.</p>                          | <p>I can operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence.</p> | <p>I can restate group discussion.</p> | <p>I did not engage in discussion.</p> |
| <p>B. Respond thoughtfully 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 complete the task.</p> |   |  |  |  |
| <p>C. Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p>  |   |  |  |  |
| <p>D. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>  |   |  |  |  |
| <p>E. Integrate multiple sources of information presented in diverse formats and media to make informed decisions and resolve problems as presented in the classroom setting.</p>  |   |  |  |  |

| Standard 8  | Present information, findings, and supporting evidence, conveying a clear and distinct perspective.           |  |  |                                     |
|---|---|--|--|-------------------------------------|
| Performance Indicators:   | Exceeds (4)   | Meets (3)  | Partially Meets (2)  | Does Not Meet (1)                   |
| <p>A. Use appropriate speech or writing to address a variety of contexts and tasks.</p> | <p>I can justify my findings with a clear and distinct perspective appropriate to the context of my task.</p> | <p>I can use appropriate speech or writing to address a variety of contexts and tasks.</p> | <p>I can use appropriate speech or writing to address a simple task.</p> | <p>I can use speech or writing.</p> |

|  |  |  |  |  |
|--|--|--|--|--|
| B Develop a clear line of reasoning that addresses alternative or opposing perspectives.                             |  |  |  |  |
| C. Use appropriate organization, development, style and substance for formal and informal tasks.                     |  |  |  |  |
| D. Select language sufficient for reading, writing, speaking and listening at the college and career readiness level |  |  |  |  |
| E. Make strategic use of digital media in presentations.   |  |  |  |  |

Grade 9  
7/31/2014

### Graduation Standard 1: Reading comprehension

**Read and comprehend complex literary and informational texts independently and proficiently.**

| Indicator   | Does Not Meet                                | Partially Meets  | Meets   | Exceeds   |
|---|--|--|---|---|
| <b>1A. Students will recall the main idea of a text, discuss its development, and provide an objective summary.</b> | I can <b>recall</b> the main idea of a text. | I can <b>recall</b> the main idea of a text, and either discuss its development, <b>or</b> provide an objective summary. | I can <b>recall</b> the main idea of a text, <b>discuss</b> its development, <b>and</b> provide an objective summary. | I can <b>identify</b> the main idea of a text, fully <b>illustrate</b> its development, and provide an objective summary. |

**Assessment #1:** Students will read "Charles" by Shirley Jackson. Students will be given an objective test in which to show mastery of recall of the plot (main idea), and discuss the plot development. The test will also include elements for students to provide an objective summary. The summary may or may not be in paragraph form, depending on the skill level of the student.

**Alternate Assessment #1:** A student who does not pass the initial assessment will be given an opportunity to complete an alternate assessment for Standard 9.1. The student will read "Thank You, M'am" by Langston Hughes, and complete an objective test in which to show mastery of recall of the plot (main idea), and discuss the plot development. The test will also include elements for students to provide an objective summary. The summary may or may not be in paragraph form, depending on the skill level of the student.

**Alternate Assessment #2:** A visual art presentation of the student's choice based on either "Charlie" or "Thank You, M'am" which demonstrates the student's knowledge of the main idea and its development.

Grade 9  
7/31/2014

### Graduation Standard 2: Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

| Indicator   | Does Not Meet                                     | Partially Meets   | Meets  | Exceeds  |
|---|---|---|--|--|
| <b>2A. Students will determine an author's point of view, analyze the literary work and cite strong textual evidence to support the analysis.</b> | I can <b>determine</b> an author's point of view. | I can <b>determine</b> an author's point of view, and <b>analyze</b> the literary work. | I can <b>determine</b> an author's point of view, <b>analyze</b> the literary work and <b>cite</b> textual evidence to support the analysis. | I can <b>evaluate</b> an author's point of view, <b>analyze</b> the literary work and <b>cite</b> strong textual evidence to support the analysis. |

**Assessment #1:** Students will read "Charles" by Shirley Jackson. Students will be given a written test in which to show the author's point of view (theme), and to analyze the story as to theme, using textual evidence. The test may or may not include written paragraph form, depending on the skill level of the student.

**Alternate Assessment #1:** Students will read "Thank You, M'am" by Langston Hughes. Students will be given a written test in which to show the author's point of view (theme), and to analyze the story as to theme, using textual evidence. The test may or may not include written paragraph form, depending on the skill level of the student.

**Alternate Assessment #2:** A visual art presentation of the student's choice based on either "Charlie" or "Thank You, M'am" which demonstrates the student's analysis of the theme.

Grade 9  
7/31/2014

### Graduation Standard 3: Writing Arguments

Write clear and coherent arguments for a range of tasks, purposes, and audiences. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

| Indicator   | Does Not Meet            | Partially Meets   | Meets  | Exceeds  |
|---|--------------------------|---|--|--|
| <b>3A. Students will</b> write a clear, cohesive and well-structured paragraph using transitions and supporting examples. | I can write a paragraph. | I can write a clear, well-structured paragraph using few transitions. | I can write a clear, cohesive and well-structured paragraph using transitions and supporting examples. | I can write a clear, cohesive and well-structured paragraph using a variety of transitions and strong supporting examples. |

**Assessment #1:** Students will compose a clear, cohesive and well-structured **argumentative** paragraph using transitions and supporting examples, answering the following prompt based on the story "Charles" by Shirley Jackson:

*Why is Lauren a habitual liar?*

**Alternate Assessment #1:** Students will compose a clear, cohesive and well-structured **argumentative** paragraph using transitions and supporting examples, answering the following prompt based on the story "Thank You, M'am" by Langston Hughes:

*Should Mrs. Jones have tried to assist Roger after he stole her purse?*

**Alternate Assessment #2:** Student may dictate paragraph to person specified in I.E.P. or to staff/volunteer selected by instructor. Student must then self-edit and turn in all drafts (including pre-writing) to instructor. Paragraph and all revisions must be completed in the presence of staff/volunteer in order for student to receive credit.

Grade 9  
7/31/2014

### Graduation Standard 4: Writing Informative and Narrative Texts

Write clear and coherent arguments for a range of tasks, purposes, and audiences. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

| Indicator   | Does Not Meet   | Partially Meets  | Meets   | Exceeds  |
|---|---|--|---|--|
| <b>4A. Students will</b> produce clear and coherent informative and narrative writing for a range of tasks, purposes and audiences. | I can <b>produce</b> informative and narrative writing. | I can <b>produce</b> informative and narrative writing for a range of tasks, purposes and audiences. | I can <b>produce</b> clear and coherent informative and narrative writing for a range of tasks, purposes and audiences. | I can <b>design</b> clear and coherent informative and narrative writing for a broad range of tasks, purposes and audiences. |

**Assessment:** Student will compose three original compositions (either essay or paragraph, depending on skill level of student):

1. Expository describing a process,
2. Narrative, and
3. Argumentative (writing from Standard 9.3 may be used to fulfill this requirement).

**Alternate Assessment:** Student may dictate compositions to person specified in I.E.P. or to staff/volunteer selected by instructor. Student must then self-edit and turn in all drafts (including pre-writing) to instructor. Paragraph and all revisions must be completed in the presence of staff/volunteer in order for student to receive credit.

Grade 9  
7/31/2014

### Graduation Standard 5: Writing Process

Develop and strengthen writing.

| Indicator   | Does Not Meet  | Partially Meets   | Meets   | Exceeds   |
|---|--|---|---|---|
| <p><b>5A. Students will be</b> introduced to the conventions of basic English usage when writing. Introduced to the writing process, including but not limited to: planning, drafting and revising.</p> | <p>I can <b>list</b> the conventions of basic English usage.</p> | <p>I can <b>recall</b> the conventions of basic English usage when writing, including the writing process: planning, drafting and revising.</p> | <p>I can <b>practice</b> the conventions of basic English usage when writing. I can <b>practice</b> the writing process, including but not limited to: planning, drafting and revising.</p> | <p>I can <b>demonstrate</b> the conventions of basic English usage when writing. I can <b>utilize</b> the writing process, including but not limited to: planning, drafting and revising.</p> |

**Assessment:** Student's writing in Assessments 9.1 through 9.4 will be assessed in the freshman year on the use of the basic conventions of capitalization and punctuation,

Grade 9  
7/31/2014

### Graduation Standard 6: Writing Process

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

| Indicator   | Does Not Meet  | Partially Meets   | Meets  | Exceeds   |
|---|--|---|--|---|
| <b>6A. Students will</b> quote and paraphrase data and conclusions of others, while avoiding plagiarism and following a standard citation format. | I can quote and paraphrase data and conclusions of others. | I can quote and paraphrase data and conclusions of others, while avoiding plagiarism. | I can quote and paraphrase data and conclusions of others, while avoiding plagiarism and following a standard citation format. | I can quote and paraphrase data and conclusions of others in smooth cohesive prose. I can avoid plagiarism and follow a standard citation format. |

**Assessment:** Students will conduct a short research project based on a fact based news article(s) chosen by instructor, using library and appropriate online sources. Students will compose a paragraph or essay (based on the skill level of the student) discussing research, avoiding plagiarism and citing research in MLA format.

**Alternate assessment:** Students will conduct a short research project based on a fact based news article, using library and appropriate online sources. Student may dictate composition to person specified in I.E.P. or to staff/volunteer selected by instructor. Student must then self-edit and turn in all drafts (including pre-writing) to instructor. Paragraph/composition and all revisions must be completed in the presence of staff/volunteer in order for student to receive credit.

Grade 9  
7/31/2014

### Graduation Standard 7: Speaking and Listening Discussion

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

| Indicator  | Does Not Meet                   | Partially Meets                        | Meets  | Exceeds  |
|--|---------------------------------|--|--|--|
| <b>7A. Students will</b> operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. | I did not engage in discussion. | I can <b>restate</b> group discussion. | I can <b>operate</b> effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. | I can <b>operate and manage</b> group discussion to respectfully promote a civil exchange of ideas that probes reasoning and evidence. |

**Assessment:** Student will participate in classroom discussion over article(s) and assignments from Standard 9.6.

Grade 9  
7/31/2014

### Graduation Standard 8: Speaking and Listening Presentation

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

| Indicator   | Does Not Meet                | Partially Meets   | Meets   | Exceeds  |
|---|------------------------------|---|---|--|
| <b>8A. Students will be able to use appropriate speech or writing to address a variety of contexts and tasks.</b> | I can use speech or writing. | I can use appropriate speech or writing to address a simple task. | I can use appropriate speech or writing to address a variety of contexts and tasks. | I can justify my findings with a clear and distinct perspective appropriate to the context of my task. |

**Assessment:** Student will prepare presentation based on research and writing from Standard 9.6 to present to class. Student is encouraged to use visual aids such as a poster or computer slide presentation.