

CHS Handbook of Teaching and Learning



COLCHESTER HIGH SCHOOL

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What is Proficiency-Based Learning?

At Colchester High School we believe that **all students are learners**. Proficiency-based learning is one way we work to achieve growth for all students. Educators design proficiencies and learning targets for their courses that clearly articulate what students should know, understand, and be able to do. Learning targets are designed to build toward course and discipline proficiencies. They guide the day-to-day work and learning in the classroom. They are communicated to students regularly via daily agendas, class websites, on assignments, etcetera. These targets are based on national, state, and local standards. Teachers then work to differentiate instruction in their classes in order to best help students achieve these standards. The use of learning scales (e.g. 4, 3, 2, 1) and frequent feedback helps students and families understand where students are in relation to these targets. This in turn helps students, families, and teachers know what to do next in order to help the student become proficient.



Research Says:

“Students who have clear pictures of the learning target and of the criteria for success are likely to also have a sense of what they can and should do to make their work measure up to those criteria and that goal. Clear learning targets direct both teachers and students toward specific goals. Students can meet goals only if they are actually working toward them, and they can’t work toward them until they understand what they are. Once students understand where they are headed, they are more likely to feel that they can be successful, can actually reach the goal. Students’ belief that they can be successful at a particular task or assignment is called self-efficacy (Bandura, 1997). Students who have self-efficacy are more likely to persist in their work and especially more likely to persist in the face of challenge (Pajares, 1996)”

—Moss, C. M., & Brookhart, S. M. (2009).

(This quote and other related research can be found on the [Great Schools Partnership](#) website.)

Proficiency Based Learning at Colchester High School

Graduation Requirement	Reporting Method		Assessment Method
Yes	Transcripts & Report Cards	CHS Essential Expectations	Proficiency Verification through a Body of Evidence
Yes	Transcripts & Report Cards	Discipline Proficiencies (3-8 per content area)	Proficiency Verification through a Body of Evidence
No	PowerSchool	Course Proficiencies (5-12 per course)	Summative: AAA
No	PowerSchool & Teacher Feedback	Learning Targets	Formative: PA & CA

Graduation Requirements: Proficiencies and Credits

Students at CHS have already experienced many aspects of proficiency-based learning, so what is new? The state of Vermont has determined that graduation requirements starting June 2020 will be based on a student's demonstration of proficiency in the curriculum.

Vermont Education Quality Standards¹

2120.7 Graduation Requirements

A student meets the requirements for graduation when the student demonstrates evidence of proficiency in the curriculum outlined in 2120.5, and completion of any other requirements specified by the local board of the school attended by the student.

This requirement is effective no later than September 2014 for students entering seventh grade and through their secondary school progression, for the anticipated graduation date of June 2020, and with each subsequent incoming seventh grade class.

(Here you can access the [Vermont Education Quality Standards](#) in their entirety.)

Colchester High School has drafted the following graduation standards. These are our Essential Expectations (cross-disciplinary graduation standards) and Discipline Proficiencies (outcomes specific to a content area). Students may demonstrate proficiency of these standards through earning credit in recommended courses or via flexible pathways.

CHS Essential Expectations

Think: Creatively and Critically

The CHS graduate demonstrates critical and creative thinking across multiple modalities (artistically, verbally, graphically, numerically, textually, physically).

Communicate: Thoughtfully and Effectively

The CHS graduate communicates complex thoughts and ideas effectively in a variety of ways (artistically, verbally, graphically, numerically, textually, physically).

Act: Responsibly and Ethically

The CHS graduate acts as responsible citizen, makes connections, and engages with the local and global community.

Learn: Continuously and Mindfully

The CHS graduate applies the skills and habits of mind that foster lifelong learning and personal growth.

(Please see Appendix A for Essential Expectation rubrics)

CHS Discipline Proficiencies:

HEALTH

1. Core Concepts: The CHS graduate can comprehend concepts related to health promotion and disease prevention to enhance health.
2. Decision Making: The CHS graduate can demonstrate the ability to use decision making skills to enhance health.
3. Goal Setting: The CHS graduate can demonstrate the ability to use goal setting skills to enhance health.

HUMANITIES: ENGLISH

1. Read: The CHS graduate can effectively summarize, analyze, interpret, and evaluate to comprehend a variety of complex texts.
2. Write: The CHS graduate can produce clear and coherent writing for a variety of genres (narrative, informational, argumentative), purposes, and audiences.
3. Inquiry & Research: The CHS graduate can inquire independently to develop and respond to relevant questions and challenging questions about the past and present, in order to demonstrate ability to evaluate multiple sources of information for bias, reliability, and credibility; synthesize information from multiple sources; make a well-informed claim; and present findings in a coherent,

engaging way.

4. Speaking & Listening: The CHS graduate can show ability to engage in a dialogue of ideas by listening actively and speaking with relevance and respect.

HUMANITIES: SOCIAL STUDIES

1. Read: The CHS graduate can effectively summarize, analyze, interpret, and evaluate to comprehend a variety of complex texts.
2. Write: The CHS graduate can produce clear and coherent writing for a variety of genres (narrative, informational, argumentative), purposes, and audiences.
3. Inquiry & Research: The CHS graduate can inquire independently to develop and respond to relevant questions and challenging questions about the past and present, in order to demonstrate ability to evaluate multiple sources of information for bias, reliability, and credibility; synthesize information from multiple sources; make a well-informed claim; and present findings in a coherent, engaging way.
4. Speaking & Listening: The CHS graduate can show ability to engage in a dialogue of ideas by listening actively and speaking with relevance and respect.
5. Content & Concepts: The CHS graduate can demonstrate knowledge and understanding of essential topics in history, economics, geography, and civics and the patterns that emerge among them.
6. Perspectives: The CHS graduate can articulate an awareness and understanding of multiple perspectives, cultures, and social groups.
7. Citizenship: The CHS graduate can engage actively with others as global citizens to deepen their understanding of how structures of government impact them and how participating in civic life may shape government's impact on their world.

MATH

1. Model: The CHS graduate can use mathematics to explore the relationships among quantities in context and use these relationships to draw conclusions.
2. Problem Solve: The CHS graduate can persist in solving a problem independently by analyzing, making predictions, and using mathematical methods to develop a reasonable solution.
3. Construct Viable Arguments: The CHS graduate can justify answers with a logical progression of evidence and explain his or her reasoning to others.
4. Number Sense: The CHS graduate can reason, describe, and estimate using units and appropriate types of numbers that are precise and accurate to the context of a problem.
5. Algebra & Functions: The CHS graduate can create, interpret, use and analyze expressions, equations, inequalities, and functions in a variety of contexts.
6. Statistics & Probability: The CHS graduate can interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.
7. Geometry: The CHS graduate understands geometric concepts and constructions and can use them to prove theorems and to solve a variety of problems.

MUSIC

1. Music Literacy: The CHS graduate can demonstrate music literacy by applying musical concepts and terminology.
2. Music, Culture, and History: The CHS graduate can understand the relationship among music, history and world culture.
3. Communicate: The CHS graduate can create, perform, and/or express ideas through music.

PHYSICAL EDUCATION

1. Knowledge and Motor Skills: The CHS graduate can demonstrate proficiency in a variety of motor skills and movement patterns
2. Analyze Motor Skills: The CHS graduate can apply knowledge of concepts, principles, strategies and tactics related to movement and performance to analyze and improve performance of self and/or others in selected skills.
3. Physical Fitness: The CHS graduate can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Affective Qualities and Social Interaction: The CHS graduate can exhibit responsible personal and social behavior that respects and promotes success of self and others

SCIENCE

1. Modeling: The CHS graduate can construct, interpret and analyze models and systems to build understanding and test ideas across science disciplines.
2. Analyzing: The CHS graduate can critically analyze information from a number of sources (written, graphical, verbal) to determine scientific validity across science disciplines.
3. Communicating Scientifically: The CHS graduate can effectively communicate scientifically valid evidence in a number of ways (written, graphically, verbally) to support an argument across science disciplines.
4. Investigating: The CHS graduate can design, implement, and refine scientific investigations across science disciplines.
5. Engineering Solutions: The CHS graduate can design, implement, and refine engineering solutions across science disciplines.
6. Connecting: The CHS graduate can identify, describe and explain interrelationships and connections among disciplines, technology, and society.

VISUAL ARTS

1. Create: The CHS graduate can generate, organize, develop, and refine artistic ideas to create works of art.
2. Present: The CHS graduate can share artistic work through selecting, preparing, interpreting, and presenting in the CSD art show or other exhibition venue.
3. Respond: The CHS graduate can understand how art conveys meaning through describing, analyzing, interpreting, and evaluating works of art.
4. Connect: The CHS graduate can connect artistic ideas and work with societal, cultural, historical, and personal meaning.

WORLD LANGUAGE

1. Presentational: The CHS graduate can engage in meaningful one-way communication (speaking and writing) to inform, explain, persuade and/or narrate to an intended audience on a range of content and contexts.
2. Interpretive: The CHS graduate can interpret meaning and cultural perspective through reading, listening and viewing a variety of authentic materials.
3. Interpersonal Communication: The CHS graduate can participate in conversations on familiar topics, using sentences and/or series of sentences, in appropriate time frames, as well as handle social interactions and everyday tasks by asking and answering a variety of questions.
4. Language Conventions: The CHS graduate can recognize and make use of thematic vocabulary and grammatical conventions of increasing complexity as they communicate with the various modes and advance through the levels of language learning.
5. Culture and Connections: The CHS graduate can interact with empathy and an awareness of the perspectives of self and others, while recognizing the factors that influence who people are and how they communicate.

Assessment, Grading, and Reporting

What is the meaning of a grade?

*The primary purpose of grading is to communicate the **academic achievement** status of students to the students, their families, employers, and postsecondary institutions.*

At Colchester High School we believe **all students are learners**. We also regularly evaluate our practice based on state requirements and research on best practices in education. Through our learning together about proficiency-based learning, the CHS faculty developed the following assessment, grading, and reporting belief statements.

CHS AGR Belief Statements

At Colchester High School we understand and use assessment, grading, and reporting systems grounded in best practices in order to support the learning and growth of all students.

1. We believe that all students can learn and assessment is an integral part of the learning process.
2. We believe that effective assessment, grading, and reporting systems promote lifelong learning, encourage transfer and a growth mindset.
3. We believe that appropriately adjusted standards and learning targets form the basis of instruction and assessment.
4. We believe that clarification of learning expectations for students prior to and during instruction AND practice opportunities are beneficial for student understanding and teacher intervention.
5. We believe that assessment, grading, and reporting should be guided by clearly communicated outcomes with defined levels of achievement.
6. We believe that when students take an active role in their assessment and learning, it positively impacts engagement and achievement.
7. We believe that learning is an ongoing process. Students should be given multiple opportunities to demonstrate their learning so that their grade reflects their current level of understanding.

8. We believe that assessment is ongoing. Assessment both informs instruction (formatively) and evaluates learning (summatively), making growth evident to each individual student as well as to the teacher throughout the learning process.
9. We believe that the purpose of assessment is to encourage and support learning for all students. We believe that the purpose of our grading practices is to accurately communicate learning.
10. We believe that all teachers will use respectful and consistent grading practices that accurately represent what students know, understand, and are able to do.
11. We believe reporting student *achievement* of standards should be separate from reporting *dispositions* (learning habits) students use to reach those standards.
12. We believe the grade reporting system must be clear and easily understood by all stakeholders.
13. We believe our reporting and assessment system, which includes timely and consistent feedback, helps students recognize their depth of learning.
14. We believe it is essential to teach, provide feedback on, and assess learning dispositions in tandem with academic content.

Assessment Definitions

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.¹

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it's happening*. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.²

¹ From the [Glossary of Educational Reform](#)

² From the [Glossary of Educational Reform](#)

All teachers at CHS define assignments in one of the following three categories:

1. Academic Achievement Assessment (AAA):

Academic Achievement Assessments are larger SUMMATIVE ASSESSMENTS that measure achievement towards a series of learning targets or learning outcomes. Students should have a variety of learning opportunities (prior to the AAA) that align with, and support students' growth towards the learning targets assessed in the academic achievement assessment.

Examples might include: projects, concept tests, PSAs, essential writings, research papers, lab reports, tests, etc.

2. Practice Assessment (PA):

Practice Assessments are FORMATIVE ASSESSMENTS and/or learning opportunities that are graded based on achievement towards the learning target (not completion).

Examples might include: problem of the day, homework, short quiz, graph, drafts of an essay, response to text, artist's critique.

3. Completion Assignment (CA):

Completion assignments are FORMATIVE ASSIGNMENTS that are graded based on completion (not mastery/accuracy) and are necessary for students to engage in the learning opportunities of the day.

Examples might include: problem of the day, homework, graph, response to text, reading in preparation for class.

Academic Achievement and Learning Dispositions

At CHS, teachers separate academic achievement from learning dispositions, the non-academic factors that often contribute to the student's academic achievement. Course grades reflect the level of each student's academic achievement. While non-academic factors may be highly valued and often contribute to the student's achievement, they are communicated separately from the achievement grade.

Learning dispositions are behaviors that successful and engaged learners display and demonstrate on a regular basis. These are assessed using the CHS LEARN Essential Expectation rubric. Learning dispositions are reported separately from the academic grade on the CHS report card; they are reported as a single score using a 1 - 4 scale. These scores are based on a

student's performance on: self-regulation, organization, persistence, collaboration, and commitments.

Please refer to Appendix A for the full LEARN Essential Expectation rubric.

The following are examples of learning dispositions (non-academic factors) and are not included in the course grade: behavior (attendance, attitude, punctuality, effort) and certain class participation.

Calculating Grades versus Determining Scores

Grading procedures will be consistent within all sections of a course at CHS. The purpose of grading is to reflect the student's **academic achievement**, so summative assessments (academic achievement assessments) count for the majority of the academic grade. All teachers at Colchester High School will assign academic achievement assessments (AAA) to a minimum of 70% of a student's grade, the remaining percentage will be comprised of practice assessments (PA) and/or completion assignments (CA). These weighted averages will be clearly articulated

"In order for students to move ahead to more difficult standards when they achieve proficiency with current standards (as in an authentic standards-based grading system), educators need to assign grades that clearly communicate students' current levels of performance for the standards they are working on. To achieve this type of feedback, grades must be based solely on students' current levels of performance with specific standards. Unfortunately, many grading practices currently used in the United States base grades on an assortment of additional factors beyond academic performance, such as a student's level of effort, innate aptitude, rule compliance, attendance, social behaviors, attitudes, or other non-achievement measures" (Friedman & Frisbie, 2000; Ornstein, 1995).

"Including these measures in students' grades creates systems in which 'grades are so imprecise that they are almost meaningless" (Marzano, 2000, p. 1).

"Genuine standards-based grading practices separate what students know and can do from how they behave and other nonachievement measures. Thus, while there are many ways that schools can improve student achievement, changing grading practices may be the most expedient way to address multiple issues at once" —Heflebower, T., Hoegh, J. K., & Warrick, P. (2014).

in all course syllabi. Academic grades at CHS are **calculated** based on a student's achievement in those three areas.

CHS also values the non-academic factors (learning dispositions) that often contribute to the student's academic achievement. We believe a student's use of learning dispositions is important to their success as a learner. An academic grade that includes non-academic factors (i.e. learning dispositions), can contribute to miscommunication about the student's knowledge. It is important to communicate both aspects of a learner's progress. Because of this, we report learning dispositions (self-regulation, persistence, organization, collaboration, commitments) separately from the academic grade. Throughout the year students will self-reflect on Learn criteria. Additionally, students will earn Learn criteria scores on individual assignments (in the standards area of PowerSchool). From this body of evidence, a learning disposition scores will be **determined** and reported on the report card. This process will be outlined in course syllabi, but may consist of data collected on attendance, participation, late assignments, organization, teamwork, etc.

For academic grades, all CHS teachers will use the same percentage scale as outlined in the CHS student handbook:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	
A 93- 96	B 83-86	C 73-76	D 63-66	
A- 90- 92	B- 80-82	C- 70-72	D- 60-62	F 59 and below

Midterm and Final Exams

All courses will have a common midterm/final assessment that represents the essential learnings of a course. Example assessments may include a final oral presentation, an examination or an in-class essay. The midterm or final assessment shall count for no more than 20% of the semester grade.

"To serve as meaningful communication, grades must be fair, accurate, and reliable. They are more likely to be so when thoughtful professionals concur on the purpose of grades, look at the evidence they have, and then decide the grade that best summarizes that evidence"

- Guskey, T. & Jung, L. (2016).

Common Grading Practices:

Re-Assessment:

Teachers at CHS believe that all students can learn. They believe students should be given multiple opportunities to demonstrate their learning in multiple ways, when possible and appropriate. Teachers at CHS may allow students to re-assess a variety of assessments in their classes **after students act upon specific teacher feedback**. Depending on the classes a student takes, the re-assessment opportunities may vary. Students cannot redo or revise all

assessments. The goal for re-assessments is that students have the opportunity to demonstrate their increased learning over time. All classes of the same course will have consistent re-assessment policies. Teachers will outline their re-assessment policies and procedures in their course syllabi; please be aware that re-assessments may also be permitted on a case by case basis.

Late Work:

The purpose of grading is to reflect the student's academic achievement, not to be a system of rewards and punishments. The scores on assignments should not be distorted by the deduction of points for poor learning dispositions (i.e handing in work late). Students have the opportunity to earn full academic credit for late work turned in by the deadline. Failure to attend to due dates and deadlines is important and will be communicated in a student's LEARN score. Teachers will set and clearly communicate all due dates and deadlines for assessments. Students' late work will be tracked in PowerSchool and used as part of the evidence to determine his/her ability to attend to "commitments" as communicated in the learning dispositions (LEARN EE) score.

Due Date → When an assignment is due. Handing in work on time will allow for prompt feedback and aid in academic success. Work handed in after the due date may be accepted, without penalty, for full credit (but marked with an "L" on PowerSchool).

Deadline → A non-negotiable end date or an essential deadline due to an authentic audience, course related timeline, or school year timeline. After the deadline an assessment will no longer be accepted. If not complete, the assignment is entered as a zero. Deadlines are determined by teachers.

Extra Credit:

Teachers no longer assign extra credit or bonus point opportunities as these systems do not measure learning. Students will have multiple opportunities to demonstrate that they have mastered a learning target and in many areas re-assessment is possible.

Incompletes and zeros:

Incompletes and zeros may be given at teacher discretion.

References

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- Moss, C. M., & Brookhart, S. M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wormeli, R. (2006, Summer). Accountability: Teaching through assessment and feedback, not grading. *American Secondary Education*, 34(3), 14–27.

Appendix A

Learn: Continuously and Mindfully

The CHS graduate applies the skills and habits of mind that foster lifelong learning and personal growth.

	Extending (4)	Achieving (3)	Developing (2)	Beginning (1)
Self-regulation	I consistently and independently demonstrate self-awareness of academic, personal, and social needs; identify, monitor, and work towards goals; accept support and apply feedback. I help create a learning environment that leads to a balance of individual needs within the expectations of the greater learning environment.	I frequently demonstrate self-awareness of academic, personal, and social needs; identify, monitor, and work towards goals; accept support and apply feedback; balance individual needs with the expectations of the greater learning environment.	With support, I demonstrate self-awareness of academic, personal, and/or social needs. I can reflect on times I self-regulated and times I did not, with self-identified goals for next time. Also with support, I identify, monitor, and work towards goals. I accept support and apply feedback. I can identify situations wherein I am likely to struggle with self-regulation and employ strategies and environments to help me.	I can describe what self-regulation is and can reflect on times when I did and did not demonstrate it. At times, with support, I can demonstrate self-awareness, identify and work toward goals, and accept support and feedback. I can identify situations where I am likely to struggle with self regulation and employ strategies to help me.
Organization	I consistently and independently identify priorities and successfully manage time and resources and create intuitive systems and protocols for myself and others to function efficiently. I am responsive to other systems and protocols.	I consistently and effectively identify priorities and successfully manage time and resources. I have established systems and protocols to function efficiently and am responsive to other systems and protocols.	With support and scaffolds, I establish priorities and successfully manage time and resources. I can follow established systems and protocols and sometimes create my own in order to function efficiently.	With support and scaffolds, I try different strategies and systems to help me manage time and resources and function efficiently. I respond appropriately to established priorities.

Persistence	I consistently and independently anticipate challenge areas and employ a variety of strategies and resources in order to persevere. I consistently and independently approach challenges with a focus on personal and group growth.	I persevere and am willing to push through challenges to complete demanding tasks. I approach challenges with a focus on personal or group growth.	With support and scaffolds, I am able to persevere and approach challenges with willingness to push through. I can identify and work toward steps that will allow for personal or group growth.	I can define and describe persistence. I can reflect upon times when I have persisted. With support, I am able to push through challenges.
Collaboration	I work effectively with a diverse group of peers in a variety of settings and help to create and maintain shared goals and norms. I consistently contribute positively to group progress and encourage others to do the same. I demonstrate that I can accept various group roles for the success of the group. I help facilitate and manage groups, including capitalizing on others' strengths for group success.	I work well with others to achieve shared goals. I contribute positively to group progress and accept various group roles for the success of the group.	With support and scaffolds, I work well with others to achieve shared goals and contribute positively to group progress. I often work alone or with self-selected peers. I take on a variety of roles within a group with support.	With support and scaffolds, I am able to work with specifically designed pairs or groups to achieve shared goals. I can demonstrate positive contribution to a group's progress. I work alone or with self-selected peers and/or I have a specific role within groups.
Commitments	I consistently and independently am aware of and meet due dates deadlines. I am present, prepared, and ready to learn. I often am prepared early to allow for attention to the learning process, attention to feedback, and revision.	I am aware of and meet due dates deadlines. I am present, prepared, and ready to learn.	With reminders and support I am aware of and meet most due dates and deadlines. I may need support in order to be present, prepared, and ready to learn.	With support and scaffolds, I can identify deadlines and attempt to meet them. I require support in order to be present, prepared, and ready to learn.

Think: Creatively and Critically

The CHS graduate demonstrates critical and creative thinking across multiple modalities (artistically, verbally, graphically, numerically, textually, physically).

	Extending (4)	Achieving (3)	Developing (2)	Beginning (1)
Structures & Tools	I understand and am able to effectively apply content specific and transferable structures, tools, vocabulary, and elements. I evaluate their effectiveness in order to refine my use.	I understand and am able to effectively apply content specific and transferable structures, tools, vocabulary, and elements.	I practice using different content specific and transferable structures, tools, vocabulary, and elements in order to learn how to effectively apply them.	I know and can describe content specific and transferable structures, tools, vocabulary, elements and their purpose.
Observe & Identify	I actively listen, read, and observe, and I seek out multiple and alternative ways of gathering information. I identify key details and nuances, issues and problems, and I recognize when further information is needed. I craft goals and prioritize next steps. I can summarize complex ideas, topics, and texts with concision.	I actively listen, read, and observe. I identify key details, issues, and problems, and I recognize when further information is needed. I craft goals and prioritize next steps. I can summarize complex ideas, topics, and texts.	I approach listening, reading, and observation with interest and utilize supports to help me actively engage in them. I identify key details, issues, and problems. I can create goals and outline the steps to achieve those goals. I can summarize ideas, topics, and texts.	I engage in listening, reading, and observation tasks and when prompted and supported. I can identify appropriate goals given a task. I am able to identify key details, issue,s and problems.
Question & Infer	I pose compelling and supporting questions that deepen an enduring understanding of an issue in a discipline or field. I recognize new compelling and supporting questions which emerge through research and problem solving. I can determine figurative, connotative, technical, and discipline-specific meanings. I analyze how an author or speaker uses and refines the meaning of a	I pose purposeful questions (both compelling and supporting), make predictions and investigate based on complex texts, topics, and experiences, and infer based on context clues and evidence. I show sophisticated understanding literally, figuratively, and conceptually.	I sort questions into compelling and supporting categories. I can explain the significance of a problem or question. I can comprehend literally, figuratively, and conceptually.	I develop questions about a topic or text. I can understand most of a work literally and am working toward understanding figurative and/or conceptual meaning.

	key term(s) and symbols(s) over the course of a work.			
Analyze & Evaluate	I analyze the development and the significance of the patterns, trends, phenomenon, relationships, and rhetoric as they impact the design of possible solutions. I consider alternative approaches and determine a new approach. I can anticipate and then select sources based on the audience's needs.	I analyze and evaluate patterns, trends, data, phenomenon, relationships, and rhetoric. I craft interpretations which I revise based on feedback and critiques. I evaluate sources based on currency, relevancy, authority, and purpose.	I explain patterns, trends, relationships, and specific word choice. I can identify a main idea and key details. I can identify bias in sources.	I identify simple patterns, trends, and specific word choice. I can identify a main idea. I can identify facts and opinions, using indicator words and phrases.
Synthesize & Innovate	I generate and create ideas, solutions, and products which display independent, flexible thinking and originality. To do so, I seek out and consider complex ideas, topics, and texts, multiple perspectives, and feedback.	I generate and create ideas, solutions, and products which display independent thinking and originality. To do so, I consider multiple perspectives, texts, and feedback.	I identify and expand on simple solutions or products which show increased independent thinking . I consider more than one piece of information or perspective when developing solutions.	I identify and implement simple solutions or products when presented with a problem or task. To do so, I utilize the guidance and support of others when developing solutions.
Process & Approach	I independently identify a complex and relevant question, issue, or problem, plan a detailed course of action, enact, and revise. I engage in this process (goals to publishing and presenting, defining the problem to implementing solutions and refining) until I am confident that I have met my goal completely. I do so in both shorter time frames and in an extended, sustained manner.	I identify a question, issue, or problem, plan a course of action, follow through on that plan, and revise. I complete the process from beginning to end (goals to publishing and presenting, defining the problem to implementing solutions and refining). I do so in both shorter time frames and in an extended, sustained manner.	I independently complete at least three stages of the process with one question, issue, or problem. I may utilize these processes in a shorter time frames.	I list and describe the steps of a process(define, research/brainstorm, implement, evaluate/refine). I complete one or more stages of the process.

Communicate: Thoughtfully and Effectively

The CHS graduate communicates complex thoughts and ideas effectively in a variety of ways (artistically, verbally, graphically, numerically, textually, physically).

	Extending (4)	Achieving (3)	Developing (2)	Beginning (1)
Purpose	I consistently highlight and emphasize my purpose and focus, providing relevant and thorough context for complex ideas, argument, or narrative.	I construct a clear and consistent purpose and focus, providing relevant and thorough context for complex ideas, argument, or narrative.	I am able to articulate purpose and focus, and provide relevant context for my ideas, arguments, or narratives.	I am starting to be able to articulate purpose and focus and with support I can clarify my ideas, arguments or narratives.
Organization	I communicate original, complex thoughts and ideas which are well organized, coherent, smooth, and appropriate to the task, audience, and purpose. I create a unified, cohesive whole by using appropriate and sophisticated and/or artful techniques (such as varied syntax).	I communicate complex thoughts and ideas which are organized, focused, and appropriate to the task, audience, and purpose. I create a unified, cohesive whole by using appropriate techniques (e.g. engaging leads, transitions, graphics, figures, melodies).	I communicate thoughts and ideas which demonstrate basic organization, logic and focus. I logically group related ideas and use techniques such as engaging leads and transitions. I am working to create a unified whole.	I am working towards communicating in an organized and focused manner with the supports of graphic organizers and other scaffolds. I introduce the topic or text clearly. I use linking and transition words or phrases. I group related ideas together to support my purpose. I write a concluding statement or section related to the opinion presented.
Evidence & Elements	I develop, support, and justify ideas, arguments and narratives by integrating significant, well chosen, relevant evidence. I effectively and eloquently utilize discipline specific elements to justify, clarify and illuminate my purpose or claim.	I develop, explain, support, and justify ideas, arguments and narratives by integrating significant, relevant evidence and models. I effectively utilize discipline specific elements to justify and clarify my purpose or claim.	I support my ideas, arguments and narratives by integrating specific, relevant evidence and models. I utilize discipline specific elements to justify my purpose or claim.	I include general evidence in my ideas, arguments and narratives. I identify discipline specific elements and explain how they help me communicate my main idea or claim.

Tone & Style	I construct a tone, style, vocabulary, and/or imagery appropriate to discipline (e.g. artful, formal, objective). I enhance audience engagement with innovative strategies and techniques.	I construct a tone, style, vocabulary and/or imagery appropriate to discipline (e.g. artful, formal, objective). I include strategies and techniques (e.g. metaphor, analogy, line, rhythm) to engage the audience and further the development of ideas.	I am beginning to adapt the tone, style, and vocabulary to be appropriate for audience, context, and purpose. I attempt to include strategies to engage the audience.	I apply appropriate tone, style, and vocabulary to match the intended audience.
Conventions & Precision	I demonstrate clear mastery of the appropriate conventions given the intention and purpose. I critically and thoroughly examine my work and make changes to ensure precision, clarity, and craft.	I demonstrate effective use of the appropriate, discipline specific conventions. I examine my work and make changes to achieve clarity and precision.	I demonstrate use of the appropriate conventions given their intention and purpose. I partially revise my work to increase clarity and precision.	I use basic conventions. I attempt to revise in order to achieve precision and clarity.
Present	I present information, findings, and ideas, conveying a clear and distinctive perspective. I make strategic use of multiple modes and mediums to enhance understandings and engagement. I use technology to produce, publish, and update products in response to feedback, new arguments, or information.	I present information, findings, and ideas, conveying a clear, original perspective. I make use of multiple modes and mediums to enhance understandings and engagement. I use technology to produce, publish, and update products in response to feedback, new arguments, or information.	I present information and ideas, conveying a clear snapshot of my learning. I make use of several modes and mediums which engage the audience and help them understand my topic. I use technology to produce and publish.	With guidance and support I present information, findings, and ideas to others. I communicate through more than one mode. I use technology to support and enhance my presentation and communication.

Act: Responsibly and Ethically

The CHS graduate acts as responsible citizen, makes connections, and engages with the local and global community.

	Extending (4)	Achieving (3)	Developing (2)	Beginning (1)
Responsibility	I actively model for others actions based on tolerance, respect, honesty, initiative, and ethics. Based on experiences and mistakes, I advocate for change in and outside of my community. I identify problems and generate solutions to improve the wellbeing of myself and others locally and globally.	My actions demonstrate tolerance, respect, honesty and initiative and are guided by ethics. I learn from experience, mistakes, and make positive changes. I demonstrate ownership in order to improve the wellbeing of myself and others locally and globally.	I can describe actions that demonstrate tolerance, respect, honesty and initiative and how they impact myself and others. I accept feedback and make changes. I can improve the wellbeing of myself, others locally, or others globally.	I can identify the impact of my actions on myself and others. I can identify different ways of achieving an outcome. I can describe the characteristics of well being in myself and others (locally and globally).
Contribution and Engagement	I advocate for, create, and lead positive actions that contribute to the improvement of the community (local and global). I analyze the political and civic actions of individuals and groups including the way that people's behavior shapes policy and the converse.	I actively and independently seek opportunities and take positive actions that contribute to the improvement of the community (local and global).	I participate in opportunities presented that contribute to the improvement of the community (local and global). I am aware of my rights and responsibilities as a citizen. I can participate in opportunities presented that contribute to the improvement of the community (local and global).	I can describe the impact of current and historical issues on society and myself. I am beginning to recognize rights and responsibilities citizens have, and how I could contribute to the improvement of the community (local and global).
Respect	I can actively model respect (admiration, esteem, honor) for diverse cultures, values, and points of view. I display	I can demonstrate respect for diverse cultures, values, and points of view. I can participate in civil	I am beginning to demonstrate respect for diverse cultures, values, and points of view. I can discuss	I can provide examples to demonstrate my understanding of what it means to respect diverse

	empathy. I can engage in civil discourse in order to promote divergent and creative perspectives.	discourse, understand multiple perspectives, and display empathy to promote a safe, accepting, and inclusive environment.	differing points of view in a way that follows the established norms for civil conversation.	cultures, values, and points of view. I can respond respectfully toward people, including those that are not like me.
Wellness	I model physical activity, nutrition and other health enhancing behaviors. I advocate for personal, community, and global health, safety, and well being. I lead people in making a positive impact on the environment.	I promote personal, community, and global health and wellness and impact the environment in a positive way. I strive for physical, social, emotional, and environmental health, safety, and well being for myself and the community (local and global).	I participate in activities that add positively to my or my community's physical, social, emotional, and environmental health, safety, and well being.	I can describe the value of physical activity, nutrition, and other health enhancing behaviors for enjoyment, challenge, self expression, social interaction, safety, and/or personal and community health. I can describe ways that people can make a positive impact on the environment or lessen the negative impact on the environment.
Digital Citizenship	In addition to making responsible judgements, communicating appropriately, and acting based on etiquette and safety, I demonstrate I am an empowered learner and global collaborator. I evaluate how broader societal issues related to digital use impact different populations.	I make responsible judgements, communicate appropriately, evaluate sources, and act based on etiquette, and safety.	I can describe the difference between responsible and irresponsible use of digital tools. I can make responsible judgements about what is appropriate material to share digitally and make choices based on safety.	I can identify basic rules for online behavior and make choices based on safety.