



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 3

At the time of the extension application the SAU will:

- Provide evidence of the proficiency based system in place at the middle school or K-8 level as evidence of the SAU's preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and standards of the Guiding Principles after July 1, 2020.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the

implementation of proficiency-based diplomas

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

Submittal Window

1. Indicate the submitting date.

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

Our submission is for January 2015 due to feedback we received on our Confirmation of Readiness.

Superintendents Region

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

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

3. School Administrative Unit: **MSAD 11**
4. High School(s): **Gardiner Area High School**
5. Name and title of person completing the extension request:
Katie Joseph, Director of Curriculum and Instruction
6. Superintendent's name, address, phone number and email:
Pat Hopkins
Superintendent of Schools
MSAD 11
150 Highland Ave
Gardiner, ME 04345

Evidence of Preparedness

7. Describe the proficiency-based system in place at the middle school or K-8 level as evidence of the SAUs preparedness to expand the proficiency-based system into the secondary level and its preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the proficiency-based education work completed to date
- Clear connection between evidence and the work done

See attached document labeled "7" (MSAD 11's Proficiency Based Graduation Plan Timeline of Work, 2012-2018)

See attached documents labeled "7A" (Educational Plan and proficiency report card backs)

See attached documents labeled "7B" (power standards we are reporting on for grades K-12 starting this year)

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

See attached document labeled "7" (MSAD 11's Proficiency Based Graduation Plan Timeline of Work, 2012-2018)

See attached document "7C" (standards map samples for grade 4 reading) and attached document "7D" (Guiding Principles reflection and student defense)

Please see document "9B" which is an example of one of the many School Board Curriculum Committee meeting agendas during which we spent time discussing these standards-based issues.

Please see document "9C" which is a copy of one of the articles published on our website (written by the Director of Curriculum and Instruction for the purpose of educating the community) and in our weekly electronic newsletter, *The Pride*, which goes out to nearly 2,000 students, families, and community members in our district.

- Clear alignment to extension option

K-8 curriculum maps, new power standards, draft policies, and guiding principles systems are in place along with the new standards report cards. Please see documents 7, 7A, 7B, 7C, 7D, 7E, and 7F.

Overall Implementation Plan

8. Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of 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:

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

See attached document labeled "7" (MSAD 11's Proficiency Based Graduation Plan Timeline of Work, 2012-2018)

See attached documents labeled "7A" (Educational Plan and proficiency report card backs)

See attached documents labeled "7B" (power standards we are reporting on for grades K-12 starting this year)

See attached document "7C" (standards map samples for grade 4 reading) and attached document "7D" (Guiding Principles reflection and student defense)

System of Supports for Student Learning

9. Describe the system of supports you have in place for middle school students when proficiency is not demonstrated. Describe your plan for growing the system of supports into the high school. 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

See attached document labeled "7" (MSAD 11's Proficiency Based Graduation Plan Timeline of Work, 2012-2018)

- **Clear description of practices for regular monitoring of student progress**

See attached document labeled "7" (MSAD 11's Proficiency Based Graduation Plan Timeline of Work, 2012-2018)

- **Clear description of equity of opportunity for support in any content area and Guiding Principles**

See attached document labeled "7" (MSAD 11's Proficiency Based Graduation Plan Timeline of Work, 2012-2018)

See attached document labeled "7" (MSAD11's Proficiency Based Graduation Plan Timeline of Work, 2012-2018) for the description of the system of supports, the multiple pathways, through which MSAD 11 will provide students various chances to show what they know about each power standard. The way we will offer feedback and monitor progress is also described in document "7.

Proficiency-Based Diploma Transition Funds

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

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

Over the course of the 2013-2014 school year, we used 70% of our transition funds for different activities to ensure the district would be prepared. The majority of the money was spent in the "practice" category for professional development conferences (many through MCLA on proficiency work), committee work (paying teachers hourly for meetings beyond their contract), summer planning work (for teacher time to finish maps and align assessments), and substitutes (for teachers to have release time to attend mapping meetings and professional development). Within two categories, "policy" and "community engagement," we already had the district structures in place to do this work so we did not have to spend our transitions funds on it, but did do transitions work within already existing committees and groups. Please see document "7" for more qualitative details around where transition money was spent.

As for the systems that already exist at no additional "transitions funds" cost to the district for the policy and community engagement work as these systems, instruments, and groups were in place before we received the funds, we have:

- *Pride* articles – weekly e-newsletter we already pay for with local funds through which we share proficiency news and articles
- Family and PTA meetings – these happen often at no cost to the district for communication purposes with parents
- School Board Curriculum Committee meetings and full School Board meetings – much of the policy and community work was done and brainstormed here and these were already standing meetings
- Educational Plan committee meetings happen 3x a year already – much of the community work was done here

Please see document “9A” which is our year-to-date spending report of our transitions funds from our ADS accounting system.

Please see document “9B” which is an example of one of the many School Board Curriculum Committee meeting agendas during which we spent time discussing these standards-based issues.

Please see document “9C” which is a copy of one of the articles published on our website (written by the Director of Curriculum and Instruction for the purpose of educating the community) and in our weekly electronic newsletter, *The Pride*, which goes out to nearly 2,000 students, families, and community members in our district.

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**

For 2014-2015, we would like to continue to use the funds as we did in 2013-2014, as the Educational Plan committee found our use of funds to be effective and acceptable. So, for a description of how we intend to spend the 14-15 funds, please see above under the details of the variety of ways we spent our 13-14 funds.

The only two shifts for 14-15 spending would be moving \$1,500.00 for paying teachers beyond their contract time to attend policy revision meetings as there are many policy documents that we need to update this year. Additionally, we plan to spend the ~\$5,000.00 of carry over money on having PowerSchool create a custom report card for our high school that allows for reporting on each power standard a student works on in a class, not just an overall grade for that course.

Anticipated Spending for 14-15: (1/10 of 1% = ~ \$19,904)

Policy: \$1,500.00

Practice: \$18,404.00

Community Engagement: \$0.00

One-year Carry Over from 13-14: \$5,705.00 (to be spent by June, 2015)

Option 3 Authorization Page

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and 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; and
- a budget for use of additional proficiency-based diploma transition funds.

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

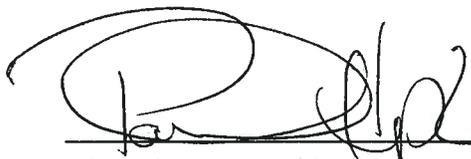
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

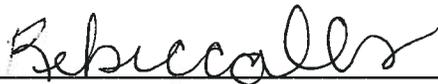
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



Superintendent of Schools

2/9/15

Date



Chair of School Board

02/09/15

Date

**** This cover page document is being resubmitted after the MSAD 11 Board vote on 02.05.15**

MSAD 11's Proficiency Based Graduation Plan Timeline of Work, 2012-2020

(Last updated 01.12.15)

The below is a list of projects and work completed and to be completed around the policy, practice, and community engagement issues related to Proficiency Based Graduation. This work will be monitored by the School Board Curriculum Committee, the full MSAD 11 School Board, and the district and community-constructed Educational Plan and Standards and Report Card Committees.

Completed in 2012-2013

- The District decided to work with 80 stakeholders and in the school and district community to set forth their 5-year vision (The Educational Plan) around student-centered learning and community partnerships for MSAD 11.
- The Education Plan was drafted, vetted, and finalized.
- Teachers began work at the high school level in department chair meetings to select the "power" standards they want to track for the new standards based learning system.

Completed in 2013-2014

- The School Board formally adopted The Educational Plan and began putting its action steps into place.
- The Educational Plan Committee (made up of community members, parents, teachers, and administrators) met three times a year to hear updates on the work outlined in the plan, as well as oversee progress around the action items and provide feedback to those doing the work.
- Standards and Report Card Committees were created for grades K-5 and 6-8, as they don't regularly meet in the same way that high school department do weekly. These teacher and administrator committees met monthly, representing their grade levels, multiple subject areas, and various buildings, to decide on the new grade scale and to provide feedback and teacher voice on decisions concerning the implementation of a standards-based content and guiding principles assessment system.
- The Director of Curriculum and Instruction used the Transitions Funds money from the state for committee meetings at the K-8 level, to send teachers to professional development around standards-based learning, to pay for subs to allow K-5 teachers to have release time to create curriculum maps, and to allow for summer work for teachers PK-12 to finish curriculum maps aligned to the chosen power standards and to create new assessments.
- At the high school level, work was done each month with the Director of Curriculum and Instruction and the Principal at the department chair meetings. Department chairs then continued these conversations and this work of selecting power standards, creating standards maps, and revising assessments during department collaborative meeting time once a week.

- PK-12 teachers used district workshop days and early release days to do this standards mapping work and assessment revision.
- Parent meetings were done at the middle and high school levels to start sharing the transition plan and what to expect from this new system and new way of awarding diplomas. These special meetings happened in the spring of 2014 for families and for students entering grade 9 in the fall of 2014.
- The School Board's Curriculum Committee had multiple meetings on this topic to review the work of teachers, with teacher presenters present, and provide feedback on the rollout of the new system. This Committee also voted to officially adopt the new Mastery and Grading Policy recommended by teachers and administrators K-12. The Committee also discussed and supported the administrators' decision to move forward without an extension from the MDOE.
- The full School Board received a monthly update at the School Board Meeting on the work of the Curriculum Committee and the district around these issues.
- Professional development and guided work time was provided by the Director of Curriculum and Instruction and the High School Principal around how to select power standards and how to create curriculum maps that clearly indicate the performance indicators and learning targets that fall within a power standard. Maps were created at all grade levels and in all subjects and will be finalized by the first report card of the 14-15 school year. Once reviewed, these maps will be put into PDF format and posted on the MSAD 11 website for reference for families and community members so they understand the skills, content, and concepts behind each power standard on which their child is being assessed.
- All committees and departments discussed the option of keeping our current reporting system, PowerSchool, versus adopting a new system. The committees decided that we would like to use the "standards" version of PowerSchool and work with them to create a custom standards-based report card. After the power standards were chosen K-12, they were loaded into the PowerSchool system during the 2014 summer. The Technology Director and Director of Curriculum and Instruction also saw presentations from the leading competitors of other computerized learning systems and have that information moving forward in case the district does decide they want to move away from using PowerSchool (Mastery Connect, Educate, and Jumprope).
- Grades K-8 were already regularly assessing students on the Guiding Principles and will continue to move forward with ensuring students are proficient in the five principles and will collect evidence for this in our student learning system, PowerSchool. The high school had not been assessing students on the guiding principles. A student-centered design to do this work was created and approved by the high school staff. For grade 9 students, they will work with their advisors to learn about the guiding principles and how they apply at the high school

level through discussions with their advisory cohort. They will be responsible for completing a Guiding Principles Reflection and Plan. During grades 10-12, students will create a Guiding Principles Plan and Defense with evidence to prove their proficiency in each guiding principle. All written reflections, defense, and collected evidence will be stored in a Google folder that will serve as the student's Guiding Principles Portfolio.

- Beyond sharing information publically through family meetings, School Board events, and Educational Plan Committee workshops, we also shared a series of articles written by the Director of Curriculum and Instruction about the shifts in our weekly *Pride* e-newsletter which goes out to nearly 2,000 people in the community.
- Throughout the year in all of our committee meetings we brainstormed and designed options for students to be able to show what they know in different ways as well as get a second chance to learn something that they did not master the first time. While we will continue to increase this suite of options for students, the following list has been approved by the School Board's Curriculum Committee as the start of our multiple pathways programming:
 - Academic tutorial during the school day – teachers get a sub for 1 hour a week of release time to tutor students
 - Academic tutorial after school – teachers are paid beyond their contract hours to reteach material after school
 - Students have access to standards-based learning through an online teaching program, PLATO, in our Adult Ed program or with their regular classroom teachers
 - Students will be allowed to request to do independent studies with teachers in order to meet standards requirements
 - Students will be allowed to request to take elective courses in order to meet standards requirements.
 - Students will be allowed to request to take college courses at nearby institutions to meet standards requirements.

To be completed by the end of the 2014-2015 school year
(updated 01.12.15)

- *Many of the above decisions and work from 2013-14 will continue this year, and in addition the below items will also be carried out.*
- The Standards and Report Card Committees will continue to meet to problem solve issues as they arise and finalize all student-centered learning systems and programming. (ongoing)
- The Director of Curriculum and Instruction and Director of Technology will meet with all teacher groups, K-12, for a training on how to set up their new grade books for standards-based grading and ensure that all teachers have the appropriate power standards loaded in their grade books. (completed)
- New report cards will be created by the Technology Director, in collaboration with PowerSchool consultants, to ensure that they are

aligned and reporting on all power standards and guiding principles K-12. (completed and in use)

- Department chair meetings will continue to happen at the high school to ensure that the new system is being carried out with fidelity and that assessments are being aligned to truly assess for the proficiency of the power standards. (ongoing)
- The School Board's Curriculum Committee will continue their policy review, revision, and adoption throughout the 14-15 meetings. Updating of policy (e.g. IKA/done, IKF, IKAB/done, IKE, IHE, ILJ, etc.). All policies will be updated and adopted by the start of the 15-16 school year so the full pilot we'll have in place for the class of 2019 will be in action under the new policies. (ongoing)
- The Educational Plan Committee will continue to meet for three half-day workshops throughout the year to assess the progress of the goals, as well as provide feedback on the work being done. (ongoing)
- Transition funds will continue to be spent to send teachers to professional development around standards-based learning, to pay for subs to allow teachers to have release time to create curriculum maps, and to allow for vacation/summer work for teachers PK-12 to finish curriculum maps aligned to the chosen power standards and to create new assessments. We will also set some of this money aside for PowerSchool or other learning system issues. (ongoing)
- Through the TIF grant we participate in for teacher evaluation we will be participating in professional development around differentiation and formative assessment in order to better understand how to best serve students in this new standards-based learning model. (ongoing)
- Students will feel a significant shift with this new standards-based system, starting with the Class of 2018. Assessments will provide clear feedback about how they do on each power standard, rather than give them overall average grades. Their report cards will reflect the new grade scale as well as a snapshot of their understanding of each standard. Using our new content area standards trackers, students will keep track of their own proficiency for each standard they learn in each course during advisory time. Students will get to choose a "pathway" that works for them should they have to redo some of their standards work. And, students will begin to illustrate, via their Guiding Principles Google folder, how they are proficient in each of these work habits while providing evidence to back up their defense. The Director of Curriculum and Instruction will collect samples of the following work that has already been created by June 2015:
 - Sample 9-12 curriculum maps for each of 8 content areas
 - Rubric for assessment of guiding principles student defense
 - Sample assessment and scoring mechanism (rubric or other) for each of eight content areas
 - Evidence of PLATO and other pathways in action
 - Copies of new report card at each level

7

- The multiple pathways (listed above) will be available to students who need more time and different ways to show their proficiency in the power standards. (completed)
- All to the curriculum maps that breakdown the power standards for K-12 will be put in PDF format and placed on our website to increase transparency between district, family, and community communications. Family meetings will continue to be carried out to clarify the standards-based system of learning and articles will continue to be published in *The Pride* for the broader community to understand this process. (nearly complete)
- A determination will be made by the committees about whether to move forward with PowerSchool or decide to transition to a different student learning system based on the research that was done on different options last year. (completed – keeping PS)
- The new report cards that reflect the selected power standards will be used as of the first quarter. (completed)
- Timely feedback will be available to students and families around the standards as the PowerSchool standards online portal will be open to families all the time. Progress reports and report cards will be sent home at regular intervals, in addition, to ensure maximum communication about student achievement progress. (ongoing)

To be completed by the end of the 2015-2016 school year and beyond
(updated 01.12.15)

- Continue implementation of the committees and work for 2014-2015, as well as addressing any new concerns that arise.
- Ensure all policies are revised, approved, and posted on our website.
- Carry out full standards-based system in the high school for grades 9 and 10. We will have a full pilot in place with all systems up and running for the class of 2019. (15-16)
- Carry out full standards-based system in the high school for grades 9, 10, and 11. (16-17)
- Carry out full standards-based system in the high school for grades 9, 10, 11, and 12. (17-18)
- The Educational Plan committee will continue to meet for 3 workshops a year to assess progress and provide feedback.
- Other work will be added to this plan, as necessary as it develops.
- First standards-based diploma awarded to those graduating in June 2020.

Respectfully Submitted,

Katie Joseph
Director of Curriculum and Instruction
January 12, 2015

Comprehensive Education Plan: Proficiency Based Graduation Plan
Overview of Past, Present, and Future Vision and Work for Standards-Based Learning

Documentation to Follow:

1. Proficiency Based Graduation Plan Timeline of Work
 - a. Five-year overview of the work already done and to be completed around the standards-based diploma and student-centered learning work in the district.

2. Educational Plan
 - a. The five-year district and community vision for learning and collaboration created in the 12-13 school year by a group of 80 stakeholders representing parents, students, business leaders, town officials, community members, teachers, and administrators. It lays out the goals and action strategies for both “Student Centered Learning” and “Community Connections” around topics such as proficiency-based learning and graduation.

3. K-12 Power Standards
 - a. The full list of overarching “power” standards that the district has agreed to track and report on for students K-12 as of the 2014-2015 school year.

4. Proficiency Based Report Cards and Standards Maps
 - a. These are samples of the backs of the report cards and one standards map sample (4th reading) that will track the power standards and they illustrate what concepts will be covered in each grade. They need a few small revisions for 14-15, but presently are the most updated versions. Maps will be complete in the fall of 2014 for each subject, K-12, and will be posted on our website for the community.

5. Priority Proficiency Policies List
 - a. List of all of the policies the School Board’s Curriculum and Policy Committees will be reviewing and adopting during the 14-15 year.
 - i. IKA, IKF – fully revised by School Board Curriculum Committee and to be reviewed/adopted by School Board Policy Committee at October 2014 meeting
 - ii. IKAB – in the revision process with the School Board Curriculum Committee
 - iii. Rest of list – on the School Board Curriculum Committee meeting agendas for 14-15

6. MDOE Guiding Questions List
 - a. List of the guiding questions provided from the MDOE with notes about where MSAD 11 is on each step (as of October 2014).

M

Motivated

Students and staff develop positive relationships within a safe learning environment. Students feel empowered and engaged in their own learning.

S

Student Centered

Educators are supported through continuous professional development. Teaching and learning will foster collaboration, creativity, and innovation.

A

Achievement Focused

Educators and students use current research, technologies, and data to navigate an ever-changing world.

D

Dynamic

Active partnerships with the community are fostered and facilitated.

11

Engaging all students through individualized, rigorous, and relevant learning.



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Educational Plan Overview

2013 – 2018: A Five-Year Vision

In October 2012, the MSAD 11 School Board hosted a day and a half event to elicit input about the district's vision from approximately 80 stakeholders representing parents, students, business leaders, town officials, community members, teachers, and school administrators. The information generated during the event was analyzed by the Educational Plan Committee and used to develop the following 3 – 5 year Educational Plan, the components of which will steer the School Board and administration's goals and decisions moving forward.

The Educational Plan is designed to be a fluid document that can be updated and modified as local conditions require. Quarterly, the Educational Plan Committee is charged with reviewing the progress of the Educational Plan and making necessary refinements and adjustments to the Educational Plan when warranted.

With the adoption of this Educational Plan, we are stating our intention to be more student centered and to strive for all students to be academically prepared for the 21st Century. It is our goal for MSAD 11 to be viewed as one of the premier public school districts in the State of Maine. Ensuring this happens will require on-going dialogue and discussion. We hope many will join us as we enthusiastically make this goal a reality.

Patricia Hopkins
Superintendent of Schools

Educational Plan Committee

Diann Bailey – Adult Education Director
Debra Couture – School Board Member
Jennifer Garvin – Parent
Al Ghoreyeb – Elementary Principal
Inez Kelly – Boys and Girls Club
Kristin Lorbeski – Elementary Teacher
Terry McGuire – Technology Director
Todd Sanders – Middle School Principal
Howard Tuttle – Director of Curriculum

Meaghan Carlson – Gardiner Heart & Soul
Becky Fles – School Board Member
Angel Gaudreau – Elementary Teacher
Pat Hopkins – Superintendent of Schools
Chad Kempton – High School Principal
Karl Matulis – High School Teacher
Sue Robinson – Child Development Center
Cindy Smith – Parent



The Educational Plan – Focus I

STUDENT CENTERED LEARNING

Engaging all students in the process of learning through individualized, rigorous, and relevant educational experiences.

CURRICULUM

Using a standards-based curriculum that provides all students the time and opportunity to develop the necessary skills and knowledge.

Goal: To align MSAD 11 curriculum with relevant standards, such as the Common Core Standards and the Next Generation Science Standards, and incorporate project-based learning, as appropriate, that is individualized, rigorous, and relevant to students.

Point Person: Director of Curriculum and Instruction

Work Committees: Building-based Teams, Grade Level Teams, Vertical Curriculum Teams, Administrative Team, District Content Area Curriculum Committees, and School Board Curriculum Committee

Action Strategies:

- Update the Atlas curriculum mapping system to align content and skills with new standards. NWEA's Descartes will help with this work.
- Develop and expand project-based units and lessons as appropriate.
- Work with Kids Consortium to implement Service-Learning Project-based units in appropriate areas of the PK-12 curriculum.
- Use student achievement information from NWEA, Smarter Balanced, and Common Assessment System to measure the effectiveness of the curriculum alignment and instruction.
- Purchase updated curriculum aligned to the Common Core and Next Generation Science standards as appropriate and as recommended through the curriculum review process.

INSTRUCTION

Utilizing research-based best practice instruction to support students in reaching their full potential.

Goal: To implement a comprehensive, highly effective system of supervision and evaluation based on the National Board Certification Standards.

Point People: Director of Curriculum and Instruction and TIF 4 Project Manager

Work Committee: TIF 4 District Steering Committee

Action Strategies:

- Implement extensive training, activities, and systems as dictated by the Teacher Incentive Fund 4 grant.
- Take One! Training for all teachers and administrators.
- Implementation of yearly district-wide student/teacher/administrator surveys.
- Implementation of a new evaluation system for teachers and administrators with a student growth performance measurement.

Goal: To provide MSAD 11 students with greater access to 21st century learning tools.

Point People: Director of Curriculum and Instruction and Director of Technology

Work Committee: Administrative Team, Technology Committee

Action Strategies:

- Implement one-to-one laptops in grades 6-12.
- Provide K-5 students with greater access to technology.
- Continue to implement ongoing professional development opportunities for integrating technology into teaching and learning.

ASSESSMENT

Using multiple measures of achievement data to inform teaching and learning.

Goal: To implement standards-based formative assessment practices in order to inform instruction in all classrooms, Pre-K-12.

Point Person: Director of Curriculum and Instruction

Work Committees: Building-based Teams, Grade Level Teams, Vertical Curriculum Teams, Administrative Team, District Content Area Curriculum Committees, and School Board Curriculum Committee

Action Strategies:

- All schools read the book Seven Strategies of Assessment for Learning and implement the seven formative assessment strategies outlined in the book.
- Implement a systemic standards-based report card Pre-K-12 aligned to the Common Core Standards and the Next Generation Science Standards.
- Implement a clear continuum of standards, based on the Common Core and track student progress along this continuum.
- Implement a systemic standards-based diploma.
- Become familiar with the resources offered by and expectations of the Smarter Balanced Assessment Consortium and use this information to inform content area assessments.

CULTURE

Promoting a positive and safe learning environment for all.

Goal: To implement systems, protocols, and curriculum that promote a positive and safe learning environment and encourage students to develop connections with educators and mentors.

Point Person: Director of Curriculum and Instruction

Work Committees: Building-based Teams, Administrative Team, PBIS Teams, and Civil Rights Teams

Action Strategies:

- All schools, PK-12, implement a Positive Behaviors Intervention and Support (PBIS) school-wide system.
- PK-5 schools continue to implement the Responsive Classroom social curriculum.
- Second Step curriculum is implemented with fidelity in appropriate situations throughout the district.
- Advisory/Advisee is continued and improves.
- Restorative Justice curriculum is implemented in grades 6-8.
- Expansion of mentoring partnerships in MSAD 11.



The Educational Plan – Focus II

COMMUNITY CONNECTIONS

TECHNOLOGY BASED COMMUNICATION

Goal: To develop collaborative community connections and partnerships that enhance the mission and vision of the MSAD 11 School District.

Point Person: Instructional Technology Director

Work Committee: Technology Committee

Action Strategies

- Create a central database of community service opportunities for high school students.
- Evaluate the effectiveness of the District Website as a communication tool for families and students.
- Develop communication strategies with community organizations to foster on-line partnerships.

COMMUNITY PARTNERSHIP DEVELOPMENT

Goal: To develop collaborative community connections and partnerships that enhance the mission and vision of the MSAD 11 School District.

Point Person: Superintendent of Schools

Work Committee: School Board Chair/Vice-Chair, Town Officials, Gardiner Board of Trade, Greater Gardiner Boys and Girls Club, Other Developing Relationships

Action Strategies:

- Create stronger collaborative relationships between school and town officials.
- Identify resources with the community for potential partnership opportunities.
- Continue to work collaboratively with non-profit organizations that have been created to support the needs of MSAD 11 students.
- Advance intergenerational connections.

COMPREHENSIVE COMMUNICATIONS PLAN

Goal: To develop a comprehensive communications plan.

Point Person: Superintendent of Schools

Work Committees: Instructional Technology Staff, Administrative Team, School Board Representatives

Action Strategies:

- Create a comprehensive District Calendar.
- Standardize communication methods across the District.
- Engage the community through the celebration of achievements.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE KINDERGARTEN - END OF YEAR EXPECTATIONS



Comparison Chart	
E	Exceeds
M	Meets
PM	Partially Meets
DNM	Does Not Meet
N	No Evidence

**Interventions applied means that a student's curriculum has been modified from grade level expectations.*

Reading Level Proficiency Correlations					
	End of 1st Trimester		End of 2nd Trimester		End of 3rd Trimester
Kindergarten	NA		E: $\geq D$	E: $\geq F$	
			M: B-C	M: C - E	
			PM: A	PM: B	
			DNM: $< A$	DNM: $\leq A$	
Grade 1	E: $\geq H$		E: $\geq J$	E: $\geq L$	
	M: E-G		M: G-I	M: I-K	
	PM: C-D		PM: E-F	PM: F-H	
	DNM: $\leq B$		DNM: $\leq D$	DNM: $\leq E$	
Grade 2	E: $\geq M$		E: $\geq N$	E: $\geq O$	
	M: K-L		M: L-M	M: M-N	
	PM: I-J		PM: J-K	PM: K-L	
	DNM: $\leq H$		DNM: $\leq I$	DNM: $\leq J$	
Grade 3	E: $\geq P$		E: $\geq Q$	E: $\geq R$	
	M: N-O		M: O-P	M: P-Q	
	PM: L-M		PM: M-N	PM: N-O	
	DNM: $\leq K$		DNM: $\leq L$	DNM: $\leq M$	
Current Independent Reading Level					

READING

Reading Level
The grade for this standard describes a student's reading ability in comparison to grade level expectations. Refer to the Reading Level Proficiency Correlations table for more information. The student uses multiple strategies to identify unknown words such as: context clues, phonics, meaning, re-reading, sight words, and beginning sounds for grade level appropriate text.

Alphabetics

Uses sound and letter relationships to decode new words.

Fluency

Names letters and/or reads a familiar text fluently with appropriate pacing and expression.

Comprehension

Understands and makes connections during read alouds.

Demonstrates an understanding of grade appropriate text.

Uses multiple strategies such as: predicting, making connections, questioning, and summarizing.

MATHEMATICS

Number

Counting objects to 20.
Identifies numbers to 20.
Reads, writes and records numbers to 20.
Uses estimation.

Able to record with pictures and numbers combinations to 6.

Data and Measurement

Sorts and classifies.
Reads graphs.
Uses non-standard forms of measurement.

Geometry

Identifies 2D shapes.

Algebra

Creates, describes and extends patterns.
Uses math language.

WRITING

Content

Uses effective word choice.
Selects a topic and develops ideas with supporting details.
Develops an organized piece of writing.
Attempts story, illustration supports story, some ideas are clear, attempts sequencing.

Mechanics

Uses simple sentences or sentence patterns.
Demonstrates effective use of basic grammar, punctuation, and capitalization.
Uses mixes of upper and lower case letters, uses phonetic spelling, uses random punctuation.

SCIENCE

Life Science

Able to identify the 5 senses and why they are important.

Physical Science

Identifies and names the characteristics of day and night.

Earth Science

Demonstrates an understanding of the order of the seasons.

Connections

Not Available Yet

SOCIAL STUDIES

Applications

Applies social studies skills

Content

Understands where products come from as they relate to the farm.

HEALTH

Healthy Behavior

Identifies healthy and non-healthy foods.

Healthy Influences

Understands good health habits.

WORK HABITS

Quality Worker

Follows Directions. Completes work and/or homework in a timely manner. Meets grade level expectations for neatness and organization. Sets realistic goals to improve work

Critical Thinker

Recognizes and is able to ask for help. Uses a variety of strategies to problem solve

Self Directed and Lifelong Learner

Demonstrates curiosity for learning. Takes risks and accepts challenges in learning. Completes tasks independently

Effective Communicator

Asks questions when needed. Expresses ideas clearly. Contributes meaningfully to classroom discussion. Listens with understanding

Responsible and Involved Citizen

Follows procedures and rules. Accepts responsibility for actions and decisions. Displays self control. Shows respect for others

Collaborative Learner

Works productively with others. Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals. Fulfills his/her role of responsibility in a group.

MUSIC

Literacy-

Identifies elements of music - reading music/terminology/auditory rhythms/string sounds/written notation

Performance/Creation/Expression

Performs musical selections accurately from written notation and applies grade level knowledge and skills using proper posture.

Interpersonal Skills

Follows established rules/etiquette for listening to music selections and works as a team/ensemble.

ART

Literacy

Recognizes a variety of purposes for making art.

Performance/Creation/Expression

Creates art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, techniques, and processes, while learning about Architecture, illustration, papermaking and other topics.

Interpersonal Skills

Follows established rules/etiquette for observing/making art. Demonstrates safe behavior.

PHYSICAL EDUCATION

Personal and Social Skills

Demonstrates cooperative skills while participating in physical activities. Demonstrates active listening. Accepts responsibility for personal behavior.

Motor Skills

Demonstrates locomotor skills using change in direction, level, speeds, and pathways. Demonstrates correct technique for a variety of locomotor skills.

Fitness Skills

Recognizes that activity increases the heartbeat, breathing rate, and makes the body sweat. Participates in fitness activities for the purpose of improving fitness.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE 1 - END OF YEAR EXPECTATIONS



Comparison Chart	
E	Exceeds
M	Meets
PM	Partially Meets
DNM	Does Not Meet
N	No Evidence

**Interventions applied means that a student's curriculum has been modified from grade level expectations.*

Reading Level Proficiency Correlations						
	End of 1st Trimester		End of 2nd Trimester		End of 3rd Trimester	
Kindergarten	NA		E:	≥D	E:	≥F
			M:	B	M:	C - E
			PM:	A	PM:	B
			DNM:	<A	DNM:	≤A
Grade 1	E:	≥H	E:	≥J	E:	≥L
	M:	E-G	M:	G-I	M:	I-K
	PM:	C-D	PM:	E-F	PM:	F-H
	DNM:	≤B	DNM:	≤D	DNM:	≤E
Grade 2	E:	≥M	E:	≥N	E:	≥O
	M:	K-L	M:	L-M	M:	M-N
	PM:	I-J	PM:	J-K	PM:	K-L
	DNM:	≤H	DNM:	≤I	DNM:	≤J
Grade 3	E:	≥P	E:	≥Q	E:	≥R
	M:	N-O	M:	O-P	M:	P-Q
	PM:	L-M	PM:	M-N	PM:	N-O
	DNM:	≤K	DNM:	≤L	DNM:	≤M
Current Independent Reading Level						

READING

Reading Level

The grade for this standard describes a student's reading ability in comparison to grade level expectations. Refer to the Reading Level Proficiency Correlations table for more information. The student uses multiple strategies to identify unknown words such as: context clues, phonics, meaning, re-reading, sight words, and beginning sounds for grade level appropriate text.

Alphabetics

Uses sound and letter relationships to decode new words.

Fluency

Reads a familiar text fluently with appropriate pacing and expression.

Comprehension

Understands and makes connections during read alouds.

Demonstrates an understanding of grade appropriate text.

Uses multiple strategies such as: predicting, making connections, questioning, and summarizing.

MATHEMATICS

Number

Grouping numbers to 15 with Quick Images, etc.

Uses estimation to determine if an answer is reasonable.

Reads, writes, and sequences numbers to 100.

Breaks apart numbers under 20.

Solves addition problems to 20.

Solves subtraction problems to 10.

Knows addition math facts to 10.

Knows doubles facts to 10.

Data and Measurement

Sorts and classifies.

Collects, represents, and analyzes data.

Measures in standard and non-standard units using appropriate tools.

Geometry

Identifies, describes, and compares 2D and 3D shapes.

Algebra

Creates, describes, and extends patterns

Uses math language and symbols

WRITING

Content

Uses effective word choice.

Uses simple sentences or sentence patterns.

Selects a topic and develops ideas with supporting details.

Develops an organized piece of writing.

Mechanics

Writes sentences that are easily read.

Has few significant errors in the spelling of grade level appropriate words.

Demonstrates effective use of basic grammar, punctuation, and capitalization.

SCIENCE

Life Science

Identifies ways that organisms depend on their environment

Physical Science

Demonstrates that the motion of an object can be changed

Earth Science

Describes the way the weather changes

Connections

Not Available Yet

SOCIAL STUDIES

Applications

Applies social studies skills

Content

Understands social studies content

HEALTH

Healthy Behavior

Classifies healthy foods.

Understands steps involved in Dental Health.

Healthy Influences

Not Available Yet

WORK HABITS

Quality Worker

Follows Directions. Completes work and/or homework in a timely manner. Meets grade level expectations for neatness and organization. Sets realistic goals to improve work

Critical Thinker

Recognizes and is able to ask for help. Uses a variety of strategies to problem solve

Self Directed and Lifelong Learner

Demonstrates curiosity for learning. Takes risks and accepts challenges in learning. Completes tasks independently

Effective Communicator

Asks questions when needed. Expresses ideas clearly. Contributes meaningfully to classroom discussion. Listens with understanding

Responsible and Involved Citizen

Follows procedures and rules. Accepts responsibility for actions and decisions. Displays self control. Shows respect for others

Collaborative Learner

Works productively with others. Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals. Fulfills his/her role of responsibility in a group.

MUSIC

Literacy-

identifies elements of music - reading music/terminology/auditory rhythms/string sounds/written notation

Performance/Creation/Expression

Performs musical selections accurately from written notation and applies grade level knowledge and skills using proper posture.

Interpersonal Skills

Follows established rules/etiquette for listening to music selections and works as a team/ensemble.

ART

Literacy

Recognizes a variety of purposes for making art.

Performance/Creation/Expression

Creates art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, techniques, and processes, while learning about Architecture, illustration, papermaking and other topics.

Interpersonal Skills

Follows established rules/etiquette for observing/making art. Demonstrates safe behavior.

PHYSICAL EDUCATION

Personal and Social Skills

Demonstrates cooperative skills while participating in physical activities.

Demonstrates active listening. Accepts responsibility for personal behavior.

Motor Skills

Demonstrates locomotor skills using change in direction, level, speeds, and pathways. Demonstrates correct technique for a variety of locomotor skills.

Fitness Skills

Recognizes that activity increases the heartbeat, breathing rate, and makes the body sweat. Participates in fitness activities for the purpose of improving fitness.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE 2 - END OF YEAR EXPECTATIONS



E	Exceeds
M	Meets
PM	Partially Meets
DNM	Does Not Meet
N	No Evidence

**Customized Curriculum means that a student's curriculum has been modified from grade level expectations.*

READING

Reading Level

The grade for this standard describes a student's reading ability in comparison to grade level expectations. Refer to the Reading Level Proficiency Correlations table for more information. The student uses multiple strategies to identify unknown words such as: context clues, phonics, meaning, re-reading, sight words, and beginning sounds for grade level appropriate text.

Alphabetic

Uses sound and letter relationships to read and write words.

Fluency

Reads a familiar text fluently with appropriate pacing and expression.

Comprehension

Responds to fiction and/or non-fiction at the student's independent level (ie. Summarizes, makes connections, infers, asks questions).

MATHEMATICS

Number

Counts in a variety of ways
Uses the hundreds chart efficiently
Breaks apart numbers to 100 in a variety of ways
Estimates to decide if an answer is reasonable

Trimester One

Knows doubles facts, tens facts

Trimester Two

Knows Derived Facts for Addition
Adds two digit numbers in a variety of ways
Adds two digit numbers in a variety of efficient ways

Trimester Three

Subtracts two digit numbers in a variety of efficient ways

Data (includes Measurement)

Makes, reads, and interprets displays of data (graphs, charts, tables).

Represents data in a variety of ways

Measures in standard and non-standard units using appropriate tools.

Understands time, money, and temperature

Geometry

Composes and Decomposes 2D and 3D shapes
Identifies half a shape

Sorts and Describes shapes by attributes

Algebra

Composing and Decomposing Numbers under 100

Uses math language and symbols such as <, >, +, -, =, ≠, ()

Uses the equal sign properly in a variety of number sentences

WRITING

Content

Uses effective word choice.
Uses simple sentences or sentence patterns.
Selects a topic and develops ideas with supporting details.

Develops an organized piece of writing.

Mechanics

Writes sentences that are easily read.
Has few significant errors in the spelling of grade level appropriate words.

Demonstrates effective use of basic grammar, punctuation, and capitalization.

	End of 1st Trimester		End of 2nd Trimester		End of 3rd Trimester	
Kindergarten	NA		E: ≥D	E: ≥F		
			M: B	M: C - E		
			PM: A	PM: B		
			DNM: <A	DNM: ≤A		
Grade 1	E: ≥H		E: ≥J		E: ≥L	
	M: E-G	M: G-I		M: I-K		
	PM: C-D	PM: E-F		PM: F-H		
	DNM: ≤B	DNM: ≤D		DNM: ≤E		
Grade 2	E: ≥M		E: ≥N		E: ≥O	
	M: K-L	M: L-M		M: M-N		
	PM: I-J	PM: J-K		PM: K-L		
	DNM: ≤H	DNM: ≤I		DNM: ≤J		
Grade 3	E: ≥P		E: ≥Q		E: ≥R	
	M: N-O	M: O-P		M: P-Q		
	PM: L-M	PM: M-N		PM: N-O		
	DNM: ≤K	DNM: ≤L		DNM: ≤M		
Current Independent Reading Level						

SCIENCE

Life Science

Demonstrates the life cycle of an organism.

Makes accurate observations.

Physical Science

Identifies and compares the properties of solids and liquids.

Makes accurate observations

Earth Science

Sorts and classifies different types of rocks

Makes accurate observations

Connections

Not available yet

SOCIAL STUDIES

Applications

Applies social studies skills

Content

Understands social studies content

HEALTH

Healthy Behavior

Identifies the difference between nutritious and non-nutritious foods.

Healthy Influences

Not available yet

WORK HABITS

Quality Worker

Follows Directions. Completes work and/or homework in a timely manner. Meets grade level expectations for neatness and organization. Sets realistic goals to improve work.

Critical Thinker

Recognizes and is able to ask for help. Uses a variety of strategies to problem solve.

Self Directed and Lifelong Learner

Demonstrates curiosity for learning. Takes risks and accepts challenges in learning. Completes tasks independently.

Effective Communicator

Asks questions when needed. Expresses ideas clearly. Contributes meaningfully to classroom discussion. Listens with understanding.

Responsible and Involved Citizen

Follows procedures and rules. Accepts responsibility for actions and decisions. Displays self control. Shows respect for others.

Collaborative Learner

Works productively with others. Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals. Fulfills his/her role of responsibility in a group.

MUSIC

Literacy-

Identifies elements of music - reading music/terminology/auditory rhythms/string sounds/written notation

Performance/Creation/Expression

Performs musical selections accurately from written notation and applies grade level knowledge and skills using proper posture.

Interpersonal Skills

Follows established rules/etiquette for listening to music selections and works as a team/ensemble.

ART

Literacy

Recognizes a variety of purposes for making art.

Performance/Creation/Expression

Creates artwork that communicates ideas and feelings and demonstrates skill in the use of media, tools, techniques, and processes, while learning about Architecture, illustration, papermaking and other topics.

Interpersonal Skills

Follows established rules/etiquette for observing/making art. Demonstrates safe behavior.

PHYSICAL EDUCATION

Personal and Social Skills

Demonstrates cooperative skills while participating in physical activities. Demonstrates active listening. Accepts responsibility for personal behavior.

Motor Skills

Demonstrates locomotor skills using change in direction, level, speeds, and pathways. Demonstrates correct technique for a variety of locomotor skills.

Fitness Skills

Recognizes that activity increases the heartbeat, breathing rate, and makes the body sweat. Participates in fitness activities for the purpose of improving fitness.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE 3 - END OF YEAR EXPECTATIONS



**Interventions applied means that a student's curriculum has been modified from grade level expectations.*

READING

Reading Level

The student's reading ability in comparison to grade level expectations. Refer to the Reading Level Proficiency Correlations table for more information. The student uses multiple strategies to identify unknown words such as: context clues, phonics, meaning, re-reading, sight words, and beginning sounds for grade level appropriate text.

Phonics

Recognizes sound and letter relationships to decode new words.

Fluency

Reads a familiar text fluently with appropriate pacing and expression.

Comprehension

Responds to fiction and/or non-fiction at the student's independent level (ie. Summarizes, makes connections, infers, asks questions).

MATHEMATICS

Number

Represents and compares 2- and 3-digit whole numbers. Skip counts by numbers 12 and 100.

Reads, writes and records numbers to 1000. Uses estimation and mental math strategies.

Demonstrates multiple computation strategies for addition, subtraction, and multiplication with reasonableness to solve a problem/process.

Knows addition and subtraction facts with automaticity. Knows multiplication facts with products under 50.

Data and Measurement

Reads, interprets and displays data (graphs, charts, tables). Creates a line plot from real-world data.

Measures in standard and non-standard units using appropriate tools.

Geometry

Recognizes and describes 2D shapes and 3D figures using transformations.

Algebra

Students find the unknown in simple equations or open math sentences.

WRITING

Content

Chooses effective word choice. Selects a topic and develops ideas with supporting details.

Develops an organized piece of writing.

Uses voice to express meaning and mood.

Mechanics

Writes sentences that are easily read.

Shows few significant errors in the self-written grade level appropriate work.

Demonstrates effective use of basic grammar, punctuation, and capitalization.

Reading Level Proficiency Correlations						
	End of 1st Trimester		End of 2nd Trimester		End of 3rd Trimester	
	E:	≥D	E:	≥D	E:	≥F
Kindergarten	NA	M:	B	M:	C - E	
		PM:	A	PM:	B	
		DNM:	<A	DNM:	≤A	
Grade 1		E:	≥H	E:	≥L	
		M:	E-G	M:	G-I	
		PM:	C-D	PM:	E-F	
		DNM:	≤B	DNM:	≤D	
Grade 2		E:	≥M	E:	≥N	
		M:	K-L	M:	L-M	
		PM:	I-J	PM:	J-K	
		DNM:	≤H	DNM:	≤I	
Grade 3		E:	≥P	E:	≥Q	
		M:	N-O	M:	O-P	
		PM:	L-M	PM:	M-N	
		DNM:	≤K	DNM:	≤L	
Current Independent Reading Level						

Mastery and Grading Comparison Chart

Level	Description	Score	Grade Range	Grade
E	Exceeds	4.00	98-100	A+
E	Exceeds	3.67	95-97	A
M	Meets	3.33	92-94	A-
M	Meets	3.00	89-91	B+
M	Meets	2.67	86-88	B
M	Meets	2.33	83-85	B-
PM	Partially Meets	2.00	79-82	C+
PM	Partially Meets	1.67	75-78	C
PM	Partially Meets	1.33	70-74	C-
DNM	Does Not Meet	1.00	65-69	F
DNM	Does Not Meet	0.00	1-64	F
N	Not Enough Evidence	0.00	0	F

SCIENCE

Life Science

Demonstrates an understanding that habitats provide basic needs for plants and animals.

Physical Science

Describes how sound is created through vibration.

Earth Science

Describes the parts of the solar system and their motions around the sun.

Connections

Demonstrates and understanding that the sun provides the conditions for life to exist on earth.

HEALTH

Healthy Behavior

Logs physical activity for one week and sets goal for improvement. Creates a food journal and examines the foods consumed in order to set a goal to improve their eating habits.

Healthy Influences

Identifies the food groups, and the health benefits and key nutrients for each group. Identifies the recommended daily serving numbers from the five food groups and uses these numbers to assess one's diet.

PHYSICAL EDUCATION

Personal and Social Skills

Demonstrates cooperative skills while participating in physical activities. Demonstrates active listening. Accepts responsibility for personal behavior.

Motor Skills

Demonstrates locomotor skills using change in direction, level, speeds, and pathways. Demonstrates correct technique for a variety of locomotor skills.

Fitness Skills

Recognizes that activity increases the heartbeat, breathing rate, and makes the body sweat. Participates in fitness activities for the purpose of improving fitness.

SOCIAL STUDIES

Applications

Researches and explains how selected cultures or countries meet basic human needs. Interprets maps of Maine, the U.S. and regions of the world to locate and derive information about people, places, regions, and environments.

Content

Demonstrates an awareness of different kinds of communities in Maine, the U.S., and selected world regions.

Demonstrates an understanding of the need of communities.

WORK HABITS

Quality Worker

Follows Directions. Completes work and/or homework in a timely manner. Meets grade level expectations for neatness and organization. Sets realistic goals to improve work.

Critical Thinker

Recognizes and is able to ask for help. Uses a variety of strategies to problem solve.

Self Directed and Lifelong Learner

Demonstrates curiosity for learning. Takes risks and accepts challenges in learning. Completes tasks independently.

Effective Communicator

Asks questions when needed. Expresses ideas clearly. Contributes meaningfully to classroom discussion. Listens with understanding.

Responsible and Involved Citizen

Follows procedures and rules. Accepts responsibility for actions and decisions. Displays self control. Shows respect for others.

Collaborative Learner

Works productively with others. Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals. Fulfills his/her role of responsibility in a group.

ART

Literacy

Recognizes a variety of purposes for making art.

Performance/Creation/Expression

Creates art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, techniques, and processes, while learning about Architecture, Illustration, papermaking and other topics.

Interpersonal Skills

Follows established rules/etiquette for observing/making art. Demonstrates safe behavior.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE 4 - END OF YEAR EXPECTATIONS

READING

Comprehension

States the main idea, retelling, summarizing, vocabulary.

Uses the following Reading Strategies:

Predictions, Connections, Making Inferences and Drawing Conclusions, Visualization, Questioning.

Analyzing Fiction

Understands Genres, Literary Elements (Character & Characterization, Setting, Conflicts & Resolutions, Climax, Universal Theme), Layout & Text Structure, Figurative Language, and setting the purpose for reading.

Analyzing Non-fiction

Understands Layout & Text Structure (captions, headings, diagrams, pictures, illustrations, glossary, index, footnotes), Resources (primary, secondary, valid), and setting the purpose for reading.

Fluency

Reads a familiar text fluently with appropriate pacing and expression.

MATHEMATICS

Number

Estimates and uses mental math strategies. Demonstrates multiple strategies for subtraction. Demonstrates multiple strategies for addition. Demonstrates multiple strategies for multiplication.

Automaticity with addition, subtraction, and multiplication facts.

Adds, subtracts and finds equivalencies of fractions.

Data and Measurement

Represents and analyzes patterns and functions using words, tables, and graphs

Understands how to find the area and how to measure angles.

Geometry

Compares, classifies, and draws shapes. Defines and categorizes polygons.

Algebra

Represents and analyzes patterns and functions using words, tables, and graphs

WRITING

Content

Plans, writes, and revises a well-developed, organized piece of writing.

Writing is clear and focused.

Uses effective word choice.

Selects a topic and develops ideas with supporting details.

Uses voice to express meaning and mood.

Mechanics

Writing has an easy flow, rhythm and cadence. Writes sentences that are easily read.

Has few significant errors in the spelling of grade level appropriate words.

Demonstrates effective use of basic grammar, punctuation, and capitalization.

HEALTH

Healthy Behavior

Not available yet

Healthy Influences

Not available yet

**Interventions applied means that a student's curriculum has been modified from grade level expectations.*

Mastery and Grading Comparison Chart				
E	Exceeds	4.00	98-100	A+
E	Exceeds	3.67	95-97	A
M	Meets	3.33	92-94	A-
M	Meets	3.00	89-91	B+
M	Meets	2.67	86-88	B
M	Meets	2.33	83-85	B-
PM	Partially Meets	2.00	79-82	C+
PM	Partially Meets	1.67	75-78	C
PM	Partially Meets	1.33	70-74	C-
DNM	Does Not Meet	1.00	65-69	F
DNM	Does Not Meet	0.00	1-64	F
N	Not Enough Evidence	0.00	0	F

SCIENCE

Life Science

Understands that many parts of our bodies must work together to move. Understands that our muscle cells need a constant supply of oxygen, nutrients, and water to produce energy needed for movement.

Physical Science

Understands that energy takes many forms, including heat, light, and sound. Considers how energy is transferred.

Earth Science

Considers components of the water cycle, such as evaporation and condensation.

Becomes aware of the importance of water in our lives.

Connections

Not Available Yet

PHYSICAL EDUCATION

Personal and Social Skills

Demonstrates cooperative skills while participating in physical activities. Demonstrates active listening. Accepts responsibility for personal behavior.

Motor Skills

Demonstrates motor skills using change in direction, level, speeds, and pathways. Demonstrates correct technique for a variety of motor skills.

Fitness Skills

Recognizes that activity increases the heartbeat, breathing rate, and makes the body sweat. Participates in fitness activities for the purpose of improving fitness.

SOCIAL STUDIES

Applications

Researches and explains how selected cultures or countries meet basic human needs. Interprets maps of Maine, the U.S. and regions of the world to locate and derive information about people, places, regions, and environments.

Content

Demonstrates an awareness of different kinds of communities in Maine, the U.S., and selected world regions. Demonstrates an understanding of the need of communities.

WORK HABITS

Quality Worker

Produces neat, organized work. Sets realistic goals to improve work. Completes work in a timely manner

Completes homework in a timely manner

Critical Thinker

Recognizes and is able to ask for help. Uses a variety of strategies to problem solve

Self Directed and Lifelong Learner

Demonstrates curiosity for learning. Takes risks and accepts challenges in learning

Effective Communicator

Asks questions when needed. Expresses ideas clearly. Listens effectively

Responsible and Involved Citizen

Displays self control. Follows classroom and school procedures. Accepts responsibility for own behavior

Collaborative Learner

Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals

Works without disturbing others

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE 5 - END OF YEAR EXPECTATIONS



READING

Analyzing Fiction

Responds to fiction at the students instructional level (ie. summarizes, makes connections, infers, asks questions)

Analyzing Non-fiction

Responds to nonfiction at the students instructional level (ie. summarizes, makes connections, infers, asks questions).

MATHEMATICS

Number

Applies knowledge of factors, multiples prime numbers and square numbers

Demonstrates multiple strategies for subtraction

Demonstrates multiple strategies for addition

Demonstrates multiple strategies for multiplication

Automaticity with add, subtract, multiplication and division facts

Adds, subtracts and finds equivalencies of fractions, decimals, and percents

Data and Measurement

Represents and analyzes patterns and functions using words, tables, and graphs.

Understands how to measure angles.

Understands how to measure area and volume.

Geometry

Compares, Classifies and Draws 3D shapes

Algebra

Represents and analyzes patterns and functions using words, tables, and graphs

WRITING

Content

Plans, writes, and revises a well-developed, organized piece of writing.

Writing is clear and focused.

Uses effective word choice.

Selects a topic and develops ideas with supporting details.

Uses voice to express meaning and mood.

Mechanics

Writing has an easy flow, rhythm and cadence

Writes sentences that are easily read.

Has few significant errors in the spelling of grade level appropriate words.

Demonstrates effective use of basic grammar, punctuation, and capitalization.

HEALTH

Healthy Behavior and Influences

Analyzes how messages from the media influence both healthy behaviors and the selection of health information, products, and services.

**Interventions applied means that a student's curriculum has been modified from grade level expectations.*

Mastery and Grading Comparison Chart				
E	Exceeds	4.00	98-100	A+
E	Exceeds	3.67	95-97	A
M	Meets	3.33	92-94	A-
M	Meets	3.00	89-91	B+
M	Meets	2.67	86-88	B
M	Meets	2.33	83-85	B-
PM	Partially Meets	2.00	79-82	C+
PM	Partially Meets	1.67	75-78	C
PM	Partially Meets	1.33	70-74	C-
DNM	Does Not Meet	1.00	65-69	F
DNM	Does Not Meet	0.00	1-64	F
N	Not Enough Evidence	0.00	0	F

SCIENCE

Life Science

Makes accurate observations using appropriate tool.

Prepares and examines slides.

Physical Science

Predicts and tests a device that solves a specific problem.

Earth Science

Demonstrates understanding of the diversity in biomes through living and nonliving components.

Connections

Explains ways that things including organisms, ecosystems, or manmade structures may not work as well if a part is missing or worn out.

PHYSICAL EDUCATION

Personal and Social Skills

Demonstrates cooperative skills while participating in physical activities. Demonstrates active listening. Accepts responsibility for personal behavior.

Motor Skills

Demonstrates motor skills using change in direction, level, speeds, and pathways. Demonstrates correct technique for a variety of motor skills.

Fitness Skills

Recognizes that activity increases the heartbeat, breathing rate, and makes the body sweat. Participates in fitness activities for the purpose of improving fitness.

SOCIAL STUDIES

Applications

Not Available Yet

Content

Identify major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, Maine, and the United States.

WORK HABITS

Quality Worker

Produces neat, organized work. Sets realistic goals to improve work. Completes work in a timely manner

Completes homework in a timely manner

Critical Thinker

Recognizes and is able to ask for help. Uses a variety of strategies to problem solve

Self Directed and Lifelong Learner

Demonstrates curiosity for learning. Takes risks and accepts challenges in learning

Effective Communicator

Asks questions when needed. Expresses ideas clearly. Listens effectively

Responsible and Involved Citizen

Displays self control. Follows classroom and school procedures. Accepts responsibility for own behavior

Collaborative Learner

Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals

Works without disturbing others

MUSIC

Literacy

Identifies elements of music - reading music/terminology/auditory rhythms/string sounds/written notation

Creation/Expression

Performs musical selections accurately from written notation and applies grade level knowledge and skills using proper posture.

Interpersonal Skills

Follows established rules/etiquette for listening to music selections and works as a team/ensemble.

ART

Literacy

Recognizes a variety of purposes for making art.

Creation/Expression

Creates art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, techniques, and processes, while learning about Architecture, illustration, papermaking and other topics.

Interpersonal Skills

Follows established rules/etiquette for observing/making art. Demonstrates safe behavior.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE 6 - END OF YEAR EXPECTATIONS



ENGLISH LANGUAGE ARTS

Reading
Reads to comprehend, interpret, analyze, evaluate and appreciate text by using a variety of strategies.

Writing
Uses a writing process to communicate for a variety of audiences and purposes.

Research
Uses a variety of research strategies and presents findings.

Language
Writes and speaks using the rules of Standard American English.

Listening and Speaking
Listens to comprehend and speaks to communicate effectively.

Media
Recognizes and explains the effectiveness of media.

Work Habits
Meets assignment deadlines.
Brings required materials to class.

MATHEMATICS

Number
Identifies place value from thousandths to billions
Understands and uses the order of operations.
Recognizes & writes fractions, decimals, and percents.

Uses factors and multiples.
Calculates decimals using the four basic operations.
Calculates fractions using the four basic operations.
Uses ratios to describe relationships between quantities.

Data
Calculates and compares mean, median, mode, and range.
Reads and interprets pie charts.
Converts within customary and metric measurement systems

Geometry
Identifies and constructs various three-dimensional figures.
Calculates perimeters and areas of triangles, quadrilaterals, and circles.
Calculates volume and surface area of right prisms.
Understands and uses transformations to define and identify congruent figures.
Understands similar figures are proportional.

Algebra
Creates and evaluates expressions.
Evaluates linear equations.
Recognizes constant rate of change.
Uses tables, formulas, diagrams, and graphs to analyze relationships between quantities.

Work Habits
Meets assignment deadlines.
Brings required materials to class.

**Interventions applied means that a student's curriculum has been modified from grade level expectations.*

Mastery and Grading Comparison Chart				
E	Exceeds	3.78-4.00	98-100	A+
E	Exceeds	3.44-3.77	95-97	A
M	Meets	3.12-3.43	92-94	A-
M	Meets	2.78-3.11	89-91	B+
M	Meets	2.67	86-88	B
M	Meets	2.33	83-85	B-
PM	Partially Meets	2.00	79-82	C+
PM	Partially Meets	1.67	75-78	C
PM	Partially Meets	1.33	70-74	C-
DNM	Does Not Meet	1.00	65-69	F
DNM	Does Not Meet	0.00	1-64	F
N	Not Enough Evidence	0.00	0	F

Please Note: If a cell is blank on the front of the report card, then it means that the standard was not assessed during the quarter. It will be assessed at some point during the year.

SCIENCE

Content
Demonstrates an understanding of the Earth's geological history and the factors that cause short-term and long-term change to the Earth.
Demonstrates an understanding of objects in space, the motions of numerous celestial bodies and their distance from Earth.

Skills
Performs scientific investigations using appropriate tools to make observations and collect measurable data.
Designs, conducts, and critiques experiments using knowledge of the scientific process.

Connections
Explains the interaction of science, technology, society and the environment in different situations, past, present and future.

Work Habits
Meets assignment deadlines.
Brings required materials to class.

PHYSICAL EDUCATION

Personal and Social Skills
Demonstrates cooperative skills while participating in physical activities. Demonstrates active listening. Accepts responsibility for personal behavior.

Motor Skills
Demonstrates motor skills using change in direction, level, speeds, and pathways. Demonstrates correct technique for a variety of motor skills.

Fitness Skills
Recognizes that activity increases the heartbeat, breathing rate, and makes the body sweat. Participates in fitness activities for the purpose of improving fitness.

WORK HABITS

Quality Worker
Produces neat, organized work. Sets realistic goals to improve work. Completes work in a timely manner
Completes homework in a timely manner

Critical Thinker
Recognizes and is able to ask for help. Uses a variety of strategies to problem solve

Self Directed and Lifelong Learner
Demonstrates curiosity for learning. Takes risks and accepts challenges in learning

Effective Communicator
Asks questions when needed. Expresses ideas clearly. Listens effectively

Responsible and Involved Citizen
Displays self control. Follows classroom and school procedures. Accepts responsibility for own behavior

Collaborative Learner

HEALTH

Healthy Behavior and Influences
Analyzes how messages from the media influence both healthy behaviors and the selection of health information, products, and services.

SOCIAL STUDIES

Civics/Government
Describes the forms of government and the requirements of citizens in ancient cultures.

Economics
Demonstrates an understanding of the connection to geography and the basics of economics in ancient history.

Geography
Demonstrates an understanding of the connection to geography and the basics of economics in ancient history.

History
Explains the daily lives of ancient peoples and the relationships between the people, their culture, and environment.

Work Habits
Meets assigned deadlines.
Brings required materials to class.

ART

Literacy
Recognizes a variety of purposes for making art.

Creation/Expression
Creates art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, techniques, and processes, while learning about Architecture, illustration, papermaking and other topics.

Interpersonal Skills
Follows established rules/etiquette for observing/making art. Demonstrates safe behavior.

LIBRARY SKILLS

Learns to select, locate, use, and evaluate the appropriate research tool for school assignments and personal use. These tools include informational texts such as encyclopedias, thesauruses, and dictionaries, online and print, as well as online magazine databases and internet resources.



MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE 7 - END OF YEAR EXPECTATIONS

ENGLISH LANGUAGE ARTS

Reading
Reads to comprehend, interpret, analyze, evaluate and appreciate text by using a variety of strategies.

Writing
Uses a writing process to communicate for a variety of audiences and purposes.

Research
Uses a variety of research strategies and presents findings.

Language
Writes and speaks using the rules of Standard American English.

Listening and Speaking
Listens to comprehend and speaks to communicate effectively.

Media
Recognizes and explains the effectiveness of media.

Work Habits
Meets assignment deadlines.
Brings required materials to class.

MATHEMATICS

Number
Demonstrates an understanding of the relationships among fractions, decimals, and percents.

Performs the four basic operations using integers, fractions, and decimals.
Follows conventions of the order of operations.

Uses and interprets exponents.
Uses ratios and proportions to compare quantities and solve problems.

Data
Creates and interprets various data displays.
Understands and interprets experimental and theoretical probabilities.

Geometry
Identifies and names angles and how they relate to one another.
Calculates the area, perimeter, and volume for basic shapes.

Performs transformations on two-dimensional figures.
Identifies similar figures and name corresponding parts.

Algebra
Creates and evaluates expressions using variables, integers, and rational numbers.
Demonstrates the ability to solve one-step and two-step equations.
Identifies the slope of a line from a graph.

Work Habits
Meets assignment deadlines.
Brings required materials to class.

**Interventions applied means that a student's curriculum has been modified from grade level expectations.*

Mastery and Grading Comparison Chart				
E	Exceeds	4.00	98-100	A+
E	Exceeds	3.67	95-97	A
M	Meets	3.33	92-94	A-
M	Meets	3.00	89-91	B+
M	Meets	2.67	86-88	B
M	Meets	2.33	83-85	B-
PM	Partially Meets	2.00	79-82	C+
PM	Partially Meets	1.67	75-78	C
PM	Partially Meets	1.33	70-74	C-
DNM	Does Not Meet	1.00	65-69	F
DNM	Does Not Meet	0.00	1-64	F
N	Not Enough Evidence	0.00	0	F

Please Note: If a cell is blank on the front of the report card, then it means that the standard was not assessed during the quarter. It will be assessed at some point during the year.

SCIENCE

Content
Explains the living environment at all levels (cells, organs, organ systems, organisms and ecosystems). Relates how living things interact with each other and with nonliving parts of the environment.

Skills
Performs scientific investigations using appropriate tools to make observations and collect measurable data.
Designs, conducts, and critiques experiments using knowledge of the scientific process.

Explains the interaction of science, technology, society and the environment in different situations, past, present and future.

Work Habits
Meets assignment deadlines.
Brings required materials to class.

GLOBAL LANGUAGES

Communication
Students communicate in Spanish/ French asking and answering simple questions.

Connections
Students identify ways of using numbers through computation and time.

Cultures/Communities
Students demonstrate understanding of Spanish/French cultural aspects such as dress, practices, celebrations, and food.

Work Habits
Completes class assignments in a timely and satisfactory manner.
Brings required materials to class.
Participates appropriately in class.

HEALTH

Healthy Behavior
Demonstrates thorough understanding of the key health concepts for social skills, assertiveness, conflict resolution, coping with anxiety and anger, communication skills, and decision-making.

Healthy Influences
Demonstrates thorough understanding of resisting peer pressure and media influences.

Work Habits
Meets assigned deadlines.
Brings required materials to class.

SOCIAL STUDIES

Civics & Government
Understands the structure of Maine Government, current events and how they impact Maine.

Economics
Demonstrates an understanding of the concepts of economics: supply and demand, price, profit, producer and consumer.

Geography
Interprets maps of Maine, the U.S. and regions of the world to locate and derive information about people, places, regions and environments.

History
Demonstrates an understanding of the geography and natural resources of Maine and the events, government and people in the history of Maine.

Work Habits
Meets assigned deadlines.
Brings required materials to class.

ART

Literacy
Explains the effects of media and their associated tools, techniques, and processes, using elements, principles and expressive qualities in art forms and genres.

Creation/Expression
Creates art works that communicate an individual point of view, and they describe and apply creative-thinking skills that are part of the creative problem solving process.
Compares and analyzes art forms.

Interpersonal Skills
Sets goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
Demonstrates positive interpersonal skills and analyzes how interpersonal skills affect participation in the arts.

LIBRARY SKILLS

Learns to select, locate, use, and evaluate the appropriate research tool for school assignments and personal use. These tools include informational texts such as encyclopedias, thesauruses, and dictionaries, online and print, as well as online magazine databases and internet resources.

MUSIC

Literacy
Understands and compares elements of music, including pitch, tempo, dynamics, form, timbre, texture, harmony, and style.

Creation/Expression
Describes and applies creative-thinking skills that are a part of composing music.

Composes music that expresses musical elements used in various styles.

Interpersonal Skills
Sets goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
Demonstrates positive interpersonal skills and analyzes how interpersonal skills affect participation in the arts.

PHYSICAL EDUCATION

Physical Fitness
Skills/Knowledge
Acquire the knowledge needed to be physically fit, take part in healthful physical activity and demonstrate appropriate involvement on a regular basis.

Motor Skills/Knowledge
Acquire knowledge and demonstrate specialized movement skills in a variety of developmentally appropriate physical activities.

Personal & Social Interaction
Skills/Knowledge
Demonstrate responsible and personal & social behaviors in physical activity settings.

Work Habits
Brings required materials to class.

MAINE SCHOOL ADMINISTRATIVE DISTRICT #11

GRADE 8 - END OF YEAR EXPECTATIONS



ENGLISH LANGUAGE ARTS

Reading

Reads to comprehend, interpret, analyze, evaluate and appreciate text by using a variety of strategies.

Writing

Uses a writing process to communicate for a variety of audiences and purposes.

Research

Uses a variety of research strategies and presents findings.

Language

Writes and speaks using the rules of Standard American English.

Listening and Speaking

Listens to comprehend and speaks to communicate effectively.

Media

Recognizes and explains the effectiveness of media.

Work Habits

Meets assignment deadlines.
Brings required materials to class.

MATHEMATICS

Number

Converts between different representations of rational numbers, including those with scientific notation.

Compares rational versus irrational numbers. Estimates and uses square roots.

Data

Calculates measurements expressed as rates, including those with speed.

Solves for an unknown measure, including time in the distance formula.

Converts across measurement systems and within measurement systems.

Uses the measure of central tendency to solve problems.

Makes and tests predictions regarding the results of experiments and simulations.

Computes probabilities for compound events using a variety of methods.

Geometry

Knows and uses the properties of polygons. Understands angle properties of parallel lines in order to solve problems and determine relationships.

Uses the Pythagorean Theorem.

Finds the volume and surface area of three-dimensional figures.

Algebra

Creates, evaluates and manipulates expressions.

Understands and solves linear equations, including those with the variable on both sides.

Uses graphs to estimate solutions to equations and systems of equations and to provide alternate solutions to a problem.

Understands and solves linear inequalities in one unknown.

Understands and uses the slope-intercept form of a linear equation.

Work Habits

Meets assignment deadlines.
Brings required materials to class.

**Interventions applied means that a student's curriculum has been modified from grade level expectations.*

Mastery and Grading Comparison Chart				
E	Exceeds	4.00	98-100	A+
E	Exceeds	3.67	95-97	A
M	Meets	3.33	92-94	A-
M	Meets	3.00	89-91	B+
M	Meets	2.67	86-88	B
M	Meets	2.33	83-85	B-
PM	Partially Meets	2.00	79-82	C+
PM	Partially Meets	1.67	75-78	C
PM	Partially Meets	1.33	70-74	C-
DNM	Does Not Meet	1.00	65-69	F
DNM	Does Not Meet	0.00	1-64	F
N	Not Enough Evidence	0.00	0	F

Please Note: If a cell is blank on the front of the report card, then it means that the standard was not assessed during the quarter. It will be assessed at some point during the year.

SCIENCE

Content

Explains concepts of energy, forces of motion, and structures of matter as they exist in our world.

Skills

Performs scientific investigations using appropriate tools to make observations and collect measurable data.

Designs, conducts, and critiques experiments using knowledge of the scientific process.

Students will explain the interaction of science, technology, society and the environment in different situations, past, present and future.

Work Habits

Meets assignment deadlines.
Brings required materials to class.

GLOBAL LANGUAGES

Communication

Students communicate in Spanish/ French having brief conversations and through giving and responding to directions and commands.

Connections

Students identify ways of using numbers through computation, phone numbers, years and time.

Cultures/Communities

Students describe/recognize cultural differences related to practices in cultures where the languages are spoken.

Work Habits

Completes class assignments in a timely and satisfactory manner.
Brings required materials to class.
Participates appropriately in class.

PHYSICAL EDUCATION

Physical Fitness

Skills/Knowledge

Acquire the knowledge needed to be physically fit, take part in healthful physical activity and demonstrate appropriate involvement on a regular basis.

Motor Skills/Knowledge

Acquire knowledge and demonstrate specialized movement skills in a variety of developmentally appropriate physical activities.

Personal & Social Interaction

Demonstrate responsible and personal & social behaviors in physical activity settings.

Work Habits

Brings required materials to class.

SOCIAL STUDIES

Civics and Government

Demonstrates an understanding of structures, purposes and influences of government (US & others).

History

Demonstrates an understanding of the causes and effects of major historic events from exploration to the Civil War.

Geography

Demonstrates an understanding of geographical features of the eras from exploration to the Civil War.

Economics

Demonstrates an understanding of economic features of exploration to the Civil War.

Work Habits

Meets assigned deadlines.
Brings required materials to class.

ART

Literacy

Explains the effects of media and their associated tools, techniques, and processes, using elements, principles and expressive qualities in art forms and genres.

Creation/Expression

Creates art works that communicate an individual point of view, and they describe and apply creative-thinking skills that are part of the creative problem solving process.

Compares and analyzes art forms.

Interpersonal Skills

Sets goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

Demonstrates positive interpersonal skills and analyzes how interpersonal skills affect participation in the arts.

LIBRARY SKILLS

Learns to select, locate, use, and evaluate the appropriate research tool for school assignments and personal use. These tools include informational texts such as encyclopedias, thesauruses, and dictionaries, online and print, as well as online magazine databases and internet resources.

HEALTH

Healthy Behavior

Explains possible causes, identifies the effects, and researches consequences of drug use. Compares disease processes for a variety of common and less common diseases.

Demonstrates thorough understanding of the key health concepts for social skills, media influences, assertiveness, conflict resolution, and resisting peer pressure.

Healthy Influences

Assesses risk factors and evaluates protective measures related to health. Demonstrates knowledge of their own bodies and processes of the reproductive system. Explains the health effects of food choices and weight on the body systems.

Work Habits

Meets assigned deadlines.
Brings required materials to class.

**MAINE SCHOOL ADMINISTRATIVE DISTRICT #11
GRADE K-2 REPORT CARD**

MASTERY AND GRADING SCALE

Proficiency Categories	Proficiency Levels	Proficiency Ranges
Exceeds (E)	4	3.6-4.0
Meets (M)	3	3.0-3.5
Partially Meets (PM)	2	2.0-2.9
Does Not Meet (DNM)	1	0.0-1.9

READING LEVEL PROFICIENCY CORRELATIONS

Reading Level Proficiency Correlations						
	End of 1st Trimester		End of 2nd Trimester		End of 3rd Trimester	
Kindergarten	NA		E:	≥D	E:	≥F
			M:	B	M:	C-E
			PM:	A	PM:	B
			DNM:	<A	DNM:	≤A
Grade 1	E:	≥H	E:	≥J	E:	≥L
	M:	E-G	M:	G-I	M:	I-K
	PM:	C-D	PM:	E-F	PM:	F-H
	DNM:	≤B	DNM:	≤D	DNM:	≤E
Grade 2	E:	≥M	E:	≥N	E:	≥O
	M:	K-L	M:	L-M	M:	M-N
	PM:	I-J	PM:	J-K	PM:	K-L
	DNM:	≤H	DNM:	≤I	DNM:	≤J
Grade 3	E:	≥P	E:	≥Q	E:	≥R
	M:	N-O	M:	O-P	M:	P-Q
	PM:	L-M	PM:	M-N	PM:	N-O
	DNM:	≤K	DNM:	≤L	DNM:	≤M
Current Independent Reading Level						

GUIDING PRINCIPLES/ WORK HABITS DEFINITIONS

A Clear and Effective Communicator:

Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes. The student: Asks questions when needed. Expresses ideas clearly. Contributes meaningfully to classroom discussion. Listens with understanding.

A Self-Directed and Lifelong Learner:

Understands the importance of embracing and nurturing a growth mindset. A student: Follows Directions. Completes work and/or homework in a timely manner. Meets grade level expectations for neatness and organization. Sets realistic goals to improve work. Demonstrates curiosity for learning. Takes risks and accepts challenges in learning. Completes tasks independently.

A Creative and Practical Problem Solver:

Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one. A student: Recognizes and is able to ask for help. Uses a variety of strategies to problem solve.

A Responsible and Involved Citizen:

Understands the interdependence within and across systems and brings to each situation the appropriate actions. A student: Follows procedures and rules. Accepts responsibility for actions and decisions. Displays self control. Shows respect for others. Works productively with others. Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals. Fulfills his/her role of responsibility in a group.

An Integrative and Informed Thinker:

Is skilled at using complex reasoning processes to make meaning. A student: Makes connections to the real world. Makes connections across subjects. Analyzes information from different sources.

**FOR MORE INFORMATION ABOUT THE STANDARDS BEING ASSESSED AND THE
GENERAL CURRICULUM, PLEASE VISIT OUR WEBSITE:
[HTTP://WWW.MSAD11.ORG/MSAD11CURRICULUM](http://www.msad11.org/MSAD11CURRICULUM)**

**MAINE SCHOOL ADMINISTRATIVE DISTRICT #11
GRADE 3-5 REPORT CARD**

MASTERY AND GRADING SCALE

Proficiency Categories	Proficiency Levels	Proficiency Ranges	Alignment to 6-12 Scale
Exceeds (E)	4	3.6-4.0	85-100
Meets (M)	3	3.0-3.5	70-84
Partially Meets (PM)	2	2.0-2.9	60-69
Does Not Meet (DNM)	1	0.0-1.9	Less than 59

GUIDING PRINCIPLES/ WORK HABITS DEFINITIONS

A Clear and Effective Communicator:

Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes. The student: Asks questions when needed. Expresses ideas clearly. Contributes meaningfully to classroom discussion. Listens with understanding.

A Self-Directed and Lifelong Learner:

Understands the importance of embracing and nurturing a growth mindset. A student: Follows Directions. Completes work and/or homework in a timely manner. Meets grade level expectations for neatness and organization. Sets realistic goals to improve work. Demonstrates curiosity for learning. Takes risks and accepts challenges in learning. Completes tasks independently.

A Creative and Practical Problem Solver:

Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one. A student: Recognizes and is able to ask for help. Uses a variety of strategies to problem solve.

A Responsible and Involved Citizen:

Understands the interdependence within and across systems and brings to each situation the appropriate actions. A student: Follows procedures and rules. Accepts responsibility for actions and decisions. Displays self control. Shows respect for others. Works productively with others. Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals. Fulfills his/her role of responsibility in a group.

An Integrative and Informed Thinker:

Is skilled at using complex reasoning processes to make meaning. A student: Makes connections to the real world. Makes connections across subjects. Analyzes information from different sources.

**FOR MORE INFORMATION ABOUT THE STANDARDS BEING ASSESSED AND THE
GENERAL CURRICULUM, PLEASE VISIT OUR WEBSITE:
[HTTP://WWW.MSAD11.ORG/MSAD11CURRICULUM](http://www.msad11.org/MSAD11CURRICULUM)**

**MAINE SCHOOL ADMINISTRATIVE DISTRICT #11
GRADE 6-8 REPORT CARD**

7A

MASTERY AND GRADING SCALE

Proficiency Grade Scale	Proficiency Categories	Proficiency Ranges
95-100	Exceeds with Distinction (EWD)	94.5-100.0
85-94	Exceeds (E)	84.5-94.4
70-84	Meets (M)	69.5-84.4
60-69	Partially Meets (PM)	59.5-69.4
Less than 59	Does Not Meet (DNM)	00.0-59.4

GUIDING PRINCIPLES/ WORK HABITS DEFINITIONS

STUDENTS MAY BE ASSESSED ON THE BELOW PRINCIPLES FOR THEIR WORK HABITS GRADE.

A Clear and Effective Communicator:

Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes. The student: Asks questions when needed. Expresses ideas clearly. Contributes meaningfully to classroom discussion. Listens with understanding.

A Self-Directed and Lifelong Learner:

Understands the importance of embracing and nurturing a growth mindset. A student: Follows Directions. Completes work and/or homework in a timely manner. Meets grade level expectations for neatness and organization. Sets realistic goals to improve work. Demonstrates curiosity for learning. Takes risks and accepts challenges in learning. Completes tasks independently.

A Creative and Practical Problem Solver:

Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one. A student: Recognizes and is able to ask for help. Uses a variety of strategies to problem solve.

A Responsible and Involved Citizen:

Understands the interdependence within and across systems and brings to each situation the appropriate actions. A student: Follows procedures and rules. Accepts responsibility for actions and decisions. Displays self control. Shows respect for others. Works productively with others. Actively participates in all learning activities. Provides and accepts assistance in reaching learning goals. Fulfills his/her role of responsibility in a group.

An Integrative and Informed Thinker:

Is skilled at using complex reasoning processes to make meaning. A student: Makes connections to the real world. Makes connections across subjects. Analyzes information from different sources.

UNDERSTANDING THIS REPORT CARD

BELOW IS AN EXPLANATION OF HOW TO UNDERSTAND THE INFORMATION PROVIDED TO YOU ON THE FRONT OF THIS REPORT CARD.

This grade represents the average a student has for that quarter on all of their power standards for a class. Teachers set the weight for each standard, so some standards will count more towards the average than others.

This grade represents an average of the overall quarter grades combined, each quarter counting for 25% of the student's final grade.

*Note: If a box is empty, the student has not learned that material yet, and there are no grades for that power standard.

These are the power standards, the concepts and skills, taught in a class.

	Q1	Q2	Q3	Q4	Y1
Math Grade	99				99
Expressions and Equations					
Geometry					
Number System	100				100
Ratios and Proportions	99				99
Statistics and Probability					
Work Habits	98				98

This grade represents a student's understanding of and work on that power standard for that particular quarter.

This grade represents how a student is doing on all assessed items for that power standard. For example, during Q3 this number will represent all items assessed for that standard in Q1-Q3.

**FOR MORE INFORMATION ABOUT THE POWER STANDARDS BEING ASSESSED AND THE
GENERAL CURRICULUM, PLEASE VISIT OUR WEBSITE:
[HTTP://WWW.MSAD11.ORG/MSAD11CURRICULUM](http://www.msad11.org/msad11curriculum)**

Math Standards:

Algebra- Seeing Structure in Expressions:

Algebra- Arithmetic with Polynomials and Rational Expressions:

Algebra- Creating Equations:

Algebra- Reasoning with Equations and Inequalities:

Functions- Interpreting Functions

Functions- Building Functions

Functions- Linear, Quadratic, and Exponential Models

Modeling

Number and Quantity- Real Number System

Number and Quantity- Quantities

Statistics and Probability- Interpreting Categorical and Quantitative Data

Statistics and Probability- Making Inferences and Justifying Conclusions

Statistics and Probability- Conditional Probability and Rules of Probability

Algebra II

Algebra- Seeing Structure in Expressions:

Algebra- Arithmetic with Polynomials and Rational Expressions:

Algebra- Creating Equations:

Algebra- Reasoning with Equations and Inequalities:

Functions- Interpreting Functions

Functions- Building Functions

Functions- Linear, Quadratic, and Exponential Models

Geometry- Expressing Geometric Properties with Equations

Modeling

Number and Quantity- Real Number System

Number and Quantity- Quantities

Number and Quantity- Complex Number System

Number and Quantity- Vector and Matrix Quantities

Statistics and Probability- Interpreting Categorical and Quantitative Data

Geometry

Geometry- Congruence

Geometry- Similarity, Right Triangles and Trigonometry

Geometry- Circles

Geometry- Expressing Geometric Properties with Equations

Geometry- Geometric Measurement and Dimension

Geometry- Modeling with Geometry

Modeling

Number and Quantity: Quantities

Functions- Trigonometric Functions

Senior Math

Algebra- Seeing Structure in Expressions

Algebra- Creating Expressions

Algebra- Reasoning with Equations and Inequalities

Functions- Interpreting Functions

Functions- Building Functions

Functions- Linear, Quadratic, and Exponential Models

Functions- Trigonometric Functions

Geometry- Congruence

Modeling

Number and Quantity- Real Number System

Number and Quantity- Quantities

Number and Quantity- Vector and Matrix Quantities

Statistics and Probability- Interpreting Categorical and Quantitative Data

Statistics and Probability- Conditional Probability and the Rules of Probability

Statistics, & Trigonometry

Algebra- Creating Expressions

Algebra- Reasoning with Equations and Inequalities

Algebra- Arithmetic with Polynomials and Rational Expressions

Functions- Interpreting Functions

Functions- Building Functions

Functions- Linear, Quadratic, and Exponential Models

Functions- Trigonometric Functions

Geometry- Similarity, Right Triangles, and Trigonometry

Modeling

Number and Quantity- Quantities

Statistics and Probability- Interpreting Categorical and Quantitative Data

Statistics and Probability- Making Inferences and Justifying Conclusions

Statistics and Probability- Conditional Probability and the Rules of Probability

Statistics and Probability- Using Probability to Make Decisions

Pre-Calculus and Advanced Math

Algebra- Seeing Structure in Expressions

Algebra- Arithmetic with Polynomials and Rational Expressions

Algebra- Creating Equations

Algebra- Reasoning with Equations and Inequalities

Functions- Interpreting Functions

Functions- Building Functions

Functions- Linear, Quadratic, and Exponential Models

Functions- Trigonometric Functions

Geometry- Circles

Geometry- Expressing Geometric Properties with Equations

Modeling

Number and Quantity- Real Number System

Number and Quantity- Quantities

Number and Quantity- Complex Number System

English Standards

- *These are the standards for grades 9-12 English*

Reading (Literature)

Reading (Informational Text)

Writing

Speaking and Listening

Language

- *These are the standards for AP Language and Composition:*

Reading (Literature)

Reading (Informational Text)

Writing

Speaking and Listening

Language

- *These are the standards for AP Lit and Composition:*

Reading (Literature)
 Reading (Informational Text)
 Writing
 Speaking and Listening
 Language

Social Studies Standards:

Civics and Government:
 Economics:
 Geography:
 History:
 Literacy (CCSS):

Science Standards:

Investigating Science I: Engineering/Astronomy (13030)

Investigating Science Essentials I: Engineering/Astronomy (13010)

Engineering Design
 Life Cycle of Stars
 Cosmology
 Structure of Solar System
 Waves & Application

Investigating Science II: Earth (13040)

Investigating Science Essentials II: Earth (13020)

Earth's Processes & Systems
 Earth's Materials
 Weather & Climate
 Natural Resources

Investigating Science Honors I: Chemistry/Engineering (1307)

Matter & It's Interaction **junior**
 Motion & Stability (micro) **junior**
 Energy **junior**
 Engineering Design

Investigating Science Honors II: Earth/Astronomy (1308)

Earth's Processes & Systems
 Earth's Materials
 Weather & Climate
 Natural Resources
 Earth's Place in the Universe (cos/life cycle/structure of solar)

AP Biology (1329A, 1329B)

Lab Biology (1324A, 1325B)

Biology (1322A, 1323B)

Structures & Processes
 Ecosystems
 Heredity
 Biological Evolution

AP Chemistry (1339A, 1339B)

Lab Chemistry (1330A, 1330B)

Chemistry (1331)

Chemistry Essentials (1333)

Matter & Its Interaction
 Motion & Stability (micro)
 Energy

Waves & Application

Lab Physics (1340A, 1340B)

Physics (1343)

Physics Essentials (1345)

Senior Engineering Physics (1384A, 1384B)

Motion & Stability (Macro)

Energy

Waves & Application

Engineering Design

Astronomy (1380)

Life Cycle of Stars

Cosmology

Structure of Solar System

Waves & Applications

Meteorology (1381)

Weather & Climate

Natural Resources

Earth's Processes & Systems

Earth's Materials

Anatomy and Physiology (1350)

Macromolecules

Energy

Body Systems

Feedback Mechanisms & Homeostatis

Environmental Science I/II (1360/1361)

Earth's Systems

Earth & Human Activity

Ecosystems

Heredity

Career Education Standards:

Self-Knowledge and Interpersonal Relationships

Exploring Education, Career, and Life Role

Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

Financial Literacy

Technology

Visual and Performing Arts Standards:

Literacy

Performance/Creation/Expression

Interpersonal Skills

World Languages Standards:

Interpersonal and Presentational Communication

Interpretive Communication

Comparison and Communities

Language

Health Standards:

Health Concepts:

Health Information, Products, and Services:

Health Promotion and Risk Reduction:

Influences on Health:

Communication and Advocacy Skills:
Decision-Making and Goal Setting Skills:

Physical Education Standards:

Movement/Motor Skills and Knowledge:
Physical Fitness Activities and Knowledge:
Personal and Social Skills and Knowledge:

ELA

For 6th, 7th, and 8th:

Reading (Literature)

Reading (Informational Text)

Writing

Speaking and Listening

Language

Math

6th: Ratios & Proportions, Number System, Expressions & Equations, Geometry, Statistics & Probability

7th: Ratios & Proportions, Number System, Expressions & Equations, Geometry, Statistics & Probability

8th: Number System, Expressions & Equations, Functions, Geometry, Statistics & Probability

Social Studies

6th: History, Geography, Economics, Civics & Government, Literacy

7th: History, Geography, Economics, Civics & Government, Literacy

8th: History, Geography, Economics, Civics & Government, Literacy

Science

6th:

1. Earth
2. Solar System
3. Universe
4. Scientific Application

7th:

1. Ecosystems
2. Cells
3. Heredity and Change
4. Scientific Application

8th:

- 1. Matter
- 2. Energy
- 3. Force and Motion
- Scientific Application

*Allied Arts have the same standards for all three grade levels.

World Language

French and Spanish are the same:

- Connections
- Communication
- Cultures and Communities (combined into one standard)

Allied Arts

Physical Education:

- Movement/Motor Skills and Knowledge
- Physical Fitness Activities and Knowledge
- Personal and Social Skills and Knowledge

Art:

- Literacy
- Performance/Creation/Expression
- Interpersonal Skills

Music:

- Literacy
- Performance/Creation/Expression
- Interpersonal Skills

Health:

- Health Concepts
- Influences on Health
- Health Promotion and Risk Reduction

Library:

n/a (quarter grade only)

Band:

n/a (quarter grade only)

Chorus:

n/a (quarter grade only)

Kindergarten

Math:

Measurement

Data

Counting and Cardinality

Operations and Algebraic Thinking

Number and Operations in Base Ten

Geometry

Reading:

Reading Literature

Reading Informational Text

Print Concepts

Phonological Awareness

Phonics and Word Recognition

Writing:

Conventions

Writing Process

Narrative Writing

Opinion Writing

Informational and Research Writing

Science:

Scientific Process

Life Science

Physical Science

Earth Science

Social Studies:

Civics and Government

History

Cultures

Health:

Health Concepts

Health Influences

Physical Education:

Personal and Social Skills

Motor Skills

Fitness Skills

Art:
Literacy
Creation and Expression
Interpersonal Skills

Music:
Literacy
Creation and Expression
Interpersonal Skills

1st Grade

Math:
Operations and Algebraic Thinking
Number and Operations in Base Ten
Measurement
Data
Geometry

Reading:
Reading Literature
Reading Informational Text
Phonological Awareness
Phonics and Word Recognition
Fluency
Speaking and Listening

Writing:
Conventions
Writing Process
Narrative Writing
Opinion Writing
Informational and Research Writing

Science:
Scientific Process
Life Science
Physical Science
Earth Science

Social Studies:
Civics and Government
History
Cultures

Health:

Health Concepts

Health Influences

Physical Education:

Personal and Social Skills

Motor Skills

Fitness Skills

Art:

Literacy

Creation and Expression

Interpersonal Skills

Music:

Literacy

Creation and Expression

Interpersonal Skills

2nd Grade

Math:

Operations and Algebraic Thinking

Number and Operations in Base Ten

Measurement

Data

Geometry

Reading:

Reading Literature

Reading Informational Text

Foundational Skills

Reading Level

Writing:

Conventions

Writing Process

Persuasive Writing

Informational and Research Writing

Narrative Writing

Science:

Scientific Process

Life Science

Physical Science

Earth Science

Social Studies:

Geography

Civics and Government

History

Cultures

Health:

Health Concepts

Health Influences

Physical Education:

Personal and Social Skills

Motor Skills

Fitness Skills

Art:

Literacy

Creation and Expression

Interpersonal Skills

Music:

Literacy

Creation and Expression

Interpersonal Skills

3rd Grade

Math:

Operations and Algebraic Thinking

Number and Operations in Base Ten

Number and Operations Fractions

Measurement

Data

Geometry

Reading:

Reading Literature

Reading Informational Text

Speaking and Listening

Language

Writing:

Conventions

Text Types and Purposes

Writing Process
Research

Science:

Scientific Process
Life Science
Physical Science
Earth Science

Social Studies:

Economics
Civics and Government
History
Geography

Health:

Health Concepts
Health Influences

Physical Education:

Personal and Social Skills
Motor Skills
Fitness Skills

Art:

Literacy
Creation and Expression
Interpersonal Skills

Music:

Literacy
Creation and Expression
Interpersonal Skills

4th Grade

Math:

Number and Operations in Base Ten
Number and Operations Fractions
Measurement and Data
Operations and Algebraic Thinking
Geometry

Reading:

Reading Literature
Reading Informational Text

Speaking and Listening
Language

Writing:
Language
Text Types and Purposes
Writing Process
Research to Build and Present Knowledge

Science:
Scientific Process
Life Science
Physical Science
Earth Science

Social Studies:
Civics and Government
Geography
History

Health:
Health Concepts
Health Influences

Physical Education:
Personal and Social Skills
Motor Skills
Fitness Skills

Art:
Literacy
Creation and Expression
Interpersonal Skills

Music:
Literacy
Creation and Expression
Interpersonal Skills

5th Grade

Math:
Number and Operations in Base Ten
Number and Operations Fractions
Measurement and Data

Operations and Algebraic Thinking
Geometry

Reading:

- Reading Literature
- Reading Informational Text
- Speaking and Listening
- Language

Writing:

- Language
- Text Types and Purposes
- Writing Process
- Research to Build and Present Knowledge

Science:

- Life Science
- Earth Science
- Physical Science

Social Studies:

- Civics and Government
- Geography
- History

Health:

- Health Concepts
- Health Influences

Physical Education:

- Personal and Social Skills
- Motor Skills
- Fitness Skills

Art:

- Literacy
- Creation and Expression
- Interpersonal Skills

Music:

- Literacy
- Creation and Expression
- Interpersonal Skills

On All Report Cards, K-5... replace "work habits" with these:

Guiding Principles:

- A clear and effective communicator
- A self-directed and lifelong learner
- A creative and practical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

4th Grade Reading Map

	Power Standard: Reading Literature
<p>Performance Indicators and Learning Targets</p>	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <ul style="list-style-type: none"> ○ I can use details and examples in a text to explain and draw inferences. ● 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. <ul style="list-style-type: none"> ○ I can use details to determine the theme of a text. ○ I can summarize the text. ● 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <ul style="list-style-type: none"> ○ I can use specific details from a text to describe a character, a setting, or an event. <p>Craft and Structure</p> <ul style="list-style-type: none"> ● 4.RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <ul style="list-style-type: none"> ○ I can figure out the meaning of words and phrases in a text using context clues and my knowledge of mythology. ● 4.RL.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. <ul style="list-style-type: none"> ○ I can use proper terms to explain the differences between poems, drama, and prose. ● 4.RL.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. <ul style="list-style-type: none"> ○ I can compare and contrast the points of view from which different stories are narrated. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● 4.RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. <ul style="list-style-type: none"> ○ I can use illustrations and other visuals to support what I know about a text.

- **I can make connections between text and a visual or an oral presentation of the same text.**
- 4.RL.8. (Not applicable to literature)
- 4.R.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
 - **I can compare and contrast themes, topics, and patterns of events in various texts.**

Range of Reading and Complexity of Text

- 4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - **I can read and comprehend grade level fiction texts.**

From Foundational Skills

Phonics and Word Recognition

- 4.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.
(**I can use word study and phonics skills to decode words.**)
 - 4.RF.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
 - **Know and apply grade-level phonics and word analysis skills in decoding words.**

Fluency

- 4.RF.4. Read with sufficient accuracy and fluency to support comprehension.
(**I can comprehend while reading with accuracy and fluency.**)
 - RF.4.4.a Read grade-level text with purpose and understanding.
 - **I can read with purpose and understanding.**
 - 4.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - **I can read with accuracy, fluency, and expression.**
 - 4.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - **I can use context clues or reread to correctly read and understand unfamiliar words.**

	Power Standard: Reading Informational Text
Performance Indicators and Learning Targets	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <ul style="list-style-type: none"> ○ I can use details and examples from a text to explain and draw inferences. ● 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. <ul style="list-style-type: none"> ○ I can tell the main idea of a text and use key details to support it. ○ I can summarize the text. ● 4.RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. <ul style="list-style-type: none"> ○ I can use specific information in nonfiction text to explain the main idea. <p>Craft and Structure</p> <ul style="list-style-type: none"> ● 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <ul style="list-style-type: none"> ○ I can figure out the meaning of words or phrases in informational text. ● 4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <ul style="list-style-type: none"> ○ I can explain the way a text is organized. ● 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <ul style="list-style-type: none"> ○ I can compare and contrast two different accounts of the same event or topic. <p>Integration of Knowledge and Ideas</p>

- 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
 - I can use the visuals in a text to better understand the subject.
- 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
 - I can explain how the author uses evidence to support the ideas in a text.
- 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
 - I can use information from two sources to write or talk about a subject.

Range of Reading and Level of Text Complexity

- 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - I can read and comprehend grade-level informational text.

From Foundational Skills

Phonics and Word Recognition

- 4.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.
(I can use word study and phonics skills to decode words)
 - 4.RF.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
 - Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- 4.RF.4. Read with sufficient accuracy and fluency to support comprehension.
(I can comprehend while reading with accuracy and fluency.)
 - RF.4.4.a Read grade-level text with purpose and understanding.
 - I can read with purpose and understanding.
 - 4.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - I can read with accuracy, fluency, and expression.
 - 4.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	<ul style="list-style-type: none"> ■ I can use context clues or reread to correctly read and understand unfamiliar words.
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	<p>Power Standard: Speaking and Listening</p>
<p>Performance Indicators and Learning Targets</p>	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> ● 4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> (I can participate collaboratively in a variety of discussions.) ○ SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <ul style="list-style-type: none"> ■ I can prepare for discussions and use the information I find to explore and discuss a topic. ○ SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. <ul style="list-style-type: none"> ■ I can follow the rules and carry out my role in discussions. ○ SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <ul style="list-style-type: none"> ■ I can ask and answer questions and make comments that support a discussion. ○ SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <ul style="list-style-type: none"> ■ I can summarize a discussion and explain how it relates to my ideas on a topic. ● 4.SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <ul style="list-style-type: none"> ○ I can restate information that is presented in a variety of ways. ● 4.SL.3. Identify the reasons and evidence a speaker provides to support particular points. <ul style="list-style-type: none"> ○ I can name the reasons and evidence a speaker uses to support points. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● 4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. <ul style="list-style-type: none"> ○ I can give a report that is clear and organized and includes necessary details and facts.

	<ul style="list-style-type: none"> ● 4.SL.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. <ul style="list-style-type: none"> ○ I can use audio and visuals in my presentations to support main ideas or themes. ● 4.SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. <ul style="list-style-type: none"> ○ I can choose to use formal or informal language in different situations.
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	<p>Power Standard: Language</p>
<p>Performance Indicators and Learning Targets</p>	<p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ● 4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (I can use strategies to understand unfamiliar words and phrases.) <ul style="list-style-type: none"> ○ 4.L.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. <ul style="list-style-type: none"> ■ I can use context clues to understand an unfamiliar word or phrase. ○ 4.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). <ul style="list-style-type: none"> ■ I can use prefixes, suffixes, and roots to understand unfamiliar words. ○ 4.L.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <ul style="list-style-type: none"> ■ I can use reference materials to learn about unfamiliar words and phrases. ● 4.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (I understand word relationships and differences in word meanings.) <ul style="list-style-type: none"> ○ 4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <ul style="list-style-type: none"> ■ I can explain what similes and metaphors mean in text. ○ 4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. <ul style="list-style-type: none"> ■ I can recognize and explain idioms, adages, and proverbs. ○ 4.L.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <ul style="list-style-type: none"> ■ I can use antonyms and synonyms to better understand words.

- | | |
|--|--|
| | <ul style="list-style-type: none">• 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).<ul style="list-style-type: none">◦ I can learn and use academic and subject-specific vocabulary. I can use words that show action, emotion, and state of being. |
|--|--|

9th Guiding Principles Student Reflection and Brainstorm

Student Name:

Date:

Teacher Signature:

Date:

Complete: Yes / No (circle)

Directions: The chart below illustrates the five Guiding Principles on which all students are required to show proficiency by the time they graduate from GAHS. Please save a copy of this document for yourself in your "drive." Carefully read the definitions of each Guiding Principle and think about what demonstrating these habits means to you. Then, answer the questions in the "reflection" and "possible evidence" columns for each Guiding Principle. A teacher must review this for completion and sign the top. You will begin your personal defense of and evidence collection for showing you have met the expectations for these Guiding Principles starting in 10th grade.

<p>Guiding Principle: Students need to show that they are...</p>	<p>Definition: Each guiding principle means a student...</p>	<p>Reflection: In your own words, please describe and explain what this guiding principle means to you. What might this look like if a high school student is exhibiting these qualities? Please be specific.</p>	<p>Possible Evidence: Think about the activities, jobs, work, and hobbies you are involved in inside and outside of school. Which of these might serve as evidence that you are meeting the expectations for each guiding principle? Brainstorm at least one piece of evidence per principle and explain it.</p>
<p>1. A clear and effective communicator</p>	<p>Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.</p> <ul style="list-style-type: none"> • Demonstrates organized and purposeful communication in English and at least one other language • Uses evidence and logic appropriately in communication 		

	<ul style="list-style-type: none">• Adjusts communication based on the audience• Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)		
2. A self-directed and lifelong learner	Understands the importance of embracing and nurturing a growth mindset. <ul style="list-style-type: none">• Recognizes the need for information and locates and evaluates resources• Applies knowledge to set goals and make informed decisions• Applies knowledge in new contexts• Demonstrates initiative and independence• Demonstrates flexibility including the ability to learn, unlearn and relearn• Demonstrates reliability and concern for quality• Uses interpersonal skills to learn and work with individuals from diverse backgrounds		
3. A creative and practical problem solver	Is skilled at selecting and applying a process of problem-solving to		

	<p>deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.</p> <ul style="list-style-type: none"> • Observes and evaluates situations to define problems • Frames questions, makes predictions and designs data/information collection and analysis strategies • Identifies patterns, trends and relationships that apply to solutions • Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response • Sees opportunities, finds resources and seeks results • Uses information and technology to solve problems • Perseveres in challenging situations 		<p>(Note: Your community service hours are applicable here.)</p>
<p>4. A responsible and involved citizen</p>	<p>Understands the interdependence within and across systems and brings to each situation the</p>		

	<p>appropriate actions.</p> <ul style="list-style-type: none">• Participates positively in the community and designs creative solutions to meet human needs and wants• Accepts responsibility for personal decisions and actions• Demonstrates ethical behavior and the moral courage to sustain it• Understands and respects diversity• Displays global awareness and economic and civic literacy• Demonstrates awareness of personal and community health and wellness		
<p>5. An integrative and informed thinker</p>	<p>Is skilled at using complex reasoning processes to make meaning.</p> <ul style="list-style-type: none">• Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology• Evaluates and synthesizes information from multiple sources• Applies ideas across disciplines• Applies systems thinking to		

	understand the interaction and influence of related parts on each other and on outcomes		
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10th-12th Guiding Principles Student Plan and Defense

Student Name:

Date:

Teacher Signature:

Date:

Expectation Met: Yes / No (circle)

Directions: The chart below illustrates the five Guiding Principles on which all students are required to show proficiency by the time they graduate from GAHS. Please save a copy of this document for yourself in your "drive." Carefully remind yourself of the definitions of each Guiding Principle and think about how you have demonstrated these qualities. Then, answer the questions in the "defense" and "collected evidence" columns for each Guiding Principle. You must prove, through your defense and evidence collection, that you have met each guiding principle. A teacher will review this document and your evidence to determine whether you have adequately illustrated your proficiency and then he/she will sign this form. Showing you have met the expectations of the Guiding Principles is required for graduation.

Guiding Principle: Students need to show that they are...	Definition: Each guiding principle means a student...	Defense: In your own words, please explain how you demonstrate proficiency in each Guiding Principle. Please be specific and provide examples.	Collected Evidence: Think about the activities, jobs, work, and hobbies you are involved in inside and outside of school. Please list the title of your pieces of evidence and explain how they prove your proficiency for each Guiding Principle. Make sure your evidence has been saved in your Guiding Principles Google folder.
1. A clear and effective communicator	<p>Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.</p> <ul style="list-style-type: none"> • Demonstrates organized and purposeful communication in English and at least one other language • Uses evidence and 		

	<p>logic appropriately in communication</p> <ul style="list-style-type: none">• Adjusts communication based on the audience• Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)		
<p>2. A self-directed and lifelong learner</p>	<p>Understands the importance of embracing and nurturing a growth mindset.</p> <ul style="list-style-type: none">• Recognizes the need for information and locates and evaluates resources• Applies knowledge to set goals and make informed decisions• Applies knowledge in new contexts• Demonstrates initiative and independence• Demonstrates flexibility including the ability to learn, unlearn and relearn• Demonstrates reliability and concern for quality• Uses interpersonal skills to learn and work		

<p>3. A creative and practical problem solver</p>		<p>with individuals from diverse backgrounds</p>		<p>Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.</p> <ul style="list-style-type: none">• Observes and evaluates situations to define problems• Frames questions, makes predictions and designs• Identifies patterns, trends and relationships that apply to solutions• Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response• Sees opportunities, finds resources and			
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	<p>seeks results</p> <ul style="list-style-type: none">• Uses information and technology to solve problems• Perseveres in challenging situations		
<p>4. A responsible and involved citizen</p>	<p>Understands the interdependence within and across systems and brings to each situation the appropriate actions.</p> <ul style="list-style-type: none">• Participates positively in the community and designs creative solutions to meet human needs and wants• Accepts responsibility for personal decisions and actions• Demonstrates ethical behavior and the moral courage to sustain it• Understands and respects diversity• Displays global awareness and economic and civic literacy• Demonstrates awareness of personal and community health and wellness		<p><i>(Note: Your community service hours are applicable here.)</i></p>

5. An integrative and informed thinker	<p>Is skilled at using complex reasoning processes to make meaning.</p> <ul style="list-style-type: none">• Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology• Evaluates and synthesizes information from multiple sources• Applies ideas across disciplines• Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes		
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Gardiner Regional Middle School

7E

2014-2015 Grade 6 Report Card

Student:

Home Room:

Attendance	Q1	Q2	Q3	Q4
Absent	0			
Dismissed	0			
Tardy	0			

Q1 Q2 Q3 Q4 Y1

Math Grade					
Expressions and Equations					
Geometry					
Number System	99				
Ratios and Proportions					
Statistics and Probability					
Work Habits	94				

Teacher:

Social Studies Grade					
Civics & Government					
Geography	91				
Economics					
History					
Literacy	94				
Work Habits	100				

Teacher:

English Language Arts Grade					
Reading (Informational Text)					
Language	100				
Reading (Literature)					
Listening & Speaking					
Writing					
Work Habits	100				

Teacher:

Science Grade					
Scientific Application	81				
Earth					
Solar System					
Universe					
Work Habits	94				

Teacher:

Gardiner Regional Middle School

7E

Home Room: 112

2014-2015 Grade 6 Report Card

Student: _____

Q1

Q2

Q3

Q4

Band Grade				
Chorus Grade				
Library Grade				

Physical Education Grade				
Personal and Social Skills and Knowledge	100			
Physical Fitness Activities and Knowledge				
Movement/Motor Skills and Knowledge				
Work Habits	100			

Teacher: _____

French, Spanish, Art, Health, and Music are taken one quarter each.

French Grade				
Communication				
Connections				
Cultures & Communities				
Work Habits	100			

Teacher: _____

Spanish Grade				
Communication				
Connections				
Cultures & Communities				
Work Habits	100			

Teacher: _____

Art Grade				
Interpersonal Skills				
Literacy				
Performance/Creation/Expression				
Art Work Habits	100			

Teacher: _____

Music Grade				
Interpersonal Skills				
Literacy				
Performance/Creation/Expression				
Music Work Habits	100			

Teacher: _____

Health Grade				
Health Concepts	100			
Health Promotion and Risk Reduction	95			
Influences on Health				
Work Habits	100			

Teacher: _____

PRIORITY PROFICIENCY POLICIES

IKA, Mastery and Grading ✓

IKF, Graduation Requirements ✓

IKE, Promotion, Retention and Acceleration

IK, Student Achievement/Evaluation of Student Proficiency

IKAB, Grading System-Reporting Student Proficiency ✓

Separate or incorporated in policies listed above?

Multiple Pathways – the options available and how proficiency is demonstrated

Weighted Grades, GPA

Class Ranking, Transcripts

Participation in Graduation Exercises

IGA, Curriculum Development and Adoption

IGE, Curriculum Guides/Course Outlines

IHC, Multiple Pathway Options/Extended Instructional Programs

IIJ, Personalized Learning Plans

Separate or incorporated in policies listed above?

Vocational

Postsecondary Enrollment, Dual Enrollment

Online/Virtual learning

Exchange Programs

Independent Study

Community Service

IL, Evaluation of Instructional Programs

JEA, Student Attendance

JGAB, Assignment of Students to Classes

JJIA, Eligibility for Participation in Interscholastic Athletic (or Extracurricular) Activities

Two more for the Board:- AD, Educational Philosophy, ADF, Commitment to Learning Results

Mastery Definition

The mastery of standards in MSAD #11 shows what a student has accomplished. Mastery is the point in a student's learning at which there are clear, observable, and consistent **demonstrations that they have met expectations** for the Maine Learning Results, **the Common Core**, and subject area standards. A student mastering a standard can recall and apply this knowledge over time with minimal review and in varied circumstances.

Reporting and Grading Guide

The following **guideline** has been established to **help** students, parents, and teachers in determining mastery of individual standards. **There must be** student evidence **must also be collected** to support the determination **of whether or not a student has met the standards**. This guide will become effective in the **2014-2015** school year. All schools, all subjects, and all grade levels will use the **MSAD #11 Mastery and Grading Scales**. No pass/fail grades will be used **(unless this is determined as appropriate in for a student's IEP)**. Students may be assessed in two categories: academic and non-academic achievement factors. Assessment for these categories will be based on MSAD #11's curriculum **standards** which **is** aligned with the Standards and Guiding Principles of the Maine Learning Results. Non-academic achievement factors may include effort, attendance, participation, homework, time-on-task, behavior, citizenship, preparation, and/or workmanship as defined by specific **grade level** criteria.

Mastery and Grading Scales for Reporting Student Performance

PK-5 Academic Standards Scale

Proficiency Categories *	Proficiency Levels	Category Ranges **	Alignment to Grade 6-12 Scale
Exceeds (E)	4	3.6-4.0	85-100
Meets (M)	3	3.0-3.5	70-84
Partially Meets (PM)	2	2.0-2.9	60-69
Does Not Meet (DNM)	1	0.0-1.9	0-59

* This is what families and students will see on the report card for grade PK-5.

** Within grade books, scores will round to the tenths place to indicate the proficiency category.

6-12 Academic Standards Scale

Grade Scale *	Proficiency Categories	Category Ranges **
95-100	Exceeds with Distinction (EWD)	94.5-100.0
85-94	Exceeds (E)	84.5-94.4
70-84	Meets (M)	69.5-84.4
60-69	Partially Meets (PM)	59.5-69.4
0-59	Does Not Meet (DNM)	00.0-59.4

* This is what families and students will see on the report card for grade 6-12 for both their overall course

** Within grade books, scores will round to the tenths place to indicate the grade earned on the 1-100 scale.

Proficiency Category Definitions

"EWD" Exceeds the Standard with Distinction (*for 6-12 Scale only*)

- Exceeds expectations at the highest level related to the standard as defined by the assessment rubric
- Always provides evidence that is above-mastery for tasks in subject standard
- Consistently shows advanced application of knowledge to other situations

"E" Exceeds the Standard

- Exceeds expectations related to the standard as defined by the assessment rubric
- Consistently provides evidence that is above-mastery for tasks in subject standard
- **Frequently** shows advanced application of knowledge to other situations

"M" Meets the Standard

- Meets expectations related to the standard as defined by the assessment rubric
- Usually provides evidence of mastery for tasks in subject standards
- Usually shows satisfactory application of knowledge to other situations

"PM" Partially Meets the Standard

- Occasionally meets expectations related to the standard as defined by the assessment rubric
- Occasionally provides evidence of mastery for tasks in subject standards
- Occasionally shows satisfactory application of knowledge to other situations
- This student is progressing toward meeting expectations related to the standard.
- More time and assistance is needed in helping him/her master the curriculum standards(s).

"DNM" Does Not Meet

- Seldom meets expectations related to standard as defined by assessment rubric
- Has not shown mastery of expectations related to standards
- Seldom shows application of knowledge to other situations

"N" Not Scorable or Not Enough Evidence

- There is not enough evidence at this time to determine if the student is meeting the expectations related to the standards.

Students Who Exceed the Standards

Should a student excel and achieve mastery of a curriculum standard before other students, the student will be provided with enrichment activities related to the curriculum standard, and/or will be provided the opportunity to move to the next curriculum or academic level.

Students Not Achieving **Proficiency of the Standards**

Should a student not achieve mastery of a curriculum standard, then the student may participate in one or all of the following:

- Various interventions including possibilities such as academic tutorial **or standards credit recovery work. and/or summer school**
- Repeat the educational experience (this could mean repeating a lesson, series of lessons, a course, or the entire year's instruction depending on the student's progress, ability, and/or attitude).
- **Participate in an approved alternative instructional pathway to gain the knowledge of the standard(s).**

If a student does not achieve mastery of a curriculum standard, and does not participate in any or all of the above remediation activities, retention may be necessary in accordance with district Retention/Promotion policy. If a parent/guardian has refused to support their student's participation in an intervention, then this refusal will be documented.

Parental Involvement

Parental support is crucial in helping children achieve mastery of all curriculum standards. If parents do not agree with the evaluation of their child, they may consult with the child's teacher and school principal.

Recommendations about Assessments

Assessments will align with subject area standards. The final determination of mastery will be based on a collection of evidence. Examples of evidence include: student self-assessments, observations, tests, written and oral

assignments, projects, products, and student performance tasks. Teachers will use more than one assessment to check for mastery.

Adopted: XXX

Revised: Revisions Approved February 2, 2008; June 5, 2008; August 18, 2014

GRADING SYSTEM-REPORTING STUDENT PROFICIENCY draft

The purpose of MSAD 11’s grading and reporting system is to provide students and parents with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine’s system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents will be informed at regular intervals of their academic progress through report cards and other written means.

Reports to parents will indicate the proficiency standards within the various content areas upon which the grades are based. Grades will be reported by level of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency:

PK-5 Academic Standards Scale

Proficiency Categories *	Proficiency Levels	Category Ranges **	Alignment to Grade 6-12 Scale
Exceeds (E)	4	3.6-4.0	85-100
Meets (M)	3	3.0-3.5	70-84
Partially Meets (PM)	2	2.0-2.9	60-69
Does Not Meet (DNM)	1	0.0-1.9	0-59

* This is what families and students will see on the report card for grade PK-5.

6-12 Academic Standards Scale

Grade Scale *	Proficiency Categories	Category Ranges **
95-100	Exceeds with Distinction (EWD)	94.5-100.0
85-94	Exceeds (E)	84.5-94.4
70-84	Meets (M)	69.5-84.4
60-69	Partially Meets (PM)	59.5-69.4

0-59	Does Not Meet (DNM)	00.0-59.4
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* This is what families and students will see on the report card for grade 6-12.

Standards and proficiency indicators will be expressed consistently at each grade level and each school in the school unit.

Grading will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

For **pre-K-grade 5** students, the Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

For **grades 6-12**, report cards will list each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, dual enrollment, independent study) as well as the proficiency level.

WEIGHTED GRADES (HIGH SCHOOL)

To recognize demonstrated proficiency in courses/learning experiences that are particularly rigorous, the numerical proficiency grade in any course so designated will be determined as follows:

- For courses that are designated honors level, laboratory, or third year language, three points will be added.
- For courses that are designated advanced placement level and fourth year language, six points will be added.

Weighted grades will be used in the calculation of grade point average for the purpose of honor roll and class rank.

Grade point average will be included in the final report card of the year.

At all levels, “Habits of work” or “Guiding Principles” will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

The **principal** will provide written notification to students and parents **no later than March 15** if the student may not advance to the next grade level or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Adopted: XXX

Mastery and Grading Policy Conversion Scale

There is a proficiency range in the MSAD #11 Mastery and Grading Scale. The Mastery and Grading Policy has a conversion scale that shows the ranges. Also, below are the numbers that correlate to the proficiency levels for EWD, E, M, PM, and DNM for PK-5 to show how they align to the 6-12 grade scale.

PK-5 Academic Standards Scale

Proficiency Categories *	Proficiency Levels	Category Ranges **	Alignment to Grade 6-12 Scale
Exceeds (E)	4	3.6-4.0	85-100
Meets (M)	3	3.0-3.5	70-84
Partially Meets (PM)	2	2.0-2.9	60-69
Does Not Meet (DNM)	1	0.0-1.9	0-59

* This is what families and students will see on the report card for grade PK-5.

** Within grade books, scores will round to the tenths place to indicate the category.

6-12 Academic Standards Scale

Grade Scale *	Proficiency Categories	Category Ranges **
95-100	Exceeds with Distinction (EWD)	94.5-100.0
85-94	Exceeds (E)	84.5-94.4
70-84	Meets (M)	69.5-84.4
60-69	Partially Meets (PM)	59.5-69.4
0-59	Does Not Meet (DNM)	00.0-59.4

* This is what families and students will see on the report card for grade 6-12 for both their overall course

** Within grade books, scores will round to the tenths place to indicate the category.

Maine School Administrative District #11

Grant To Date - Budget Detail Transition Grant - Proficiency Based Dip

Report # 69587

Statement Code: GTD Bud D
Grant Code: Transition
Grant Supervisor:
Grant Dates: 08/01/13 - 09/12/14

Account Number / Description	Grant Budget	Amendments	Revised Budget	Grant-To-Date	PR Encumbrance	PO Encumbrance	Balance
					7/1/2013 - 9/30/2014	7/1/2013 - 9/30/2014	

Transition Grant - Proficiency Based Dip

0000 OVERHEAD

51230 Salaries - Substitutes (Instructional)

2000-0000-2210-51230-950 Salaries - Subs/Prof Dev Elem	0.00	0.00	0.00	2,607.50	0.00	0.00	(2,607.50)
2000-0000-2210-51230-990 Salaries - Subs/Prof Dev Sec.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL 51230 Salaries - Substitutes (Instructional)	\$0.00	\$0.00	\$0.00	\$2,607.50	\$0.00	\$0.00	\$(2,607.50)

51500 Stipends

2000-0000-2240-51500-950 Stipends - Student Assessment k-8	0.00	0.00	0.00	4,245.25	0.00	0.00	(4,245.25)
2000-0000-2240-51500-990 Stipends - Student Assessment 9-12	19,093.82	0.00	19,093.82	4,010.24	0.00	0.00	15,083.58
TOTAL 51500 Stipends	\$19,093.82	\$0.00	\$19,093.82	\$8,255.49	\$0.00	\$0.00	\$10,838.33

52200 Fica/Med - Stipends

2000-0000-2240-52200-950 Fica/Med - Stipends /Student Assess k-8	0.00	0.00	0.00	54.44	0.00	0.00	(54.44)
2000-0000-2240-52200-990 Fica/Med - Stipends /Student Assess 9-12	0.00	0.00	0.00	46.08	0.00	0.00	(46.08)
TOTAL 52200 Fica/Med - Stipends	\$0.00	\$0.00	\$0.00	\$100.52	\$0.00	\$0.00	\$(100.52)

52230 Fica/Med - Substitutes (Instructional)

2000-0000-2210-52230-950 Fica/Med - Prof Dev/Subs/Elem	0.00	0.00	0.00	135.04	0.00	0.00	(135.04)
2000-0000-2210-52230-990 Fica/Med - Prof Dev/Subs/Sec	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL 52230 Fica/Med - Substitutes (Instructional)	\$0.00	\$0.00	\$0.00	\$135.04	\$0.00	\$0.00	\$(135.04)

52300 MSRS - Stipends

2000-0000-2240-52300-950 MSRS - Stipends/Student Assess k-8	0.00	0.00	0.00	781.81	0.00	0.00	(781.81)
2000-0000-2240-52300-990 MSRS - Stipends/Student Assess 9-12	0.00	0.00	0.00	729.92	0.00	0.00	(729.92)
TOTAL 52300 MSRS - Stipends	\$0.00	\$0.00	\$0.00	\$1,511.73	\$0.00	\$0.00	\$(1,511.73)

52330 MSRS - Substitutes

2000-0000-2210-52330-950 MSRS - Prof Dev/Subs/Elem	0.00	0.00	0.00	43.42	0.00	0.00	(43.42)
2000-0000-2210-52330-990 MSRS - Prof Dev/Subs/Sec	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Maine School Administrative District #11

Grant To Date - Budget Detail

Transition Grant - Proficiency Based Dip

Account Number / Description	Grant Budget	Amendments	Revised Budget	Grant-To-Date	PR Encumbrance	PO Encumbrance	Balance
					7/1/2013 - 9/30/2014	7/1/2013 - 9/30/2014	
TOTAL 52330 MSRS - Substitutes	\$0.00	\$0.00	\$0.00	\$43.42	\$0.00	\$0.00	\$(43.42)
52600 Unemployment - Stipends							
2000-0000-2240-52600-950 Unemploy - Stipends/Student Assess k-8	0.00	0.00	0.00	5.90	0.00	0.00	(5.90)
2000-0000-2240-52600-990 Unemploy - Stipends/Student Assess 9-12	0.00	0.00	0.00	3.31	0.00	0.00	(3.31)
TOTAL 52600 Unemployment - Stipends	\$0.00	\$0.00	\$0.00	\$9.21	\$0.00	\$0.00	\$(9.21)
52630 Unemployment - Substitutes							
2000-0000-2210-52630-950 Unemployment - Subs/Prof Dev Elem	0.00	0.00	0.00	10.43	0.00	0.00	(10.43)
2000-0000-2210-52630-990 Unemployment - Subs/Prof Dev Sec	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL 52630 Unemployment - Substitutes	\$0.00	\$0.00	\$0.00	\$10.43	\$0.00	\$0.00	\$(10.43)
52700 Workers Comp - Stipends							
2000-0000-2240-52700-950 Workers Comp - Stipends/Assessment k-8	0.00	0.00	0.00	15.92	0.00	0.00	(15.92)
2000-0000-2240-52700-990 Workers Comp - Stipends/Assessment 9-12	0.00	0.00	0.00	14.71	0.00	0.00	(14.71)
TOTAL 52700 Workers Comp - Stipends	\$0.00	\$0.00	\$0.00	\$30.63	\$0.00	\$0.00	\$(30.63)
52730 Workers Comp - Substitutes							
2000-0000-2210-52730-950 Workers Comp- Prof Dev/Subs/Elem	0.00	0.00	0.00	9.72	0.00	0.00	(9.72)
2000-0000-2210-52730-990 Workers Comp - Prof Dev/Subs/Sec	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL 52730 Workers Comp - Substitutes	\$0.00	\$0.00	\$0.00	\$9.72	\$0.00	\$0.00	\$(9.72)
53301 Conferences/Professional Development							
2000-0000-2210-53301-900 Improvement of Instr /Conferences	0.00	0.00	0.00	675.00	0.00	375.00	(1,050.00)
TOTAL 53301 Conferences/Professional Development	\$0.00	\$0.00	\$0.00	\$675.00	\$0.00	\$375.00	\$(1,050.00)
TOTAL 0000 OVERHEAD	\$19,093.82	\$0.00	\$19,093.82	\$13,388.69	\$0.00	\$375.00	\$5,330.13
TOTAL Transition Transition Grant - Proficiency Based Dip	\$19,093.82	\$0.00	\$19,093.82	\$13,388.69	\$0.00	\$375.00	\$5,330.13
GRAND TOTAL	\$19,093.82	\$0.00	\$19,093.82	\$13,388.69	\$0.00	\$375.00	\$5,330.13

Maine School Administrative District 11

CURRICULUM COMMITTEE MEETING

Merle E. Peacock, Jr. Board Room

Tuesday, November 12, 2013

7:00 a.m.

PRESENT: Candace Avery, Diane Potter, Deb Couture, Becky Fles, Marc Cone, Katie Joseph, Director of Curriculum and Instruction

ABSENT: None

OTHERS: Amber Dostie, High School Social Studies Teacher and Department Chair, RayeAnne DeSoto, Gifted and Talented Teacher

Diane Potter called the meeting to order at 7:02 a.m.

STANDARDS BASED GRADING PRESENTATION

Amber Dostie, GAHS's social studies department chair and a social studies teacher, presented on the high school's standards based grading practices and the work that high school teachers have done to date on this topic. Before Amber began, Katie Joseph provided some background information on the shift in Maine law around proficiency-based diplomas and the work that the district will need to begin now that the state provided funding to finance these efforts. The presentation and discussion covered the following topics and key points: use of power standards for grading, which standards social studies is using, how standards are weighted and assessments are graded, what a standards based reporting system looks like in PowerSchool, the discrepancies in the grading policy that the district uses K-8 with the high school's current grading practices, and what parental perspective might be around these shifts. It was decided that more conversation would continue on this topic during the December meeting and Mrs. DeSoto will bring an example of a middle school grade book as a focal point for the continued discussion.

COMMON CORE BI-MONTHLY PRESENTATION REQUESTS

Ms. Joseph asked for direction for her upcoming presentation to the board on Common Core. The members present brainstormed that they would like the presentation to provide an overview of Common Core, sample test items, and a comparison of how it is different from the current Maine Learning Results.

The meeting adjourned at 8:07 a.m.

The next meeting will be Tuesday, December 10th at 7 a.m. in the Central Office Board Room. The conversation around standards based grading and proficiency-based diplomas will continue.

Respectfully Submitted,

Katie Joseph, Director of Curriculum and Instruction

New Graduation Requirements for the Class of 2018 and Beyond

A Shift in State Policy

On the heels of the adoption of the Common Core State Standards, the State of Maine recently decided to make some other significant shifts in how it intends to prepare students for college and careers. Maine recently passed a new statute requiring all Maine school districts, starting with the Class of 2018 (the current eighth graders), to award diplomas to students based on the mastery of the standards they study in their classes. Historically, students have earned their diplomas by collecting a required number of credits and passing grades. In the past, all of their assignments would get averaged together to generate the final grade for a class. A seventy percent or above was passing. Now, students will need to show they are proficient in each standard within a class, not just proficient overall. This shift in policy promotes a more rigorous understanding of what it means to learn and what knowledge is required to graduate, as students are held accountable on a more detailed level.

Reasons for the Policy Change

This statewide change in mindset around graduation requirements evolved from feedback shared by college administrators and employers about the general lack of preparedness of Maine students and students nationwide. State education leaders argue that a change to proficiency-based education will better prepare students for post-high school experiences as students will be held more accountable for mastering all of the material covered in their classes, not just the average of the standards which would allow them to pass and graduate while still retaining gaps in their learning.

The New Requirements

The statutory guidelines for proficiency-based education that apply to next year's ninth graders provide guidance on the requirements while still allowing for local decision making in some areas. The key components are both academic and include skills related to work habits.

- With regard to academics, students must demonstrate that they are proficient in all eight content areas: math, science, social studies, world language, English, health and physical education, visual and performing arts, and career and education prep.
- The habits of mind, which the statute refers to as the guiding principles, will also need to be mastered by students in order to graduate. There are five principles, and they include students showing they are: clear and effective communicators, self-directed and life-long learners, creative and practical problem solvers, responsible and involved citizens, and integrative and informed thinkers.
- The regulations also stipulate that students need to be provided with multiple pathways, or experiences, to attain their proficiency. These

pathways include: online digital learning, academic tutorial, electives courses, and an independent study with a teacher, just to name a few.

- Finally, the law now requires that students have an “experience” in English, math, and science coursework for each year they attend high school. This is an increase in the coursework that will now be mandated by Maine high schools.

Changes to High School Programming

With the passing of the new proficiency-based graduation statute, multiple changes will be happening for Gardiner area students, starting with the Class of 2018. Beyond the obvious change in the way students will be graded, now that they will be given a grade for each standard within the classes they take, other alterations in our educational programming will also occur. Students impacted by these new policies will be required to take more math and science classes than have historically been required at the high school level. World language courses used to be optional and now next year’s ninth graders will need to enroll in a world language course at some point during their high school experience. Student proficiency of the guiding principles, also known as work habits, will also now be tracked in grades nine through twelve in addition to academic grades. While providing possibilities to recover credits is a system already in place at GAHS, these multiple pathway options will be broadened and will now apply to attaining mastery of standards, not earning credits.

District Work

MSAD 11 is taking this shift in practice very seriously and has begun thoughtful committee work with teachers, as well as discussions at the district administrative level to determine the district philosophies, policies, tracking systems, and logical changes that will best serve our students and families. Public communication around these changes is also crucial so everyone in the community stays informed. This process of sharing began on February 26th at the eighth grade high school orientation night, and will continue with upcoming written communications as well as future meetings in the fall. While opinions vary greatly across the state on the topic of proficiency-based education, there does seem to be a common agreement that ensuring all students have the content and skill knowledge required to be successful post-high school is of utmost importance.

*Katie Joseph
Director of Curriculum and Instruction
MSAD 11
March 2014*

Standards Based Grading Work
Teresa McGuire

Transitions Funds
Time & Effort - Repairs

Day	Date	Task	Begin	End	Hours
Tuesday	1-Jul-14	off	0	0	0
Wednesday	2-Jul-14	Develop/Organize new schema K-12	8	8	8
Thursday	3-Jul-14	off	0	0	0
Friday	4-Jul-14	Backup old standards, grade scales, and setup confi	8	8	8
Saturday	5-Jul-14	PowerSchool: Calendars, Final Grade Setup for 14-1	8	8	8
Sunday	6-Jul-14	off	0	0	0
Monday	7-Jul-14	CCGRHS: Math	8	8	8
Tuesday	8-Jul-14	CCGRHS: Math	8	8	8
Wednesday	9-Jul-14	CCGRHS: ELA	8	8	8
Thursday	10-Jul-14	CCGRHS: ELA	8	8	8
Friday	11-Jul-14	CCGRHS: World Languages, PE	8	8	8
Saturday	12-Jul-14	CCGRHS: PE, Health, Science	8	8	8
Sunday	13-Jul-14	off	8	8	0
Monday	14-Jul-14	CCGRHS: Science	8	8	8
Tuesday	15-Jul-14	CCGRHS: Science	8	8	8
Wednesday	16-Jul-14	CCGRHS: Science	8	8	8
Thursday	17-Jul-14	CCGRHS: Social Studies	8	8	8
Friday	18-Jul-14	CCGRHS: Social Studies	8	8	8
Saturday	19-Jul-14	CCGRHS: Social Studies	8	8	8
Sunday	20-Jul-14	off	0	0	0
Monday	21-Jul-14	CCGRHS: Career, VPA	8	8	8
Tuesday	22-Jul-14	CCGRHS: Create Grade Scales/load	8	8	8
Wednesday	23-Jul-14	CCGRHS: Test Grade Scales, Disable Old	8	8	8
Thursday	24-Jul-14	off	0	0	0
Friday	25-Jul-14	off	0	0	0
Saturday	26-Jul-14	off	0	0	0
Sunday	27-Jul-14	off	0	0	0
Monday	28-Jul-14	off	0	0	0
Tuesday	29-Jul-14	off	0	0	0
Wednesday	30-Jul-14	off	0	0	0
Thursday	31-Jul-14	off	0	0	0
Friday	1-Aug-14	off	0	0	0
Saturday	2-Aug-14	off	0	0	0
Sunday	3-Aug-14	off	0	0	0
Monday	4-Aug-14	off	0	0	0

Standards Based Grading Work
Teresa McGuire

Wednesday	10-Sep-14	Regular Day of Work	0	0	0
Thursday	11-Sep-14	Regular Day of Work	0	0	0
Friday	12-Sep-14	Regular Day of Work	0	0	0
Saturday	13-Sep-14	off	0	0	0
Sunday	14-Sep-14	Test New Grade Scales, Apply to Standards	6	4	8
Monday	15-Sep-14	Regular Day of Work	0	0	0
Tuesday	16-Sep-14	Regular Day of Work	0	0	0
Wednesday	17-Sep-14	Regular Day of Work	0	0	0
Thursday	18-Sep-14	Regular Day of Work	0	0	0
Friday	19-Sep-14	Regular Day of Work	0	0	0
Saturday	20-Sep-14	CCGRHS: New Standards for AP & HON	9	8	10
Sunday	21-Sep-14	CCGRHS: New Grade Scale for AP & HON	6	4	8

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x 34/home

\$ 9,860.00

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