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

Resubmitted February 11, 2015

Superintendents Region

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

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

3. **School Administrative Unit: Ellsworth School Department**
4. **High School(s): Ellsworth High School**
5. **Name and title of person completing the extension request:**
   Daniel A. Higgins, Superintendent of Schools
   Rachel Kohrman-Ramos
   Nicole Chan, Dean of Instruction
   Input provided by
6. **Superintendent's name, address, phone number and email:**
   Daniel A. Higgins, Superintendent of Schools
   66 Main Street, Suite 201
   Ellsworth, Maine 04605
   (207) 664-7100
   dhiggins@ellsworthschools.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**

Ellsworth High School has been laying the foundation of a proficiency based education system since the fall of 2011, beginning with the implementation of the Federal School Improvement Grant focused on transformational change and rapid improvement within teaching and learning. Beginning with the Freshman Academy in the 2011/2012 and 2012/2013 school years, and reaching deep and wide through the entire staff in the 2013/2014 school year, EHS has readied itself [down to the minor details] to complete a full pilot starting in the 2014/2015 school year

with all Class of 2018 students in each subject area of the Maine Learning Results as well as the Maine Guiding Principles. After the 2014/2015 pilot, EHS review and revise procedures and policies in order to officially award diplomas to the class of 2019 based on proficiencies of the MLR's and the Maine Guiding Principles. Achievement and tracking of these proficiencies will begin with the Class of 2019's entrance into EHS in the 2015/2016 academic school year.

Within the 2011/2012, 2012/2013, and 2013/2014 academic years, there were multiple preparatory steps the Regional School Unit as well as the Ellsworth-Elementary Middle School took to move and prepare towards proficiency. Regarding diploma readiness, Ellsworth High School moved forward at an extremely rapid pace. These, in turn, are the implementation steps that EHS has accomplished in order to engage in a proficiency based pilot beginning in 2014/2015 for the class of 2018:

Academic Year/Implementation Steps:	Outcomes:
2011-2012: • Freshman Academy book study of Rick Wormelli's *Fair is Not Always Equal* • Year long PLC format protocoled conversations within the Freshman Academy	• Preparation for, and transition into the philosophy shift of a proficiency based education system.
2012-2013: • Freshman Academy focus on "rigor" within curriculum, instruction, and assessment • Year long PLC format protocoled conversations within the Freshman Academy	• Preparation for, and transition into the philosophy shift of a proficiency based education system.
2013-2014: • September 2013: New Dean of Instruction hired • October 2013 – June 2014: Teachers align taught and assessed curriculum to state and national standards, flagging the graduation standards and performance indicators within their interactive curriculum maps • November 2013:	• Administrative leadership with a focus on preparation and implementation of 9-12 proficiency based pilot for the class of 2018 • Enhancement of horizontal and vertical sequencing, as well as articulation of taught and assessed standards within the curriculum • Generating understanding and ownership of the EHS proficiency

District and high school building-based professional development days focused on developing graduation standards • November 2013: EHS Dean of Instruction as well as district steering committee members present to the RSU school board regarding LD 1422, general proficiency based information, and information about work done at the high school level to date • November 2013 – March 2014: Multiple site visits to proficiency based/standards based high schools around the state and in New England • December 2013 – February 2014: Ellsworth High School departments collaboratively develop, refine, and finalize and 9-12 graduation standards and performance indicators in 8 content areas. (See Appendix A) • December 2013 – March 2014: Mixed department PLC groups meet to develop proficiency based education work in 6 facets: Communication, Professional Development, Policy, Record Keeping, Curriculum, and Leadership • March 2014: Proficiency based education presentation to parents at EHS 8th Grade Open House Presentation • March 2014: District and building-based professional development day focused on classroom details of proficiency based systems (curriculum design, grading, reporting, etc.). • March 2014 – April 2014: Freshman	based system • Generating community and school board understanding and ownership of the shift to proficiency within Maine high schools • Gathering and documentation of findings in order to shape the vision of proficiency based learning within the new Ellsworth School Department • Articulation of proficiencies that students need to meet (in all 8 content areas) in order to gain an EHS diploma within the new system • Development of the EHS proficiency based system at the details level, as well as explanation of/about the shift to the greater community • Communication regarding details of LD 1422, specifics (past, present and future) at Ellsworth High School, and invitation to information sessions • Further development of the implementation plan for piloting a proficiency based system beginning in the fall of 2014

Academy proficiency based pilot discussions in PLC format	
• March 2014 – June 2014: Education provided to, as well as feedback requested from multiple non-classroom stakeholders (re: School Counselors, Athletic Director, Technical Center Director, and School Board Policy Committee Members) • April 2014: Public community forum at EHS	• Enhanced collaboration, sharing of rubrics, tuning of lessons and development of assessments, collaboration among 2014/2015 pilot teachers • Enhanced collaboration among stakeholders as well as ownership and understanding of the EHS proficiency based system
• April – May 2014: Department leader committee developed • May 2014: Team (administrator and teacher) representation at the Maine Curriculum Leaders' Association professional development opportunity – "Helping Stakeholders Understand Standards and Proficiency: Communicating about Proficiency-based Diplomas" • May – June 2014: Valedictorian committee developed with school board, administrator, and teacher representation • June 2014: Faculty meeting presentation of proficiency based materials and procedures developed to date • June 2014:	• Communication of graduation requirements for the Class of 2018 and beyond at EHS, as well as enhanced understanding about details of proficiency based education systems for students, parents, and the greater Ellsworth community • Refinement and finalization of building level procedures and policies in order to pass on to district leadership • Further preparation and development of admin and staff for the shift to proficiency beginning in the fall of 2014 • Discussion about and development of plans for honoring and awarding

Readiness survey given to all teaching faculty	for Class of 2018 & 2019 graduates, as well as a transition plan for the Classes of 2015-2017 • Full staff knowledge and understanding of the systems shift in the fall (Appendix B, C) • Acceptance of materials/procedures developed to date, collection of readiness data, and opportunity for feedback regarding extension options (Appendix D)

Understanding that much work has been done to prepare for the shift to proficiency based education, the Ellsworth school and community still feel strongly that extension option two is in the best interest of its students and staff moving forward. Taking the opportunity to implement and support philosophy changes for students and parents while keeping hallmarks of a traditional model for the Class of 2018 cohort will only prove to be positive. A two-year pilot that will refine and strengthen work completed will help to reinforce optimistic perception of this system-wide shift for the Class of 2020 and beyond within the Ellsworth School Department.

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**

Ellsworth High School is committed to moving forward with a full pilot of proficiency based education in the 2014-2015 school year. The main goals of the pilot will be to (1) provide experience to teachers within the new system, (2) work out grading and reporting details within

the web-based grading program, and (3) continue to educate and inform the greater Ellsworth community about the shift to proficiency based education. Ellsworth School Department is committed to excellence in teaching and learning – a pilot year will ensure that the same level of excellence in the high school classrooms will remain during this transitional time.

Specific goals and benchmarks for progress within the 2014-2015 school year are as follows:

Goal:	Benchmark:
• All courses containing 9th graders (includes 21 teaching staff) will align curriculum and instruction to the Ellsworth High School content area graduation standards (Appendix A) and assess students according to said standards rather than traditional test, quiz, homework, etc. grading lenses	• Run web-based grading reports to monitor consistent teacher implementation of the change to content area graduation standard assessment reporting
• Report all 9th grade assessments under a dual grading system using a 1-4 scale <u>and</u> traditional percentage equivalents (Appendix F).	• Monitor student and community feedback regarding the transition to the 1-4 scale under the dual system through community forum commentary and questionnaire
• All courses at EHS (includes all teachers and all grade levels) will assess and record Habits of Work (Appendix C) on a bi-weekly basis	• Run web-based grading reports to monitor consistent teacher implementation, as well as monitor community feedback on the use of Habits of Work reporting at EHS through community forum settings
• Develop and refine clear assessment rubrics at the performance indicator level under the EHS graduation standards (Appendix A) throughout the year.	• PLC minutes will be monitored throughout the year, as Friday PLC meetings will be the main vehicle for proficiency based refinement work
• Develop and attain board approval for policies dictating graduation requirements, honors and awards, grading and assessment, transcripting, and eligibility requirements under a full proficiency based system for the class of 2019 and beyond	• Policies adopted in board meeting minutes before July 1, 2015
• Develop a timeline, and implement a	

standards based online grade book that creates report cards for students and families that fully disclose progress within standards in each content area, as well as performance in Habits of Work	• Continuous reporting to the school board on adherence to the timeline will be reported in board meeting minutes throughout the 2014-2015 school year
• Develop a full plan for assessment of student proficiency on the Maine Guiding Principles	• Assessment plan adopted in faculty meeting minutes before June 1, 2015
• Message transition steps through regularly scheduled community forums to increase understanding and ownership	• Schedule three public community forums in the 2014-2015 school year

Implementing these action steps during the 2014-2015 and 2015-16 school year will ensure success for a full implementation of a proficiency based education model beginning in the fall of 2016. Full implementation in fall of 2016 will allow the Ellsworth School Department to follow success in awarding diplomas based on proficiency in the standards for the eight content areas and the standards of the Guiding Principles after January 1, 2020.

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**

Ellsworth High School administration and staff are committed to student success inside the current educational model, as well as through the transition into a proficiency based model. Students at EHS already have a rich system of supports that are positively ingrained into the school culture, and these supports will strongly carry forth for the Class of 2018 and beyond.

Focused Learning at Ellsworth High School [is already and] will be the main vehicle of remediation and intervention when students are not meeting required objectives within a course. Focused Learning is a Response to Intervention (RTI) program for all students that was

developed under the federal School Improvement Grant in order to provide timely, specific support to the entire student body (Appendix E). The program has three key characteristics: (1) No Opt Out! Focused Learning is built into the daily schedule, (2) All teachers are available for all students at the same time, and (3) Teachers are working with all students, not only those identified as requiring special services through IEP or 504 plans. Focused learning provides not only interventions for those needing support with instruction and assessment, but also enrichment and extension of the curriculum for those students who require a reach beyond the "average" classroom environment. This will be a critical offering in a proficiency based system for students who wish to exceed the standards and go above and beyond expectations at the performance indicator level. Not only has this program removed the need for study hall, but also it has changed students' philosophy of the use of their time. During Focused Learning at EHS all students are focused on work that is individualized to their learning needs at the current moment. The program has been extremely powerful, and has changed the way students, staff and parents think about flexible learning situations and cutting-edge education opportunities.

As the Hancock County Technical Center serves a large body of Ellsworth High School students, their offerings have also been a part of the planning process to meet student needs regarding proficiencies and/or lack thereof. HCTC teachers have spent two years aligning curriculum to meet content area standards within their specific programs in order to offer an additional pathway for EHS students to achieve performance indicator benchmarks in a non-traditional setting. Similar to the Focused Learning model, HCTC also offers pull-outs in order to provide additional practice for struggling students who are not meeting academic standards.

For those students needing remediation beyond the school day, Ellsworth High School plans to continue to offer their traditional remediation programs as well as expand their programming to meet student need. Traditional programs like summer school will continue, but will be re-designed to allow opportunity for students to complete work within all content areas. Work completed in summer school will directly correlate with assignments and assessments at the performance indicator level – this will create evidence to outline the student's achievement at the graduation standard level. Students will be released from summer school as soon as they have produced enough evidence to show proficiency within the graduation standards that they had previously missed. In addition to summer school, EHS students who are not meeting proficiencies will be encouraged to take advantage of the following opportunities that are new (and will support the proficiency based education philosophy very well): After School Program, Fall Vacation Recovery, and Spring Vacation Recovery. As Focused Learning will, these three programs will allow students to access interventions for re-learning and re-assessment within the school year and keep on track for graduation.

Within the classroom on a daily basis, students will also continue to receive constructive and timely feedback regarding performance on lesson objectives, and ultimately performance indicator work that will create a body of evidence to show proficiency at the graduation standard level. Ellsworth High School staff is committed to providing feedback to all students at formative and summative levels to increase student success in all areas of the Maine Learning Results and the Guiding Principles. An excerpt from the Grading Agreement (Appendix B) details the EHS assessment philosophy well:

> "EHS classrooms will offer formative and summative assessments to monitor and report on student mastery of skills and knowledge. The purposes of formative and summative

assessments are significantly different, and therefore will be weighted appropriately in the overall grade for each standard.

Formative Assessment: Frequent and ongoing assessments or observations that are carried out at the learning target level by an educator in order to determine the next appropriate instructional steps for each student within a classroom. Formative assessments can be summarized to be *for student learning.*

Formative assessments are generally countless, but important to the process, and will weigh between 0% and 30% under each performance indicator in all courses.

Summative Assessment: Assessments carried out at the performance indicator level in order to summarize and record a learner's proficiency up to that point. Summative assessments can be summarized to be *indicative of student learning.*

Summative assessments count more, and will weigh between 70% and 100% under each performance indicator in all courses. Because of this cumulative nature, students will have at least two assessment opportunities at the summative level under each performance indicator."

Ellsworth High School's commitment to school and family communication/ collaboration has fostered a staff-initiated agreement stating that formative and summative assessment scoring will be updated *at least* every two weeks in the web-based grading system that all students and parents have access to. This will give families a clear and timely monitoring status of student execution at the performance indicator level in their courses within all content area graduation standards. Monitoring of community service hours and Guiding Principle proficiencies for graduation are also updated in this timely manner through the web-based grading system.

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:** **0%**
    - **Practice:** **100%**
    - **Community Engagement:** **0%**
    - **One-year Carry Over:** **0%**

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**

Proposed Budget: $13,699.53

- $2,500.00 Community Engagement and Education Activities
- $5,199.53 Professional Development Activities
- $3,500.00 Supplies/Materials to Develop PBD system documentation designed to inform, promote, and support student, parent, and community understanding of the new system
- $2,500.00 Assessment/Reporting System Design, Training & Support

Community Engagement and Education Activities – The Ellsworth School Department is committed to improving our system of educating student, parents, and local citizens about the transition to a proficiency-based system and how the system will be different from current practices. It is critical for our constituents to understand the new system and how student learning, assessment, and reporting will improve. We plan to conduct a series of public meetings/community forums in which we provide information to attendees and afford opportunities to attendees to pose questions. We also plan to provide information to the same audience on our system webpage (www.ellsworthschools.org) and include a mechanism by which questions and comments may be delivered to school and system administration. Additionally, funds will be expended on print materials and refreshment for public presentations. We anticipate expending the projected $2,500 budget by no later than April 15, 2015.

Professional Development Activities – During our the 2014-15 pilot year, we plan to closely monitor implementation of our system as developed and identify professional development needs for staff members. We envision professional development activities to include staff visits to other school systems, attendance at workshops/seminars that address identified needs, and providing targeted training as identified through the monitoring process. We anticipate expending the projected $5,100 budget by no later than May 25, 2015.

Purchase of Supplies/Materials/Services to Develop PBD System Documentation Designed to Inform, Promote, and Support Student, Parent, and Community Understanding of the New System – We plan to purchase supplies/materials/services to create documentation, both letter sized and poster-sized, that depict our transitional dual grading system for the Class of 2018 and beyond and our Habits of Work rubric that will be used for all Ellsworth High School students beginning with the 2014-15 school year. These documents will be posted in every classroom

and in high traffic areas throughout Ellsworth High School. Letter-sized grading and Habits of Work rubrics will be provided to parents to support their understanding of the transition to a proficiency-based grading model. This documentation will support the successful implementation of our system, and will serve as a resource for educating students and parents in specific components of the system, particularly during this transitional pilot year. We anticipate expending the projected $3,500 budget by October 31, 2014.

Assessment/Reporting System Design, Training & Support – Instructional Technology staff, working in conjunction with teachers and administration, have developed a grade-reporting model in Infinite Campus (IC) that will support our transitional dual grading system for students and staff. We anticipate the need for ongoing training and support for teaching staff and potential revisions to the model during the pilot year. The successful implementation of our system, including efforts to enhance student and parent understanding of the transition from a numerical system to a four-point proficiency-based rubric will be supported by an IC reporting system that supports our grading model and is easily understood by students and parents when viewing grades through the student and parent portals. We anticipate expending the projected $2,500 budget by January 15, 2015.

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.

These items are included as an attachment.

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.

2/10/15

Superintendent of Schools — Date

10 FEB 2015

Chair of School Board — Date

ELLSWORTH HIGH SCHOOL

PROFICIENCY BASED EDUCATION REQUIREMENTS

English Language Arts
Graduation Standards and Performance Indicators

READING COMPREHENSION

Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCSS.ELA.CCRA.R.10)

Performance Indicators:

A. Determine two or more themes in a text, including how they interact and build on one another to produce a complex account. (CCSS.ELA.RL.2)

B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (CCSS.ELA.RI.2)

C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text. (CCSS.ELA.RL.3; CCSS.ELA.RI.3)

D. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (CCSS.ELA.RL.4; CCSS.ELA.RI.4, CCSS.ELA.L.4, 5, 6)

READING INTERPRETATION

Interpret, analyze, and evaluate appropriately complex literary and informational texts. (CCSS.ELA.CCRA.R.7, 10)

Performance Indicators:

A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (CCSS.ELA.RL.1; CCSS.ELA.RI.1)

B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (CCSS.ELA.RL.5; CCSS.ELA.RI.5)

C. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CCSS.ELA.RL.6; CCSS.ELA.RI.6)

D. Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question, or solve a problem. (CCSS.ELA.RL.7; CCSS.ELA.RI.7)

E. Delineate and evaluate the argument and specific claims in a text, including seminal U.S. texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS.ELA.RI.8)
F. Integrate information from diverse sources, including foundational U.S. documents, into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (CCSS.ELA.RL.9; CCSS.ELA.RI.9)

WRITING ARGUMENTS

Write clear and coherent arguments for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.1, 4, 10)

Performance Indicators:

A. Introduce precise, knowledgable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (CCSS.ELA.W.1)
B. Develop claim(s) and counterclaims fairly and thoroughly. (CCSS.ELA.W.1b)
C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS.ELA.W.1c)
D. Establish and maintain a formal style and objective tone. (CCSS.ELA.W.1d, 2e)
E. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA.W.1e)

WRITING INFORMATIVE AND NARRATIVE TEXTS

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences. (CCSS.ELA.CCRA.W.2, 3, 4, 10)

Performance Indicators:

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information that: (CCSS.ELA.W.2; CCSS.ELA.L.3)

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (CCSS.ELA.W.2a)
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA.W.2b)

Write narratives to develop real or imagined experiences or events that: (CCSS.ELA.W.3)

C. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS.ELA.W.3a)
D. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA.W.3b)

For both informative and narrative pieces of writing:

E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (CCSS.ELA.W.2c; CCSS.ELA.W.3c)
F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events and/or characters. (CCSS.ELA.W.2d; CCSS.ELA.W.3d)
G. Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (CCSS.ELA.W.2f; CCSS.ELA.W.3e)

WRITING PROCESS

Develop and strengthen writing. (CCSS.ELA.CCRA.W.5)

Performance Indicators:

A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.ELA.W.5)

B. Demonstrate command of the conventions of standard English grammar and usage when writing. (CCSS.ELA.L1; CCSS.ELA.L.2)

C. Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA.W.6)

D. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (CCSS.ELA.L.6)

WRITING RESEARCH

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (CCSS.ELA.CCRA.W.7, 10)

Performance Indicators:

A. Collect relevant information from multiple print and digital sources. (CCSS.ELA.W.8)

B. Integrate accurate information into the text selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and over reliance on any one source. (CCSS.ELA.W.8)

C. Draw evidence from literary or informational texts to support analysis, reflection and research, integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources. (CCSS.ELA.W.9)

SPEAKING AND LISTENING DISCUSSION

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively. (CCSS.ELA.CCRA.SL.1)

Performance Indicators:

A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA.SL.1a)

B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (CCSS.ELA.SL.1b, c).

C. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA.SL.2)

D. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (CCSS.ELA.SL.3, CCSS.ELA.L.3)

SPEAKING AND LISTENING PRESENTATION

Present information, findings, and supporting evidence, conveying a clear and distinct perspective. (CCSS.ELA.CCRA.SL.4)

Performance Indicators:

A. Develop a clear line of reasoning that addresses alternative or opposing perspectives. (CCSS.ELA.SL.4)

B. Use appropriate organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks. (CCSS.ELA.SL.4)

C. Make strategic use of digital media in presentations. (CCSS.ELA.SL.5)

D. Adapt speech to a variety of contexts and tasks. (CCSS.ELA.SL.6; CCSS.ELA.L.3)

E. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for speaking and listening at the college and career readiness level. (CCSS.ELA.L.6)

Math

Graduation Standards and Performance Indicators

PROBLEM SOLVING

Make sense of problems and persevere in solving them. (CCSS.M.MP.1)

ABSTRACT AND QUANTITATIVE REASONING

Reason abstractly and quantitatively. (CCSS.M.MP.2)

CRITICAL REASONING

Construct viable arguments and critique the reasoning of others. (CCSS.M.MP.3)

MODELING

Model with mathematics. (CCSS.M.MP.4)

APPROPRIATE USE OF STRATEGIES

Use appropriate tools strategically. (CCSS.M.MP.5)

PRECISION

Attend to precision. (CCSS.M.MP.6)

UNDERSTANDING AND UTILIZING PATTERNS

Look for and make use of structure, and express regularity in repeated reasoning. (CCSS.M.MP.7, 8)

CONTENT KNOWLEDGE

Understand mathematical content in order to use mathematics to investigate, predict, analyze, interpret, create, and evaluate. (CCSS.M.C)

Performance Indicators for *all* Math Graduation Standards:

**Any content area performance indicator can be scored to reflect proficiency on any graduation standard.*

NUMBER AND QUANTITY:

A. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (CCSS.M.C.HSN.Q.A.1)

B. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (CCSS.M.C.HSN.Q.A.3)

ALGEBRA:

A. Interpret expressions that represent a quantity in terms of its context. (CCSS.M.C.HSA.SSE.A.1)

B. Create equations and inequalities in one variable and use them to solve problems. (CCSS.M.C.HSA.CED.A.1)

C. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (CCSS.M.C.HSA.CED.A.2)

D. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (CCSS.M.C.HSA.CED.A.4)

E. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. (CCSS.M.C.HSA.REI.A.1)

F. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (CCSS.M.C.HSA.REI.B.3)

G. Solve quadratic equations in one variable. (CCSS.M.C.HSA.REI.B.3)

H. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (CCSS.M.C.HSA.REI.C.6)

FUNCTIONS:

A. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f(x)* denotes the output of *f* corresponding to the input *x*. The graph of f is the graph of the equation *y=f(x)*. (CCSS.M.C.HSF.IF.A.1)

B. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (CCSS.M.C.HSF.IF.A.2)

C. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts, intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* (CCSS.M.C.HSF.IF.B.4)

D. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (CCSS.M.C.HSF.IF.C.7)

E. Distinguish between situations that can be modeled with linear functions and with exponential functions. (CCSS.M.C.HSF.LE.A.1)

GEOMETRY:

A. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. (CCSS.M.C.HSG.CO.A.1)

B. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.* (CCSS.M.C.HSG.CO.C.9)

C. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180º; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.* (CCSS.M.C.HSG.CO.C.10)

D. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (CCSS.M.C.HSG.SRT.C.8)

E. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. (CCSS.M.C.HSG.C.B.5)

F. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). (CCSS.M.C.HSG.MG.A.1)

STATISTICS AND PROBABILITY:

A. Represent data with plots on the real number line (dot plots, histograms, and box plots). (CCSS.M.C.HSS.ID.A.1)

B. Distinguish between correlation and causation. (CCSS.M.C.HSS.ID.C.9)

C. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (CCSS.M.C.HSS.IC.A.1)

D. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or", "and", "not"). (CCSS.M.C.HSS.CP.A.1)

E. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. (CCSS.M.C.HSS.CP.A.2)

Social Studies
Graduation Standards and Performance Indicators

WRITING

Produce discipline-specific writing that is clear and coherent. (CCSS.ELA.WHST.1, 2, 4, 9)

Performance Indicators:

A. Write arguments focused on discipline-specific content. (CCSS.ELA.WHST.1)

B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (CCSS.ELA.WHST.2)

C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (CCSS.ELA.WHST.4)

D. Draw evidence from informational texts to support analysis, reflection and research. (CCSS.ELA.WHST.9)

READING

Read and comprehend history/social studies texts. (CCSS.ELA.RH.2, 6, 9)

Performance Indicators:

A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (CCSS.ELA.RH.2)

B. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence. (CCSS.ELA.RH.6)

C. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (CCSS.ELA.RH.9)

POWER, AUTHORITY, AND GOVERNMENT

Examine concepts from civics and government to understand political systems. (MLR.SS.B)

Performance Indicators:

A. Demonstrate understanding of the ideals, purposes, principles, structures and processes of constitutional government in the United States and in the American political system. (MLR.SS.B1)

B. Demonstrate understanding of the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy. (MLR.SS.B2)

C. Demonstrate understanding of the ideals, purposes, principles, structures, role of citizens, and processes of other forms of government and political systems in the world. (MLR.SS.B1, B2)

D. Explain and demonstrate the role of money in everyday life. (NCSS.VII.g)

E. Describe the relationship of price to supply and demand. (NCSS.VII.h)

HISTORY

Develop historical perspective and understand issues of time, continuity, and change. (MLR.SS.E, NCSS.II)

Performance Indicators:

A. Evaluate major eras, major enduring themes, and historic influences in the United States. (MLR.SS.E1)

B. Evaluate major eras, major enduring themes, and historic influences in World History. (MLR.SS.E1)

C. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past. (NCSS.II.c)

D. Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others. (NCSS.II.d)

PEOPLE, PLACES, AND ENVIRONMENTS

Understand issues involving people, places, and environments. (NCSS.III, IX)

Performance Indicators:

A. Use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. (NCSS.III.c)

B. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions. (NCSS.III.h)

C. Identify examples of conflict, cooperation and interdependence among individuals, groups, and nations. (NCSS.IX.b)

D. Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war. (NCSS.IX.f)

Science & Technology

Graduation Standards and Performance Indicators

WRITING

Produce discipline-specific writing that is clear and coherent. (CCSS.ELA.WHST.1, 2, 4, 9)

Performance Indicators:

A. Write arguments focused on discipline-specific content. (CCSS.ELA.WHST.1)

B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (CCSS.ELA.WHST.2)

C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (CCSS.ELA.WHST.4)

D. Draw evidence from informational texts to support analysis, reflection and research. (CCSS.ELA.WHST.9)

READING

Read and comprehend science and technological texts. (CCSS.ELA.RST.2, 7, 9)

Performance Indicators:

A. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (CCSS.ELA.RST.2)

B. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (CCSS.ELA.RST.7)

C. Synthesize information form a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (CCSS.ELA.RST.9)

INQUIRY

Ask questions and define problems. (NGSS.S&EP1)

Performance Indicators:

A. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. (NGSS.HS-PS2-3)

B. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (NGSS.HS-PS1-5)

C. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parent to offspring. (NGSS.HS-LS3-1)
D. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. (NGSS.HS-ETS1-1)

MODELING

Develop and use models. (NGSS.S&EP2)

Performance Indicators:

A. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). (NGSS.HS-PS3-2)
B. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (NGSS.HS-PS1-1)
C. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy, and that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. (NGSS.HS-LS1-5, 7)
D. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. (NGSS.HS-ESS2-3)

EXPERIMENTAL DESIGN

Plan and carry out investigations. (NGSS.S&EP3)

Performance Indicators:

A. Plan and conduct an investigation to provide evidence than an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. (NGSS.HS-PS2-5)
B. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (NGSS.HS-PS1-2)
C. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. (NGSS.HS-LS4-4)
D. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes (NGSS.HS-ESS2-5)

DATA

Analyze and interpret data. (NGSS.S&EP4)

Performance Indicators:

A. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (NGSS.HS-PS2-1)
B. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (NGSS.HS-PS1-4
C. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. (NGSS.HS-LS2-2)
D. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. (NGSS.HS-ESS2-2)

COMPUTATION

Use mathematics and computational thinking. (NGSS.S&EP5)

Performance Indicators:

A. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. (NGSS.HS-PS4-1)

B. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (NGSS.HS-PS1-7)

C. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. (NGSS.HS-LS3-3)

D. Use computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. (NGSS.HS-ESS3-6)

ENGINEERING DESIGN

Construct explanations and design solutions. (NGSS.S&EP6)

Performance Indicators:

A. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. (NGSS.HS-PS3-3)

B. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). (NGSS.HS-PS3-4)

C. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements for form amino acids and/or other large carbon-based molecules. (NGSS.HS-LS1-6)

D. Construct an explanation of the Big Bang Theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. (NGSS.HS-ESS1-2)

SCIENTIFIC COMMUNICATION

Engage in argument from evidence. (NGSS.S&EP7)

Performance Indicators:

A. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. (NGSS.HS-PS3-1)

B. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (NGSS.HS-PS1-3)

C. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. (NGSS.HS-LS4-2)

D. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. (NGSS.HS-ESS1-5)

SCIENTIFIC RESEARCH

Obtain, evaluate, and communicate information. (NGSS.S&EP8)

Performance Indicators:

A. Use mathematical representations to support the claim that the total momentum of a system of objects in conserved when there is no net force on the system. (NGSS.HS-PS2-2)

B. Communicate scientific and technical information about why the molecular-level structure is important IN the functioning of designed materials. (NGSS.HS-PS2-6)
C. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential function of life through systems of specialized cells. (NGSS.HS-LS1-1)
D. Communicate scientific ideas about the way stars, over their life cycle, produce elements. (NGSS.HS-ESS1-3)

Physical Education and Health

Graduation Standards and Performance Indicators

MOTOR SKILLS

Demonstrate proficiency in a variety of motor skills and movement patterns. (NASPE.1; MLR.HEPE.G)

Performance Indicators:

A. Apply the principles of stability and force to modify performance in games/physical activities to change motion of the body and objects. (MLR.HEPE.G1)
B. Demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity. (MLR.HEPE.G2)

COGNITIVE SKILLS

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance. (NASPE.2; MLR.HEPE.G)

Performance Indicators:

A. Explain the relationship of skill-related fitness components to specialized movement skills. (MLR.HEPE.G3)
B. Utilize fundamental movement skills to improve performance. (MLR.HEPE.G4)
C. Predict how etiquette/rules improve games/activities. (MLR.HEPE.I3)

PHYSICAL FITNESS

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (NASPE.3; MLR.HEPE.H)

Performance Indicators:

A. Establish personal fitness goals and reassess their fitness over time through health-related fitness assessments. (MLR.HEPE.H1)
B. Design and critique a personal fitness plan that applies the five health-related fitness components and the principles of training. (MLR.HEPE.H2)
C. Participate in physical activities that address personal fitness plans and apply the five health-related fitness components. (MLR.HEPE.H3)

RESPONSIBILITY AND MOTIVATION

Exhibit responsible personal and social behaviors, and demonstrate intrinsic motivation regarding physical fitness. (NASPE.4; NASPE.5; MLR.HEPE.I)

Performance Indicators:

A. Demonstrate collaborative skills while participating in physical activities. (MLR.HEPE.I1:A, B, C)
B. Demonstrate responsible and ethical personal behavior while participating in physical activities. (MLR.HEPE.I2)
C. Predict how etiquette/rules improve games/activities. (MLR.HEPE.I3)
D. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (NASPE.5)

C. Predict how etiquette/rules improve games/activities. (MLR.HEPE.I3)
D. Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (NASPE.5)

HEALTH CONCEPTS

Comprehend concepts related to health promotion and disease prevention to enhance health and demonstrate the ability to access valid health information. (MLR.HEPE.A)

Performance Indicators:

A. Predict how healthy behaviors can affect health status. (NHES.1.1, MLR.HEPE.A1)
B. Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent or treat them. (MLR.HEPE.A3)
C. Describe the characteristics of human growth and development through the various stages of life. (MLR.HEPE.A5)
D. Analyze complex health concepts related to family life; nutrition; personal health; and tobacco, alcohol and other drug use prevention. (MLR.HEPE.A6)
E. Evaluate the validity and accessibility of health information, products and services. (MLR.HEPE.B1)

HEALTH PROMOTION/RISK REDUCTION

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (MLR.HEPE.C)

Performance Indicators:

A. Demonstrate healthy practices/behaviors to maintain or improve the health of self and others in: healthy eating; alcohol and other drug use prevention; and STD, HIV, and unintended pregnancy prevention. (MLR.HEPE.C1)
B. Analyze the effects of stress on health and how it effects self and others. (MLR.HEPE.C3)

INFLUENCES ON HEALTH

Analyze the ability of external factors to enhance health. (MLR.HEPE.D)

Performance Indicators:

A. Analyze how family peers, culture and media influence healthy and unhealthy behaviors. (NHES.2.3, 2.5; MLR.HEPE.D1)
B. Evaluate the impact of technology on personal, family and community health. (MLR.HEPE.D2)
C. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors such as drug and alcohol use. (MLR.HEPE.D3)

ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS

Demonstrate the ability to use interpersonal communication and advocacy skills, to make decisions and set goals to enhance personal, family and community health. (MLR.HEPE.E.F)

Performance Indicators:

A. Utilize effective communication skills in: refusal, negotiation, and collaboration to avoid and reduce health risks. (MLR.HEPE.E1)
B. Utilize effective strategies for prevention, management and resolution of interpersonal conflicts without harm to self or others. (MLR.HEPE.E1)
C. Demonstrate the ability to influence and support others in making positive health choices. (NHES.8.2)
D. Work cooperatively as an advocate for improving personal, family, and community health. (NHES.8.3)
E. Develop a personal plan to attain a health goal that addresses strengths, needs, and risks. (NHES.6.2)

World Languages
Graduation Standards and Performance Indicators

INTERPERSONAL COMMUNICATION

Engage in conversations that express personal thoughts and opinions about familiar topics. (MLR.WL.A1)

Performance Indicators:

A. Provide and exchange detailed information on familiar topics orally and in writing. (MLR.WL.A1.b)

B. Interact in a variety of social situations including formal and informal personal exchanges. (MLR.WL.A1.a)

C. Describe and explain states of being, orally and in writing. (MLR.WL.A1.c)

INTERPRETIVE COMMUNICATION

Understand and interpret written and spoken language on a variety of topics. (ACTFL.1.2)

Performance Indicators:

A. Identify main ideas, topics and specific information in a variety of authentic auditory or written materials. (MLR.WL.9-12.A2.a)

B. Interpret authentic resources in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language. (MLR.WL. 9-12.C2.a)

PRESENTATIONAL COMMUNICATION

Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics. (ACTFL.1.3)

Performance Indicators:

A. Read authentic passages aloud with appropriate pronunciation, phrasing and intonation. (MLR.WL.9-12.A3.a)

B. Narrate stories about personal experiences orally. (MLR.WL.9-12.A3.b)

C. Write brief narrative compositions and expository/informational compositions in the target language. (MLR.WL. 9-12.A3.d)

D. Deliver oral presentations related to the culture in which the target language is spoken. (MLR.WL.9-12.A3.e)

COMPARISON

Compare the nature of language and the culture(s) of the target language with one's own. (ACTFL.4.1, 4.2)

Performance Indicators:

A. Compare the target language with English to better understand language systems. (MLR.WL.6-8.A4)

B. Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken. (MLR.WL.9-12.B1)

C. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s)in which the target language is spoken. (MLR.WL.9-12.B3.b)

COMMUNITIES

Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning. (ACTFL.5.1, 5.2)

Performance Indicators:

A. Use the target language to enhance knowledge of other content areas. (MLR.WL.9-12.C1)

B. Demonstrate an understanding and use knowledge of the target language to understand the importance of culture and language in the 21st century. (MLR.WL.9-12.D1)

Visual & Performing Arts

Graduation Standards and Performance Indicators

CONTENT LITERACY

Demonstrate an understanding of technical vocabulary, appropriate use of media, and application of content specific techniques. (MLR.VPA.A)

Performance Indicators:

A. Develop and refine artistic techniques for work. (MLR.VPA.M.A3, MLR.VPA.VA.A3)

B. Understand and demonstrate skills, concepts, terminology and processes to show disciplinary literacy. (MLR.VPA.D.A1, A2, A3, A4, A5; MLR.VPA.M.A1, A2; MLR.VPA.VA.A2; MLR.VPA.T.A1)

CREATIVITY AND INNOVATION

Utilize strategies that lead to creativity and innovation within an artistic process. (NCCAS.Creating; NCCAS.Connecting)

Performance Indicators:

A. Generate and conceptualize artistic ideas and work. (NCCAS.Creating.1)

B. Organize and develop artistic ideas and work. (NCCAS.Creating.2)

C. Refine and complete artistic work. (NCCAS.Creating.3)

D. Synthesize and relate knowledge and personal experiences to make art. (NCCAS.Connecting.10)

CREATIVE PROBLEM-SOLVING

Plan, collaborate, design, and create in order to solve problems. (MLR.VPA.C, E)

Performance Indicators:

A. Apply and analyze creative problem-solving and creative-thinking skills to improve or vary self work and/or the work of others. (MLR.VPA.C1)

B. Create short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts. (MLR.VPA.E3)

C. Demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (MLR.VPA.E5)

PERFORMANCE/PRESENTATION/PRODUCTION

Publicly perform and/or exhibit prepared works individually or as a group. (NCCAS.Performing)

Performance Indicators:

A. Analyze, interpret and select artistic work for presentation. (NCCAS.Performing.4)

B. Develop and refine artistic techniques for presentation. (NCCAS.Performing.5)

C. Convey meaning through the presentation of artistic work. (NCCAS.Performing.6)

MEANING CONSTRUCTION AND REFLECTION

Analyze, evaluate, and construct meaning from the arts using evidence. (NCCAS.Responding)

Performance Indicators:

A. Perceive and analyze artistic work. (NCCAS.Responding.7)

B. Interpret intent and meaning in artistic work. (NCCAS.Responding.8)

C. Apply criteria to evaluate artistic work. (NCCAS.Responding.9)

CONNECTIONS

Demonstrate an understanding of the inter-relationship among the Visual/Performing arts across disciplines, and culture, history and society. (MLR.VPA.E; NCCAS.Connecting)

Performance Indicators:

A. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (NCCAS.Connecting.11)

B. Analyze skills and concepts that are similar across disciplines. (MLR.VPA.E2)

C. Explain how knowledge of the arts relates to school to school and school to work transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation. (MLR.VPA.E4)

Career & Education Development

Graduation Standards and Performance Indicators

SELF KNOWLEDGE

Develop an understanding of self to build and maintain a positive self concept. (NCDG.PS1)

Performance Indicators:

A. Identify abilities, strengths, skills, and talents. (NCDG.PS1.K2)

B. Demonstrate behavior and decisions that reflect work values/needs. (NCDG.PS1.A4)

C. Demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school. (MLR.CED.A2)

INTERPERSONAL RELATIONSHIPS AND LIFE ROLES

Evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21st century global economy. (MLR.CED.B1)

Performance Indicators:

A. Demonstrate effective communication skills. (NCDG.PS2.A1)

B. Demonstrate the ability to get along well with others and work effectively with them in groups. (NCDG.PS2.A4)

C. Assess how personal educational achievement and performance will transfer to the workplace. (NCDG.EDI.R7)

D. Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions. (NCDG.PS2.A5)

ADAPTABILITY AND GOAL SETTING

Demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings. (MLR.CED.A4)

Performance Indicators:

A. Demonstrate adaptability and flexibility when initiating or responding to change. (NCDG.PS3.A6)

B. Identify short-term and long-term career goals (e.g., education, employment, and lifestyle goals). (NCDG.CM1.K3)

C. Determine and apply effective decision-making strategies for accomplishing short-term and long term goals related to school-to-school and school-to-work decisions. (MLR.CED.C2)
D. Identify economic conditions that affect personal career plans. (NCDG.CM5.K2)

ACHIEVEMENT AND PERFORMANCE

Attain educational achievement and performance levels needed to reach personal and career goals. (NCDG.ED1)

Performance Indicators:

A. Identify strategies for improving educational achievement and performance. (NCDG.ED1.K2)
B. Analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success. (MLR.CED.C4)
C. Exhibit attitudes and behaviors that support educational achievement and performance. (NCDG.ED1.A6)
D. Evaluate general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability). (NCDG.CM4.R3)

ELLSWORTH HIGH SCHOOL

PROFICIENCY BASED EDUCATION ASSESSMENT INFORMATION

PHILOSOPHY OF ASSESSMENT

At Ellsworth High School, it is the belief that assessment is a fair, accurate and consistent measure of students' learning progress and achievement. The primary purpose of our grading system is to communicate learning progress to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences. Specifically, assessments measure, report, and document student proficiency against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff.

In addition, the grading system at Ellsworth High School will document academic progress and achievement separately from habits of work and behaviors. Habits of Work (HOW) will be monitored over the duration of a learning experience and scores will be measured and determined using a common scoring criteria. Common scoring measures will ensure consistency and fairness in the assessment of work habits across students, teachers, content areas, and time.

GRADING LANGUAGE AND SCALE

Graduation Standards: Each Ellsworth High School course is built around four to ten graduation standards. A graduation standard is a description of concepts or skills that can be achieved in a particular content area; they represent what students must know or be able to do by the time they leave high school.

Performance Indicators: Performance indicators are sub-standards under the graduation standards that define specific concepts or skills that can be achieved within a course. Teachers have selected the EHS performance indicators from the Common Core, the Next Generation Science Standards, as well as the Maine State Learning results. Performance indicators are to be met at mastery levels throughout a student's high school career in order to be considered proficient in an over-arching graduation standard.

Learning Targets: Units and daily lessons are built around learning targets, which are skill and knowledge based tasks outlined under the performance indicators. Learning targets allow students to progress towards assessment at a performance indicator level. Learning targets are written in clear, friendly language, so students can fully understand what they need to know and be able to do.

Rubrics: For each major assessment teachers will develop rubrics that allow students to know the criteria they must meet in order to achieve proficiency on work completed. Rubrics are given to students in advance so they are aware of expectations before they are assessed. The chart on the following page describes the Ellsworth High School grading scale in detail.

RUBRIC SCORE	DESIGNATION	DESCRIPTOR OF LEVEL OF WORK COMPLETED AND PROFICIENCY DEMONSTRATED	UPPERCLASSMEN DUAL REPORTING TRANSLATION
1	NO EVIDENCE	**Minimal to no achievement** in terms of the required knowledge and skills. There is little to no evidence to determine proficiency.	50
1.5	LIMITED	A **limited understanding** of the knowledge and skills. There is inadequate evidence to determine proficiency.	60
2	APPROACHING	An **approaching understanding** of the required knowledge and skills, and an ability to apply them with support at times. Evidence is inconsistent and/or misconceptions prevent the student from understanding the essential question or big idea.	75
3	PROFICIENT	A **good general understanding** of the required knowledge and skills, and the ability to apply them in different situations. There is sufficient evidence of analysis, synthesis, and evaluation where appropriate.	85
3.33	ADVANCED	A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in multiple and/or complex situations. There is ample evidence of analysis, synthesis and evaluation where appropriate.	90
3.67	EXCEEDING	An **excellent understanding** of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The work completed **exceeds defined requirements**, and there is substantial evidence of analysis, synthesis and evaluation where appropriate.	95
4.0	DISTINGUISHED	A **deep and broad understanding** of the required knowledge and skills. There is outstanding evidence of inferential thinking, analysis, and synthesis. Original, high quality work goes **above and beyond defined requirements**. The student knows this concept or skill well enough to be able to teach it to someone else.	100

*Note for the class of 2018 and beyond: Proficiency in a standards based system means understanding **all** concepts and showing evidence of knowledge and skills on assessments at a "B" level or higher. Grades of 70-84 are no longer considered adequate by teachers or students as sufficient evidence that the student is "passing".*

Frequency of Reporting: Students and parents should expect Infinite Campus to be updated with performance data in every class *at least* every two weeks.

FORMATIVE AND SUMMATIVE ASSESSMENTS

EHS classrooms will offer formative and summative assessments to monitor and report on student mastery of skills and knowledge. The purpose of formative and summative assessments are significantly different, and therefore will be weighted appropriately in the overall grade for each standard.

Formative Assessment: Frequent and ongoing assessments or observations that are carried out at the learning target level by an educator in order to determine the next appropriate instructional steps for each student within a classroom. Formative assessments can be summarized to be *for student learning*.

Formative assessments are generally countless, but important to the process, and will weigh between 0% and 30% under each performance indicator in all courses.

Summative Assessment: Assessments carried out at the performance indicator level in order to summarize and record a learner's proficiency up to that point. Summative assessments can be summarized to be indicative *of student learning*.

Summative assessments count more, and will weigh between 70% and 100% under each performance indicator in all courses. Because of this cumulative nature, students will have at least two assessment opportunities at the summative level under each performance indicator.

STUDENT RECOGNITION AND ACADEMIC HONORS

At the end of every ranking period students will receive an in progress GPA towards proficiency of all graduation standards assessed in the specific content area. These in progress GPA scores reflect a current snapshot of a students' mastery of skills and knowledge.

Honor Roll: Students who achieve a 3.33 GPA or higher in all courses will be acknowledged for the distinction of their accomplishments, and be recognized for achieving Honor Roll.

High Honors: Students who achieve a 3.5 GPA or higher in all courses will be acknowledged for the high level of distinction in their accomplishments, and be recognized for achieving High Honor Roll.

Highest Honors: Students who achieve a 3.7 GPA or higher in all courses will be acknowledge for the highest level of distinction in their accomplishments, and be recognized for achieving Highest Honor Roll.

HOW Honor Roll: Students who achieve a 3.33 average or higher in their Habits of Work will be acknowledged for the quality habits of work they display regularly at Ellsworth High School. *(See "Habits of Work" for more information on HOW qualifiers)*

Honors Credit: Doing work that consistently exceeds the standards is an outstanding accomplishment. Completing work at the Advanced, Exceeding, and/or Distinguished level requires consistent dedication in going above and beyond expectations on assessments. This includes doing work at deeper levels as well as making connections between different units of study an/or academic disciplines. Students must score a 3.33 GPA or higher in an Honors labeled course to receive honors credit. In addition, students who receive a GPA of 3.33 (Advanced) or higher in *any* course will receive an Honors, or "H" designation, and will receive honors credit.

Note: Assessments in Honors and non-honors courses will asses at the "3", or Proficient, level. Students will have to go above and beyond in both Honors and non-honors courses to achieve Advanced, Exceeding, or Distinguished level scores. Students enrolled in Honors courses have in-class experience regarding deeper level and cross-curricular content material, though, and therefore have an advantage to score at the Advanced, Exceeding, or Distinguished level on assessments.

Honors Diploma: The Honors Diploma requirements for the Class of 2018 and beyond are as follows:

- Class of 2018 and beyond must earn 13 Honor credits.
- Earn honors credit in 2 year-long or 4 semester-long English Language Arts experiences
- Earn honors credit in 2 year-long or 4 semester-long Mathematics experiences
- Earn honors credit in 2 year-long or 4 semester-long Social Studies experiences
- Earn honors credit in 2 year-long or 4 semester-long Science & Technology experiences
- Earn honors credit in 2 semester-long Visual/Performing Arts experiences
- Earn honors credit in 2 year-long World Language experiences
- Earn honors credit in 3 other year-long, or 6 other semester-long experiences in any content area.

Note: Students must achieve a GPA of 3.33 or higher in both Honors and non-honors courses in order to receive honors credit towards an Honors Diploma.

Latin Honors: Members of the Class of 2018 and beyond are eligible to be recognized with Latin Honors at graduation regarding outstanding academic achievement throughout their high school careers. The Latin Honors system is based on a cumulative GPA throughout the high school experience and can be received by any student who has the following academic history:

- Cum Laude - 3.33 GPA
- Magna Cum Laude - 3.5 GPA
- Summa Cum Laude - 3.7 GPA

HABITS OF WORK

At Ellsworth High School, Habits of Work are documented separately from academic achievement in each course. Positive Habits of Work are an essential part of student success, and there is a strong correlation between habits of work, achievement, and learning. High quality Habits of Work provide a foundation for students to be prepared to achieve in the classroom environment.

A common rubric will be used across disciplines to score habits of work at all grade levels. Each content area will have one common indicator that is department specific (i.e.: Science - Lab Safety). The following indicators will also be scored under Habits of Work within all content areas: Attendance/ Promptness, Behavior/Respect, Appropriate Use of Technology, Preparedness & Engagement. Habits of Work will be scored on a rubric scale of 1 - 4, and will be assessed at least every two weeks. Students will receive a separate Habits of Work score for each course they are enrolled in during a ranking period.

Ellsworth High School believes that Habits of Work are critical components to high school citizenship, and therefore are tied to co-curricular eligibility and play a role in the National Honor Society selection process. Habits of Work scores over a student's entire high school career will also play a role in the selection of Valedictorian in the case of a tie regarding the highest academic GPA.

TIMELINESS, INTERVENTIONS AND SUPPORTS

Multiple measures of support are offered at Ellsworth High School to ensure that each student has the opportunity to access interventions for re-learning and re-assessment as well as extensions and enrichments of learning opportunities. Remediation and enrichments are offered before, during, and after school hours, and it is the responsibility of the student to capitalize upon all supports offered. In order to be successful with learning and assessment, it is also important for students to keep pace with assignments. Students who do not meet proficiency on standards within a course will be required to achieve proficiency in alternate recovery settings in order to stay on track for graduation.

Early and Late Work: Prompt and efficient completion of work is expected at Ellsworth High School. Within each classroom, educators will set a *teacher pace* which students will need to follow for assignments and assessments. Students should be within an appropriate range of teacher pace, and late work will not be accepted outside of those brackets. Receiving work early, or taking assessments early (within pace) will also be an option for students who are prepared to move forward in their learning.

Re-Learning and Re-Assessment: All students will have the opportunity to re-do or re-take any summative assessment once to improve their assessment score. This opportunity applies to a student who has not achieved proficiency and to the student who would like to extend their score beyond proficiency. Re-takes and re-dos may not be in the form of the same exact assessment, but will be an opportunity created by teachers to allow students to show equivalent understanding(s) at the performance indicator level.

Note: Students who do not achieve a proficient score on an assessment on the re-take or re-do will have to wait until the next assessment opportunity to show understandings and achieve proficiency.

Focused Learning: Focused Learning is a no-opt-out Response to Intervention program at Ellsworth High School which happens daily for all students. Focused Learning is an additional period during school hours which allows teachers to offer small group interventions, extensions of in-class learning objectives, and enrichments that extend beyond the district curriculum. Students who struggle to meet proficiencies, as well as students who would like to extend beyond the proficient level, use Focused Learning as an opportunity to work with teachers on specific learning targets outside of class time.

Standards Recovery During the School Year: Students at Ellsworth High School will be offered multiple opportunities to remediate work at the performance indicator level towards achieving proficiency on graduation standards in all content areas. Students will not be required, but are encouraged to take advantage of the following opportunities:

After School Program
Fall Vacation Recovery
Spring Vacation Recovery

Summer School: At the end of each school year, students are eligible to recover standards in a summer school setting if they have met proficiency on 50% or more of the graduation standards in that course. Work completed in summer school will directly correlate with assignments and assessments at the performance indicator level, which will create evidence to outline the student's achievement at the graduation standard level. Students will be released from summer school as soon as they have produced enough evidence to show proficiency within the missed graduation standards.

Note: Students who do not achieve proficiency on at least 50% of the graduation standards in a course will not be eligible for summer school remediation, and instead will be required to re-take the course.

REPORTING SYSTEM AND ELIGIBILITY

At any time, students and parents may review formative and summative assessment scores through the Ellsworth High School Infinite Campus parent portal. Please contact the main office for details regarding a parent portal login. Students and parents can expect teachers to post updates to Infinite Campus regarding academic progress and Habits of Work every two weeks at a minimum.

In addition to providing a live, in-progress snapshot of achievement on the parent portal, Ellsworth High School offers the following official mailings regarding student progress:

Danger of Not Meeting Standards Report: Any student in danger of not meeting graduation standards will receive this report in the mail two weeks before the end of a ranking period.

Report Cards: Report cards will be mailed at the end of the Quarter 1, 2, 3 and 4 ranking periods.

For semester courses, reports at Quarter 1 and 3 are considered snapshots of learning, and are not high-stakes. Quarter 2 and/or Quarter 4 report cards reflect cumulative proficiency at the graduation standard level.

For year-long courses reports at quarter 1, 2, and 3 are considered snapshots of learning, and are not high-stakes. Quarter 4 report cards reflect cumulative proficiency at the graduation standard level.

At Ellsworth High School, report cards are used to determine GPA and Co-Curricular eligibility.

Grade Point Average: Ellsworth High School will provide a GPA for each course on a student's report card. A GPA for each course is formulated by averaging the graduation standards, and determines student recognition and academic honors (see: student recognition and academic honors). Quarter 4 GPA is reported on a student's transcript as an official course record. Habits of Work *are not* averaged in to a GPA score, but will be recorded on the report card and transcript separately.

Co-Curricular Eligibility: Quarter 1, 2, 3, and 4 report cards will be used to determine co-curricular eligibility under Article II, Section 2 of the Maine Principals Association handbook. Ellsworth High School students need to be passing at least 5 out of 7 classes in order to be considered eligible for any co-curricular activity.

Students enrolled in the Class of 2015, 2016 and 2017 will be considered to be passing a course if:

Their GPA is 70 or above
Their HOW score is 2.5 or above

Students enrolled in the the Class of 2018 and beyond will be considered to be passing a course if:

Their GPA is 2.5 or above
Their HOW score is 2.5 or above

Note: If a student is found to be academically ineligible at the end of a Quarter ranking period, he/she will be placed on Academic Probation. The student will then have weekly grade and HOW checks until they are passing five courses, deeming them eligible again. During the time of academic probation, the student is expected to attend practices and events as part of the team or activity. Ineligible students can participate in practices but are banned from participating in games, scrimmages, competitions, performances, or team/club activities.

ELLSWORTH HIGH SCHOOL HABITS OF WORK

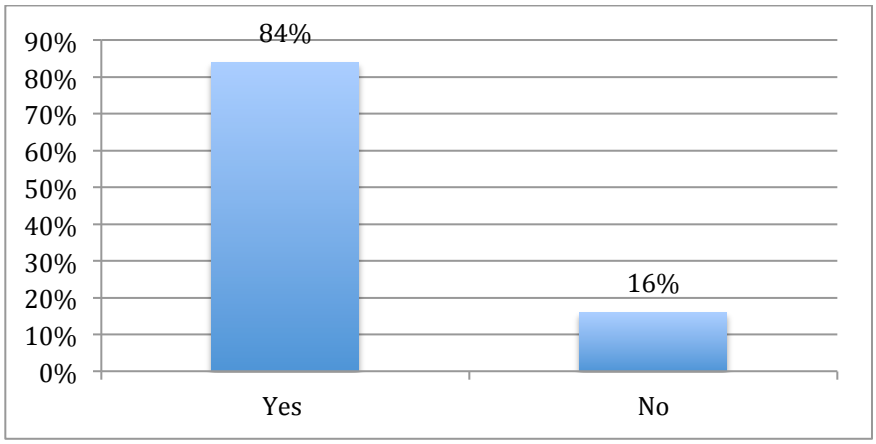
SCHOOL-WIDE SCORING RUBRIC

Criteria	4	3	2	1
Attendance/ Promptness	Student has no tardies or unexcused absences.	Student is tardy no more than once per week and has no unexcused absences.	Student is tardy more than once and/or has one unexcused absence per week.	Student has more than one unexcused absence per week.
Behavior/ Respect	Student always behaves appropriately and is respectful of surroundings and others.	Student behaves appropriately and is respectful of surroundings and others most of the time, requiring redirection once per week.	Student behaves appropriately and is respectful of surroundings and others some of the time, requiring redirection 2-3 times per week.	Student rarely behaves appropriately and may be disrespectful of surroundings and others, requiring redirection more than 3 times per week.
Appropriate Use of Technology	Student always uses technology in a non-disruptive, appropriate manner.	Student uses technology in a non-disruptive appropriate manner most of the time, requiring redirection once per week.	Student uses technology in a non-disruptive appropriate manner some of the time, requiring redirection 2-3 times per week.	Student rarely uses technology in a non-disruptive appropriate manner, requiring redirection more than 3 times per week.
Preparedness	Student is always prepared for class with assignments and materials.	Student is prepared for class with assignments and materials most of the time, requiring reminders once per week.	Student is prepared for class with assignments and materials some of the time, requiring reminders 2-3 times per week.	Student is rarely prepared for class with assignments and materials, requiring reminders more than 3 times per week.
Engagement	Student always contributes to class by engaging in expected tasks.	Student contributes to class by engaging in expected tasks most of the time, requiring encouragement once per week.	Student contributes to class by engaging in expected tasks some of the time, requiring encouragement 2-3 times per week.	Student rarely contributes to class, even when prompted, requiring encouragement more than 3 times per week.

EHS Staff Readiness Survey
The Shift to Proficiency Based Education

June 21-24, 2014
[Data Collected Through Survey Monkey]
44 Individual Survey Answers Collected

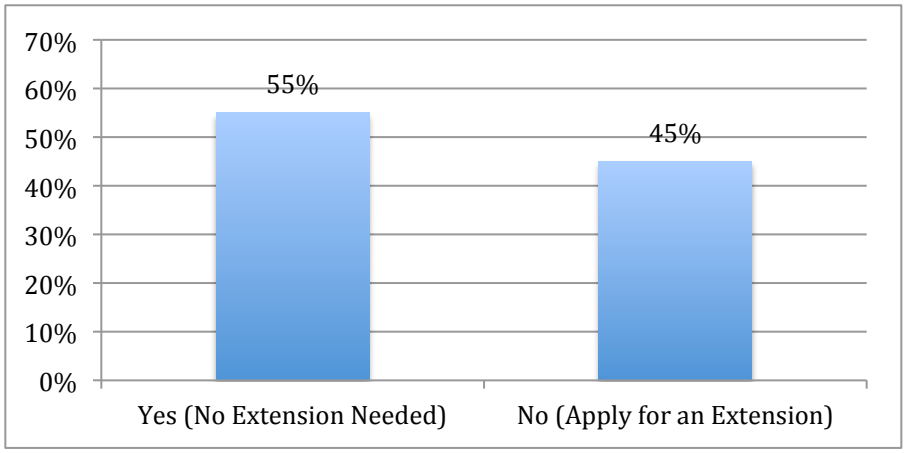
Q1. If the Ellsworth School Department was to move forward in fall of 2014 without an extension (full implementation of proficiency based learning for the class of 2018), do you support the materials and policies created thus far for Ellsworth High School? These include the Habits of Work rubric, the assessment agreement information document, and the draft graduation policy.



Summary: 37 Votes Yes, 7 Votes No
Comments:

- More piloting and results discussed within the school need to be communicated better. There has not been enough communication on how to do this. IT has no idea how to implement this process smoothly. We need IT to conduct regular "sandbox" activities for the whole staff in regular intervals in order for everyone to understand and teach this new grading system to students and parents.
- Go for it. Jump in with both feet.
- But we have a lot of work to do. This needs to be understood by administration and board, that we have a great deal to do and some of the stuff we have decided may need to be revisited as we find out if what we have put together works or not.
- Extension would be a step backwards.
- Just need to be willing to meet, reflect, and revise a couple of times next year.
- No reason to change grading scale. Community support is stronger if we keep grading the traditional way while requiring proficiency in the standard.

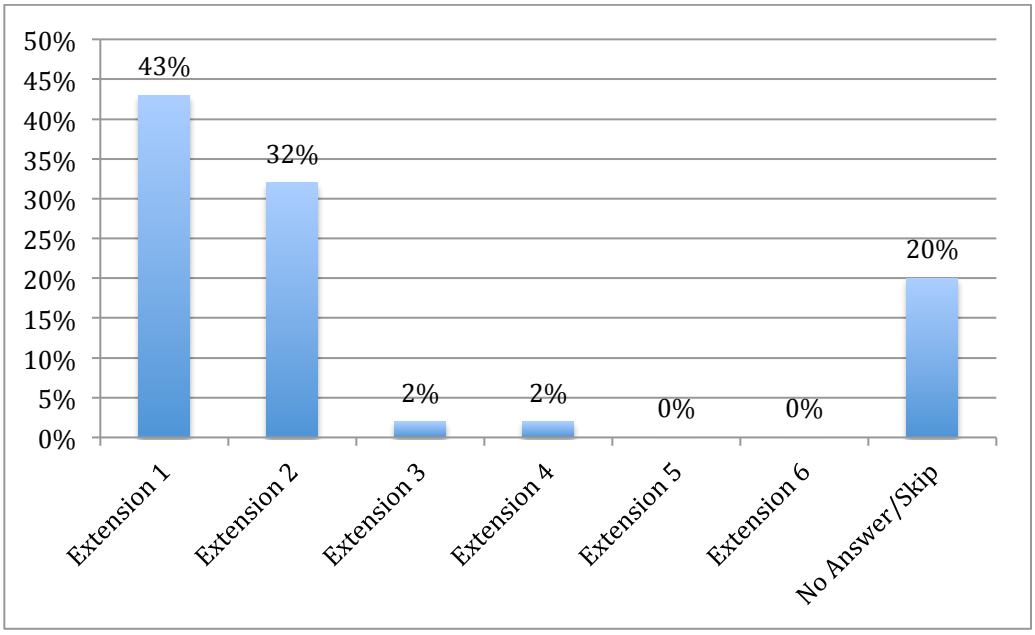
Q2. Do you think that Ellsworth High School (under the Ellsworth School Department) should move forward with a full implementation of proficiency based learning for the Class of 2018, beginning in the fall of 2014?



Summary: 24 Votes Yes (No Extension Needed), 20 Votes No (Apply for an Extension)
Comments:

- Too many people have different ideas how standards based grading should be implemented. Too much uncertainty brings discourse in a culture of learning.
- Well, maybe, maybe not. Maybe the extra year would be good.
- The community is not ready for our proposed proficiency grade reporting.
- Full steam ahead.
- There is too many people leaving. We need a full pilot year under our belts.
- Only because of the Guiding Principles
- Even though it is inevitable that we will need to adjust things.

Q3. If leaders of the Ellsworth School Department were to conclude that filing for an extension would be the best decision for the entire district, which extension option do you feel would be most appropriate considering the readiness of EHS for this transition?



Summary: 19 Extension 1 Votes, 14 Extension 2 Votes, 1 Extension 3 Votes, Extension 4 Votes, 0 Extension 5 Votes, 0 Extension 6 Votes, 9 No Answer/Skipped Question
Comments:

- Specifically the extension related to the Guiding principles.
- A one year extension would be needed. One year of introducing policies, etc. and one year for IT and teacher leaders to help the rest of the staff during in-service time is needed. It has taken Bucksport, among other schools, three years to get where they are now.
- We should roll out in the Fall AND have a year extension to trouble shoot allowing for starts and restarts.
- Not sure which extension means what, little more time for the general population of teachers. Fresh Academy good to go.
- I believe that we are ready in the content areas and are well on our way to integrating the guiding principles and will have that in place for advisory in time for next years freshmen. Many staff have started to integrate proficiency based projects, lessons and rubrics into their classrooms already. Those that haven't yet will be learning by watching what the freshmen teachers will be doing next year. If we were to file for an extension I believe the most appropriate one would be to take a year to refine what we have done and test run it in the classroom.
- I don't want an extension. Looking forward to standards.
- We have worked on this, and should continue to do so in the format started late in the year. Choice two seems to have the least DOE involvement while still giving us time to work out the bugs.
- This is the least intrusive.

Ellsworth High School

Focused Learning

Focused Learning at Ellsworth High School is a Response to Intervention (RTI) program for all students. Our program has three key characteristics:

(1) **No Opt Out!** Focused Learning is built into our daily schedule.

(2) All teachers are available for all students at the same time.

(3) Teachers are working with all students, not only those identified.

Three Levels of RTI

Intervention: Small groups of students work with the teacher on content support, remediation, or proactive support.

Extensions: Whole class groups where the teacher extends the current curriculum beyond what is able to be completed during a class period.

Enrichments: Above-and-beyond activities that go outside of the curriculum to expand the experiences of our students.

Focused Learning occurs during one period, daily. Each day, every student's Focused Learning schedule changes. For example, a student may be tagged by his or her history teacher for an intervention on one day, and may be tagged for an extension for science class the next day. If a student is not tagged for the day, then he or she attends a study hall. Students check the app daily to see which teacher may have tagged them and where they need to be during Focused Learning.

ELLSWORTH HIGH SCHOOL

PROFICIENCY BASED EDUCATION RUBRIC TRANSLATION GUIDE

RUBRIC SCORE	DESIGNATION	DESCRIPTOR OF LEVEL OF WORK COMPLETED AND PROFICIENCY DEMONSTRATED	UPPERCLASSMEN DUAL REPORTING TRANSLATION
1	NO EVIDENCE	**Minimal to no achievement** in terms of the required knowledge and skills. There is little to no evidence to determine proficiency.	50
1.5	LIMITED	A **limited understanding** of the knowledge and skills. There is inadequate evidence to determine proficiency.	60
2	APPROACHING	An **approaching understanding** of the required knowledge and skills, and an ability to apply them with support at times. Evidence is inconsistent and/or misconceptions prevent the student from understanding the essential question or big idea.	75
3	PROFICIENT	A **good general understanding** of the required knowledge and skills, and the ability to apply them in different situations. There is sufficient evidence of analysis, synthesis, and evaluation where appropriate.	85
3.33	ADVANCED	A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in multiple and/or complex situations. There is ample evidence of analysis, synthesis and evaluation where appropriate.	90
3.67	EXCEEDING	An **excellent understanding** of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The work completed **exceeds defined requirements**, and there is substantial evidence of analysis, synthesis and evaluation where appropriate.	95
4.0	DISTINGUISHED	A **deep and broad understanding** of the required knowledge and skills. There is outstanding evidence of inferential thinking, analysis, and synthesis. Original, high quality work goes **above and beyond defined requirements**. The student knows this concept or skill well enough to be able to teach it to someone else.	100

ELLSWORTH SCHOOL DEPARTMENT
ELLSWORTH SCHOOL BOARD
MINUTES
Tuesday, February 10, 2015, 6:30 p.m.
City Hall, Council Chambers

Members Present:	Dawn Hudson, Chairperson; Brenda Thomas, Paul Markosian, Andrea Perry
Student Member:	Rachel Bunker
Members Excused:	Marcia Jude
Members Absent:	Rachel Bunker
Members Late:	None
Members Dismissed:	None

Staff Present:	Daniel Higgins, Superintendent of Schools Greg Applestein, Ellsworth High School Assistant Principal Jim Newett, Middle School Principal Ann Sargent, Adult Education Director April Clifford, Technology Director Rachel Kohrman-Ramos, Curriculum Coordinator Lynn Maddocks, Director of Special Education Shannon Murdoch, Asst. Director of Special Education

Guests Present

Douglas Libby, EEMS Teacher

A. Call to Order

The meeting was called to order by Board Chairperson Dawn Hudson at 6:36 p.m.

B. Pledge of Allegiance

C. Adjustment to Agenda:

Superintendent Higgins informed the Board that the Staff Presentation would be provided by EEMS Teacher Doug Libby on the Mentor/Mentee program at EEMS.

Superintendent Higgins recommended amending the Agenda by adding the following item to be considered under New Business preceding Item 3:

Discussion and Consideration of Vision/Mission Process Proposal for the Ellsworth School Department

A motion was made by Paul Markosian, seconded by Brenda Thomas, to amend the agenda by adding Discussion and Consideration of Vision/Mission Process Proposal for the Ellsworth School Department to New Business preceding Item 3 as recommended by the Superintendent:

DRAFT

Vote: 4 Yes 0 No

D. Approval of Minutes

A motion was made by Andrea Perry, seconded by Paul Markosian, to accept the minutes of January 13, 2015 School Board Meeting as presented.

Vote: 4 Yes 0 No

E. Communications/Correspondence: None

F. Public Participation: None

G. Administrative and Student Board Member Reports

1. Building Administrator's Reports
   Greg Applestein, EHS
   Jim Newett, EEMS
   Ann Sargent, Adult Education

2. Curriculum Coordinator's Report
   Rachel Kohrman-Ramos, Curriculum Coordinator

3. Superintendent's Report
   Dan Higgins, Superintendent

H. Committee Reports: None

I. Old Business: None

J. New Business

1. Staff Presentation by Doug Libby, EEMS Teacher, on the Mentor/Mentee Program at EEMS.

2. Consideration and Approval of Revised Proficiency Based Diploma Extension Application

   A motion was made by Andrea Perry, seconded by Brenda Thomas, to approve the Revised Proficiency Based Diploma Extension Application as recommended by the Superintendent.

   Vote: 4 Yes 0 No

   Discussion and Consideration of Vision/Mission Consulting Proposal for the Ellsworth School Department

DRAFT

A motion was made by Brenda Thomas, seconded by Paul Markosian, to approve the proposal for Vision/Mission Consulting Services from McCalmon Education Consulting as presented.

Vote: 4 Yes 0 No

3. Executive Session for Negotiations Update under 1 MRSA 20-A, §405(6)(E) for the purpose of a Negotiations Update

A motion was made by Brenda Thomas and seconded by Paul Markosian to enter Executive Session under 1 MRSA 20-A, §405(6)(E) for the purpose of a Negotiations update as recommended by the Superintendent.

Vote: 4 Yes 0 No

Time Entered Executive Session: 7:53 p.m.
Time Returned to Open Session: 8:15 p.m.

Calendar/Announcements

Meeting and Event Schedule:

Policy Committee Meeting - Monday, February 23, 2015, 8:30 a.m. at ESD Offices.
School Board Workshop - Board Self Evaluation – February 24, 2015, 6:30 p.m. at ESD Superintendent Office Conference Room
School Board Meeting - Tuesday, March 10, 2015, City Hall, Council Chambers, 6:30 p.m.

K. Adjournment:

Discussion: None

A motion was made by Brenda Thomas, seconded by Paul Markosian, having no further business, to adjourn the Board Meeting.

Vote: 4 Yes 0 No

Time of Adjournment: 8:17 p.m.

Signed: Dawn Hudson, Chairperson

_____ Date: _____

DRAFT