



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 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- 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	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	X
Western Maine	
York	

3. **School Administrative Unit:** Calais School Department
4. **High School(s):** Calais High School
5. **Name and title of person completing the extension request:**
Robert F. Moholland, Superintendent of Schools
6. **Superintendent's name, address, phone number and email:**
Robert F. Moholland, 32 Blue Devil Hill, Calais, ME 04619
207-454-7561, bmoholland@calaisschools.org

Evidence of Preparedness

7. **Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. 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**

Background

The Calais School Department (CSD) has instituted a standards-based reporting system in the middle school. Although undergoing revisions due to a desire for clarification in the reporting system as well as alignment to Common Core State Standards, the reporting system will be upgraded to meet the needs of their school..

A 7-12 Standards-based Curriculum Committee was created to explore how a standards-based grading and reporting system would work, and what it would look like, at the middle and high school levels.

In the spring of 2014 this committee articulated four agreements that would become the underpinning of a proficiency-based learning system in the CSD. These beliefs include:

- reporting on learning targets from the Maine Learning Results
- removing behaviors associated with learning from numerical content scores
- using a four-point rubric
- using trending to calculate content scores as a way to acknowledge that students do not all learn things at the same time, in the same ways.

Reforms

These four agreements form the basis for CSD's proficiency-based learning implementation plan. To make the four agreements part of practice in the district it was necessary to isolate and prioritize the reforms that needed to take place.

The highest priority was that of pulling the behaviors associated with learning out of numeric scores and reporting on them separately from content. Separating Habits of Work (HOW) from content scores is a foundational piece of the shift to a proficiency-based learning system.

In a proficiency-based learning system exceeding the proficient level has to represent a deeper, more substantive exhibition of thinking than simply getting all of the questions at the same level of thinking correct. Thus, the second priority in the plan was calibration regarding the level of thinking that would be required for proficient understanding and exceeding.

The next reform priority was enabling teachers' ability to assess and report by content target. In the current system students receive a course grade that is an average and does not reflect which knowledge and skills within the course the student is proficient in and which he or she is still working on.

In addition to content knowledge and skills, CSD's strategic vision (Evidence 1) calls for students to be proficient in 21st century skills across all content areas represents a significant change for many educators. Therefore, the final reform in the implementation plan was to have teachers systematically teach, assess and report student proficiency on the 21st century skills. (Note: CSD's articulation of the 21st century skills aligns to the Maine Learning Results Guiding Principles.)

Timeline

In addition to the four agreements, the committee also agreed upon a timeline for continuing the evolution of a proficiency-based learning system into the elementary and high school. According to the committee's timeline, during the 2014-15 school year, the committee would articulate HOW targets that could be implemented system-wide in 2016-17 and would design a field test for 2015-16.

Although a systematic field test would be done in 2015-16 in one grade level or span, it is necessary to consider building capacity for this change with other educators in the system. Consequently, a decision was made to have non-field test teachers implement or explore the reforms that would be phased-in by grade spans. Therefore, in effect, the implementation plan is a delineation of the tasks to be undertaken by each grade level or grade span each year until the district is able to issue a proficiency-based diploma. (Evidence 2 and 5)

Infrastructure

To proceed with honoring the original 4 agreements, a particular set of structures needs to be in place. CSD will institute a set of Essential Learning Targets (ELTs) as a Guaranteed and Viable curriculum. These ELTs represent the essential skills, knowledge and understandings for all students, in all content areas over the course of their education in the CSD, and they will be what is assessed and reported on for proficiency. These targets then aggregate to Graduation Standards to determine proficiency for receipt of a diploma. (Evidence 3)

The curriculum committee articulated three ELTs focused on the behaviors associated with learning. These targets represent a sub-set of the skills described in the Guiding Principles and allow teachers to report behaviors for learning separate from content learning (see below).

Preparation for learning – Student regularly completes assignments and is prepared for class with all the necessary materials.

Engagement with learning – Student uses time effectively, takes initiative, asks questions, and actively contributes to the class.

Interactions with peers and teachers – Student’s language and behavior is respectful of others and student interacts regularly in a way that is contributing to a positive and productive learning environment for all.

21st Century Skills ELTs were articulated as a way to teach, assess, and track proficiency on Guiding Principles. The 21st Century Skills targets (Evidence 4) and their matrix of where they are assessed across content areas over the K-12 span (Evidence 5), in conjunction with the HOW Targets, comprise the second part of the infrastructure constructed to support the Proficiency-based Learning Implementation Plan.

The third part of the infrastructure was finding a tracking and reporting tool that:

- supported recording scores and reporting on ELTs for content and HOW,
- allowed use of calculating content scores as a trend,
- allowed teachers to track HOW by linking specific assignments to HOW targets.

The final piece of infrastructure was the establishment of a K-12 Proficiency-based Learning Advisory Steering Committee. This Board sanctioned committee is comprised of administrators, teachers, parents, a board member, a city council member, a member from the chamber of commerce and students who have been charged with advising the Board regarding the philosophy and beliefs underlying policy and implementation. (Evidence 6)

Multi-year Implementation Plan

8. **Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. 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:

- **Multi-year 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**

Description of Year 1 of Implementation Plan (2015-16)

Based on the committee's intention to do a field test as a way to begin the transition to a proficiency-based learning system in the high school, a decision to implement at grade 7 & 8 as a field test was made. The decision to implement several aspects of the reform at grade 7 & 8 was based on the fact that students in grade 1 had never been graded in a tradition reporting system.

In 2015-16, Grade 7 & 8 teachers at Calais Middle School will report to parents and students about student progress toward proficiency on content ELTs using a 1-4 rubric where a 1 is an indication that learning was not progressing at a rate to meet end-of-year target and a 4 is work that showed a deeper, more thorough understanding of the ELT. These scores are a trending calculation rather than average.

In addition, teachers will report to parents and students about student progress toward proficiency on Habits of work Targets using a 1-3 rubric. (Note: Teachers did not use a 4 for exceeding the target as it was agreed upon with the teachers that when talking of behaviors students are either meeting it, partially meeting it, or not meeting it.)

Teachers in grades 7 and 8 compute averaged scores for the course that do not include behaviors for learning. Teachers do not average a "zero" for missing work nor are points removed from a student's score for tardiness in handing work in. To honor the intention to use a trending calculation in the future grade 7 and 8 teachers average nothing less than a 65 in for failing work, even if the student scores much lower. Finally, at the grade 7 and 8 level, teachers report to parents and students about student progress toward proficiency on the HOW targets.

High School teachers will spend 2015-16 aligning content ELTs with courses offered at Calais High School. In addition, teachers at the grade 9-12 level will explore how to compute averaged scores in courses without the inclusion of behaviors for learning. Teachers are not expected to remove the behaviors for learning from grade calculations, however, they will report to parents and students about student progress toward proficiency on the HOW targets in the same manner as grade 7 and 8 teachers. (Evidence 2)

Description of Year 2 of Implementation Plan (2016-17)

In 2016-17, Grade 5-8 teachers in all content areas will report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets) using a 1-4 rubric where a 1 is an indication that learning is not progressing at a rate to meet end-of-year target and a 4 is work that shows a deeper, more thorough understanding of the Essential Learning Target. These scores will be a trending calculation, rather than an average. In addition, teachers will report to parents and students about student progress toward proficiency on Habits of work Targets using a 1-3 rubric and begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills.

In addition, a pilot at the elementary school will be conducted to align the existing elementary reporting system to the proficiency-based learning system in place at the middle level. Therefore teachers in this school will report in the same manner as the grade 7-8 teachers.

At the HS level, teachers will implement lessons aligned to ELTs as well as explore methods for supporting the development of and assessing of both sets of targets aligned. HS staff will receive training and gain familiarity with the reporting tool. Finally, a school-based committee will be established to work with the District Steering Committee to create a detailed plan for implementation at the HS beginning in 2016-17. (Evidence 2)

Description of Years 3-6 Implementation Plan (2017-19)

In 2017-18, pre-K through grade 8 teachers in all content areas will report to parents and students about student progress toward proficiency on content ELTs using a 1-4 rubric. These scores will be a trending calculation, using the MMS. In addition, teachers will report to parents and students about student progress toward proficiency on HOW targets using a 1-3 rubric as well as report to parents and students about student progress toward proficiency on the 21st Century Skills. (Evidence 2)

At the time of creation of the implementation plan, the intention was that HS implementation of a proficiency-based learning system would be phased in by cohort of students, beginning with students entering grade 9 in 2016-17. Lessons learned during the implementation at grade 7 have illuminated the difficulty of using a cohort approach. Therefore, as was intended as part of the plan, the HS implementation will be reviewed and the plan adjusted based on the work of the HS Proficiency based Learning Committee in conjunction with the K-12 Proficiency-based Learning District Steering Committee. (Evidence 2)

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**

The K-6 schools in the district have a functioning intervention structure that includes paperwork, timelines and procedures. Currently the Middle School intervention structure is under revision to better support students in a Proficiency-based Learning System. Aligning this process to MS and HS structures, in addition to institutionalizing intervals of time at which teams review student classroom progress and performance on district-wide common assessments through a structures protocol is the goal for the coming year. However, certain foundational pieces and practices are in place at the MS.

The ELTs articulated by grade level, in all content areas and for the Guiding Principles, provide the foundation of instruction and represent a guaranteed and viable curriculum. Thus, the ELTs are the Tier 1 level of a Response to Intervention system.

With the implementation of MMS as a tracking and reporting tool, teachers are able to run reports that identify students who are not yet proficient on a particular target. This feature enables Tier 2 supports for students in two ways. First, it means that teachers are better able to monitor student progress toward proficiency with frequent formative assessment and periodic summative assessments. Within the course of unit and lesson planning, teachers are able to plan for additional instruction and assessment for students who need it. Second, sorting students according to progress toward proficiency makes grouping students within the class for Tier 2 intervention more purposeful and specific.

This ability to identify students also allows for flexible groupings for more direct and intensive support during intervention periods. Teams of teachers are able to assume responsibility for re-teaching and support in a specific, intentional manner on a particular target or set of targets for those students who are not yet proficient. This Tier 3 support, although viable for all content areas, has been primarily mobilized to math and ELA.

In the coming year middle school teachers and administrators will be dedicating resources to several aspects of the intervention structure. First, as teachers plan lessons aligned to ELTs they will be identifying the specific interim skills and knowledge, or objectives, which lead to the

larger, enduring learning called for by the ELT. Becoming more facile at formatively assessing students and tracking progress on objectives will allow for greater specificity when planning for interventions and supports in both a Tier 2 & 3 level. In the past, a teacher may have described a student's need for an intervention as "he can't compute with fractions". With more intentional objectives and collection of formative data a teacher will be able to isolate which aspect of computation with fractions, such as finding like denominators or converting mixed numerals to improper fractions, is challenging. The combination of the tool, the specific learning target and objectives, and careful backwards planning is a priority in strengthening the structure for support for students not meeting proficiency.

Second, a focus on professional development to increase teachers' skill set for providing interventions and conducting progress-monitoring needs to occur. In addition, being more explicit with students about the target for their learning is an instructional focus for moving to a proficiency-based learning system. Increasing students' ability to self-assess and having students use the parent/student portal that accompanies the tracking and reporting tool will increase student awareness of their areas for needed growth and therefore provide greater relevance for students regarding the supports in place for them.

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:**

FY14 EXPENDITURES 20%

POLICY – 20% (OR 20% the total allocation)

FY15 CARRY OVER 80%

PRACTICE/PD – 70%

PRACTICE/TOOLS – 10%

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

MS teacher proficiency readiness PD: Teachers who will be expected to fully implement a proficiency-based learning system in 2015-16 are paid to participate in 6 hours of professional development. K-6 and the HS will also participate in professional development throughout the school year. The professional development offerings focus on shifts in practice identified during year 1 implementation as necessary to successful teaching and learning in a proficiency-based system. They include: formative assessment practices, summative/authentic assessment, student self-assessment and training to use the electronic grade book MMS.

MMS licenses: These are student licenses for the web-based tracking and reporting tool that teachers in full implementation, as well as the pilot teachers, will use as their electronic grade book.

Maine Cohort for Customized Learning (MCCL): We will continue to work closely with MCCL in conjunction with the Proficiency-based Steering Advisory Committee on all facets of Proficiency-based Education Transition.

The intended impact of the transition funds is the provisions of teachers with a clearer understanding of the rationale behind proficiency-based grading and with the tools to provide the assessments and reporting that give students and parents a clearer picture of what students know and are able to do.

The areas of spending are three-fold. **Time** for teachers to do the curriculum and assessment work necessary to make the transition, including summer work and release-time during the school year; **Training** for teachers to have the tools and understanding of how to make the transition; and **Resources** for that transition, whether books and materials to explain the rationale behind proficiency-based grading, coaching for teachers who need to make shifts in instructional practice, or reporting systems for the assessments so the focus can be on the student and his/her progress rather than “how can we possibly keep track of all this?”

Carryover Budget from SY'14

Activity	Timeline	Budget carryover: \$5,542.00
MS & HS Teachers Proficiency Readiness Professional Development	Throughout the 2014-15 school year	20 Teachers @ 6 hours 120 hours x \$40.00 = \$4,800.00
ES Teachers Proficiency Readiness Professional Development	Throughout the 14-15 school year	8 Teachers @ 2 hours 16 hours x \$40.00 = \$620.00
Materials for Workshop days	SY'15	Charts, books, copies \$122.00
		Total \$5,542.00

SY'15 Transition Funds:

Activity	Timeline	Estimated SY'15 Budget \$5,734.00
Release time for MS & HS teachers to do assessment inventories for Proficiency-based reporting Working with Director of Instruction	Throughout the '14-15 School year	2 days/teacher @ \$60.00/day for substitute teachers x 20 = \$2,400.00
HS Teachers Proficiency Readiness Professional Development	July/August 15	2 days for 5 teachers @ \$200.00/day (per current contract-subject to change) = \$2,000.00
MMS upgrade for K-6	SY'15	Upgrade to handle reporting of Proficiency Based Education Data = \$1,334.00
		Total \$5,734.00

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

**AGENDA
Calais School Committee
Tuesday, January 6, 2015
Calais Middle/High School - Library
6:00 P.M.**

Committee Members: Chairman Robert Greenlaw _____, John Hill _____ James Macdonald _____, Dale Earle _____, Lea Farrar _____

I. Call to Order/Introductions: 6:00 p.m. Pledge of Allegiance/Moment of Silence

II. Consent Agenda

A. Adjustments to the Agenda

Motion _____ Second _____ Vote _____

B. Approve the Agenda for this meeting

Motion _____ Second _____ Vote _____

C. Approval of the Minutes of December 16, 2014

Motion _____ Second _____ Vote _____

III. Present communications to the School Committee received from the community

IV. Public Participation

Comments related to specific agenda items may be held until the appropriate time. Please be succinct and speak once for less than three minutes. Other limitations as required may be imposed. The School Committee may respond to concerns at a later date by answering through the administration or by placing the item on a future agenda. It is requested that comments related to specific personnel be channeled privately to the appropriate administration.

V. Superintendent's Update

VI. Administrator's Report

VII. New Business

A. Request action for disposal of truck driving equipment

Motion _____ Second _____ Vote _____

B. Act on the Second Reading and possible Adoption of Calais School Committee Policies:

- JIH – Questioning and Searches of Students
- JIH-R – Questioning and Searches of Students Administrative Procedure
- JJE – Student Fundraising Activities
- JK – Student Discipline
- JKAA – Use of Physical Restraint and Seclusion
- JKAA-R – Procedures on Physical Restraint and Seclusion
- JKD – Suspension of Students

Motion _____ Second _____ Vote _____

C. Presentation by Students who traveled to Washington, D.C. on December 12, 2014 as part of Wreaths Across America.

VIII. Old Business:

A. Financial Statement questions or concerns

Motion _____ Second _____ Vote _____

IX. Upcoming Meetings

- January 20, 2015
- February 2, 2015
- February 16, 2015

X. Requested Future Agenda Items

XI. Executive Session

(If the School Committee makes a motion to enter executive session, the precise nature of business to be considered will be indicated in the motion. The items, which may be discussed, by law, may include one or more of the following:

1. To discuss personnel.
2. To discuss or consider the suspension or expulsion of a student.
3. To discuss or consider the condition, acquisition, or the use of real or personal property only if premature disclosure would prejudice the competitive or bargaining

- of the body or agency.
4. To discuss labor contracts, proposals and/or meetings related to negotiations.
 5. To consult with the School Committee's attorney concerning legal rights, pending litigation, and settlement offers, when premature public knowledge would give the School Committee substantial disadvantage.
 6. To discuss records made, maintained, or received by the School Committee or departments of access is prohibited by statute.)

XII. Adjournment _____ p.m.

Motion _____ Second _____ Vote _____

Calais School Committee
Tuesday, January 6, 2015
Minutes
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The Calais School Committee met on Tuesday, January 6, 2015 at the Calais Middle/High School Library. Attending were Vice Chairman John Hill, James Macdonald, Dale Earle, Lea Farrar and Superintendent of Schools Robert F. Moholland.

I. Call to Order/Introductions

Vice Chairman John Hill called the meeting to order at 6:00 p.m. and led the board in the Pledge of Allegiance and a Moment of Silence.

II. Consent Agenda

A. Superintendent Moholland requested that item C under new business be tabled and that item D be added, Request to change option number for Proficiency Based Education Diploma extension.

Motion by Lea Farrar, seconded by Dale Earle, unanimous vote.

B. Motion by Dale Earle, seconded by James Macdonald, unanimous vote to approve the Agenda for this meeting.

C. Motion by Dale Earle, seconded by Lea Farrar, unanimous vote to approve the Minutes of December 16 2014.

III. Present communications to the School Committee received from the community

None noted

IV. Public Participation

None noted

V. Superintendent's Update

Superintendent Moholland informed the board that a Liaison meeting has been scheduled for January 13, 2015 at 5:30 p.m. in the Calais Middle/High School Library. Any items for the agenda should be given to the Superintendent.

VI. Administrator's Report

Principal Matt Clark is absent due to attending the Washington Academy basketball game tonight. W.A. is donating money from tonight's game to Tristyn Croman.

Superintendent Moholland read Principal Clark's prepared report. Tristyn's Tree was a huge success; \$1,500.00 was raised in checks and cash. Lots of wrapped gifts, cards and sealed envelopes were also received. Tristyn's family is very humble and appreciative of the outpouring of support from our community. On December 17th, Calais High School Student Council, NHS and a few class officers spent the day shopping for the children at the Calais Children's Project. \$1,300.00 was raised during the rockathon, \$500.00 received from an anonymous donor and a drum set donated by Anne Scott made it possible to provide the children at the Children's Project much holiday

Calais School Committee
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cheer. Midyear exams will be January 20-23. Senior Nick Hallowell earned his 100th career win as a member of the Calais Varsity Wrestling team. Students and staff want to wish Barry Raymond a happy and restful retirement.

Principal Carter reported that Bouncing Blue Devils is held every Tuesday thanks to JMG. Principal Carter will be going to Bangor for updated training on Smarter Balance. Grades 3-6 will be going skating at the Garcelon Arena. Budget figures will be turned in Friday for both CES and CDT. Interviews will be held soon for an Ed Tech III at Calais Day Treatment for a replacement for Jodie Greene.

Special Services Director Jodie Greene reported that she has had a couple busy days getting started. She has been working on budget and meeting other directors and people at the Department of Education. Dr. Candice Bray was here in December and worked with students and provided literacy training to both Calais Day Treatment and Calais Elementary School teachers and Ed Techs.

Bob Moholland reported for SCRTC. They are awaiting the full report later this month for their school review. Bob Moholland and Bob McShane viewed a webinar December 16, 2014 about Accuplacer and its applications. St. Croix is scheduling students for January placement. Skills is holding fundraisers and they would like to thank Calais High School and Junior Class Advisor Dee Dee Travis for letting them operate the concessions for the game on December 23, 2014. Guard rails are installed on the bleachers, thanks to a donation from Boarder Electric and students from the Welding Program at SCRTC. The students were Josh Steward, Skyler Cole, Kevin Beek, Vincent Day, and Ariel Pelton, Noah Southard, Tyler Cookson and Dan McPhee.

All written reports are on file with the official minutes.

VII. New Business

A. Board tabled until a later time.

B. Motion by James Macdonald, seconded by Lea Farrar, unanimous vote to approve the Second Reading and Adoption of Calais School Committee Policies:

JIH – Questioning and Searches of Students

JIH-R – Questioning and Searches of Students Administrative Procedure

JJE – Student Fundraising Activities

JK – Student Discipline

JKAA – Use of Physical Restraint and Seclusion

JKAA-R – Procedures on Physical Restraint and Seclusion

JKD – Suspension of Students

C. Presentation by Students who traveled to Washington, D.C. on December 12, 2014 as part of Wreaths Across America was tabled until the January 20, 2015 meeting.

D. Request for approval to change Option #3 to Option #5 for the Proficiency Based Education Diploma extension application was approved on a motion by Dale Earle, seconded by Lea Farrar, unanimous vote. Superintendent Moholland stressed the importance of having the full support of the school board, administrators and staff.

VIII. Old Business

A. There were no questions regarding the financial statement distributed at the previous meeting.

IX. Upcoming Meetings

School Committee

January 20, 2015 6:00 p.m.

February 3, 2015 6:00 p.m.

February 17, 2015 6:00 p.m.

Liaison

January 13, 2015 5:30 p.m.

X. Requested Future Agenda Items

None noted

XI. Executive Session

XII. Adjournment

Motion by Dale Earle, seconded by Lea Farrar, unanimous vote to adjourn at 6:33 p.m.



Robert F. Moholland, Superintendent of Schools

Option 5 Authorization Page

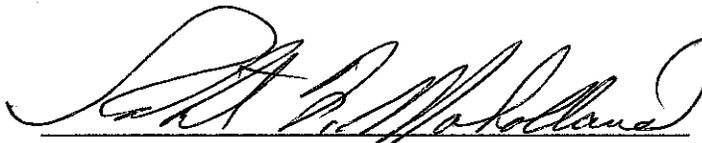
Annually the SAU will host a site review from the Maine DOE. During the annual site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.

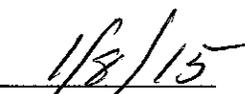
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

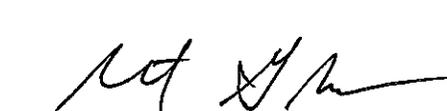
- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



Superintendent of Schools



Date



Chair of School Board



Date

**CALAIS SCHOOL DEPARTMENT
Mission Statement**

Mission Statement

Our mission in the Calais School System is to provide opportunity for the students in Calais and the surrounding areas to develop skills, knowledge and attitudes necessary to contribute positively to the growth of their community and the confidence to participate as responsible, productive citizens. Our goal is that all learners become successful contributors to their community, nation, and world.

Core Values

Calais School System ensures:

- Every learner realizes their full potential
- Calais School System recognizes that all learners are individuals
- A culture of learning that emphasizes the importance of obtaining knowledge and continuous growth and improvement
- Engages in effective communication with stakeholders
- Engages in creative and innovative learning strategies
- Ensures that all educators are provided the professional development to understand student learning to a greater extent

Guiding Principles of Learning

Learners:

- Must be adjusted to specific learning styles and instructors must provide multiple pathways for learning
- Pursue multiple pathways inside and outside of the classroom to achieve their goals
- Learn best in an environment that promotes curiosity, innovation, and risk-taking in a supportive, welcoming, orderly environment
- Art jointly accountable for the progress of their own education

Learning:

- Must be adjusted to specific learning styles and instructors must provide multiple pathways for learning
- Can be enhanced by connecting the curriculum to real world contexts and unique interests of the students
- Requires feedback to learners about their progress relative to their learning goals
- Requires a cooperative partnership between educators, business leaders, community members and other stakeholders

Instruction:

- Is engaging, relevant, meaningful, and motivating
- Is most effective when a variety of instructional pathways are available to the learner for each specific learning goal
- Includes grouping and regrouping based on learners goals and abilities
- Is enhanced by the use of multiple resources
- Is supported by a qualified professional

Curriculum:

- Is guaranteed, viable, and available for all learners
- Is based on state and national standards and includes clear and measurable learning goals
- Is designed to promote learning through multiple pathways
- Is designed to challenge the learner at their level
- Is vigorous, relevant, and comprehensive

Assessment:

- Provide learners with frequent feedback, specific to their learning goals
- Provide multiple ways to demonstrate proficiency
- Guide's instruction and learning
- Utilizes evidence to develop or adjust learning plans
- Measures each learner's progress toward proficiency
- Is provided through a variety of approaches including but not limited to computerized testing, individual written and verbal assessments, and teacher/learner collaboration

Leaders:

- Provide safe, welcoming and trusting learning community while encouraging creativity and innovation
- Clearly articulate the District's vision
- Are provided time and funding to pursue professional development opportunities and are provided opportunities within the district for professional growth
- Serve as positive role models for learners

Developing and Managing Resources**Technology:**

- Is accessible to every learner
- Supports each learner's learning plan
- Provides the infrastructure required by the growing needs of our learning system

Finance:

- Adequate and equitable resources are provided to meet the needs of both faculty and learners
- The district vision and educational goals are a priority

Operations:

- Provide a safe and orderly learning environment
- Provides adequate learning facilities with proper resources to support the work of staff and learners
- A wide variety of resources that enhance and expand learning are available to instructors and learners

Continuous Improvement:

- A plan for technological improvement
- Professional development is offered for a better understanding of proficiency based learning and learning strategies
- Increased collaboration between the school, school committee and stakeholders
- Coordination of curriculum across schools

Evidence 2

Calais School Department Proficiency-based Learning System Implementation Plan

Summary of Year 1 (2014-15) Implementation

6th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
 - [4 for Exemplary work that shows a deeper, more thorough understanding of the Essential Learning Target (calibrate and define during 2013-14)]
 - [3 for meets (the high level of proficiency of the Essential Learning Targets for the Course)]
 - [2 for progressing toward or partially meeting (the high level of proficiency of the Essential Learning Targets for the course)]
 - [1 for needing intervention (learning is not progressing at a rate to meet end-of-year target)]
- Report to parents and students about student progress toward proficiency in the subset Of the Guiding Principles knows as the Habits of Work Targets (see chart at end of document)
 - 3 for meets
 - 2 for partially meeting
 - 1 for insufficient demonstration

7-8th Grade Implementation:

- When computing numeric score (averages) for content learning teachers adhered to the following guidelines:
 - No "zero" averaged in for missing work
 - No "points off" for tardiness when scoring work
 - Average nothing less than a 65 in for falling work
- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles knows as the Habits of Work Targets (see chart at end of document)
 - M for meets
 - P for partially meeting
 - I for needing intervention

9-12th Grade Implementation:

- Explored the practice of computing numeric score (averages) for content learning adhere to the following guidelines:
 - No "zero" averaged in for missing work
 - No "points off" for tardiness when scoring work

**Calais School Department
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Implementation Plan**

Average nothing less than a 65 in for failing work

- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets (see chart at end of document)
 - M for meets
 - P for partially meeting
 - I for needing intervention
- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets (see chart at end of document)
 - M for meets
 - P for partially meeting
 - I for needing intervention

Summary of Year 2 (2015-16) Implementation

K-4th Grade Pilot at Elementary School:

- Report to parents and students about student progress toward proficiency on content standards (ELTs)
- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

5th-8th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (ELTs)
- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

9-12th Grade Implementation:

- Implement lessons aligned to Essential Learning Targets.
- Explore methods for supporting the development of and assessing of both sets of targets aligned to Guiding Principles, the Habits of Work Targets and 21st Century skills Targets.
- Receive training and gain familiarity with the reporting tool.

**Calais School Department
Proficiency-based Learning System
Implementation Plan**

- School-based committee creates detailed plan for implementation at the HS beginning in 2016-17

Summaries of Proposed Years 3-7 (2016-2020) Implementation

YEAR 3 (2016-17)

PreK-8th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
- Report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

NOTE: The following are *proposed* steps in phasing into a complete implementation of a proficiency-based learning system. HS implementation of proficiency-based reporting will be reviewed each year and the plan adjusted accordingly. The HS Proficiency-based Learning Committee in conjunction with the Proficiency-based Learning Committee District Steering Committee will consider logistics of the HS implementation and make recommendations to the Board of Education. This plan will include Benchmarks and Evidence for 10-12th grade implementation from 2016 on (Years 3-6).

9th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 12th Century Skills

10-12th Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
 - No "zero" averaged in for missing work
 - No "points off" for tardiness when scoring work
 - Average nothing less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets

**Calais School Department
Proficiency-based Learning System
Implementation Plan**

- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

YEAR 4 (2017-18)

PreK-10th Grade Implementation:

- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

11-12th Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
 - No "zero" averaged in for missing work
 - No "points off" for tardiness when scoring work
 - Average nothing less than a 65 for failing work
- Report to parents and students about student progress toward proficiency in the subset of the Guiding Principles known as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

YEAR 5 (2018-19)

K-11th Grade Implementation:

- Report to parents and students about student progress toward proficiency on content standards (Essential Learning Targets)
- Report to parents and students about student progress toward proficiency in the a subset of the Guiding Principles known as the Habits of Work Targets
- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

12th Grade Implementation:

- Continue the practice of when computing numeric score (averages) for content learning adhere to the following guidelines:
 - No "zero" averaged in for missing work
 - No "points off" for tardiness when scoring work
 - Average noting less than a 65 in for failing work
- Report to parents and students about student progress toward proficiency in the subset

**Calais School Department
Proficiency-based Learning System
Implementation Plan**

of the Guiding Principles known as the Habits of Work Targets

- Begin to report to parents and students about student progress toward proficiency in the remaining aspects of the Guiding Principles known as the 21st Century Skills

Year 6 (2019-20)

Final K-12 Implementation:

- Full proficiency-based reporting
- First year CSD awards Proficiency-based diploma

21st Century Skills are a set of intellectual behaviors that lead to productive actions required of successful individuals in the world today. According to Costa and Kallick, when individuals encounter dichotomies, are confronted by dilemmas, or face uncertainties, the most effective response requires using 21st century skills. “When we draw upon these intellectual resources, the results are more powerful, of higher quality, and of greater significance than if we fail to employ such patterns of intellectual behavior,” (Costa & Kallick) Retrieved from <http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx>.

21st Century skills are the skills that allow students to exhibit the dispositions (“ways of acting”) that are described in the Maine Learning Results Guiding Principals. In addition, 21st Century skills incorporate the ways of thinking articulated in the NGSS as effective practices in science learning, as well as the math practices and E/LA student competencies that are articulated in the CCSS. Consequently, these skills are applicable in all subjects.

Students are not naturally clear and effective communicators, collaborative and creative problem-solvers, responsible citizens, and integrated thinkers. Students need to learn and develop the skills that allow them to act in these ways. Therefore, 21st Century Skills are modeled, taught and supported by all teachers as appropriate for the content and task.

All 21st century skills are taught and reviewed in **all** content areas at **all** times. However, it is necessary to formally assess and document student progress toward acquiring these skills. The following Essential Learning Targets (ELTs) for 21st Century Skills represent the assessment targets for which all students need to demonstrate proficiency for graduation. The matrices below outline the points at which 21st Century Skills are assessed summatively, which means scores are documented for proficiency and reported. The matrices also document points at which 21st century skills are informally assessed and students receive direct feedback (a.k.a. formatively assessed).

21st Century Essential Learning Targets

HIGH SCHOOL (Level D targets)

	9 th	10 th	11 th	12 th
English - summative - formative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication	
Math - summative - formative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving	
Science - summative - formative	Critical Thinking Collaboration	Global Awareness Problem-Solving	Creativity Critical Thinking	Global Awareness Initiative
	Collaboration Problem-Solving Communication	Communication Global Awareness	Creativity Critical Thinking	
History - summative - formative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
	Collaboration Creativity	Collaboration Creativity	Initiative Problem-Solving	
World Languages - summative - formative	Communication Global Awareness	Critical Thinking Creativity	Collaboration Critical Thinking	
	Critical Thinking Creativity	Collaboration Creativity	Initiative Problem-Solving	
Music - summative - formative	Collaboration Creativity	Collaboration Creativity	Initiative Problem-Solving	
	Initiative Problem-solving	Problem-solving Critical thinking Creativity	Critical thinking Creativity	
Art - summative - formative	Creativity Critical Thinking	Global Awareness Problem-solving	Global Awareness Problem-solving	
	Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Critical Thinking	
Health/Phys. Ed - summative - formative	Initiative Problem-solving	Initiative Problem-solving	Collaboration Communication	
	Collaboration Communication	Initiative Critical Thinking	Initiative Critical Thinking	

21st Century Essential Learning Targets

MIDDLE SCHOOL (Level C targets)

	6 th	7 th	8 th
E/LA - summative - formative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math - summative - formative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness
	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science - summative - formative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking
	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
Soc. Studies - summative - formative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
Music - summative - formative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	Initiative Problem-solving	Critical thinking Creativity	Communication
Art - summative - formative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Creativity
Health/Phys. Ed - summative - formative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	Problem-solving Collaboration Communication	Initiative Critical Thinking	Creativity Problem-solving
World Languages - summative - formative	Communication Global Awareness	Communication	Critical Thinking Creativity
	Critical Thinking Creativity		Initiative Communication

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

21st Century Essential Learning Targets

INTERMEDIATE (Level B targets)

	3 rd	4 th	5 th
E/LA - summative - formative	Communication Creativity	Global Awareness Initiative	Collaboration Critical Thinking
	Global Awareness Initiative	Collaboration Critical Thinking	Problem-Solving Communication
Math - summative - formative	Problem-Solving Initiative	Critical Thinking Collaboration	Communication Global Awareness
	Critical Thinking Collaboration	Communication Global Awareness	Creativity Problem-Solving
Science - summative - formative	Critical Thinking Collaboration	Problem-Solving Communication	Creativity Critical Thinking
	Problem-Solving Communication	Creativity Critical Thinking	Global Awareness Initiative
Soc. Studies - summative - formative	Global Awareness Communication	Collaboration Creativity	Initiative Problem-Solving
	Collaboration Creativity	Initiative Problem-Solving	Critical Thinking Global Awareness
Music - summative - formative	Collaboration Creativity	Initiative Problem-solving	Global Awareness Critical Thinking
	Initiative Problem-solving	Critical thinking Creativity	Communication
Art - summative - formative	Creativity Critical Thinking	Global Awareness Problem-solving	Initiative Communication
	Global Awareness Problem-solving	Collaboration Critical Thinking	Collaboration Creativity
Health/Phys. Ed - summative - formative	Initiative Problem-solving	Collaboration Communication	Global Awareness Critical Thinking
	Collaboration Communication	Initiative Critical Thinking	Creativity Problem-solving

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

21st Century Essential Learning Targets

PRIMARY (Level A targets)

	K	1 st	2 nd
E/LA - summative - formative	Communication Creativity Global Awareness Initiative	Global Awareness Initiative Collaboration Critical Thinking	Collaboration Critical Thinking Problem-Solving Communication
Math - summative - formative	Problem-Solving Initiative Critical Thinking Collaboration	Collaboration Problem-solving Communication Global Awareness	Communication Global Awareness Creativity Problem-Solving
Science - summative - formative	Critical Thinking Collaboration Problem-Solving Communication	Critical Thinking Communication Creativity Critical Thinking	Creativity Critical Thinking Global Awareness Initiative
Soc. Studies - summative - formative	Global Awareness Communication Collaboration Creativity	Collaboration Creativity Initiative Problem-Solving	Initiative Problem-Solving Critical Thinking Global Awareness
Music - summative - formative	Collaboration Creativity Initiative Problem-solving	Initiative Problem-solving Critical thinking Creativity	Global Awareness Critical Thinking Communication
Art - summative - formative	Creativity Critical Thinking Global Awareness Problem-solving	Global Awareness Problem-solving Collaboration Critical Thinking	Initiative Communication Collaboration Creativity
Health/Phys. Ed - summative - formative	Initiative Problem-solving Collaboration Communication	Collaboration Communication Initiative Critical Thinking	Global Awareness Critical Thinking Creativity Problem-solving

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

<p>21ST CENTURY SKILL: Collaboration – Uses interpersonal skills to learn and work with individuals from diverse background and understands the interdependence within and across systems as seen by bringing to each situation the appropriate actions.</p> <p>Working to a Team Goal</p> <p>K-2 Essential Learning Target: Identifies and responds to the needs of others in a learning group or social context by offering help or ideas to a partner or team member, by listening and contributing appropriately in a group situation.</p> <p>3-5 Essential Learning Target: Thinks and behaves with a respect for the collective by offering ideas and also encouraging others to offer their thoughts and ideas, and by speaking in terms of the ideas/solutions that the team created and not what the individuals did.</p> <p>MS Essential Learning Target: Supports group goals and efforts and suspends one's personal biases for the good of the team's goals as seen by the ability to describe/explain the group's plan, the steps to be taken even (if they are not the one's the individual suggested) his/her job/role in the plan and carries out his/her role/jobs in the plan.</p> <p>HS Essential Learning Target: Optimizes the strengths of team members to advance the goals of the team by identifying why certain people have a role or should have a role in terms of the intended or desired outcome of the group and the different members' strengths, interests, and ambitions.</p> <p>Maintaining Focus</p> <p>K-2 Essential Learning Target: Remains physically with partner or group for duration of task and offers no distraction.</p> <p>3-5 Essential Learning Target: Concentrates energies toward the group's intended outcome(s) by making comments and actions relevant to the task.</p> <p>MS Essential Learning Target: Uses resources and concentrates energies toward the group's intended outcome(s) by relating all comments and suggestions to the group's goal and plan.</p> <p>HS Essential Learning Target: Seeks and manages resources that are the most applicable and beneficial to the group's task/goal/plan.</p> <p>Negotiation</p> <p>K-2 Essential Learning Target: Accepts (a.k.a. does not get emotional); does persevere on disappointment) that one's idea(s) may not be chosen by the group.</p> <p>3-5 Essential Learning Target: Offers alternative ideas/suggestions that incorporate elements or aspects of others' ideas/suggestions.</p> <p>MS Essential Learning Target: Advocates for an idea or solution by offering logical and appropriate reasons why the group should adopt the idea.</p> <p>HS Essential Learning Target: Reflects on and critiques multiple ideas and solutions in terms of appropriateness to the team's goal/plan.</p>

21st Century Essential Learning Targets

21ST CENTURY SKILL: Creativity & Innovation – In the 21st century we want students who participate positively in the design of creative solutions to meet human needs and wants.

Cultivating Curiosity

K-2 Essential Learning Target:

Exhibits curiosity about how why things are the way they are.

(As measured by gr. K-2 rubric categories – 1st “I can” statement)

3-5 Essential Learning Target:

Exhibits interest in how things might be substantively improved or reinvented and understand why something should be improved or created (i.e., benefit to others).

(As measured by gr. 3-5 rubric categories – value; define creative challenge)

MS Essential Learning Target:

Develops insight about the particular needs and interests of the target audience

(As measured by gr. 6-8 rubric categories – value; define creative challenge)

HS Essential Learning Target:

Seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience.

(As measured by gr. 9-12 rubric categories – value; define creative challenge)

Seek inspiration

K-2 Essential Learning Target:

Emulates/adapts existing models.

(As measured by gr. K-2 rubric categories – 4th “I can” statement)

3-5 Essential Learning Target:

Seeks information/feedback.

(As measured by gr. 3-5 rubric categories – ID sources; select ideas)

MS Essential Learning Target:

In addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature).

(As measured by gr. 6-8 rubric categories – ID sources; Select ideas)

HS Essential Learning Target:

Promotes divergent and creative perspectives during discussions.

(As measured by gr. 9-12 rubric categories – ID sources; Select ideas)

Originality

K-2 Essential Learning Target:

Creates a totally new way to do something or represent something.

(As measured by gr. K-2 rubric categories – 2nd & 5th “I can” statement)

3-5 Essential Learning Target:

Recognizes and encourages novel ideas and solutions of others; generates several novel ideas and solutions.

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21st Century Essential Learning Targets

<p>(As measured by gr. 3-5 rubric categories – originality)</p> <p>MS Essential Learning Target: Uses idea-generating techniques to develop several original ideas for product(s) (As measured by gr. 6-8 rubric categories – originality)</p> <p>HS Essential Learning Target: Looks beyond rules and conventions, or use common materials or ideas in new, clever and surprising ways. (As measured by gr. 9-12 rubric categories – originality)</p> <p>Implementation</p>
<p>K-2 Essential Learning Target: Articulates the steps and/or materials needed (even if not feasible). (As measured by gr. K-2 rubric categories – 1st & 3rd “I can” statement)</p> <p>3-5 Essential Learning Target: Creates a plan that is well thought out and feasible. (As measured by gr. 3-5 rubric categories - style)</p> <p>MS Essential Learning Target: Selects an approach and creates a plan or design that is thorough, well-integrated and considers the purpose and the feasibility. (As measured by gr. 6-8 rubric categories – style; value; select ideas)</p> <p>HS Essential Learning Target: Creates a plan or design that is thorough, well-integrated and considers the purpose and feasibility including acknowledgement of barriers/related complexities. (As measured by gr. 9-12 rubric categories - style; value; select ideas)</p> <p>Risk-taking</p>
<p>K-2 Essential Learning Target: Uses trial and error strategies in unknown/unfamiliar situations. (As measured by gr. K-2 rubric categories – 6th “I can” statement)</p> <p>3-5 Essential Learning Target: Accepts error/failure as valuable information about next steps. (As measured by gr. 3-5 rubric categories – Select ideas)</p> <p>MS Essential Learning Target: Participates in or embraces new activities, strategies, interactions, etc. (As measured by gr. 6-8 rubric categories – Select ideas)</p> <p>HS Essential Learning Target: Seeks out opportunities to engage in new activities, strategies, interactions, etc. (As measured by gr. 9-12 rubric categories – Select ideas)</p>

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21st Century Essential Learning Targets

21ST CENTURY SKILL: Communication – In the 21st century we want students that understand the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes

Listening with Understanding and Empathy

K-2 Essential Learning Target:

Listens with respect (quietly, attentively).

3-5 Essential Learning Target:

Suspends one's own opinions while listening to the ideas of others, such as not commenting on the value or relevance of what was said.

MS Essential Learning Target:

Clarifies what is heard and responds appropriately by asking a question to expand on what was heard or to clarify, repeating what was said as a question to confirm it was heard accurately, and/or addressing what is heard.

(BIE presentation rubric "Response to Audience")

HS Essential Learning Target:

Shows understanding of others thinking by re-phrasing and paraphrasing while pointing out similarities and differences in peoples thinking/expressions.

Seeking to be Understood

K-2 Essential Learning Target:

Respects and considers the point of view of others

3-5 Essential Learning Target:

Uses precise, descriptive language to communicate ideas and feelings appropriate to context and task

MS Essential Learning Target:

Uses explanations and evidence to communicate ideas and feelings

(BIE presentation rubric "Presentation Aids")

HS Essential Learning Target:

Expresses one's thought with respect and consideration of the point of view of others, such as articulating thoughts in terms of commonalities and difference in others' expressions or in terms of the agreement with or opposition of his/her viewpoint to the context at hand (i.e., political view, stated theory, etc.).

Constructing Arguments

K-2 Essential Learning Target:

Makes a prediction, states an opinion or conclusion and offers logical and appropriate reasons.

3-5 Essential Learning Target:

Makes a prediction, states an opinion or conclusion and offers specific facts or examples to support the statement.

MS Essential Learning Target:

Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement.

(BIE presentation rubric "Explanation of Ideas & Information")

HS Essential Learning Target:

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21st Century Essential Learning Targets

<p>Makes a prediction, states an opinion or conclusion and offers specific facts, citations of works to support the statement and has included where others disagree and why that is not valid.</p>
<p>Awareness of Audience</p> <p>K-2 Essential Learning Target: Regulates voice (volume and tone – no baby talk, no whining) between home and school and outside vs. inside.</p> <p>3-5 Essential Learning Target: Uses tone of voice, volume, and word choice appropriate to home/friends vs. school/classroom.</p> <p>MS Essential Learning Target: Uses tone of voice, volume, and word choice appropriate to a variety of audiences (i.e., teachers, guests, when presenting information, etc.). (BIE presentation rubric “eyes” body” and “voice”)</p> <p>HS Essential Learning Target: Selects and uses tone of voice, volume, and word choice appropriate to a variety of audiences (i.e., teachers, guests, when presenting information, etc.).</p>
<p>Awareness of Purpose and Mode</p> <p>K-2 Essential Learning Target: Identifies the message in voice/conversation, song, books, pictures, plays, etc.</p> <p>3-5 Essential Learning Target: Understands that certain modes are meant for certain audiences.</p> <p>MS Essential Learning Target: Selects a mode of communication to match intended audience and purpose of expression.</p> <p>HS Essential Learning Target: Uses a variety of modes of communication as appropriate to the message and audience.</p>

3/31/14

Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

21st Century Essential Learning Targets

21ST CENTURY SKILL: Problem-solving – In the 21st century we want students who select and apply a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

Deconstructing

K-2 Essential Learning Target:

Articulates what s/he is trying to find or do by stating the problem in his/her own words and/or describing the issue/concern or barrier.

3-5 Essential Learning Target:

Identifies what information is known about the problem or situation and what information, if any, is missing or not needed.

MS Essential Learning Target:

Identifies a subgoal or smaller pieces to work through first.

HS Essential Learning Target:

Identifies other related or more general problems or situations for which the techniques will work in order to apply or create a model or apply or write a rule.

Reconstructing

K-2 Essential Learning Target:

Check the results in the original problem or the solution.

3-5 Essential Learning Target:

Interpret the solution in terms of the original problem for its reasonableness.

MS Essential Learning Target:

Determine if the solution is the best or only solution.

HS Essential Learning Target:

Consider/identify other related or more general problems for which the techniques will work.

Persevering

K-2 Essential Learning Target:

Keeps trying and seeks help until the task is completed.

3-5 Essential Learning Target:

Stays focused on a task adjusting the steps when they are not working.

MS Essential Learning Target:

Uses alternative strategies or approaches when initial strategies or approaches are not working.

HS Essential Learning Target:

Draws on previous experiences and a variety of resources (including seeking others' input) to solve current problems.

Using Resources

K-2 Essential Learning Target:

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21st Century Essential Learning Targets

Uses taught methods, strategies, tools and processes to find solutions or surmount obstacles.

3-5 Essential Learning Target:

Selects and uses appropriate methods, strategies, tools and processes to find solutions or surmount obstacles.

MS Essential Learning Target:

Seeks out additional or new appropriate methods, strategies, tools and processes to find solutions or surmount obstacles.

HS Essential Learning Target:

Evaluates or critiques new and already know methods, strategies, tools and processes to find solutions or surmount obstacles.

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Credits: The Essential Learning Targets were articulated using the work of Great Schools Partnership, Maine Cohort for Customized Learning, Costa & Kallick, Tina Chuek of ell.stanford.edu, and the Buck Institute.

21st Century Essential Learning Targets

21ST CENTURY SKILL: Critical-thinking – In the 21 st century we want students who are skilled at using complex reasoning processes to make meaning.
Ask Questions
K-2 Essential Learning Target: Question how and why things are the way they are.
3-5 Essential Learning Target: Pose “what if” questions to broaden an exploration.
MS Essential Learning Target: Identify an overarching question for exploration.
HS Essential Learning Target: Identify an overarching question for exploration with sub-questions.
Observe and Collect Data
K-2 Essential Learning Target: Articulate things seen, felt, heard related to object of question (a.k.a. observe)
3-5 Essential Learning Target: Make observations and record info/notes.
MS Essential Learning Target: Collect data and record it in a systematic manner.
HS Essential Learning Target: Identify data to be collected and the system best suited for its recording/display.
Seek Explanations
K-2 Essential Learning Target: Predict based on observation what may be happening.
3-5 Essential Learning Target: Generates additional or more refined thoughts/reasons based on observation.
MS Essential Learning Target: Identifies patterns, trends, and relationships that apply to reasoning/findings.
HS Essential Learning Target: Consult a variety of sources to support, refine, refute, and/or elaborate findings or reasoning.
Analyze Arguments
K-2 Essential Learning Target: Identifying statements or claims that seem inappropriate or in error.
3-5 Essential Learning Target:

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21st Century Essential Learning Targets

<p>Looking for and then explaining weak references, personal attacks, biases, and/or questionable sources used in statement of a claim.</p> <p>MS Essential Learning Target:</p> <p>Looking for and then explaining fallacies like ad hominem, appeal through fear, poisoning the well, and/or misinformation underlying a statement of a claim.</p> <p>HS Essential Learning Target:</p> <p>Reflecting to insure that you are being objective in detecting and explaining errors in reasoning.</p>
<p>Seek Connections</p> <p>K-2 Essential Learning Target:</p> <p>See the relationship between or similarities between current information/situation and previous knowledge or experience.</p> <p>3-5 Essential Learning Target:</p> <p>Draws on skills and information from one context to use in another situation.</p> <p>MS Essential Learning Target:</p> <p>Identifies how different things (i.e., gears, nations, organisms, etc.) in a context work together and influence one another.</p> <p>HS Essential Learning Target:</p> <p>Uses understanding of how different things (i.e., gears, nations, organisms, etc.) in a context work together and influence one another to consider different outcomes or predict outcomes.</p>
<p>Generalizing</p> <p>K-2 Essential Learning Target:</p> <p>Generate a more general form of a specific term and identify other specifics that could be an example of that general term.</p> <p>3-5 Essential Learning Target:</p> <p>Replace specific terms with more general terms to generate a general pattern and using symbols, diagrams or models to represent the general pattern, thought, or idea.</p> <p>MS Essential Learning Target:</p> <p>Apply generalizations (pattern, model, diagram) to different specifics and explain how the generalization fits the new specific and/or not.</p> <p>HS Essential Learning Target:</p> <p>Use generalizations (pattern, model, diagram) to explain different specifics both how it fits and how it does not and revise the generalization in light of the new information.</p>

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21st Century Essential Learning Targets

<p>21ST CENTURY SKILL: Initiative & Professionalism – In the 21st century we want students who understand the importance of embracing and nurturing a growth mindset and who produce quality work.</p>
<p>Maintaining a Growth Mindset</p> <p>K-2 Essential Learning Target: Uses effort as a path to success.</p> <p>3-5 Essential Learning Target: Embraces challenges.</p> <p>MS Essential Learning Target: Uses multiple resources to respond to obstacles.</p> <p>HS Essential Learning Target: Embraces and learns from criticism/feedback.</p>
<p>Setting & Monitoring Goals</p> <p>K-2 Essential Learning Target: Knows the learning goal on which to improve and the necessary steps to accomplish the goal and tracks progress on the goal.</p> <p>3-5 Essential Learning Target: Identifies a learning goal on which to improve and strategies to accomplish the goal and tracks progress on the goal.</p> <p>MS Essential Learning Target: Identifies a learning goal, possible sub-goals and strategies to accomplish the goal and tracks progress on the goal and adjusts strategies as needed.</p> <p>HS Essential Learning Target: Identifies a learning goal and personal goal, possible sub-goals and strategies to accomplish the goal and tracks progress on the goal and adjusts strategies as needed.</p>
<p>Accepting & Responding to Feedback</p> <p>K-2 Essential Learning Target: Knows one's strengths and areas to improve.</p> <p>3-5 Essential Learning Target: Embraces feedback and adjusts strategies.</p> <p>MS Essential Learning Target: Evaluates experiences and learning to inform future progress.</p> <p>HS Essential Learning Target: Searches for new and better opportunities for growth and improvement.</p>
<p>Meeting Quality Standards</p> <p>K-2 Essential Learning Target:</p>

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21st Century Essential Learning Targets

Follows directions to accomplish a task and double checks work for completion and adherence to expectations.

3-5 Essential Learning Target:

Takes pride in and responsibility for learning tasks and double checks work for accuracy and adherence to criteria.

MS Essential Learning Target:

Organizes time and resources to accomplish a task and double checks work for accuracy and craftsmanship (i.e., precision).

HS Essential Learning Target:

Seeks feedback and correction to attain standards for excellence and seeks opportunities to improve products/work.

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21st Century Essential Learning Targets

21ST CENTURY SKILL: Global Awareness – In the 21st century we want students understand the interdependence within and across the world and community.

Appreciate Differences

K-2 Essential Learning Target:

Knows and accepts that each person is different with unique skills, abilities, interests.

3-5 Essential Learning Target:

Knows that U.S. citizens are just one of the many different groups of people who speak different languages, have different traditions, etc. in the world.

MS Essential Learning Target:

Recognizes the influence of beliefs and practices of other cultures on American society and vice versa.

HS Essential Learning Target:

Seeks information and examples about how activities & practices from other cultural groups could impact current thought, practice, etc.

Contributes to global well-being

K-2 Essential Learning Target:

Knows that people and organizations engage in helping others or in protecting the world's resources.

3-5 Essential Learning Target:

Raises awareness of ways to help others or to protect the world's resources.

MS Essential Learning Target:

Participates in a service project designed to help others or to protect the world's resources.

HS Essential Learning Target:

Seeks or initiates opportunities to help others or to protect the world's resources.

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21st Century Essential Learning Targets

alignment to MAINE LEARNING RESULTS – Guiding Principles

<p>Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes. (MLR – Clear & Effective Communicator; 4Cs - Communication)</p> <p>Performance Indicators 9-12</p> <p>Demonstrates organized and purposeful communication in English and at least one other language</p> <p>COMMUNICATION: Seeking to be Understood (World Language ELTs)</p> <p>Uses evidence and logic appropriately in communication</p> <p>COMMUNICATION: Seeking to be Understood</p> <p>COMMUNICATION: Constructing Arguments</p> <p>Adjusts communication based on the audience</p> <p>COMMUNICATION: Awareness of Audience</p> <p>Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)</p> <p>COMMUNICATION: Awareness of Purpose and Mode</p>
<p>Standard B: Understands the importance of embracing and nurturing a growth mindset. (MLR – Self-directed, Life long Learner)</p> <p>Performance Indicators 9-12</p> <p>Recognizes the need for information and locates and evaluates resources</p> <p>PROBLEM SOLVING: Employing resources</p> <p>Applies knowledge to set goals and make informed decisions</p> <p>INITIATIVE: Setting & Monitoring Goals</p> <p>Applies knowledge in new contexts</p> <p>PROBLEM SOLVING: Employing resources</p> <p>Demonstrates initiative and independence</p> <p>INITIATIVE: Maintaining a Growth Mindset</p> <p>INITIATIVE: Setting & Monitoring Goals</p> <p>INITIATIVE: Accepting & Responding to Feedback</p> <p>INITIATIVE: Meeting Quality Standards</p> <p>Demonstrates flexibility including the ability to learn, unlearn and relearn</p> <p>INITIATIVE: Accepting & Responding to Feedback</p> <p>Demonstrates reliability and concern for quality</p> <p>INITIATIVE: Meeting Quality Standards</p> <p>Uses interpersonal skills to learn and work with individuals from diverse backgrounds</p> <p>COLLABORATION: Working to a Team Goal</p>

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21st Century Essential Learning Targets

<p>Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one. (MLR – Creative, Practical Problem-solver; 4Cs – Collaboration & Creativity)</p>
<p>Performance Indicators 9-12</p>
<p>Observes and evaluates situations to define problems PROBLEM SOLVING: Deconstructing PROBLEM SOLVING: Reconstructing</p>
<p>Frames questions, makes predictions and designs data/information collection and analysis strategies CRITICAL THINKING: Ask questions CRITICAL THINKING: Observe and Collect Data CRITICAL THINKING: Seek explanations</p>
<p>Identifies patterns, trends, and relationships that apply to solutions CRITICAL THINKING: Seek explanations CRITICAL THINKING: Generalizing</p>
<p>Generates a variety of solutions, builds a case for a best response and critically evaluates the response CRITICAL THINKING: Ask questions CRITICAL THINKING: Analyzing arguments PROBLEM SOLVING: Deconstructing PROBLEM SOLVING: Reconstructing</p>
<p>Sees opportunities, finds resources, and seeks results PROBLEM SOLVING: Employing resources</p>
<p>Uses information and technology to solve problems PROBLEM SOLVING: Employing resources</p>
<p>Perseveres in challenging situations PROBLEM SOLVING: Persevering</p>

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21st Century Essential Learning Targets

<p>Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions. (MLR – Responsible and Involved Citizen)</p>
<p>Performance Indicators 9-12</p> <p>Participates positively in the community and designs creative solutions to meet human needs and wants</p> <p><i>COLLABORATION: Working to a Team Goal</i></p> <p><i>CREATIVITY & INNOVATION: Originality</i></p> <p><i>CREATIVITY & INNOVATION: Implementation</i></p> <p><i>GLOBAL AWARENESS: Contributes to global well-being</i></p> <p>Accepts responsibility for personal decisions and actions</p>
<p>Demonstrates ethical behavior and the moral courage to sustain it</p>
<p>Understands and respects diversity</p> <p><i>GLOBAL AWARENESS: Appreciates differences</i></p>
<p>Displays global awareness and economic and civic literacy</p> <p><i>GLOBAL AWARENESS: Contributes to global well-being</i></p> <p><i>(Social Studies ELTs)</i></p>
<p>Demonstrates awareness of personal and community health and wellness</p> <p><i>GLOBAL AWARENESS: Contributes to global well-being</i></p> <p><i>(Health ELTs)</i></p>

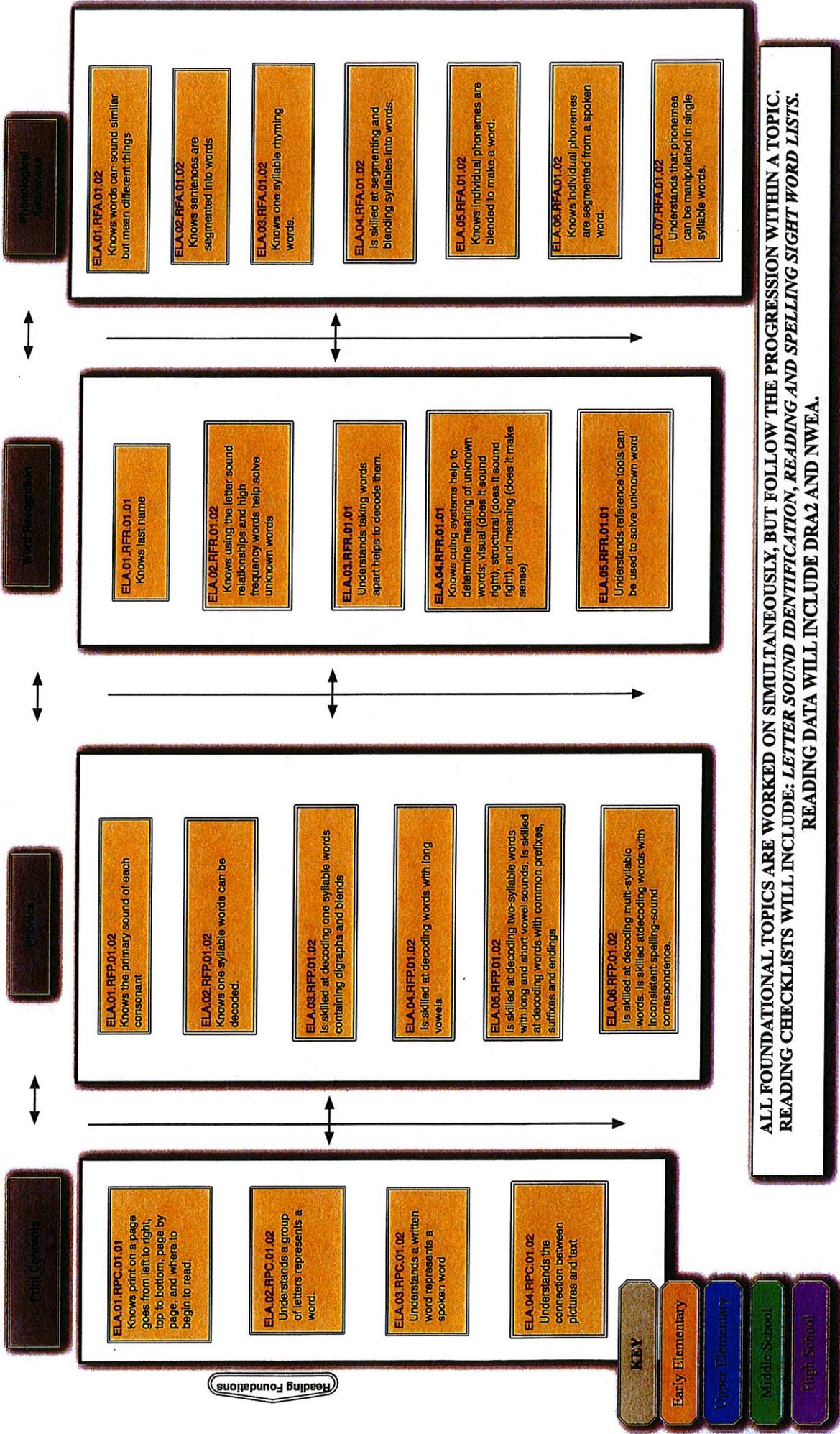
<p>Standard E. Is skilled at using complex reasoning processes to make meaning. (MLR – Integrative & Informed Thinker; 4Cs – Critical Thinker)</p>
<p>Performance Indicators 9-12</p> <p>Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology</p> <p><i>CRITICAL THINKING: Seek Connections</i></p> <p>Evaluates and synthesizes information from multiple sources</p> <p><i>CRITICAL THINKING: Seek Explanations</i></p> <p><i>CRITICAL THINKING: Generalizing</i></p> <p><i>CRITICAL THINKING: Analyzing Arguments</i></p> <p>Applies ideas across disciplines</p> <p><i>CRITICAL THINKING: Seek Connections</i></p> <p>Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes</p> <p><i>CRITICAL THINKING: Seek Connections</i></p>

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Evidence #5



ALL FOUNDATIONAL TOPICS ARE WORKED ON SIMULTANEOUSLY, BUT FOLLOW THE PROGRESSION WITHIN A TOPIC. READING CHECKLISTS WILL INCLUDE: LETTER SOUND IDENTIFICATION, READING AND SPELLING SIGHT WORD LISTS. READING DATA WILL INCLUDE DRA2 AND NWEA.

**Reading:
Elementary**

**Literature:
Character Development**

ELA.01.RLC.01.02
Understands the feelings and actions of characters in a text.
Understands characters are developed through what they think and say.

**Literature:
Plot Development**

ELA.01.RLP.01.02
Understands the connection between pictures and text

ELA.02.RLP.01.02
Understands key details and sequencing in a text.

ELA.03.RLP.01.02
Understands the text says explicitly using the text as a reference

**Literature:
Theme**

ELA.01.RLT.01.02
Understands stories have a central message

**Literature:
Narration**

ELA.01.RLV.01.02
Understands a narrator tells a story.

**Informational:
Authors Reasoning**

ELA.01.RIA.02.02
Understands that authors write for a purpose.

**Informational:
Central Idea**

ELA.01.RIC.01.02
Knows key details of text (e.g. who, what, where, when, why, how).

**Informational:
Text Structures & Features**

ELA.01.RIS.01.02
Understands the relationship between illustrations and text. Understands how images and diagrams contribute to and clarify a text.

**Language
Vocabulary**

ELA.01.LV.01.02
Understands the use of context clues to acquire meaning of new words.

**Language
Use of Language**

ELA.01.RLU.01.02
Understands word use is based on experiences

ELA.02.RLU.01.02
Understands how descriptive words and phrases in texts provide meaning

**Reading:
Upper
Elementary**

ELA:WP:RI:02:02
Understands characters can affect one another in a story.

ELA:WP:RI:01:02
Understands character traits are supported with evidence.

ELA:WP:RI:01:03
Understands the implicit meaning (draw inferences) from the plot.

Understands the central message, moral, or lesson in literature is supported by relevant details.

ELA:WP:RI:01:04
Understands the distinction between first and third person in narration.

**Literature:
Character**

**Literature:
Plot**

**Literature:
Theme**

**Literature:
Narration**

ELA:WP:RI:01:05
Understands similarities and differences in text structures between two or more texts.

ELA:WP:RI:01:06
Understands text structures are used to convey information.

ELA:WP:RI:01:07
Understands print and electronic text features are used to locate facts and information.

ELA:WP:RI:01:08
Understands an author uses reasons and evidence to support a specific viewpoint.

ELA:WP:RI:01:09
Understands the main idea of a text paragraph is supported by details.

ELA:WP:RI:01:10
Understands the use of individual words of compound words to predict the meaning of a new word. Understands a known prefix and/or suffix to determine the meaning of a new word.

Understands the use of dictionaries and glossaries to determine or clarify unknown words.

Understands the use of simile, metaphor, idiom and proverbs add meaning in text.

Understands how the use of homophones and homographs impact the meaning of text.

Understands the use of synonyms and antonyms to add meaning to text.

**Informational:
Text Structures &
Features**

**Informational:
Authors Reasoning**

**Informational:
Central Idea**

**Language
Vocabulary**

**Language
Use of Language**

**Reading:
Middle
School**

Literature:
Character

ELA.04.RLC.01.02
Understands how and why characters change over the course of the story.

ELA.05.RLC.01.02
Understands characters develop through internal and external conflicts.

Literature:
Plot

ELA.05.RLP.01.02
Understands the types of conflict

ELA.06.RLP.01.02
Understands the author uses conflict to drive the plot. Understands plot is shaped by various devices.

Literature:
Theme

ELA.03.RLT.01.02
Understands the relationship between theme and characters, setting, and plot.

ELA.04.RLT.01.02
Understands common themes exist in literature across genres.

Informational:
Central Idea

ELA.03.RIC.01.02
Understands the relationship among paragraphs in a multi-paragraph text.

ELA.03.RIA.02.02
Understands differences between multiple accounts of the same event and/or subject.

Informational:
Text Structures &
Features

ELA.05.RIS.01.02
Understands charts, diagrams, line lines, animations or interactive elements, contributes to understanding the text.

Reading:
Informational:
Rhetorical Modes

ELA.01.RIR.01.02
Understands rhetoric advances point of view and purpose for a specific audience.

Language
Vocabulary

ELA.05.LV.01.02
Understands words can have multiple meanings

ELA.06.LV.01.02
Understands the use of Greek and Latin affixes, roots and root words to determine word meaning

Language
Use of Language

ELA.06.RLU.01.02
Understands personification contributes to meaning and creates tone and mood

Cluster A

Literature: Character

ELA.06.RL.C.01.02
Understands the purpose of protagonists and antagonists, including archetypal characters.

Literature: Narration

ELA.03.RL.V.01.02
Understands the impact of limited and omniscient narration.

Reading-Informational: Rhetorical Modes

ELA.02.RIR.01.02
Understands argumentation, advances a point of view, and purpose for a specific audience.

Language- Conventions: Punctuation

ELA.08.LCP.01.02
Understands the rules for using devices that indicate pause

Language-Conventions: Sentences, Conjunctions, Phrases

ELA.05.LCS.01.01
Understands the functions of phrases and clauses in sentences.

ELA.07.WTN.01.02
Is skilled at using transitional language to convey sequence and signal shifts in time or setting.

Writing: Narratives

ELA.09.WTN.01.02
Is skilled at providing a conclusion that reflects experience, observation, or resolution

Writing Informative/ Explanatory

ELA.08.WTI.01.02
Is skilled at establishing and maintaining a formal style for specific audiences.

Accessing Information

ELA.09.RAC.01.01
Understands advanced research includes conducting an advanced search, using multiple print and online sources, adjusting strategies as appropriate, citing information and creating a properly formatted bibliography.

ELA.03.TSF.01.01
Understands sentences need varied transitions and connections to enhance rhythm, flow, and cadence.

Traits of Writing: Sentence Fluency

ELA.07.LCS.01.01
Understands the function of a modifier

ELA.06.WTN.01.02
Is skilled at establishing a point of view using the narrator or character in the story.

ELA.10.WTN.01.02
Is skilled at establishing perspective by creating a smooth progression of ideas and establishing a particular tone and mood.

Revision and Editing Targets will be applied across writing

Cluster B

Literature: Plot

ELA.07.RLP.01.02
Understands the author uses flashback and foreshadowing to impact the plot.

Literature: Character

ELA.07.RL.C.01.02
Understands complex characters develop, influence one another, advance the plot and develop the theme of the text.
Understands various and complex characters in literature, especially from other cultures and other eras, influence beliefs, values and prejudices.

Language Use of Language

ELA.07.RLU.01.02
Understands allusion and analogy provide meaning and contribute to tone and mood.

Informational: Authors Reasoning

ELA.04.RIA.01.02
Understands the difference between sound/unsound reasoning and relevant/irrelevant evidence used to support an argument.

Informational: Text Structures & Features

ELA.06.RIS.01.02
Understands the advantages and disadvantages of using different mediums for a variety of audiences and purposes.

Writing: Opinion

ELA.06.WTO.01.02
Is skilled at using varied transitions, linking major sections of a text, connecting relationships and creating cohesion in a piece of writing.

ELA.07.WTO.01.02
Is skilled at analyzing claims and counterclaims using reasoning and evidence.

Accessing Information

ELA.09.RAC.01.01
Understands advanced research includes conducting an advanced search, using multiple print and online sources, adjusting strategies as appropriate, citing information and creating a properly formatted bibliography.

Cluster C

Literature: Plot
 ELA.08.RL.P.01.02 Understands subplots interact in a text.
 Understands parallel plots interact in a text.

Literature: Theme
 ELA.05.RL.T.01.02 Understands multiple themes can interact and build upon one another in a text and/or artistic media

Language Use of Language
 ELA.08.RLU.01.02 Understands verbal irony and puns contribute to meaning and create tone and mood.
 ELA.08.RLU.01.02 Understands euphemism and oxymoron contribute to meaning and create tone and mood.

Narration
 ELA.04.RL.V.01.02 Understands when a narrator is unreliable and how it affects the point of view.

Informational: Central Idea
 ELA.04.RIC.01.02 Understands the development of central idea through multiple main ideas in a text.

Informational: Authors Reasoning
 ELA.05.RIA.01.02 Understands an author critiques arguments on the same topic.
 Understands why an author may present one or more points of view or lines of reasoning for a specific audience and purpose.

Writing Informative/Explanatory
 ELA.09.WT.01.02 Is skilled at developing a conclusion to support a thesis statement.
 ELA.10.WT.01.02 Is skilled at linking complex ideas and information within and across paragraphs using varied transitions to clarify the relationship among ideas.

Language: Conventions: Sentences, Conjunctions, Phrases
 ELA.06.LCS.01.01 Understands the purpose and function of parallel structure.

Accessing Information
 ELA.06.RAC.01.01 Understands advanced research including conducting an advanced search, using multiple print and online sources, adjusting strategies as appropriate, citing information and creating a properly formatted bibliography.

Cluster D

Literature: Theme
 ELA.08.RL.T.01.02 Understands the relationship among themes in multiple texts and/or artistic media. Understands modern fiction reflects or transforms themes from myths, traditional stories, classical literature or religious work.

Language Use of Language
 ELA.11.RLU.01.02 Understands complex symbolism, paradox, personification and allegory provide meaning which contributes to tone and mood.
 ELA.10.RLU.01.02 Understands hyperbole and paradox contribute to meaning and create tone and mood.

Informational: Text Structures & Features
 ELA.07.RIS.01.02 Understands author's choice of structure affects the reader and impacts understanding.

Informational: Central Idea
 ELA.05.RIC.01.02 Understands a central idea may be developed through multiple texts with multiple main ideas.

Informational: Authors Reasoning
 ELA.06.RIA.01.02 Understands an author may use fallacious reasoning to influence an audience.
 Understands an author acknowledges and responds to conflicting evidence and viewpoints.

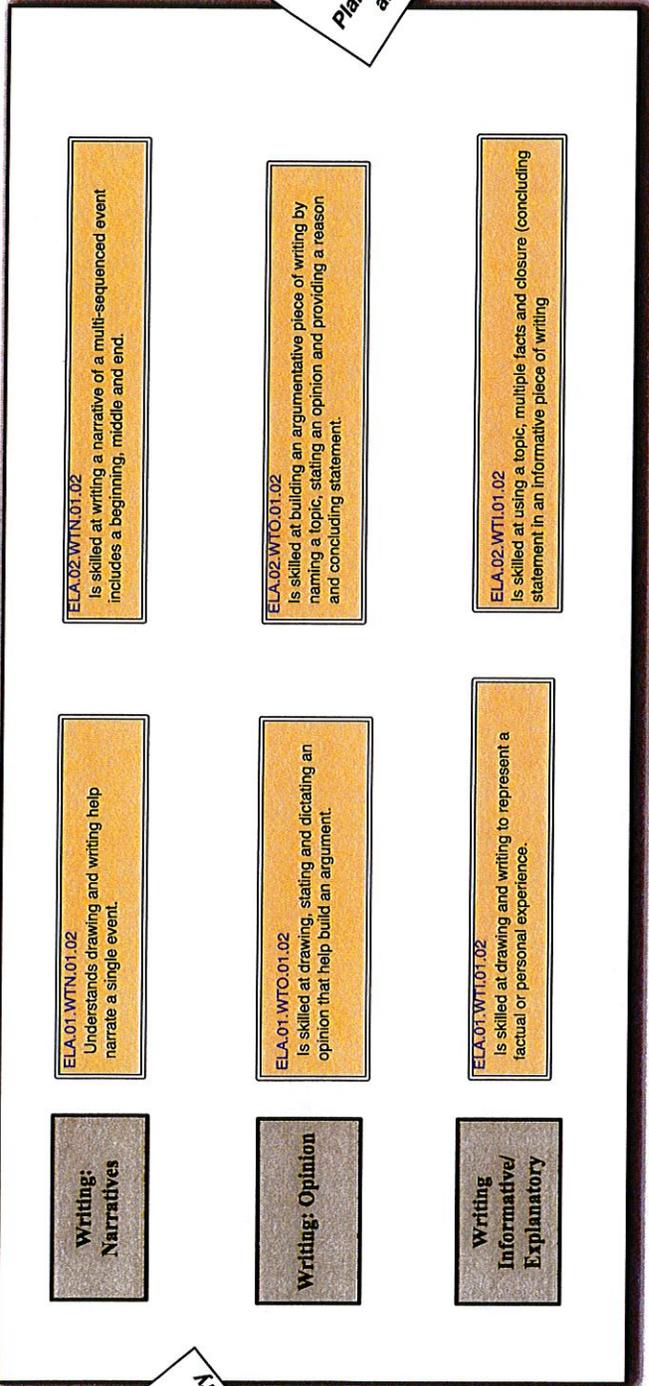
Writing: Opinion
 ELA.08.WT.O.01.02 Is skilled at anticipating and addressing the audience's point of view to enhance a piece of writing.

Accessing Information
 ELA.08.RAC.01.01 Understands advanced research includes conducting an advanced search, using multiple print and online sources, adjusting strategies as appropriate, citing information and creating a properly formatted bibliography.

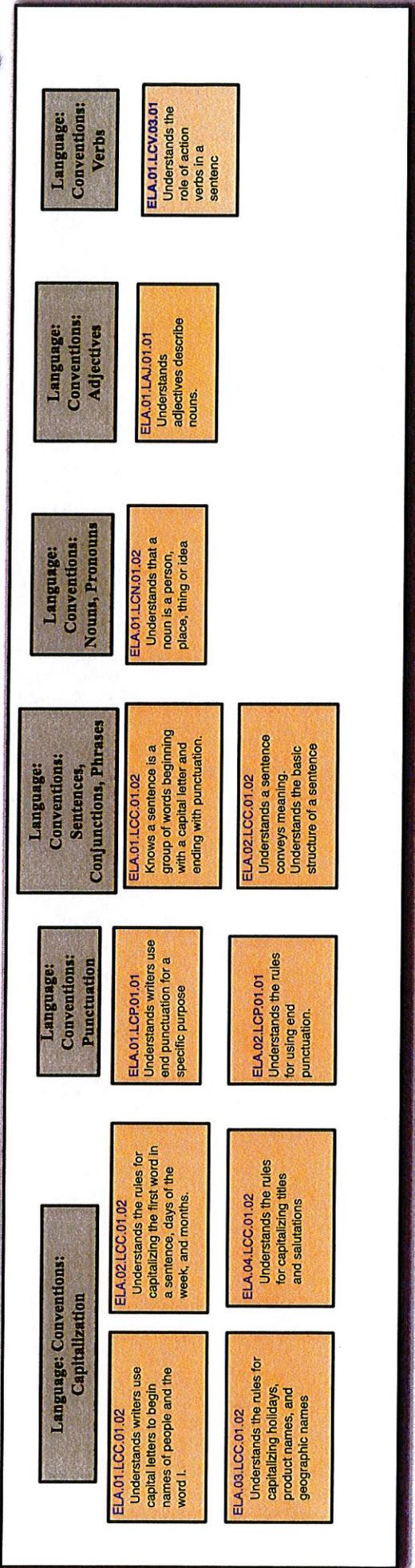
Analyzing Information
 ELA.03.RAN.01.01 Understands maintaining the flow of ideas in a text depends on integrating information selectively from multiple sources.

Writing Informative/Explanatory
 ELA.11.WT.01.02 Is skilled at developing connections and distinctions while maintaining a clear and objective tone by introducing a complex thesis and organizing complex ideas, concepts and information.

Writing: Early Elementary



Conventions are integrated into the teaching of Planning and Drafting Will also be integrated and an ongoing part of the writing instruction



**Writing:
Upper:
Elementary**

Writing:
Narratives

Is skilled at writing a narrative of a sequence of events including a beginning, middle and end.

Writing: Opinion

Is skilled at using linking words/phrases and multiple reasons to help develop an opinion.

Writing:
Informative/Explanatory

Is skilled at using facts and definitions to develop a point in informative writing.

Traits of Writing:
Sentence Fluency

Understands sentences work together to produce rhythm and flow.

Traits of Writing:
Word Choice

Understands word choice clarifies meaning.

Traits of Writing:
Voice

Understands voice enhances writing.

Is skilled at writing a narrative including a description of actions, thoughts or feeling of characters.

Is skilled at using supporting evidence to state an argument or opinion.

Is skilled at grouping related information, using linking words and phrases and/or including illustrations to enhance an informative piece of writing.

Understands word choice varies with different audiences and purposes.

Understands voice changes for different audiences or purposes.

Conventions are integrated into the teaching of writing Planning and Drafting, Revising and Editing, will also be integrated and an ongoing part of the writing instruction

Language-
Conventions:
Punctuation

Understands the rules for using commas in dates, greetings and lists of letters, addresses and to separate words in a series.

Understands the rules for using apostrophes to form contractions and frequently occurring possessives.

Language-Conventions:
Sentences, Conjunctions, Phrases

Understands the purpose of each of the four types of sentences.

Understands the differences between simple and compound sentences. Understands agreement.

Understands the function of a preposition and prepositional phrase in a sentence.

Language-
Conventions: Verbs

Understands the rules for forming regular and irregular past-tense verbs.

Knows the role of modal auxiliaries/helping verbs.

Language-
Conventions: Nouns, Pronouns

Understands the function of a noun in a sentence. Understands the rules for using common, proper and possessive nouns.

Language-
Conventions-Adjectives

Understands various purposes of adjectives.

Understands the role of comparative and superlative adjectives.

Language-
Conventions-Adverbs

Understands adverbs tell when, where, why or how something happens.

Understands various purposes of adverbs.

**Writing:
Middle
School**

**Writing:
Narratives**

ELA.05.W.N.01.02
Understands the use of sensory details and dialogue to convey experiences and events.

ELA.06.W.N.01.02
is skilled at establishing a context and introducing a narrative and character(s) to engage and orient the reader.

**Writing:
Opinion**

ELA.05.W.O.01.02
is skilled at providing claims with relevant evidence to help structure an argument.

**Writing:
Informative/
Explanatory**

ELA.05.W.I.01.02
is skilled at using quotations and domain specific vocabulary to enhance a piece of writing.

ELA.06.W.I.01.02
is skilled at using formatting and/or multimedia to aid in comprehension.

ELA.07.W.I.01.02
is skilled at using transitions to help clarify relationships among ideas and concepts.

**Research:
Analyzing Information**

ELA.01.R.A.N.01
Understands bias, currency, and author's qualifications are used to assess the credibility and relevance of a source.

ELA.02.R.A.N.01.01
Knows the accuracy and relevance of information is enhanced by using multiple sources.

**Accessing
Information**

ELA.04.R.A.C.01.01
Understands quoting and paraphrasing the data and conclusions of others is possible without plagiarizing

ELA.04.R.A.C.01.01
Understands when quoting or paraphrasing information from another source one must follow a standard format to cite the sources.

**Writing Process:
Revising & Editing**

ELA.01.W.R.E.01.01
Understands clarity of ideas and organization can be revised to improve writing.

ELA.03.W.R.E.01.01
Understands sentence fluency can be revised to enhance writing.

ELA.04.W.R.E.01.01
Understands voice can be revised to enhance writing

ELA.05.W.R.E.01.01
Understands that language conventions clarify writing

ELA.06.W.R.E.01.01
Understands editing for punctuation and capitalization enhances writing

**Traits of Writing:
Sentence Fluency**

ELA.02.TSF.01.01
Understands sentences are constructed in ways to engage the reader

**Traits of Writing:
Word Choice**

ELA.03.TWC.01.01
Understands figurative language enhances meaning beyond the literal meaning of words.

**Language-
Conventions:
Capitalization**

ELA.05.LCC.01.02
Understands the rules for capitalizing dialogue, key information, names of specialized functions and abbreviations.

**Language-
Conventions:
Punctuation**

ELA.05.LCP.01.02
Understands the rules for using commas in a sentence

ELA.06.LCP.01.02
Understands the rules for using commas and quotation marks in dialogue.

ELA.07.LCP.01.02
Understands the rules for using colons and semi-colons

**Language-
Conventions:
Pronouns**

ELA.03.LCN.01.02
Knows the rules for using personal, possessive, and indefinite pronouns.

ELA.04.LCN.01.02
Knows the rules for using collective and irregular plural nouns

**Language-
Conventions:
Adverbs**

ELA.03.LAV.01.02
Understands the usage/role of comparative and superlative adverbs

**Language-
Conventions:
Verbs**

ELA.04.LCV.01.02
Understands the rules for subject-verb agreement.

ELA.05.LCV.01.02
Understands verb tense conveys various times, states, and conditions.

**Language
Use of Language**

ELA.06.RLU.01.02
Understands personification contributes to meaning and creates tone and mood

**Conventions are integrated into the teaching of writing
Revising and Editing will also be an integrated and ongoing part of the writing instruction**

Cluster A
Elementary
Math

Counting & Cardinality

MA.01.NSC.01.02
Understands the relationship between numbers and quantities.
Understands the number of objects is the same regardless of arrangement or order in which they are counted.
(CC.K.CC)

MA.02.NSC.01.02
Understands each successive number name refers to a quantity that is one larger.
Knows how to count forward beginning from a given number.
(CC.K.CC)

Algebra - Foundational Algebra

MA.01.AFA.01.02
Understands patterns. (Early Childhood Guidelines)

Fractions - Decimals - Percents

MA.01.NSF.01.02
Understands that a whole is made up of parts (Early Childhood Guidelines)

Statistics and Probability: Data Analysis

MA.01.SDA.01.02
Understands information gathered from immediate surroundings can be represented in a variety of ways (Early Childhood Guidelines)

MA.02.SDA.01.02
Understands a simple set of data can be organized and represented in a variety of ways (CC.1.MD)

Measurement: Money

MA.01.MMO.01.01
Understands the value of a collection of like coins (Early Childhood Guidelines)

Measurement: Time

MA.01.MTL.01.01
Understands the concept of time and sequence (Early Childhood Guidelines)

Foundations: Number Identification

MA.01.NL.01.01
Knows numbers 0-20.

Checklist in 3 & 4

Early Elementary

Upper Elementary

Middle School

High School

Counting & Cardinality

MA.03.NSC.01.02
Understands greater than, less than, or equal to for objects using terms and symbols (<, >, =)
(CC.1.NBT)

Place Value

MA.01.NSP.01.01
Understands the concept of place value for numbers 11 to 19
(CC.K.NBT)

MA.02.NSP.01.01
Understands what the digits of a two digit number (20-99) represent (amounts of tens and ones)
(CC.1.NBT)

Addition and Subtraction Facts

MA.01.ASF.01.01
Knows addition and subtraction facts 0-5.

MA.02.ASF.01.01
Knows sum of two one-digit numbers.

Addition/Subtraction

MA.01.OAS.01.02
Understands addition and subtraction can be represented by using objects, fingers, mental images, drawings, sounds, and equations
(CC.K.OA)

MA.02.OAS.01.02
Understands that numbers to 10 can be decomposed into pairs more than one way and recorded using a drawing or equation
(CC.K.OA)

MA.03.OAS.01.02
Understands addition as putting together and adding to numbers within 20
Understands subtraction as taking apart and taking from numbers within 20
Understands addition and subtraction can be represented in an equation form.
(CC.1.OA)

Geometry - 2D & 3D Properties & Attributes

MA.01.GAP.01.01
Understands the concepts of directionality and location of objects
(CC.K.G)

MA.02.GAP.01.01
Understands defining attributes of the following shapes: triangle, quadrilateral, pentagon, hexagon, trapezoid, rectangle, square, rhombus
(CC.1.G)

Measurement: Tools of Measurement

MA.01.MME.01.01
Understands "more", "less" when comparing objects
Is skilled at sorting, classifying, and categorizing objects using length and width.
Understands objects can be categorized by comparing their lengths and widths
(CC.K.MD)

Measurement: Time

MA.02.MTL.01.01
Understands time is measured in hour and half hour intervals using an analog clock
(CC.1.MD)

Counting & Cardinality

MA.04.NSC.01.02
Knows skip counting by 2s
(CC.2.OA)

MA.05.NSC.01.02
Knows the difference between even and odd numbers
(CC.2.OA)

Place Value

MA.03.NSP.01.01
Understands that the three digits of a three-digit number represent amount of hundreds, tens, and ones
(CC.2.NBT)

Statistics and Probability: Data Analysis

MA.03.SDA.01.02
Understands data can be represented and interpreted using a line plot (dot plot) using whole units and picture graphs and bar graphs
(CC.2.MD)

Addition/Subtraction

MA.04.OAS.02.02
Understands the commutative, identity and associative properties of addition
(CC.1.OA)

Measurement: Tools of Measurement

MA.02.MME.01.01
Understands that length and distance can be measured using an appropriate measurement tool
(CC.2.MD)

Measurement: Money

MA.02.MMO.01.02
Understands the value of a collection of coins.
(CC.2.MD)

MA.03.MME.01.01
Understands the rules for estimating, measuring and expressing the length of an object to the nearest inch and centimeter.
(CC.2.MD)

**Cluster B
Elementary Math**

Addition/Subtraction

MA.05.OAS.02.02
Is skilled at adding and subtracting one digit with two digit and two digit with two digit numbers (CC.2.OA)

MA.06.OAS.02.02
Understands how to solve word problems using addition and subtraction of whole numbers (CC.2.OA)

Multiplication/Division

MA.01.OMD.02.02
Understands the relationship between multiplication and addition
Understands various ways to represent multiplication (CC.2.OA)

Measurement - Time

MA.03.MTL01.02
Understands time can be measured to the nearest quarter hour on an analog and digital clock

Measurement - Money

MA.03.MMO.01.02
Understands the rules for exchanging coins and bills (CC.2.MD)

MA.04.MMO.01.02
Is skilled at converting coins and bills (CC.2.MD)

Measurement - Tools of Measurement

Is skilled at measuring to the half-inch and quarter inch (CC.3.MD)

Geometry - 2D & 3D Properties & Attributes

MA.03.GAP.01.02
Understands the symmetry in shapes or figures (CC.3.G)

MA.04.3AP.01.02
Understands that shapes in different categories may share attributes and that the shared attributes can define a larger category (e.g. quadrilaterals) (CC.3.G)

Fractions-Decimals-Percents

Understands that a circle or rectangle can be divided into equal parts
Understands that each of the equal parts represents a fraction of the whole
Quantity formed by one part when the whole figure is divided up into equal parts (CC.3.NF)

Statistics and Probability: Data Analysis

Understands scale in a picture graph and bar graph
Effects how the data is represented and interpreted (CC.3.MD)

This is a check-off in Educate

Multiplication/Division Facts

MA.01.MD.02.01.01
Knows multiplication facts 0-5

MA.01.MD.02.01.01
Knows multiplication facts 0-9

Multiplication/Division

MA.02.OMD.01.02
Understands the Commutative, Associative, Identity Property of Zero, and Distributive Properties (CC.3.OA)

MA.03.OMD.01.02
Is skilled at multiplying a multi-digit number by a one-digit number and multiply two by two-digit numbers (CC.3.NBT)

Place Value

MA.04.NSP.01.01
Understands the rules for rounding whole numbers using place value (CC.3.NBT)

Algebra - Foundational Algebra

MA.05.EA.01.01
Understands how to generate a sequence given a rule (CC.4.OA)

Fractions-Decimals-Percents

MA.03.NF.01.02
Understands two fractions are equivalent (equal) if they are the same size or the same point on a number line (CC.3.NF)

MA.04.NF.01.01
Understands the rules for adding and subtracting fractions with like denominators and simplifying the results (CC.4.NF)

MA.05.NF.01.02
Understands the rules for ordering and comparing fractions with like and unlike denominators (CC.4.NF)

Measurement - Time

MA.04.MTL.01.02
Is skilled at telling time to the nearest 5 minutes using a.m. and p.m. on an analog and digital clock (CC.2.MD)

MA.04.MTL.01.01
Is skilled at telling time to the nearest minute using a.m. and p.m. on an analog and digital clock (CC.3.MD)

MA.05.MTL.01.01
Is skilled at calculating elapsed time (CC.3.MD)

Geometry - Measurement

MA.03.GAP.01.01
Is skilled at finding the perimeter of a polygon (CC.3.MD)

MA.04.GAP.01.01
Is skilled at finding area by counting unit squares
Is skilled at finding area of a polygon with all right angles by decomposing them into non overlapping rectangles (CC.3.MD)

Multiplication/Division

MA.3.OA.8.1
Understands that a whole number is a multiple of each of its factors.
Understands the relationship between multiplication and division.
(CC.3.OA)

MA.3.OA.8.2
Is skilled at dividing a 4-digit dividend by a one-digit divisor with remainders.
(CC.3.NBT)

MA.3.OA.8.3
Is skilled at dividing up to a four-digit dividend by a two-digit divisor.
(CC.3.NBT)

MA.3.OA.8.4
Is skilled at solving multiplication and division word problems.
(CC.3.OA)

Geometry: Measurement

MA.3.GE.1.1
Is skilled at using perimeter and area formulas for rectangles in real world mathematical problems.
(CC.3.MD)

Algebra - Foundational Algebra

MA.3.EE.1.1
Understands basic order of operations for addition, subtraction, multiplication, and division.
(CC.3.OA)

MA.3.EE.1.2
Understands how to use parentheses, brackets, or braces to evaluate numerical expressions.
(CC.3.OA)

Fractions-Decimals-Percents

MA.3.NF.1.1
Understands decimal notation for fractions with a denominator of 10, 100, 1000. Understand the relationship between tenths and hundredths place in fractions and decimals.
(CC.4.NF)

MA.3.NF.1.2
Is skilled at addition and subtraction of decimals up to thousandths place.
(CC.4.NF)

MA.3.NF.1.3
Is skilled at addition and subtraction of fractions with unlike denominators and simplifying the results.
(CC.5.NF)

Place Value

MA.3.NB.1.1
Understands the place value system: that a digit in one place represents 10 times as much as the digit in the place to its right represents.
(CC.4.NBT)

MA.3.NB.1.2
Understands the place value system: that a digit in one place represents 1/10 of what it represents in the place to its left.
(CC.5.NBT)

MA.3.NB.1.3
Understands the concept of rounding decimals to any place using place value.
(CC.5.NBT)

Geometry - 2D & 3D Properties & Attributes

MA.3.GE.2.1
Understands the different attributes of triangles.
(CC.4.G)

MA.3.GE.2.2
Understands the similarities and differences among angles and lines of shapes.
Understands how to compose a geometric shape with given conditions.
(CC.4.G)

MA.3.GE.2.3
Understands the similarities and differences between or among two-dimensional and three-dimensional shapes.
(CC.4.G)

Geometry: Measurement

MA.3.GE.3.1
Is skilled at finding volume using unit cubes.
Is skilled at using the formula for finding the volume of a right rectangular prism with whole-number edge lengths.
(CC.5.MD)

MA.3.GE.3.2
Is skilled at measuring angles with a protractor.
Is skilled at drawing angles using a protractor.
(CC.4.MD)

Geometry - Coordinate System

MA.3.GE.4.1
Knows the first number in an ordered pair indicates how far to travel from the origin in the direction of the horizontal axis, and the second number indicates how far to travel in the direction of the vertical axis.
(CC.5.G)

MA.3.GE.4.2
Understands how to plot a point in any quadrant.
(CC.6.NS)

MA.3.GE.4.3
Is skilled drawing polygons in the coordinate plane given coordinates for the vertices.
Understands how to use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.
(CC.6.G)

Measurement: Tools of Measurement

MA.3.MD.1.1
Is skilled at measuring liquid volume and weight.
Understands when to use the appropriate measurement tool for liquid volume or weight.
Is skilled at measuring liquid volume and weight.
(CC.5.MD)

Algebra - Foundational Algebra

MA.05.AEA.01.01
Understand how to use exponents to evaluate numerical expressions

Fractions-Decimal-Percents

MA.07.NSF.01.02
Is skilled at addition and subtraction of decimals up to thousandths place.

MA.06.NSF.01.02
Is skilled at addition and subtraction of fractions with unlike denominators and simplifying the results.

MA.05.NSF.01.02
Is skilled at addition and subtraction of mixed numbers is skilled at renaming fractions to simplest form.

MA.10.NSF.01.02
Is skilled at multiplying fractions and whole numbers.

MA.11.NSF.01.02
Is skilled at dividing fractions by a fraction and fraction by a whole numbers.

MA.12.NSF.01.02
Is skilled at multiplication and division of decimals to hundredths place.

MA.13.NSF.01.02
Is skilled at finding the percent of a quantity.

Statistics and Probability: Data Analysis

MA.06.SDA.02.02
Understands data can be represented and interpreted using pie charts (circle graphs).

MA.06.SDA.03.02
Understands data can be represented and interpreted using a line graph (lineplot).

MA.07.SDA.01.02
Understands data can be represented and interpreted using stemplots.

MA.08.SDA.01.02
Understands data can be represented and interpreted using boxplots.

MA.09.SDA.01.02
Understands data can be represented and interpreted using histograms.

MA.10.SDA.01.02
Is skilled at summarizing numerical data sets by using quantitative measures including median, mean, inter-quartile range.

Number & Quantity

MA.01.NCN.01.02
Understands the order of integers on a number line

MA.02.NCN.01.02
Is skilled at adding and subtracting integers using a number line

MA.03.NCN.01.02
Is skilled at multiplying and dividing integers

MA.04.NCN.01.02
Is skilled at adding, subtracting, multiplying and dividing rational numbers

Algebra - Expressions, Equations & Inequalities

MA.01.AEE.01.02
Understands written expressions can be written as a numeric expression or equation.

MA.02.AEE.01.02
Is skilled at solving an equation as a process of substitution that makes the statement true

MA.03.AEE.03.02
Understands the solution to an inequality results in an infinite set of answers as plotted on a number line

MA.04.AEE.01.02
Is skilled at solving one step equations using integers. Is skilled at solving one-step inequalities using integers.

Fractions-Decimal-Percents

MA.14.NSF.01.01
Is skilled at using proportional relationships to solve problems.

Geometry - Measurement

MA.06.GME.01.02
Is skilled at finding area of triangles, parallelograms, trapezoids and polygons

MA.07.GME.02.01
Is skilled at finding area and circumference of circles

MA.08.GME.01.01
Understands reproducing a scale drawing at a different scale of a geometric shape or drawing

MA.09.GME.01.01
Is skilled at finding surface area of triangular and rectangular prisms, cylinders, triangular and rectangular pyramids

Statistics and Probability: Probability

MA.01.SPP.01.02
Understands the chance of an outcome of a simple event

MA.02.SPP.01.02
Is skilled at finding probabilities of compound events using organized lists, tables, tree diagrams

Algebra - Expressions, Equations & Inequalities

MA.05.AEE.01.02
Is skilled at solving one step equations using rational numbers Is skilled at solving one-step inequalities using rational numbers.

MA.05.AEE.01.03
Is skilled at adding, subtracting, factoring (numbers), & expanding (distributive property) linear expressions with rational coefficients using the properties of operations. (i.e. commutative, associative, etc.)

Number & Quantity

MA.05.NCN.01.02
Understand the rules of exponents (i.e. power of product, product of a power). Understand the relationship between multiplication and positive exponents. Understand the relationship between multiplication and negative exponents.

MA.06.NCN.01.02
Is skilled at basic operations using scientific notation

MA.07.NCN.01.02
Understands the relationship between rational and irrational numbers

Algebra - Building Functions

MA.07.FBS.01.02
Understand the relationship between independent and dependent variables as representative of real-life situations. Understand the connection between the independent and dependent variables within equations.

Algebra - Interpreting Functions

MA.01.AIFS.02.02
Understand that a function is a rule that assigns to each input (domain) exactly one output (range). Understand the concepts behind rate of change, average rate of change, and initial value for a linear function with regards to the given situation it models.

Geometry - 2D & 3D Properties & Attributes

MA.08.GAP.01.02
Understands supplementary, complementary, vertical, and adjacent angles. Understand angle relationships: parallel lines cut by a transversal, angle sum and exterior angles of a triangle.

MA.09.GAP.01.01
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations.

MA.10.GAP.01.02
Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, and dilations.

Measurement Tools of Measurement

MA.05.MME.01.02
Is skilled at measuring liquid volume and weight. Understands when to use the appropriate measurement tool for liquid volume or weight.

MA.06.MME.01.02
Understands the rules for converting measurement units within the same system.

MA.07.MME.01.02
Is skilled at solving multi-step word problems requiring conversions of measurement.

Algebra 1A & B

MA.07.AEE.01.02
Understands the process for solving multi-step equations and inequalities (using algebraic properties).

MA.02.AIF.01.02
Understands a function can be represented algebraically, graphically, numerically or by verbal description.

MA.11.SDA.01.01
Understands data from a random sample can help draw generalizations about a population.

MA.04.AIF.01.02
Understands the functional relationship between two quantities in a graph.

MA.05.AIF.01.01
Is skilled at constructing and interpreting scatterplots between two sets of linked data.

MA.04.AIF.01.02
Understand the functional relationship between two linear functions with same representations.

MA.06.AEE.01.02
Is skilled at solving systems of two linear equations through substitution or cancellation (elimination) with one solution, no solution or infinitely many solutions.

MA.05.AEE.01.01
Is skilled at solving systems of two inequalities through graphing with one solution, no solution or infinitely many solutions.

MA.10.AEE.01.01
Is skilled at performing operations on polynomials (add, subtract, multiply).

MA.03.SPP.01.02
Understands the rules for compounding probabilities.

MA.04.SPP.02.02
Understands when two events A and B are independent.

Geometry

MA.04.GCS.01.02
Understands using coordinates to find perimeter of polygons and areas of triangles and rectangles.

MA.11.AEE.01.02
Is skilled at solving problems applying the properties of triangles and quadrilaterals (i.e. sums of angles).

MA.12.GAP.01.02
Understands using two-step reasoning to prove triangles, lines & parallelograms.

MA.13.GAP.01.02
Is skilled at using trigonometric ratios, ratios for special right triangles, and the Pythagorean Theorem to solve right triangles in applied problems.

MA.10.GME.01.02
Is skilled at finding volume of cones, cylinders, spheres, prisms, and pyramids.

MA.11.GME.01.02
Is skilled at finding surface area of cones, cylinders, spheres, prisms, and pyramids.

MA.14.GAP.01.01
Understands the relationship between inscribed angles, radii, chords, arc lengths and sectors of circles.

Algebra 2A & B

MA.08.NCN.01.02
Understands the properties of rational exponents.

MA.11.AEE.01.02
Is skilled at constructing a quadratic equation and using it to solve (through factoring, quadratic formula, and technology).

MA.09.NCN.01.02
Understands there is a number system beyond the real number system. Understand what an imaginary number is.

MA.08.AIF.02.02
Understand function notation and the domain of a function.

MA.07.AIF.01.02
Understand key features of graphs and tables in a functional relationship between two quantities.

MA.08.AIF.01.02
Understand the relationship between the equations and the graphs of linear, and absolute value functions.

MA.09.AIF.01.02
Understand the relationship between the equations and the graphs of quadratic and square root functions.

MA.10.AIF.01.02
Understand the relationship between the equations and the graphs of exponential growth and decay functions.

MA.02.ABS.01.01
Understand that new functions can be created from existing functions.

MA.12.SDA.01.01
Understands how to use statistics to represent a distribution of data. Understands the mean and standard deviation of a data set is a normal distribution and can estimate population percentages.

Steering Advisory Committee

Chairman, Jim Randall, jrandall@calaissschools.org

1 City Council Member – Marcia Rogers, Marcia.a.rogers@roadrunner.com

1 City Department Member – Robert Seelye, pwdirector@Calaismaine.org

1 School Board Member – Bob Greenlaw, gaylewinds63@hotmail.com

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Calais Middle/High School – Tina Erskine, terskine@wccc.me.edu

CTE – Connie Coleman, cjcoleman18@yahoo.com

CDT –1 Chamber of Commerce – Ian Pratt, ianpratt@prattcars.com

1 Teacher from: Calais Elementary – Patty Look, plook@calaissschools.org

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