INDIANA STATE BOARD OF EDUCATION

Graduation Pathways Policy Guidance

Appendices and Resources

APPENDIX 1.   EMPLOYABILITY SKILLS RESOURCES

Additional information for Employability Skills

Innovative Work and Learn Grant

In July 2016, Innovative Work and Learn grants were awarded to 10 regions totaling nearly $400,000 to foster, support and scale effective work-and-learn models in Indiana through the Indiana Regional Works Councils. Best practices and resources developed include three regional work and learn asset white papers, one regional directory of work and learn programs, development of a youth employability skills curriculum, a regional internship toolkit, employer tours and new work and learn opportunities created through apprenticeships, internships and externships. Listed below are the resources developed statewide from the awarded grants.

Next Level Jobs - IN Office of Apprenticeship

With an expanding community of stakeholders aimed at creating a sustainable talent pipeline, apprenticeships and work-based learning are an important step in merging resources and technical expertise in one place. Here you will find a community where employers, local practitioners, intermediaries, and others can easily access current resources, share successes, solicit support and take new approaches.

An apprenticeship represents opportunity for any student — whether you're on your way to college, directly to a career, both, or simply aren't sure, an apprenticeship can help pave the way to a successful future. Your apprenticeship is designed to earn college credits that can be applied to a variety of degrees and qualify you for a middle-income job immediately following completion. So, after an apprenticeship, you'll be equipped with practical skills and a jump-start on college that will prepare you for whatever is next on your road to success.

Indiana DWD Employability Skills Benchmarks

Indiana's Employability Skills Benchmarks describe a set of workplace skills recommended for success in today's competitive workforce. Formerly referred to as "soft skills," these are identified as essential, in-demand skills for all jobseekers regardless of experience or occupation. The term "soft skills" may give the appearance that these skills are of less value, but in fact they are crucial to finding employment and succeeding in the workforce. Indiana's Employability Skills Benchmarks were vetted statewide by Hoosier employers and establish a common language across all Indiana workforce sectors.

APPENDIX 2.   PROJECT-BASED LEARNING RESOURCES

Additional information for PBL

3 Types of Project-Based Learning Symbolize Its Evolution

Project-Based Learning has gone from academic study that yields end-of-unit projects, to highly complex methods of creating and publishing student thinking. It is more closely associated with 21st century learning skills than perhaps any other form of learning, and new technology in the classroom is improving its potential exponentially.

3 Types of Project-Based Learning:
1. Challenge-Based Learning/Problem-Based Learning is "an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems through efforts in their homes, schools and communities."
2. Place-Based Education is the idea of performing authentic work in intimate communities certainly lends itself neatly to Project-Based Learning.
3. Activity-Based Learning takes a kind of constructivist approach, the idea being students constructing their own meaning through hands-on activities, often with manipulatives and opportunities to experiment.

Buck Institute for Education

Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience.

Project Search: The projects you will find here have been curated by BIE and were gathered from online project libraries. These projects are meant to inspire your own ideas or may be adapted to fit the needs of your classroom.

Setting the Standard for Project Based Learning, co-published in May 2015 by BIE and ASCD: Project based learning (PBL) is gaining renewed attention with the current focus on college and career readiness and the performance-based emphases of Common Core State Standards, but only high-quality versions can deliver the beneficial outcomes that schools want for their students. It's not enough to just "do projects." Today's projects need to be rigorous, engaging, and in-depth, and they need to have student voice and choice built in. Such projects require careful planning and pedagogical skill. The authors—leaders at the respected Buck Institute for Education—take readers through the step-by-step process of how to create, implement, and assess PBL using a classroom-tested framework. Also included are chapters for school leaders on implementing PBL system wide and the use of PBL in informal settings. By successfully implementing PBL, teachers can not only help students meet standards but also greatly improve their instruction and make school a more meaningful place for learning. Both practical and inspirational, this book is an essential guide to creating classrooms and schools where students—and teachers—excel.

What Project Based Learning is Not: The following is an excerpt from chapter 4, "Designing a Project," in Setting the Standard for Project Based Learning. Excerpt: When you're designing a project, keep in mind that Project Based Learning is not the same as "doing a project." Here are some of the many examples of assignments or activities that are sometimes called "projects" that, although they may have a legitimate place in the classroom, are not PBL:

Figure 4.1   Projects Versus Project Based Learning

Projects	Project Based Learning
Supplemental to a unit	The project is the unit, or a major vehicle for teaching content standards within a unit
Task is based on following directions from the teacher and is repeated year after year	Task is open-ended and involves student voice and choice; often differs from year to year
Typically done individually	Done in collaboration with a team
Done independently, often at home	Done with teacher guidance, much of it during school hours
Focused on the product; the product may even be called "the project"	The project includes a sustained inquiry process *and* the creation of a product
Not authentic to the real world or to students' lives	Authentic to the real world or to students' lives, or both

© 2015 ASCD/BIE   *Note: We are indebted to Amy Mayer, friEdTechnology.com, for some of these ideas.*

The Difference between Projects and Project-Based Learning

"Projects" can represent a range of tasks that can be done at home or in the classroom, by parents or groups of students, quickly or over time. While project-based learning (PBL) also features projects, in PBL the focus is more on the process of learning and learner-peer-content interaction that the end-product itself.
The learning process is also personalized in a progressive PBL environment by students asking important questions, and making changes to products and ideas based on individual and collective response to those questions. In PBL, the projects only serve as an infrastructure to allow users to play, experiment, use simulations, address authentic issues, and work with relevant peers and community members in pursuit of knowledge.

A Framework for High Quality Project Based Learning

The Framework for High Quality Project Based Learning describes PBL in terms of the student experience and is intended to provide educators everywhere with a shared basis for designing and implementing good projects. The Framework for High Quality Project Based Learning is based on the accumulated experience, wisdom, and research of hundreds of educators who have graciously shared their ideas and critique. It describes six criteria, each of which must be at least minimally present in a project in order for it to be judged "high quality." The six criteria are, intellectual challenge and accomplishment, authenticity, public product, collaboration, project management, and reflection. A high quality project requires students to think critically about a complex problem, question, or issue with multiple answers, and then work on that project over the course of days, weeks, and even months. A high quality project reflects what happens in the world outside of school. It uses the tools, techniques, and technology found there. It can make an impact on other people and communities, and it can connect to the interests and concerns of young people. In a high quality project, students make their work public by sharing it not only with the teacher but also with each other, experts, and other people beyond the classroom. This public process and final presentation encourages students to improve the quality of their work and demonstrates what students know and can do. In high quality PBL, some project work should be done as a team. When students truly collaborate, they are contributing individual voices, talents, and skills to a shared piece of work, while respecting the contributions of others. In high quality
PBL, students learn and make use of project management processes, tools, and strategies similar to those used in the world beyond school. Learning is reinforced by reflecting on what we know and do. In a high quality project, students learn to assess the quality of their work and think about how to make it better. They pause regularly—not just at the end of the project, but throughout the process—to think about what they are doing and learning.

Gold Standard PBL: Essential Project Design Elements

It's encouraging that Project Based Learning is becoming popular, but popularity can bring problems. Here at the Buck Institute for Education, we're concerned that the recent upsurge of interest in PBL will lead to wide variation in the quality of project design and classroom implementation.
If done well, PBL yields great results. But if PBL is not done well, two problems are likely to arise. First, we will see a lot of assignments and activities that are labeled as "projects" but which are not rigorous PBL, and student learning will suffer. Or, we will see projects backfire on underprepared teachers and result in wasted time,

frustration, and failure to understand the possibilities of PBL. Then PBL runs the risk of becoming another one of yesterday's educational fads – vaguely remembered and rarely practiced.

To help teachers do PBL well, we created a comprehensive, research-based model for PBL – a "gold standard" to help teachers, schools, and organizations to measure, calibrate, and improve their practice. This term is used in many industries and fields to indicate the highest quality process or product. Our conception of Gold Standard PBL has three parts: 1) Student Learning Goals (in the center of the diagram below) 2) Essential Project Design Elements (shown in the red sections of the diagram), and 3) Project Based Teaching Practices.

Student Learning Goals: Student learning of academic content and skill development are at the center of any well-designed project.

Key Knowledge and Understanding: Gold Standard PBL teaches students the important content standards, concepts, and in-depth understandings that are fundamental to school subject areas and academic disciplines.

Key Success Skills: In school and college, in the modern workplace, as citizens and in their lives generally, people need to be able to think critically and solve problems, work well with others, and manage themselves effectively. We call these kinds of competencies "success skills."

Essential Project Design Elements: Based on an extensive literature review and the distilled experience of the many educators we have worked with over the past fifteen years, we believe the following Essential Project Design Elements outline what is necessary for a successful project that maximizes student learning and engagement

Challenging Problem or Question: The heart of a project – what it is "about," if one were to sum it up – is a problem to investigate and solve, or a question to explore and answer. It could be concrete (the school needs to do a better job of recycling waste) or abstract (deciding if and when war is justified). An engaging problem or question makes learning more meaningful for students.

Sustained Inquiry: To inquire is to seek information or to investigate – it's a more active, in-depth process than just "looking something up" in a book or online. The inquiry process takes time, which means a Gold Standard project lasts more than a few days.

Authenticity: When people say something is authentic, they generally mean it is real or genuine, not fake. In education, the concept has to do with how "real-world" the learning or the task is. Authenticity increases student motivation and learning.

Student Voice & Choice: Having a say in a project creates a sense of ownership in students; they care more about the project and work harder. If students aren't able to use their judgment when solving a problem and answering a driving question, the project just feels like doing an exercise or following a set of directions.

Reflection: John Dewey, whose ideas continue to inform our thinking about PBL, wrote, "We do not learn from experience. We learn from reflecting on experience." Throughout a project, students – and the teacher – should reflect on what they're learning, how they're learning, and why they're learning. Reflection can occur informally, as part of classroom culture and dialogue, but should also be an explicit part of project journals, scheduled formative assessment, discussions at project checkpoints, and public presentations of student work.

Critique & Revision: High quality student work is a hallmark of Gold Standard PBL, and such quality is attained through thoughtful critique and revision. Students should be taught how to give and receive constructive peer feedback that will improve project processes and products, guided by rubrics, models, and formal feedback/critique protocols. In addition to peers and teachers, outside adults and experts can also contribute to the critique process, bringing an authentic, real-world point of view. This common-sense acknowledgement of the importance of making student work and student products better is supported by research on the importance of "formative evaluation," which not only means teachers giving feedback to students, but students evaluating the results of their learning.

Public Product

There are three major reasons for creating a public product in Gold Standard PBL – and note that a "product" can be a tangible thing, or it can be a presentation of a solution to a problem or answer to a driving question. First, like authenticity, a public product adds greatly to PBL's motivating power and encourages high-quality work. Think of what often happens when students make presentations to their classmates and teacher. The stakes are not high, so they may slack off, not take it seriously, and not care as much about the quality of their work. But when students have to present or display their work to an audience beyond the classroom, the performance bar raises, since no one wants to look bad in public. A certain degree of anxiety can be a healthy motivator. But too much anxiety can of course detract from performance – the trick is to find the sweet spot, not the sweat spot – so it's important that students are well prepared to make their work public.

Second, by creating a product, students make what they have learned tangible and thus, when shared publicly, discussible. Instead of only being a private exchange between an individual student and teacher, the social

dimension of learning becomes more important. This has an impact on classroom and school culture, helping create a "learning community," where students and teachers discuss what is being learned, how it is learned, what are acceptable standards of performance, and how student performance can be made better.

Finally, making student work public is an effective way to communicate with parents, community members, and the wider world about what PBL is and what it does for students. When a classroom, school, or district opens itself up to public scrutiny, the message is, "Here's what our students can do – we're about more than test scores." Many PBL schools and districts reinforce this message by repurposing the traditional "open house" into an exhibition of project work, which helps build understanding and support for PBL among stakeholders. When the public sees what high-quality products students can create, they're often surprised – and eager to see more.

Knowledge in Action: A PBL Design and Research Collaboration

The Knowledge in Action Project collaborative has been focused on designing, implementing, and conducting research on project-based learning courses that achieve the standards of traditional Advanced Placement courses and add value for learning, engagement, and identity for diverse groups of students.

This collaborative approach has assisted the researchers in early identification of issues, interpretation of data, and refinement of curricula and approaches to student engagement. These efforts have focused the research toward certain content and teaching approaches that show significant promise for meeting main project goals and objectives, given financial and policy support from districts and the time to implement and refine Project Based Learning (PBL) courses and engagement practices.

We are encouraged that this approach is showing promise in meeting the project goals and objectives, while engaging students in consequential work using the knowledge and skills they learned through our PBL courses. Our intent is for students to think deeply to see connections to their lives, and to improve learning, and to think of themselves as people who participate in decision-making in a democracy.

Magnify Learning

Project-based learning is a way of learning in which students acquire content knowledge and skills in order to answer a driving question based on an authentic challenge, need, problem or concern. Project-based learning is done collaboratively and within groups using a variety of employability skills such as critical thinking, communication, and creativity. PBL allows for student voice and choice as well as inquiry. Authentic PBL involves a community partner and a publicly presented product.

Project-based learning units include the following components:

Content Knowledge & Skills
Authenticity & Relevance-Addressed a real-world challenge, need, problem, or concern
Inquiry
Student Voice & Choice
Collaboration
Employability (21st Century) Skills
Community Partnerships
Feedback & Revision
Publicly Presented Product
Reflection

New Tech Network

At New Tech Network, our partnerships with schools drive everything we do. Together we are transforming teaching and learning around the country. Our shared vision for student success – college and career readiness for all students – has a very specific meaning in the Network. What we mean is that every graduate of a New Tech school leaves aware, eligible and prepared to pursue postsecondary education or training.

Extensive, individualized coaching from our experienced full-time staff helps teachers and leaders gain the skills they need to confidently implement the New Tech Network model. Professional Learning @ NTN offers a personalized system of learning opportunities designed to allow education professionals to connect and learn at their own pace, anywhere at any time, and focus on their own needs and interests.

Project-Based Learning: A Literature Review

The concept of project-based learning (PBL) has garnered wide support among a number of K-12 education policy advocates and funders. This working paper builds on and updates a seminal literature review of PBL published in 2000. Focused primarily on articles and studies that have emerged in the 17 years since then, the

working paper discusses the principles that underlie PBL, how PBL has been used in K-12 settings, the challenges teachers have confronted in implementing it, how school and district factors influence its adoption, and what is known about its effectiveness in improving students' learning outcomes.

PBL is grounded in cross-cutting "design principles" often related to what is taught, how it is taught, and how students should be evaluated in a PBL classroom. PBL design principles emphasize the importance of the project as the central vehicle of instruction and of students as active participants in the construction of knowledge. There is little consensus among developers of PBL design principles, however, about how PBL fits in with other instructional methods, how long a PBL unit should last, the roles of student choice and collaborative learning, and how learning should be assessed. The lack of a uniform vision complicates efforts to determine whether PBL is being implemented with fidelity and to evaluate its effects.

PBL can be introduced into classrooms in a number of ways: Teachers and schools can make use of externally developed PBL curricula, they can develop their own PBL approaches, or PBL can be part of a whole-school reform effort. Implementing PBL is often challenging. It requires that teachers modify their roles (from directors to facilitators of learning) and that they tolerate not only ambiguity but also more noise and movement in the classroom. Teachers must adopt new classroom management skills and learn how best to support their students in learning, using technology when appropriate. And they must believe that their students are fully capable of learning through this approach. Given these challenges, professional development — both initial training and continuing support — is likely to be essential to the successful implementation of PBL.

The working paper suggests that the evidence for PBL's effectiveness in improving students' outcomes is "promising but not proven." Evaluations of its effectiveness have been hampered by the paucity of valid, reliable, and readily usable measures of the kinds of deeper learning and interpersonal and intrapersonal competencies that PBL aims to promote. Many studies, too, have used evaluation designs that leave open the possibility that factors other than PBL were responsible for the outcomes that were found. This said, some studies have found positive effects associated with the use of PBL curricula in science and social studies classes. Evidence for its effectiveness in math and literacy classes is more limited. In particular, it has been noted that math teachers have found it difficult to integrate PBL into their instruction.

Project-Based Learning: A Promising Approach to Improving Student Outcomes

The concept of project-based learning (PBL) has garnered wide support among a number of K-12 education policy advocates and funders. PBL is viewed as an approach that enables students to develop the "21st century competencies" — cognitive and social-emotional skills — needed for success in college and careers. A recent MDRC working paper, *Project-Based Learning: A Literature Review,* draws measured conclusions: It finds that the approach holds promise for improving students' outcomes but that much remains to be learned about its effectiveness and about how its implementation can be strengthened.

Evaluations of PBL's effectiveness have been hampered by the paucity of valid, reliable, and readily usable measures of the kinds of deeper learning and interpersonal and intrapersonal competencies that PBL aims to promote. Many studies, too, have employed evaluation designs that leave open the possibility that factors other than the use of PBL were responsible for the outcomes that were found.

In summary, the new focus on higher-level thinking skills and socioemotional competencies seems well aligned with the goals of PBL. Further research would help policymakers and practitioners determine whether the promise of PBL can be realized, which PBL models are most effective, and how their use can be brought to scale. Lucas Education Research (LER) supported an earlier version of the working paper reviewed in this brief and is currently funding research projects that address many of these questions.

Sample PBL Rubrics

Individual Collaboration Rubric

Focuses on the specific aspects of individual collaboration. The indicators are designed to be simple and accessible to students using the Peer Evaluation Tool as well as instructive to guide group contributions. The number of dimensions (rows) for this rubric makes it unlikely a teacher would use it in its entirety. A teacher might opt to focus on particular rows by project or a school might focus on particular indicators in particular grade levels. Schools may also find opportunities to bring additional collaboration and project management skills to extend this outcome in as their students grow as collaborators.

	Emerging	Developing	Proficient	Advanced
Contributes and develops ideas	Ideas are unsupported with reasoning Limited acknowledgement of other's thinking	Shares ideas, and explains the reasons behind them Acknowledges others' thinking	Provides ideas or arguments with convincing reasons Builds on the thinking of others	Acknowledges the strengths and limitations of their ideas Builds on the thinking of others and checks back for agreement
Supports equal participation	Shares ideas w/o listening or listens w/o sharing ideas	Allows for equal participation by both sharing ideas and listening to the ideas of others	Encourages equal participation by asking clarifying or probing questions, paraphrasing others' ideas and synthesizing group thinking	In addition, tracks contributions from members, and actively invites others to participate and share perspectives.
Uses Group Norms	Regularly violates group norms and processes	Demonstrates group created norms and processes	Provides gentle reminders on norms and processes when necessary	Incorporates norms, and uses agreed upon processes for every meeting
Respectful tone and style	At times, words and tone indicate respectful intent, but not consistently.	Words and tone indicate respectful intent, but might not be sensitive to others.	Words and tone indicate respect and sensitivity to others.	Additionally, provides gentle feedback about others' words and tone to foster an environment of respect.
Positive Body Language/ Active Listening	Sporadically faces speaker, or engages without distraction some of the time.	Faces speaker and is free of distractions when others are speaking.	When others are speaking, both body language and verbal responses indicate engagement.	When others are speaking, body language and verbal responses indicate positive, energetic engagement.
Roles	Knows what role is, and fulfills it only some of the time	Accepts role and shows understanding of role by fulfilling it	Knows the roles of self and others, and uses the roles to maximize group efficiency.	Advocates for an intersection between individual skill sets and assigned roles, using them to both encourage and help others grow.
Work Ethic	Completes only some assigned tasks Comes to meetings without evidence of preparation	Completes all assigned tasks by deadline Comes to meetings partially prepared.	Completes all assigned tasks by deadline; work is quality, and advances the project Comes to meetings fully prepared	Completes all assigned work by deadline with high quality to advance project; revises work based upon feedback. Preparation for meetings surpasses group's expectations
Support	Either doesn't help, or occasionally helps, but must be asked.	Predictably helps when asked by others, but only then.	Always helps when asked, and sometimes offers help to others.	Actively checks with others to understand how each member was progressing and how they may be of help.

Team Collaboration Checklist
Can serve as a useful reminder on the important aspects of team dynamics. It is not a rubric for grading purposes but rather a reminder for student and adult teams about the key conditions for good collaboration.

Behavior	Description
Equal Participation	Each member is equally engaged in the work of team, as represented by the role each member plays in accomplishing the task and how well each voice is heard during discussion. Established roles allow for equal participation.
Project Management	The team has collaboratively developed a context-specific plan for task completion that is regularly updated to reflect needed adjustments throughout the timeline.
Making Decisions	The team uses a transparent process, or set of processes, for making decisions that impact the entire group.
Physical Disposition	The team members exhibit physical cues that suggest active listening, engagement, and an openness to new ideas. In addition, team meetings are physically organized in ways that best support collaborative and cooperative work.
Creating / Using Norms	The team has established and is using a set of norms that guide the behavior of the team. The team regularly revisits the norms to assess their effectiveness and to determine whether they are an accurate reflection of the team's behavior.
Intellectual Discourse	The team regularly engages in constructive intellectual discourse aimed at deepening the team's understanding of key ideas and individual perspectives related to the task at hand.
Passionate Ownership	The team exhibits shared and passionate ownership over the successful completion of the task. All group members are made to feel valuable, that their contributions are meaningful, and their accomplishments are celebrated.
Conflict Resolution	The team anticipates that conflict may happen, and has a plan for addressing it directly. Group members engage constructively and reference both the plan and their norms when conflict occurs.

Knowledge and Thinking Rubric

Focuses on the ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

ELA Research and Argumentation Grade 10

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED College Ready
ARGUMENT/THESIS *What is the evidence that the student can communicate an argument/thesis?*	• Argument/thesis is **unclear, underdeveloped,** or **implied**		• Argument/thesis is **somewhat clear** and reflects **passive** reading or thinking		• Argument/thesis is **clear** and demonstrates **engaged** reading or **critical** thinking		• Argument/thesis is clear and demonstrates engaged reading **and** critical thinking
CLAIMS/SUPPORTING IDEAS *What is the evidence that the student can develop claims that support the argument/thesis?*	• Includes **unclear** or **irrelevant** claims/supporting ideas		• Includes claims/supporting ideas that are **relevant** to the argument/thesis		• Includes **specific** claims/ideas that **support** the argument/thesis		• Includes specific and **significant** claims/ideas that support the argument/thesis
COUNTER CLAIMS (OPTIONAL)* *What is the evidence that the student can address questions and counterclaims?*	• Discussion of questions or counterclaims is **absent** or **unclear**		• **Alludes to** questions or counterclaims		• **Responds** to clearly stated questions or counterclaims		• **Thoroughly develops** and **responds** to clearly stated questions and/or counterclaims
EVIDENCE *What is the evidence that the student can support the argument/thesis?*	• Evidence (e.g. information, quotes, and examples) is **missing** or **not relevant** • Evidence, when used, is **awkward** or **confusing**		• Refers to **limited, mostly relevant** evidence (e.g. information, quotes, and examples) • Evidence is **unevenly integrated** into the writing		• Refers to **varied**** evidence (e.g. information, quotes, and examples) that **supports** the argument/thesis • Evidence is **consistently** integrated into the writing		• Refers to varied** evidence (e.g. information, quotes, and examples) that **thoroughly** supports the argument/thesis • Evidence is **smoothly** integrated into the writing
ANALYSIS AND SYNTHESIS *What is the evidence that the student can analyze and synthesize ideas?*	• **Summarizes** evidence **without explaining** connection to the argument/thesis • Draws **superficial** connections or conclusions from the evidence • **Presents** evidence **without noting** strengths, limitations, or discrepancies between sources (when appropriate)		• **Summarizes** and attempts to explain how evidence supports the argument/thesis • Draws **general** or **broad** conclusions from the evidence • **Acknowledges** strengths or limitations of evidence and/or discrepancies between sources (when appropriate)		• **Explains** how evidence supports the argument/thesis • **Makes connections** and draws **clear conclusions** from the evidence • Acknowledges and **begins to explain** the strengths and limitations of the evidence, noting discrepancies between sources (when appropriate)		• **Clearly explains** how evidence support the argument/thesis • Makes **specific** connections and draws **meaningful** conclusions from the evidence • **Explains** the strengths and limitations of evidence, **addressing** any discrepancies between sources (when appropriate)

ELA Research and Argumentation Grade 12

NTN Knowledge and Thinking Rubric for ELA Research or Argumentation, Grade 12
The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ARGUMENT *What is the evidence that the student can develop an argument?*	• Argument is unclear or underdeveloped • Makes unclear or irrelevant claims • Discussion of questions or counterclaims (when appropriate) is unclear or absent • Does not explain background and context of topic/issue • Draws superficial connections or conclusions		• Makes a somewhat clear, but general argument that reflects passive reading or thinking • Makes relevant claims • Briefly alludes to a questions or counterclaims when appropriate • Somewhat explains background and context of topic/issue • Draws general or broad connections or conclusions		• Makes a clear and well-developed argument that demonstrates engaged reading and critical thinking • Makes relevant claims that support the argument • Acknowledges questions or counterclaims when appropriate • Explains background and context of topic/issue • Makes specific connections and draws meaningful conclusions		• Makes a clear, well developed, and convincing argument that demonstrates engaged reading and original critical thinking • Makes relevant and significant claims that support the argument • Acknowledges and responds to questions or counterclaims to sharpen the argument when appropriate • Thoroughly explains background and context of topic/issue • Makes insightful connections and draws meaningful conclusions, and raises important questions

EVIDENCE *What is the evidence that the student can support the argument?*	• Refers to evidence from few sources; some sources may not be relevant to argument • Limited use of information and/or examples • Makes note of a general difference in perspectives among authors on a topic without specific details (when appropriate)	• Refers to limited evidence (print/digital) relevant to argument • Information and/or examples are used to illustrate one author's point of view • Briefly notes and dismisses inconsistent information or a difference among authors on the same topic (when appropriate)	• Refers to detailed evidence (print/digital) relevant to argument • Information and/or examples are used to illustrate multiple authors' point(s) of view • Discusses inconsistent information or a difference among authors on the same topic (when appropriate)	• Refers to extensive and comprehensive evidence (print/digital) relevant to argument • Information and/or examples are used to illustrate multiple authors' point(s) of view and justify the argument • Weighs and evaluates inconsistent information or a difference among authors on the same topic (when appropriate)
ANALYSIS *What is the evidence that the student can analyze evidence?*	• Restates information from multiple sources. • Expresses broad agreement with a source's perspective without assessing the strength or limitation of the source.	• Summarizes evidence from multiple sources related to the argument. • Minimally addresses the strength or limitation of one important source (when appropriate).	• Synthesizes evidence from multiple sources related to the argument • Assesses the strengths or limitations of most important sources to support the argument or claims (when appropriate)	• Synthesizes and critiques evidence from multiple sources related to the argument • Assesses the strengths and limitations of most important sources to support or refute argument or claims (when appropriate)

ELA Textual Analysis Grade 10

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT 11th Grade Ready	P/A	ADVANCED College Ready
ARGUMENT/THESIS *What is the evidence that the student can communicate an argument/thesis?*	• Argument/Thesis is **unclear** and may reflect **passive** reading or **erroneous** thinking		• Argument/Thesis is **evident**, but **general** and reflects **passive** reading or thinking		• Argument/Thesis is **clear** and demonstrates **engaged** reading and thinking		• Argument/Thesis is **clear** and demonstrates **engaged** reading and **critical** thinking
CLAIMS/SUPPORTING IDEAS *What is the evidence that the student can determine claims/supporting ideas?*	• Includes **unclear** or **irrelevant** claims/supporting ideas		• Includes claims/supporting ideas that are **relevant** to the argument/thesis		• Includes **specific** claims/ideas that **support** the argument/thesis		• Includes specific and **significant** claims/ideas that support the argument/thesis
COUNTERCLAIMS (OPTIONAL)* *What is the evidence that the student can address counterclaims?*	• Counterclaims are **absent** or **unclear**		• **Mentions** counterclaims		• **Develops** and **responds to** **clearly stated** counterclaims		• **Thoroughly develops** and **responds** to clearly stated counterclaims
EVIDENCE *What is the evidence that the student can support the argument/thesis?*	• Evidence presented does not connect to argument/thesis • Evidence is used in an **awkward or confusing way**		• Refers to **limited** textual evidence relevant to argument/thesis • Evidence is **unevenly integrated** into the writing		• Refers to **strong and thorough** textual evidence relevant to argument/thesis • Evidence is **smoothly** integrated into the writing with **minor lapses**		• Refers to strong and thorough textual evidence that is **most relevant** to argument/thesis • Evidence is **smoothly** integrated into the writing
ANALYSIS OF IDEAS *What is the evidence that the student can analyze and interpret ideas in the text?*	• Demonstrates **minimal** understanding of text(s) • **Summarizes but does not analyze or evaluate** ideas or themes		• Demonstrates a **basic** understanding of text(s) • **Analyzes** a central idea or theme and **its development over the course of the text**		• Demonstrates understanding of text(s), including both **explicit** and **inferred** meanings • **Analyzes in detail** a central idea or theme and its **development over the course of the text(s)**		• Demonstrates **comprehensive** understanding of text(s), including both explicit and inferred meanings • **Analyzes** central ideas or themes and their **development and interaction over the course of the text(s)**
ANALYSIS OF AUTHOR'S CRAFT* *What is the evidence that the student can analyze author's choices and purpose?*	• Makes **no reference** to the author's point of view or purpose in a text • Makes **no reference** to author's choices		• **Briefly notes** the author's point of view or purpose in a text • **Briefly refers** to author's choices		• **Determines** the author's point of view or purpose in a text • **Describes** how author's choices create a particular effect		• Determines the author's point of view or purpose in a text **and its impact on overall meaning** • Describes how author's choices create a particular effect and **support the central idea or theme**

NTN Knowledge and Thinking Rubric for ELA Analysis, Grade 12
The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

NewTech Network

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ARGUMENT *What is the evidence that the student can develop an argument?*	• Argument is **unclear or underdeveloped** • Makes **unclear or irrelevant** claims • One claim dominates the argument and alternative or counterclaims are **absent** • Draws **superficial connections** or conclusions		• Makes a **somewhat clear, but general argument** that reflects passive reading or thinking • Makes **relevant claims** • **Briefly alludes** to questions or alternative interpretations when appropriate • **Draws general or broad** connections or conclusions		• Makes a **clear, well developed** argument that demonstrates **engaged reading and critical thinking** • Makes **relevant claims** that support the argument • **Acknowledges** questions, counterclaims, or alternative interpretations when appropriate • Makes **specific connections** and draws meaningful conclusions		• Makes a **clear, well developed, and convincing** argument that demonstrates **engaged reading and original critical thinking** • Makes **relevant and significant** claims that support the argument • **Acknowledges and responds** to questions, counterclaims, or alternative interpretations to sharpen the argument when appropriate • Makes **insightful connections,** draws meaningful conclusions and raises important implications
EVIDENCE *What is the evidence that the student can support the argument?*	• Refers to **limited textual evidence** (reasons, examples, or quotations) relevant to argument • **Makes no reference** to the author's point of view or purpose in a text		• **Relies on one or two reasons**, examples, or quotations relevant to argument • **Briefly notes** the author's point of view or purpose in a text		• **Refers to detailed textual evidence** (reasons, examples, and quotations) relevant to argument • **Determines** the author's point of view or purpose in a text and its impact on overall meaning		• Refers **to most important** textual evidence (reasons, examples, and quotations) relevant to argument • Evaluates author's point of view or purpose in a text and **its impact on overall meaning and credibility of ideas**
ANALYSIS *What is the evidence that the student can analyze evidence?*	• Demonstrates **minimal understanding** of text(s) • **Summarizes but does not analyze** or evaluate ideas or claims • **Makes no reference to author's choices** to support central ideas or claims		• Demonstrates a **basic** understanding of text(s) • Summarizes and **attempts to analyze** the central ideas or claims • **Briefly refers** to the author's choices (e.g., language use, literary/rhetorical devices, organization) that support central ideas of claims		• Demonstrates **comprehensive understanding** of text(s) including both explicit and inferred meanings • **Analyzes** the central ideas or sequence of events and their development over the course of the text(s) • **Analyzes** how author's choices made by the author (e.g., language use, literary/rhetorical devices, organization) **support central ideas or claims**		• Demonstrates **comprehensive and critical** understanding of text(s), including both explicit and inferred meanings • **Analyzes and evaluates complex ideas** or sequence of events and explains how individuals, ideas, or events interact and develop over the course of the text(s) • Analyzes how author's choices (e.g., language use, literary/rhetorical devices, organization) support central ideas or claims and the **effectiveness of the text**

Math Problem Solving Grade 12

NTN Knowledge and Thinking Rubric for Math Problem Solving, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
PROBLEM SOLVING *What is the evidence that the student understands the problem and the mathematical strategies that can be used to arrive at a solution?*	• **Does not provide** a model • **Ignores** given constraints • **Uses few**, if any, problem solving strategies		• **Creates a limited model** to simplify a complicated situation • **Attends to some** of the given constraints • Uses **inappropriate or inefficient** problem solving strategies		• **Creates a model** to simplify a complicated situation • **Analyzes** all given constraints, goals and definitions • Uses **appropriate problem solving strategies**		• **Creates a model** to simplify a complicated situation and identifies limitations of model • **Analyzes all given constraints**, goals and definitions and implied assumptions • Uses **novel problem solving strategies** and/or strategic use of tools
REASONING AND PROOF *What is the evidence that the student can apply mathematical reasoning/procedures in an accurate and complete manner?*	• Provides **incorrect solutions without** justifications • No evidence of monitoring for reasonableness • Results are not interpreted in terms of context		• Provides **partially correct solutions or correct solution** without logic or justification • Monitors for reasonableness in final answer • Results are interpreted partially or incorrectly in terms of context		• Constructs **logical, correct, complete solution** • Monitors for reasonableness in final answer and adapts appropriately • Results are interpreted correctly in terms of context		• Constructs **logical, correct, complete solution with justifications** • Monitors for reasonableness, identifies sources of error, and adapts appropriately • Interprets results correctly in terms of context, indicating the domain to which a solution applies
CONNECTIONS *What is the evidence that the student understands the relationships between the concepts, procedures, and/or real-world applications inherent in the problem?*	• Does **not identify the underlying mathematical structures** of the given problem • **Little or no evidence** of applying previous math knowledge to given problem		• **Identifies the underlying mathematical structures** of the given problem • **Applies previous math knowledge** to given problem but may include **reasoning or procedural errors**		• **Identifies the underlying mathematical structures and makes connections** to similar problems set in different contexts • **Applies and extends math previous knowledge** correctly to given problem		• **Identifies and generalizes the underlying mathematical structures of the given problem** to other seemingly unrelated problems or applications • **Applies and extends previous knowledge correctly** to given problem; **makes appropriate use of derived results**
COMMUNICATION AND REPRESENTATION *What is the evidence that the student can communicate mathematical ideas to others?*	• Uses representations (diagrams, tables, graphs, formulas) in ways that **confuse the audience** • Uses **incorrect definitions or inaccurate representations**		• Uses representations (diagrams, tables, graphs, formulas), though correct, **do not help the audience** follow the chain of reasoning; extraneous representations may be included • Uses **imprecise definitions or incomplete representations** with missing units of measure or labeled axes		• Uses multiple representations (diagrams, tables, graphs, formulas) to **help the audience** follow the chain of reasoning • With few exceptions, uses **precise definitions and accurate representations** including **units of measure and labeled axes**		• Uses multiple representations (diagrams, tables, graphs, formula) **and key explanations to enhance the audience's understanding** of the solution; only relevant representations are included • Uses **precise definitions and accurate representations** including units of measure and labeled axes; uses **formal notation**

Science Argumentation/ Explanation Grade 10

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ARTICULATING A SCIENCE-RELATED ISSUE *What is the evidence that the student can articulate a clear issue and explain its scientific context?*	• The scientific, social or technological significance of the issue is **missing, vague, or unclear** • Science content **contains inaccuracies**		• The scientific, social or technological significance of the issue is **clear**, but lends itself to **readily available answers** • Science content is **accurate** and makes **general connections** to the issue		• The scientific, social, or technological, significance of the issue is clear and lends itself to a **well-defined** research project • Science content is accurate and discusses **specific connections** to the issue		• The scientific, social, or technological, significance of the issue is **thoughtful** and lends itself to a **complex** research project • Science content is accurate and includes a **clear, and relevant discussion** of the connection to the issue
ARGUMENT/THESIS *What is the evidence that the student can communicate an argument/thesis?*	• Argument/Thesis is **unclear**		• Argument/Thesis is **somewhat clear**, but **general**		• Argument/Thesis is **clear**		• Argument/Thesis is clear and **specific**
CLAIMS/SUPPORTING IDEAS *What is the evidence that the student develop claims/ideas to support the argument/thesis?*	• Includes **unclear** or **irrelevant** claims/ideas		• Includes claims/supporting ideas **relevant** to the argument/thesis		• Includes **specific** claims/supporting ideas that support the argument/thesis		Includes **specific** and **significant** claims/ideas that support the argument/thesis
COUNTERCLAIMS (OPTIONAL)* *What is the evidence that the student can acknowledge and address counterclaims, when appropriate?*	• Questions or counterclaims are **absent or unclear**		• **Alludes to** questions or counterclaims		• **Develops** and **responds** to **clearly stated** questions or counterclaims		• **Thoroughly develops** and **responds** to questions or counterclaims
EVIDENCE *What is the evidence that the student can select and include supporting evidence?*	• Refers to evidence (e.g. examples, data, information) that is **unclear** or **irrelevant** to the claim/counterclaim • **Limited** use of data and/or examples, or data/examples are **missing** (when appropriate)		• **Identifies limited** or **general** evidence (e.g. examples, data, information) **mostly** relevant to claim/counterclaim • Data and/or examples are used to illustrate **one** point of view (when appropriate)		• Cites **specific** evidence (e.g. examples, data, information) **relevant** to claim/counterclaim • Data and/or examples are used to illustrate **varying** points of view (when appropriate)		• Cites **comprehensive, detailed** evidence (e.g. examples, data, information) relevant to claim/counterclaim • Data and/or examples are used to illustrate **multiple** varying points of view (when appropriate)
ANALYSIS AND SYNTHESIS *What is the evidence that the student can analyze evidence?*	• **Does not attempt to explain how** evidence supports the argument • **Presents** source/s **without** noting strengths, limitations, or discrepancies between sources		• **Summarizes** evidence **and attempts to explain** how it connects to argument • **Acknowledges** the strengths or limitations of evidence, and/or discrepancies between sources (when appropriate)		• **Explains** how evidence **connects** to the argument • **Acknowledges and attempts to explain** the strengths and limitations of evidence, **identifying** discrepancies between sources (when appropriate)		• **Clearly** explains how evidence **supports** the argument • **Explains** the strengths and limitations of evidence, **addressing** discrepancies between sources (when appropriate)
CONCLUSION *What is the evidence that the student can draw logical and sound conclusions?*	• Conclusions are stated **vaguely or generally**, or are **implausible** • Conclusions are **overstated** or **overdrawn**		• Conclusions are **somewhat logical**, and generally **plausible; no further** implications are raised • **Briefly notes** limitations or unanswered questions		• Conclusions are logical and **specific**; raises **plausible** implications • **Identifies** limitations and/or unanswered questions		• Conclusions are logical and **well-supported**; raises plausible implications • **Discusses** limitations and/or unanswered questions

Science Argumentation/ Explanation Grade 12

NTN Knowledge and Thinking Rubric for Science Argumentation, Grade 12
The ability to reason, problem-solve, develop sound arguments or decisions, and create new
ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
ARTICULATING A SCIENCE-RELATED ISSUE *What is the evidence that the student can articulate a clear issue and explain its scientific context?*	• The scientific, social or technological significance of the issue is missing, vague, or unclear • Scientific content is limited and/or contains inaccuracies • Does not situate the issue within any other context		• The scientific, social or technological significance of the issue is clear, but lends itself to readily available answers • Scientific content is limited but accurate • Makes references to another context		• The scientific, social, or technological, significance of the issue is thoughtful and lends itself to a challenging research project • Scientific content is clear, detailed and relevant • Situates issue in a cultural, historical, and/or global context		• The scientific, technological or social significance of the issue is thought-provoking and lends itself to a challenging and interesting research project • Scientific content is clear, detailed, accurate, and relevant, and conveys depth and breadth of knowledge on the topic • Situates the issue within their genres: cultural, historical, global context and elaborates on the significance of the issue in these contexts
ARGUMENT *What is the evidence that the student can develop an argument?*	• Argument is unclear or underdeveloped • Makes unclear or irrelevant claims • One claim dominates the argument and alternative or counterclaims are absent		• Makes a somewhat clear, but general argument • Makes relevant claims • Briefly alludes to questions or counterclaims		• Makes a clear and well developed argument • Makes relevant claims that support the argument • Acknowledges questions or counterclaims		• Makes a clear, well developed, precise, and nuanced argument • Makes relevant and significant claims that support the argument • Acknowledges and responds to questions or counterclaims to sharpen the argument
EVIDENCE *What is the evidence that the student can support the argument?*	• Refers to evidence from few sources; some sources may not be relevant • Limited use of data and/or examples • Makes note of a general difference in perspectives on a topic without specific details		• Refers to limited evidence (textual, experimental, or multimedia) relevant to argument • Data and/or examples are used to		• Refers to sufficient and detailed evidence (textual, experimental, or multi-media) relevant to argument • Data and/or examples are used to illustrate varying points of view		• Refers to extensive and comprehensive evidence (textual, experimental, or multimedia) relevant to argument • Data and/or examples are used to illustrate different points of view and justify the claim

			• illustrate one point of view • Briefly notes and dismisses inconsistent information or a difference among authors on the same topic		• Discusses inconsistent information and differences among authors on the same topic		• Weighs and evaluates inconsistent information and differences among authors on the same topic
ANALYSIS *What is the evidence that the student can analyze evidence?*	• Restates information from multiple sources • Expresses broad agreement with a source's perspective without assessing the strength or limitation of the source		• Summarizes evidence from multiple sources related to the argument • Minimally addresses the strength or limitation of one important source		• Synthesizes evidence from multiple sources related to the argument • Assesses the strengths or limitations of most important sources to support the argument or claims		• Synthesizes and critiques evidence from multiple sources related to the argument • Assesses the strengths and limitations of most important sources to support or refute the argument or claim
CONCLUSION *What is the evidence that the student can draw logical and sound conclusions?*	• Conclusions are stated vaguely or generally, or are implausible • Conclusions are overstated or overdrawn		• Conclusions are logical, and generally plausible; no further implications are raised • Briefly notes limitations or unanswered questions		• Conclusions are logical and well supported; raises plausible implications • Discusses limitations and/or unanswered questions		• Conclusions are logical, well supported, and insightful, and raise important implications • Discusses limitations, unanswered questions, and/or considers alternative explanations

Scientific Research Grade 10

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED (12th Proficient)
SITUATING SCIENTIFIC INQUIRY *What is the evidence that the student can formulate a question and provide information to situate a scientific investigation?*	• Formulates a **general** question, though not scientifically related • Provides **limited** or **irrelevant** content information		• Formulates a **general** scientific question • Provides **general** content information in the context of the topic		• Formulates a **specific** scientific question • Provides general content information that is **related to** the question being tested		• Formulates or articulates a specific and **empirically testable** scientific question • Provides **specific** and relevant content information to support the question being tested
DEVELOPING AND USING MODELS *What is the evidence that the student can develop and use a model for the investigation?*	• Model is **missing, irrelevant**, or includes **major conceptual or factual errors** • Discussion of how a model can guide or inform some or all of the design is **missing**		• Constructs **generally accurate** model(s) (drawing, diagram, etc.) though it is not used to help interpret or infer meaning • Explains how models can be used in scientific inquiries, but there are **no connections** to the student's design		• Constructs **generally accurate model(s)** (drawing, diagram, etc.) to represent processes, components of a system, or relationships between systems • **States in general terms** how model was used to guide, inform, or test some or all of the design		• Constructs **accurate** model(s) (drawing, diagram, etc) to represent processes, components of a system, or relationships between systems • **Explains** how model was used to guide, inform, or test some or all of the design
STATING A HYPOTHESIS *What is the evidence that the student can articulate a hypothesis, when appropriate?*	• Articulates a prediction that has a **limited relationship** to the question under investigation, when appropriate		• Articulates a **relevant prediction** of the expected results, but variables are not clearly stated, when appropriate		• Articulates a **relevant prediction** of the expected results, and a general idea of the experimental design, when appropriate		• Articulates a **hypothesis** about the investigated question, with **a basic and accurate description of the variables**, when appropriate
DESIGNING THE INVESTIGATION *What is the evidence that the student can design investigations to explore scientific phenomena?*	• Experimental design is **not aligned** to the testable question • Includes **vague** or **incomplete** experimental procedures; or uses inappropriate tools, instruments, or types of measurement		• Experimental design is **related, but not explicitly aligned,** to testable question • **Describes** general experimental procedures		• Experimental design is **related** to the testable question • **Describes** experimental procedures including tools/instruments used, but is **not clear or detailed enough** to be replicated		• **Aligns** experimental design with testable question, including pertinent identified variables and controls • Describes **detailed, clear, and replicable** experimental procedures including tools/instruments and types of measurements gathered

Scientific Research Grade 12

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
SITUATING SCIENTIFIC INQUIRY *What is the evidence that the student can formulate a question and provide information to situate a scientific investigation?*	• Formulates a **general** scientific question • Provides **limited** or **irrelevant** content information		• Formulates a **specific** scientific question • Provides **general** content information that is **related** to the question		• Formulates or articulates a specific and **empirically testable** scientific question • Provides **specific** and **relevant** content information to **support** the question		• Formulates a specific, testable, and **challenging** scientific question • Provides specific and relevant content information to **provide insight** into the inquiry
DEVELOPING AND USING MODELS *What is the evidence that the student can develop and use a model for the investigation?*	• Model is **missing, irrelevant**, or includes **major conceptual or factual errors** • Discussion of how a model can guide or inform some or all of the design is **missing**		• Constructs **generally accurate model(s)** (drawing, diagram, etc.) to represent processes, components of a system, or relationships between systems • **States in general terms** how model was used to guide, inform, or test some or all of the design		• Constructs **accurate** model(s) (drawing, diagram, etc) to represent processes, components of a system, or relationships between systems • **Explains** how model was used to guide, inform, or test some or all of the design		• Constructs accurate and **detailed** model(s) (drawing, diagram, etc.) to represent processes, components of a system, or relationships between systems • Explains how model was used to guide, inform, or test the some or all of the design, **as well as explaining limitations of the model**
STATING A HYPOTHESIS *What is the evidence that the student can articulate a hypothesis, when appropriate?*	• Articulates a prediction that has a **limited relationship** to the question under investigation, when appropriate		• Articulates a **relevant prediction** of the expected results, but variables are unclearly stated, when appropriate		• Articulates a **hypothesis** about the investigated question, with a **basic and accurate description of the variables**, when appropriate		• Articulates a hypothesis about the investigated question, with an accurate and **specific** explanation of the relationship between variables, when appropriate
DESIGNING THE INVESTIGATION *What is the evidence that the student can design investigations to explore scientific phenomena?*	• Experimental design is **not aligned** to the testable question • Includes **vague** or **incomplete** experimental procedures, or uses **inappropriate** tools, instruments, or types of measurement		• Experimental design is **related but not explicitly aligned** to testable question • **Describes** experimental procedures including tools/instruments used, but is **not clear or detailed enough** to be replicated		• **Aligns** experimental design with testable question, including pertinent identified variables and control • Describes **detailed, clear, and replicable** experimental procedures including tools/instruments and types of measurements gathered		• **Explains the alignment** between the experimental design and the testable question, including pertinent identified variables and control • Describes detailed, clear, and replicable experimental procedures **including rationale** for using the tools/instruments and types of measurements gathered
COLLECTING DATA *What is the evidence that the student can collect data from a sufficient number of trials?*	• Gathers data from a **single trial** of the experiment		• Gathers data from **several replications** of the experiment that are clearly outside a reasonable range		• Gathers data from several replications of the experiment that are **consistent within a reasonable range**		• Gathers data from multiple replications of the experiment that are **statistically significant**, when appropriate, within a given range
ANALYZING THE DATA *What is the evidence that the student can analyze the data?*	• Analyzes data using **inappropriate** methods or with **major errors** or omissions • Limitations or precision of data are **not mentioned**		• **Accurately** identifies patterns in data using **appropriate** methods with **minor omissions** • **Mentions** limitations or precision of data		• Accurately identifies patterns in data in using appropriate and **systematic** methods • **Explains** limitations or precision of data and **identifies possible sources of error**		• Accurately **analyzes** data using appropriate and systematic methods to identify and **explain** patterns • Explains limitations or precision of data, possible sources of error and their **impact on conclusions**
GENERATING INTERPRETATIONS *What is the evidence that the student can interpret the results?*	• **Does not compare** consistency of outcome with initial hypothesis, when appropriate • Inferences drawn from data are **absent** • Makes **no mention** of variables needing further investigation		• **References** consistency of outcome with initial hypothesis, when appropriate • **Draws inferences** from data **without discussing** strengths or weaknesses • **Makes note** of variables that need further investigation		• **Compares** consistency of outcomes with initial hypothesis, when appropriate. • **Explains** the strengths **OR** weaknesses of the inferences drawn from data • **Suggests relationships** or **interactions** between variables worth further investigation		• Compares and **explains** consistency of outcome with initial hypothesis, when appropriate. • Explains the strengths **AND** weaknesses of the inferences drawn from data • Suggests relationships or interactions between variables worth further investigation and **poses new analysis or study**
DRAWING EVIDENCE-BASED CONCLUSIONS *What is the evidence that the student draw conclusions based on evidence?*	• Conclusions are **missing or unclear** • Supporting data or scientific theory for conclusions are **missing** • There is **no discussion** of the limitations of any conclusions, or limitations are inaccurate		• Draws **somewhat valid** scientific conclusions • **Mentions** data OR acceptable scientific theory **but does not explain** how it supports or refutes the conclusion • **Discusses** limitations of conclusions		• Draws **valid scientific** conclusions • **Explains** how data and acceptable scientific theory support or refute conclusions • **Discusses** limitations of conclusions, including **identifying alternative explanations**		• Draws and **evaluates** valid scientific conclusions • Explains **in detail** how data and acceptable scientific theory support or refute the conclusion • Discusses limitations of conclusions **or unanswered questions**, including **explaining and evaluating** potential alternative explanations
COMMUNICATING RESULTS *What is the evidence that the student can clearly present their scientific findings?*	• Attempts to use **multiple representations** to communicate conclusions, with inaccuracies		• **Uses** multiple representations (words, tables, diagrams, graphs and/or mathematical expression) to communicate conclusions **consistent with the evidence**		• Uses multiple representations (words, tables, diagrams, graphs and/or mathematical expressions) to communicate **clear** conclusions consistent with the evidence		• Uses multiple representations (words, tables, diagrams, graphs, and/or mathematical expressions) to communicate clear and **specific** conclusions consistent with the evidence

Social Studies Grade 10

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED College Ready
ARGUMENT/THESIS *What is the evidence that the student can develop a historical/social scientific argument/thesis?*	• Argument/Thesis is **unclear** or **irrelevant** to the prompt or research question		• Argument/ Thesis is **relevant** to the prompt or research question		• Argument/Thesis **answers** the prompt or research question		• Argument/Thesis **clearly** answers the prompt or research question
CLAIMS/SUPPORTING IDEAS *What is the evidence that the student can determine claims/ideas that support the argument/thesis?*	• Includes **unclear** or **irrelevant** claims/supporting ideas		• Includes claims/supporting ideas that are **relevant** to the argument/thesis		• Includes **specific** claims/ideas that **support** the argument/thesis		• Includes specific and **significant** claims/ideas that support the argument/thesis
COUNTERCLAIMS (OPTIONAL)* *What is the evidence that the student can address questions and counterclaims?*	• Questions or counterclaims are **absent** or **unclear**		• **Mentions** questions or counterclaims		• **Develops** and **responds** to **clearly stated** questions or counterclaims		• **Thoroughly develops** and **responds** to clearly stated questions or counterclaims
EVIDENCE *What is the evidence that the student can select and include supporting evidence?*	• Evidence (e.g. information, quotes, and examples) is **missing** or **irrelevant**		• Refers to **limited** evidence (e.g. information, quotes, and examples) that is **mostly relevant** to the argument/thesis		• Refers to **varied**** evidence (e.g. information, quotes, and examples) that **supports** the argument/thesis		• Refers to varied** evidence (e.g. information, quotes, and examples) that **thoroughly** supports the argument/thesis
ANALYSIS OF EVIDENCE *What is the evidence that the student can select and include supporting evidence?*	• **May not analyze evidence**, or **summarizes but does not explain** how evidence supports the argument/thesis		• Summarizes and **attempts to explain** how evidence supports the argument/thesis		• **Explains** how evidence supports the argument/thesis		• **Clearly explains** how evidence supports the argument/thesis
ANALYSIS AND SYNTHESIS OF SOURCES *What is the evidence that the student can analyze and synthesize sources?*	• **Presents** sources **without considering** the source's date and origin or its context/s (e.g. historical, political, social) • **Presents** source/s **without comparing and contrasting** how sources treat relevant topics		• **Acknowledges** the source's date and origin, and/or its context/s (e.g. historical, political, social) • **Presents** sources, **attempting to** compare and contrast how sources treat relevant topics		• **Explains** the source's content and point of view in light of its date, origin, or its context/s (e.g. historical, political, social) • **Compares and contrasts** how sources treat relevant topics		• **Draws conclusions about** the source's content and point of view in light of its date and origin, and/or its context/s (e.g. historical, political, social) • **Draws conclusions** about sources based on the different ways they treat relevant topics
CONTENT *What is the evidence that the student knows and can use accurate and relevant historical/social scientific content?*	• Historical/social scientific content is **absent** and/or contains **significant inaccuracies** • Connections to particular historical/social science contexts **are absent**		• Historical/social scientific content is **limited** but **accurate** • **Alludes** to one relevant historical/social science context		• Historical/social scientific content is **accurate** and **supports** the argument/thesis • **Discusses** at least one relevant context (e.g. historical, political, social, cultural)		• Historical/social scientific content is **detailed** and **accurate** and supports the argument/thesis • **Discusses with some depth** a key relevant context (e.g. historical, political, social, cultural)

Social Studies Grade 12

NTN Knowledge and Thinking Rubric for History/Social Science Research or Inquiry, Grade 12

The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
INQUIRY[1] *What is the evidence that the student can ask a historical/social science question?*	• Question's relevance to the topic is unclear • Question is too broad or narrow in scope to allow for adequate investigation		• Question is relevant to the chosen topic • Question is specific and targeted enough to guide initial investigation		• Question is relevant and important in relation to the chosen topic • Question can be investigated given available resources		• Question is relevant and important in relation to the chosen topic • Question is specific and challenging and can be investigated given available resources
ARGUMENT *What is the evidence that the student can develop a historical/social scientific argument?*	• Thesis is unclear or underdeveloped • Makes unclear or irrelevant claims • One claim dominates the argument and alternate or counterclaims are absent		• Thesis is relevant to the prompt or research question • Makes claims relevant to the thesis • Mentions questions or counterclaims		• Thesis clearly answers the prompt or research question • Makes relevant, specific claims that support the thesis • Discusses questions or counterclaims		• Thesis is precise and nuanced and clearly answers the prompt or research question • Makes relevant, specific, and significant claims that support the thesis • Develops and responds to questions or counterclaims to sharpen the argument
EVIDENCE *What is the evidence that the student can select sources and support the argument?*	• One or two credible sources that share perspective are consulted • Evidence is over-reliant on one source. • Evidence is irrelevant OR absent		• Multiple credible sources are consulted • Refers to evidence from few sources • Evidence, including information and quotations, is **included** and supports the argument		• Sources consulted are credible and vary in perspective OR format (e.g., text, graphic, visual media, etc.) • Evidence from relevant primary and secondary sources is used in major parts of the argument • Evidence, including information and quotations, is **explained** to support the argument		• A variety of sources, both in perspective AND format (e.g., text, graphic, visual media, etc.) are consulted • Evidence from relevant and **significant** primary and secondary sources is used **throughout** the argument • A **synthesis of evidence** clearly, accurately, and convincingly supports the argument

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[1] This domain is to be scored only for tasks that require that students design their own projects.

NTN Knowledge and Thinking Rubric for Creative Expression
The ability to reason, problem-solve, develop sound arguments or decisions, and create new ideas by using appropriate sources and applying the knowledge and skills of a discipline.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
CONVENTIONS ARTWORK *(Technique) What is the evidence that the student has command of the <u>technique</u> of the artistic discipline?*	• The work of art is characterized by an incomplete and limited application of the tools, material and artistic conventions of its particular artistic medium • The student has not experimented with tools, materials or artistic conventions		• The work of art is characterized by a basic application of the tool, materials and artistic conventions of its particular artistic medium • The student has experimented in limited ways with tools, materials or artistic conventions in order to better express a point of view, an idea or a personal meaning		• The work of art has a skilled application of the tools, media, materials, techniques, skills, and conventions • The work of art shows a general experimentation with tools, media, materials, techniques, skills, conventions, etc.		• The work of art is characterized by a masterful application of the tools, materials and artistic conventions of its particular artistic medium • The student has experimented in specific ways with tools, materials and artistic conventions in order to better express a point of view, an idea or a personal meaning

"Tools": e.g., brushes, cameras, choreography, dialogue, improve techniques

"Materials": e.g., charcoal, the body, sound

"Artistic conventions": e.g., perspective, color mixing, musical scales, rhythm

"Artistic medium": e.g., acrylic painting, modern dance, documentary theater

NTN Collaboration Rubric, High School

The ability to be a productive member of diverse teams through strong interpersonal communication, a commitment to shared success, leadership, and initiative.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
INTERPERSONAL COMMUNICATION	• Distracts conversations by expressing ideas that are off topic, undeveloped, or based on limited understanding of the topic • Shows little interest in the ideas of others • Asks questions that are irrelevant or distracting • At times, addresses others with disrespectful language or tone • Monopolizes "air time" or frequently interrupt other speakers		• Has difficulty expressing ideas, but conversations are relevant to the topic and based on facts or evidence • Listens with partial interest in the speaker's message providing sporadic verbal/ nonverbal feedback to indicates some understanding or agreement • Asks general questions to clarify understanding of speaker's point of view • Usually address others with respect, with minor lapses • Shares "air time" by allowing others to speak		• Contributes to productive conversations by clearly expressing well-developed ideas that are relevant and supported with evidence or sound reasoning • Listens with interest to the ideas of others providing verbal or nonverbal feedback to signal understanding or agreement • Acknowledges and helps clarify the ideas of others by asking probing questions • Responds to different ideas or opinions with productive discussion • Addresses others with respect and sensitivity to cultural or language background • Works to resolve conflict through productive discussion and consensus building • Shares "air time" and takes care not to interrupt		In addition, • Thoroughly prepares for conversations having read and researched the topic • Invites and encourages other speakers to contribute • Shows appreciation for positive and constructive feedback.
COMMITMENT TO SHARED SUCCESS	• Cannot describe what constitutes success in the context of the team's task • Impedes teams progress by failing to completes individual tasks on time and with sufficient quality • Provides no positive feedback or unhelpful negative feedback • Devotes less time and effort required to ensure team benchmarks and due dates are met		• Can generally describe what constitutes success in the context of the team's task • Completes individual tasks on time, but needs some prodding and reminding • Provides intermittent constructive feedback to team members • Devotes the time and effort required to ensure team benchmarks and due dates are met		• Can clearly and specifically describe what constitutes success in the context of the team's task • Completes individual tasks on time and with sufficient quality to contribute to the team's progress toward success • Provides positive and constructive feedback to team members • Devotes the time and effort required to ensure team benchmarks and due dates are met and that work is done to a high standard • Supports others to complete necessary work and ensure the team's success		In addition, • Works to make sure everyone knows what needs to be done • Actively encourages and motivates others to attain high levels of achievement
TEAM & LEADERSHIP ROLES	• Has difficulty describing the short and long-term tasks of the team's work • Does not monitor individual or team progress and must repeatedly be given direction • Has difficulty describing the roles and responsibilities of each team member • Has difficulty taking direction from others		• Can generally describe the short and long term tasks of the team's work with some confusion • Monitors individual progress but is less aware of team needs and next steps • Can generally describe what roles and responsibilities each member of the team is expected to perform • Can effectively take direction from others, but does not play a leadership role		• Can clearly and specifically describe the short and long term tasks of the team's work • Monitors progress of team's efforts and is aware of team needs and next steps • Can clearly and specifically describe what roles and responsibilities each member of the team is expected to perform and how they are connected • Can effectively play leadership roles by managing others • Can take direction from others		In addition, • Works to ensure all team members understand the short and long term tasks • Provides helpful feedback to team on progress • Selects and leverages the most applicable protocols or processes for team management

NTN Agency Rubric, High School

Develop Growth Mindset: *I can grow my intelligence and skills through effort, practice, and challenge. The brain grows bigger with use, like a muscle.*

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Use Effort and Practice to Grow	• Does not connect effort or practice to getting better at a skill, improved work quality, or performance		• Superficially connects effort and practice to getting better at a skill, improved work quality, or performance		• Understands how effort and practice relate to getting better at skills, improved work quality, or performance		• Understands that effort and practice improve skills, work quality, and performance and that the process takes patience and time
Seek Challenge	• Rarely takes on academic challenges and risks to pursue learning • Struggles to identify the personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• With encouragement, sometimes takes on academic challenges and risks to pursue learning • Superficially describes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Seeks academic challenges and takes risks to pursue learning • Analyzes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Strategically and independently seeks academic challenges and takes risks to pursue learning • Analyzes and overcomes personal barriers (mindset, beliefs, circumstances) that could inhibit taking risks
Grow from Setbacks	• Identifies challenges, failures, or setbacks, but does not describe reactions to them (e.g. giving up or trying harder)		• Identifies challenges, failures, or setbacks and describes reactions to them (e.g. giving up or trying harder)		• Identifies challenges, failures, or setbacks and reflects on how reactions to them (e.g. giving up or trying harder) affect process, product, or learning		• Reflects on personal or academic growth from challenges, failures, or setbacks as well as why and how reactions (e.g. giving up or trying harder) affect the process, product, and learning
Build Confidence	• Struggles to identify academic strengths, previous successes, or endurance gained from personal struggle to build confidence in academic success for a new task, project, or class		• Identifies an academic strength, previous success, or endurance gained through personal struggle, but does not use these skills to build confidence in success for a new task, project, or class		• Builds confidence in success (on a new task, project, or class) by knowing and using academic strengths, previous success, or endurance gained through personal struggle		• Consistently confident that success is possible (on a new task, project, or class) by knowing and using academic strengths, previous successes, or endurance gained through personal struggle
Find Personal Relevance	• Rarely, and with significant support, finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• With support, sometimes finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• Often finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• Independently seeks and finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices

Take Ownership Over One's Learning: *I can learn how to learn and monitor progress to be successful on tasks, school, and life.*

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Meet Benchmarks	• Completes few benchmarks and class assignments and may resist or struggle to use resources and supports (e.g. study groups, teacher support, workshops, tutorials)		• Completes some benchmarks and class assignments; and, only when forced to, or at the last minute, uses resources and supports (e.g. study groups, teacher support, workshops, tutorials)		• Usually completes polished benchmarks and class assignments by using resources and supports when necessary (e.g. study groups, teacher support, workshops, tutorials)		• Achieves personal best work on almost all benchmarks and class assignments by setting goals, monitoring progress, and using resources and supports (e.g. study groups, teacher support, workshops, tutorials)
Seek Feedback	• Rejects feedback and/or does not revise work		• Sometimes shows evidence of accepting feedback to revise work, but at times may resist when it's difficult		• Consistently shows evidence of accepting and using feedback to revise work to high quality		• Consistently shows evidence of actively seeking, identifying, and using feedback to revise work to high quality
Tackle and Monitor Learning	• For a task or project, superficially identifies what is known, what needs to be learned, and how hard it will be		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; but may not use a strategy to tackle the task or does not monitor how well the strategy is working		• For a task or project identifies what is known, what needs to be learned, and how hard it will be; uses a strategy and steps to tackle the task; and monitors how well the approach and effort are working		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; selects an appropriate strategy and takes steps to tackle the task; and monitors and adjusts based on how well the approach and effort are working
Actively Participate	• Stays focused for part of the activity/discussion, team meeting, or independent time but often cannot resist distraction or does not notice when or why a loss of focus happens		• Mostly stays focused on the activity/discussion, team meeting, or independent time and knows when and why disengagement or distraction happens		• Actively participates in the activity/discussion, team meeting, or independent time and has strategies for staying focused and resisting most distraction		• Actively participates and takes initiative on the activity/discussion, team meeting, or independent time and has personal strategies for staying focused
Build Relationships	• Does not build relationships with trusted adults or peers to get back on track as needed or to enhance learning		• Does not initiate building relationships, but has a few trusted adults or peers to get back on track as needed or to enhance learning		• Builds and uses relationships with trusted adults and peers to get back on track as needed and to enhance learning		• Actively builds trusting relationships with adults and peers to pursue goals, enhance learning, and get back on track as needed
Impact Self & Community	• Identifies the ups and downs of the classroom and home community		• Has limited understanding of individual role in the ups and downs of the classroom and home community		• Analyzes individual role in the ups and downs of the classroom and home community		• Monitors and adjusts individual role to positively influence the ups and downs of the classroom and home community

Oral Communication Rubric

Interpersonal Communication Section - Focuses on the listening and speaking skills exhibited by individual students in a wide variety of informal conversations (e.g. student and teacher, student and student and expert). While there is some unavoidable overlap with the Collaboration Rubric, the Collaboration rubric emphasizes how teammates should talk to one another while collaborating.

Presentation Section - Focuses on the elements of a strong presentation. This section of the rubric could be used in its entirety to describe a complete presentation - though it's often good to focus on a few dimensions (rows), or indicators (bullets). Useful for providing a group grade on a presentation.

Delivery Section - Focuses on the individual aspects of a presentation and can be used to provide individualized grades for a student in a presentation, even in the case of a group presentation.

NTN Oral Communication, High School
The ability to communicate knowledge and thinking through effective oral presentations.

NewTech Network

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
CLARITY What is the evidence that the student can present a clear perspective and line of reasoning?	• Presents an unclear perspective • Line of reasoning is absent, unclear, or difficult to follow		• Presents a general perspective • Line of reasoning can be followed		• Presents a clear perspective • Line of reasoning is clear and easy to follow • Addresses alternative or opposing perspectives when appropriate		• Presents a clear and original perspective • Line of reasoning is clear and convincing • Addresses alternative or opposing perspectives in a way that sharpens one's own perspective
EVIDENCE What is the evidence that the student can present a perspective with supportive evidence?	• Draws on facts, experience, or research in a minimal way • Demonstrates limited understanding of the topic		• Draws on facts, experience, and/or research inconsistently • Demonstrates an incomplete or uneven understanding of the topic		• Draws on facts, experiences and research to support a perspective • Demonstrates an understanding of the topic		• Facts, experience and research are synthesized to support a perspective • Demonstrate an in-depth understanding of the topic
ORGANIZATION What is the evidence that the student can organize a presentation in a way that supports audience understanding?	• A lack of organization makes it difficult to follow the presenter's ideas and line of reasoning		• Inconsistencies in organization and limited use of transitions detract from audience understanding of line of reasoning		• Organization is appropriate to the purpose, audience, and task and reveals the line of reasoning • Transitions guide audience understanding		• Organization is appropriate to the purpose and audience and supports the line of reasoning • Effectively hooks and sustains audience engagement, while providing a convincing conclusion.
LANGUAGE USE What is the evidence that the student can use language appropriately and fluidly to support audience understanding?	• Uses language and style that is unsuited to the purpose, audience, and task • Stumbles over words, interfering with audience understanding		• Uses language and style that is at times unsuited to the purpose, audience, and task • Speaking is fluid with minor lapses of awkward or incorrect language use that detracts from audience understanding		• Uses appropriate language and style that is suited to the purpose, audience, and task • Speaking is fluid and easy to follow		• Uses sophisticated and varied language that is suited to the purpose, audience, and task • Speaking is consistently fluid and easy to follow
USE OF DIGITAL MEDIA / VISUAL DISPLAYS What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?	• Digital media or visual displays are confusing, extraneous, or distracting		• Digital media or visual displays are informative and relevant		• Digital media or visual displays are appealing, informative, and support audience engagement and understanding		• Digital media or visual displays are polished, informative, and support audience engagement and understanding
PRESENTATION SKILLS What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?	• Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed • Presenter's energy and affect are unsuitable for the audience and purpose of the presentation		• Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing • Presenter's energy, and/or affect are usually appropriate for the audience and purpose of the presentation, with minor lapses		• Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing • Presenter's energy and affect are appropriate for the audience and support engagement		• Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged • Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation
INTERACTION WITH AUDIENCE What is the evidence that the student can respond to audience questions effectively?	• Provides a vague response to questions; demonstrates a minimal command of the facts or understanding of the topic		• Provides an indirect or partial response to questions; demonstrate a partial command of the facts or understanding of the topic		• Provides a direct and complete response to questions; demonstrates an adequate command of the facts and understanding of the topic		• Provides a precise and persuasive response to questions; demonstrates an in-depth understanding of the facts and topic

Written Communication Rubric

Focuses on the ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.

Grade 10

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED 12 Grade Proficient
DEVELOPMENT *What is the evidence that the student can develop ideas?*	• **Does not explain** background or context of topic/issue • Controlling idea* is **unclear** or **not evident** throughout the writing • Ideas and evidence are **underdeveloped**		• Provides a **cursory or partial explanation** of background and context of topic/issue • Controlling idea* is **present** but **unevenly addressed** throughout the writing • Ideas and evidence are **somewhat developed**		• **Addresses** appropriate background and context of topic/issue • Controlling idea* is **presented clearly** throughout the writing • Ideas and evidence are **developed**		• **Explains appropriate** background and context of topic/issue • Controlling idea* is **consistently maintained** throughout the writing • Ideas and evidence are **developed**
ORGANIZATION *What is the evidence that the student can organize and structure ideas for effective communication?*	• Ideas and evidence are **disorganized**, making relationships **unclear** • **No** transitions are used, or are used **ineffectively** • Conclusion, when appropriate, is **absent** or **restates** the introduction or prompt		• Ideas and evidence are **loosely sequenced** or organization may be **formulaic** • Transitions **connect ideas** with some lapses; may be **repetitive** or **formulaic** • Conclusion, when appropriate, **follows from** the controlling idea		• Ideas and evidence are **sequenced** to **show relationships** • Transitions **connect ideas** • Conclusion, when appropriate, **follows from and supports** the controlling idea		• Ideas and evidence are **logically sequenced** to show **clear** relationships • Transitions are **varied** and connect ideas, **showing clear relationships** • Conclusion, when appropriate, is **logical** and **raises important implications**
LANGUAGE AND CONVENTIONS *What is the evidence that the student can use language skillfully to communicate ideas?*	• Language, style, and tone are **inappropriate** to the purpose, task, and audience. • **Uses** norms and conventions of writing that are **inappropriate** to the discipline/genre** • Has an **accumulation** of errors in grammar, usage, and mechanics that **distract or interfere** with meaning • Textual citation is **missing or incorrect,** when appropriate		• Language, style, and tone are mostly **appropriate** to the purpose, task, and audience with **minor** lapses • **Attempts to follow** the norms and conventions of writing in the discipline/genre** with **major** errors • Has some **minor errors** in grammar, usage, and mechanics that **partially** distract or interfere with meaning • Cites textual evidence with **partially** or using an incorrect format, when appropriate		• Language, style, and tone are **appropriate** to the purpose, task, and audience with **minor** lapses • Attempts to follow the norms and conventions of writing in the discipline/genre** with **some** errors • Is **generally free** of **distracting** errors in grammar, usage, and mechanics • Cites textual evidence with **some minor errors**, when appropriate		• Language, style, and tone are **appropriate** to the purpose, task, and audience • **Follows** the norms and conventions of writing in the discipline/genre with **minor** errors** • Is **free** of distracting errors in grammar, usage, and mechanics • Cites textual evidence **consistently and accurately**, when appropriate

Grade 12

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT College Ready	P/A	ADVANCED College Level
DEVELOPMENT *What is the evidence that the student can develop ideas?*	• **Does not explain** background or context of topic/issue • Controlling idea* is **unclear** or **not evident** throughout the writing • Ideas and evidence are **underdeveloped**		• Provides a **cursory or partial explanation** of background and context of topic/issue • Controlling idea* is **evident** but **unevenly addressed** throughout the writing • Ideas and evidence are **somewhat developed**		• **Explains appropriate** background and context of topic/issue • Controlling idea* is **consistently maintained** throughout the writing • Ideas and evidence are **developed**		• **Thoroughly** explains appropriate background and context of topic/issue • Controlling idea* is **clearly and consistently communicated** throughout the writing • Ideas and evidence are **thoroughly developed and elaborated**
ORGANIZATION *What is the evidence that the student can organize and structure ideas for effective communication?*	• Ideas and evidence are **disorganized** or **loosely** sequenced; relationships are **unclear** • **No** transitions are used, or are used **ineffectively** • Conclusion, when appropriate, is **absent** or **restates** the introduction or prompt		• Ideas and evidence are **somewhat organized** but **not always logically sequenced to show relationships** • Transitions **connect ideas** with **minor** lapses, or may be **repetitive** or **formulaic** • Conclusion, when appropriate, **follows from** the controlling idea		• Ideas and evidence are **logically sequenced** to show **clear** relationships • Transitions are **varied** and connect ideas, **showing clear relationships** • Conclusion, when appropriate, **follows from and supports** the controlling idea		• Ideas are logically sequenced to present a **coherent whole** • Transitions are varied and **clearly orient** the reader in the **development and reasoning of the controlling idea** • Conclusion, when appropriate, is **logical** and **raises important implications**
LANGUAGE AND CONVENTIONS *What is the evidence that the student can use language skillfully to communicate ideas?*	• Language, style, and tone are **inappropriate** to the purpose, task, and audience • **Attempts to follow** the norms and conventions of writing in the discipline/genre with **major,** consistent errors • Has an **accumulation** of errors in grammar, usage, and mechanics that **distract or interfere** with meaning • Textual citation is **missing or incorrect,** when appropriate		• Language, style, and tone are **appropriate** to the purpose, task, and audience with **minor** lapses • **Follows** the norms and conventions of writing in the discipline/genre with **consistent** errors • Has some **minor errors** in grammar, usage, and mechanics that **partially** distract or interfere with meaning • Cites textual evidence with **some minor errors**, when appropriate		• Language, style, and tone are **appropriate** to the purpose, task, and audience with **minor** lapses • **Follows** the norms and conventions of writing in the discipline/genre** with **minor** errors • Is **generally free** of **distracting** errors in grammar, usage, and mechanics • Cites textual evidence **consistently and accurately**, when appropriate		• Language, style, and tone are **tailored** to the purpose, task, and audience • **Consistently follows** the norms and conventions of writing in the discipline/genre • Is **free** of distracting errors in grammar, usage, and mechanics • Cites textual evidence **consistently and accurately**, when appropriate

Collaboration Rubric

The Individual Collaboration Rubric focuses on specific aspects of individual collaboration. The indicators are designed to be simple and accessible to students using the Peer Evaluation Tool as well as instructive to guide group conversations. The number of dimensions (rows) for this rubric makes it unlikely a teacher would use it in its entirety. A teacher might opt to focus on particular rows by project or a school might focus on particular indicators in particular grade levels. Schools may also find opportunities to bring additional collaboration and project management skills to extend this outcome as their students grow as collaborators and we encourage you to do so.

Individual Collaboration – High School Collaboration involves behaviors under the control of individual group members including effort they put into group tasks, their manner of interacting with others on group, and the quantity and quality of contributions they make to group discussions.

	Emerging	ED	Developing	DP	Proficient	PA	Advanced
Contribution and Development of Ideas	Ideas lack **supporting** reasoning **Limited acknowledgement** of others' thinking		Shares ideas, and **explains** the reasons behind them **Acknowledges** others' thinking		Provides ideas or arguments with **convincing** reasons **Builds on** the thinking of others		Acknowledges the **strengths and limitations** of their ideas Builds on the thinking of others and **checks back for agreement**
Equal Participation	Shares ideas **without listening** or listens **without sharing** ideas		**Allows for** equal participation by both sharing ideas and listening to the ideas of others		**Encourages** equal participation by **asking** clarifying or probing questions, **paraphrasing** ideas, and **synthesizing** group thinking		In addition to proficient, **actively invites** others to participate equitably, promoting divergent and creative perspectives
Group Norms	Follows group norms and processes but **only with modeling and/or reminders**		**Understands and follows** group created norms and processes		Understands and follows group created norms and processes and **helps others do the same**		In addition to proficient, **initiates** the use of norms and group processes in each meeting
Respectful Tone and Style	**At times**, words and tone indicate respectful intent, but not consistently		Words and tone indicate **respectful intent, but might not be sensitive** to others		Words and tone indicate **respect and sensitivity** to others		In addition to proficient, provides **gentle feedback about others' words and tone** to foster an environment of respect
Positive Body Language/ Active Listening	**Sporadically** faces speaker, or engages without distraction **some of the time**		**Faces speaker** and is **free of distractions** when others are speaking		When others are speaking, both body language and verbal responses **indicate engagement**		When others are speaking, body language and verbal responses indicate **positive, energetic** engagement
Roles	Knows role, and fulfills it only **some of the time**		**Accepts** role and shows understanding **by fulfilling it**		Knows the roles of **self and others**, and uses the roles to **maximize** group effectiveness		In addition to proficient, uses group roles as opportunities to **use strengths or address areas of weakness**
Work Ethic	Completes **only some** assigned tasks Comes to meetings **without evidence** of preparation		Completes **all assigned tasks by deadline** Comes to meetings partially **prepared**		Completes all assigned tasks by deadline; **work is quality, and advances the project** Comes to meetings **fully prepared**		**Models** consistently high standards for timeliness, quality, and ownership of work Preparation for meetings **surpasses** expectations
Team Support	Either **doesn't help**, or occasionally helps, but **must be asked**		Predictably helps **when asked** by others, but only then		**Always** helps when asked, and **sometimes** offers help to others		**Actively checks in** to understand how others are progressing and how they can be of help

Agency Rubric

These rubrics identify the ability to develop and reflect on growth mindset and demonstrate ownership over one's learning-Agency.

Develop Growth Mindset: *I can grow my intelligence and skills through effort, practice, and challenge. The brain grows bigger with use, like a muscle.*

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Use Effort and Practice to Grow	• Does not connect effort or practice to getting better at a skill, improved work quality, or performance		• Superficially connects effort and practice to getting better at a skill, improved work quality, or performance		• Understands how effort and practice relate to getting better at skills, improved work quality, or performance		• Understands that effort and practice improve skills, work quality, and performance and that the process takes patience and time
Seek Challenge	• Rarely takes on academic challenges and risks to pursue learning		• With encouragement, sometimes takes on academic challenges and risks to pursue learning		• Seeks academic challenges and takes risks to pursue learning		• Strategically and independently seeks academic challenges and takes risks to pursue learning
	• Struggles to identify the personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Superficially describes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Analyzes personal barriers (mindset, beliefs, circumstances) that inhibit taking risks		• Analyzes and overcomes personal barriers (mindset, beliefs, circumstances) that could inhibit taking risks
Grow from Setbacks	• Identifies challenges, failures, or setbacks, but does not describe reactions to them (e.g. giving up or trying harder)		• Identifies challenges, failures, or setbacks and describes reactions to them (e.g. giving up or trying harder)		• Identifies challenges, failures, or setbacks and reflects on how reactions to them (e.g. giving up or trying harder) affect process, product, or learning		• Reflects on personal or academic growth from challenges, failures, or setbacks as well as why and how reactions (e.g. giving up or trying harder) affect the process, product, and learning
Build Confidence	• Struggles to identify academic strengths, previous successes, or endurance gained from personal struggle to build confidence in academic success for a new task, project, or class		• Identifies an academic strength, previous success, or endurance gained through personal struggle, but does not use these skills to build confidence in success for a new task, project, or class		• Builds confidence in success (on a new task, project, or class) by knowing and using academic strengths, previous success, or endurance gained through personal struggle		• Consistently confident that success is possible (on a new task, project, or class) by knowing and using academic strengths, previous successes, or endurance gained through personal struggle
Find Personal Relevance	• Rarely, and with significant support, finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• With support, sometimes finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• Often finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices		• Independently seeks and finds personal relevance in the work by connecting it to interests or goals, reflecting on progress towards mastery, or identifying autonomous choices

Take Ownership Over One's Learning: *I can learn how to learn and monitor progress to be successful on tasks, school, and life.*

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Meet Benchmarks	• Completes few benchmarks and class assignments and may resist or struggle to use resources and supports (e.g. study groups, teacher support, workshops, tutorials)		• Completes some benchmarks and class assignments; and, only when forced to, or at the last minute, uses resources and supports (e.g. study groups, teacher support, workshops, tutorials)		• Usually completes polished benchmarks and class assignments by using resources and supports when necessary (e.g. study groups, teacher support, workshops, tutorials)		• Achieves personal best work on almost all benchmarks and class assignments by setting goals, monitoring progress, and using resources and supports (e.g. study groups, teacher support, workshops, tutorials)
Seek Feedback	• Rejects feedback and/or does not revise work		• Sometimes shows evidence of accepting feedback to revise work, but at times may resist when it's difficult		• Consistently shows evidence of accepting and using feedback to revise work to high quality		• Consistently shows evidence of actively seeking, identifying, and using feedback to revise work to high quality
Tackle and Monitor Learning	• For a task or project, superficially identifies what is known, what needs to be learned, and how hard it will be		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; but may not use a strategy to tackle the task or does not monitor how well the strategy is working		• For a task or project identifies what is known, what needs to be learned, and how hard it will be; uses a strategy and steps to tackle the task; and monitors how well the approach and effort are working		• For a task or project, identifies what is known, what needs to be learned, and how hard it will be; selects an appropriate strategy and takes steps to tackle the task; and monitors and adjusts based on how well the approach and effort are working
Actively Participate	• Stays focused for part of the activity/discussion, team meeting, or independent time but often cannot resist distraction or does not notice when or why a loss of focus happens		• Mostly stays focused on the activity/discussion, team meeting, or independent time and knows when and why disengagement or distraction happens		• Actively participates in the activity/discussion, team meeting, or independent time and has strategies for staying focused and resisting most distraction		• Actively participates and takes initiative on the activity/discussion, team meeting, or independent time and has personal strategies for staying focused
Build Relationships	• Does not build relationships with trusted adults or peers to get back on track as needed or to enhance learning		• Does not initiate building relationships, but has a few trusted adults or peers to get back on track as needed or to enhance learning		• Builds and uses relationships with trusted adults and peers to get back on track as needed and to enhance learning		• Actively builds trusting relationships with adults and peers to pursue goals, enhance learning, and get back on track as needed
Impact Self & Community	• Identifies the ups and downs of the classroom and home community		• Has limited understanding of individual role in the ups and downs of the classroom and home community		• Analyzes individual role in the ups and downs of the classroom and home community		• Monitors and adjusts individual role to positively influence the ups and downs of the classroom and home community

APPENDIX 3. SERVICE-BASED LEARNING RESOURCES

Additional resources for SBL

The Best Service Learning Is Like the Best PBL

They both invite students to explore their own interests; ask relevant and meaningful questions; engage in prolonged inquiry, research and reflection, assessment and feedback; and ask students to create something that is of service to the world and share it with an authentic audience. There are many intersections between service and project based learning.

In Cabot, Vermont, middle school students are spread out in different buildings. The fifth and sixth grades are housed in a separate building from the 7-12 students. That makes it hard to build a cohesive middle level program for students, and for the 5/6 students to feel connected to and developmentally involved in the middle grades. So, the team launched Cabot Leads, a yearlong service learning and leadership project, based on another model called iLead that I led at my former school. The project has students exploring their interests, looking at school and community needs, and applying for yearlong leadership positions with school or community mentors. Students will have leadership experiences in their school jobs weekly, and will regularly reflect on their learning and growth. The program will culminate with students presenting a digital portfolio of their learning, including reflections, pictures and videos about their leadership position. They will present to families, community mentors and the school board. Talk about an authentic audience!

By using both project based and service learning pedagogies, teachers can create experiences that connect students deeply to their communities, while increasing motivation, engagement and meaning.

Building Effective Peer Mentoring Programs in Schools

Cross-age peer mentoring programs are an increasingly popular choice for educators and youth development professionals hoping to create positive outcomes for youth. These programs, in which older youth befriend and mentor younger children in a structured environment, are growing in popularity for a number of reasons:

1. They can produce a number of positive outcomes for both sets of participants (see sidebar on page 3). Cross-age peer programs provide growth and learning opportunities for both mentors and mentees, resulting in a "double impact" that is appealing to schools and districts attempting to support students with limited financial and community resources.

2. Fewer resources are needed for recruiting mentors. Peer mentors are recruited from student populations within participating schools, which cuts down on the amount of marketing and outreach usually needed to recruit adult mentors. Since most cross-age peer mentoring programs are based at the school site, fewer financial resources may be needed for recruitment staff or facilities. These programs tend to take advantage of existing resources and school infrastructure.

3. They capitalize on the importance of peer relationships for adolescents. Cross-age peer programs take advantage of adolescents' increasing interest in peer friendships as they enter the teenage years. Mentees' natural tendency to look up to slightly older youth means that they view their mentor as a role model and someone worth listening to. Peer mentors also benefit from interacting with each other in positive ways through the volunteer experience, often building new relationships beyond their normal circle of friends.

4. They can help with transition points in participants' lives. Mentees in elementary or middle school benefit from having an older student help them through the challenges of moving to a new school and the accompanying changes in social relationships that brings. High school mentors build personal skills and confidence that can help prepare them for their lives after high school. Their involvement in the program can also be a meaningful addition to applications for colleges and future jobs.

5. They can be more appealing to parents of mentees, who may feel uncomfortable with an unknown adult becoming involved with their child. Having their child participate in a school-sanctioned peer mentoring program that often takes place during the day and is supervised by school staff, may feel safer.

Cross-age peer mentoring programs have tremendous potential to facilitate the personal, social, and academic growth of both mentors and mentees. The advice and other resources referenced in this guidebook offer a starting point for developing and implementing your program.

Corporation for National and Community Service

CNCS is the nation's largest grant maker for service and volunteering, and thereby plays a vital role in strengthening the nonprofit sector and addressing the most critical community needs. Our programs harnesses the energy and talent of America's citizens to improve education, veterans and military family services, conservation, and economic opportunity.

AmeriCorps is a network of national service programs, made up of three primary programs that each take a different approach to improving lives and fostering civic engagement. Members commit their time to address critical community needs like increasing academic achievement, mentoring youth, fighting poverty, sustaining national parks, preparing for disasters, and more.

AmeriCorps members are dedicated to strengthening communities. AmeriCorps members can choose to commit to service anywhere from 3 months to a year.

Hoosier Youth ChalleNGe Academy

Governor Mitch Daniels and Maj. Gen. R. Martin Umbarger, The Adjutant General for the State of Indiana, announced the establishment of the Hoosier Youth Challe*NG*e Academy in 2007. The Indiana National Guard Hoosier Youth ChalleNGe Academy is part of the National Youth ChalleNGe Program which was established in 1993 by the National Guard and has graduated over 90,000 Cadets. The Youth ChalleNGe Program was developed to change the life path of young men and women between the ages of 16 and 18 who have dropped out of high school or are severely deficient in credits by bringing structure and discipline to these unfocused lives with an emphasis on the eight Core Components.

1. Leadership and Followership
2. Responsible Citizenship
3. Academic Excellence
4. Job Skills
5. Life Coping Skills
6. Health and Hygiene
7. Service to Community
8. Physical Fitness

The Hoosier Youth ChalleNGe Academy is a 17 ½ month, two phase quasi-military modeled training academy. The Residential Phase consists of five and one half (5 1/2) months while the Post Residential Phase is 12 months. In the course of this academy cadets are assisted in developing academic and life skills. As well as, attaining their Test Assessing Secondary Completion (TASC) if they qualify. Cadets are encouraged and assisted in continuing their education in a college, trade or technical school, or military environment. Each Cadet obtains additional assistance from a Mentor, who offers guidance and advice with the PRAP during the remaining 12 months. This program is offered to residents of Indiana at 100% tuition free (No cost to parents or participants). ChalleNGe empowers youths to embrace responsibility, achievement and positive behavior. The Hoosier Youth ChalleNGe Academy program will instill confidence, foster ambition and increase employment opportunities for the graduate. There is NO MILITARY OBLIGATION for those who participate.

How to Establish a High School Service Learning Program

This is a highly practical book for anyone who is interested in establishing or maintaining a service learning program at the high school level. It comes at an opportune moment, following the recent passage of the National and Community Service Act of 1993. Explains the origins, purpose, goals, and principles of service learning; discusses program design options and factors that need to be considered when establishing a program; offers guidance on starting and operating a program; includes common obstacles, challenges. Appendixes list other sources of valuable information.

Lift: Raising the Bar for Service-Learning Practice

This multimedia learning experience is based on the K-12 Service Learning Standards for Quality Practice. It contains hundreds of resources- videos showing service-learning in action, interviews with expert teachers and engaged students, questions that can be used for individual or group reflection, articles, planning tools and checklists, model projects, and research summaries that help you learn how to infuse your service-learning projects with best practices.

K-12 Service-Learning Standards for Quality Practice

For decades, the echoes of "quality matters" were evident in many evaluations and research studies. Without fidelity to quality, service-learning does not live up to its promise of positive outcomes; but with quality, significant impacts on participants have been found in the areas of academic performance, civic engagement and responsibility, personal and social skills, career aspirations, reduction of risky behaviors, and more (Billig 2007; Weah 2007).

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes. Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards. Service-learning partnerships are collaborative, mutually beneficial, and address community needs. Service-learning actively engages participants in meaningful and personally relevant service activities. Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults. Service-learning promotes understanding of diversity and mutual respect among all participants. Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society. Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

While the standards have been established, important dissemination, implementation, and research steps lie ahead. Some next steps include: Workshops on standards and indicators at the annual National Service-Learning Conference, and other professional conferences A set of white papers that summarize the research behind each of the standards New professional development offerings New self-assessment tools In addition, researchers will need to test the standards and indicators as predictors of outcomes, and the variations that appear to work best — for whom and under what conditions. Young people, educators, community partners, policy-makers, and researchers all have vital roles in this next phase.

Generator School Network

The Generator School Network is an online community of more than 5,000 youth and adult members who have discovered how they can change the world through service-learning. The GSN is the leading resource for fast and easy sharing, service-learning professional development, and networking.
National Service-Learning Clearinghouse: The Clearinghouse is the Nation's #1 library of service-learning resources. The Clearinghouse offers thousands of free online resources for K-12, higher education, community based organization, and tribal communities.

In Our Global Village

In Our Global Village began with a collaboration across continents—a friendship between Barbara Cervone, president of What Kids Can Do, and the students of a tiny secondary school she visited in a rural village in Tanzania. Out of that exploration and documentation by youth, a remarkable book took shape: In Our Village: Kambi ya Simba Through the Eyes of Its Youth.

Students crave learning experiences that have relevance, meaning, and purpose. The In Our Global Village (IOGV) process deepens and makes more tangible the concept of "community" for students. They engage in action research, getting to know the people, the history, and the current daily experiences that make their community vibrant and unique. Teachers report that students go far beyond expectations in how they apply themselves and work with others to create a book. It enlivens and transforms their academic work to know that their words will reach a global audience, their photographs and drawings will be seen by youth all over the world, and the stories of their "village" matter.

National Youth Leadership Council

The Youth Advisory Council is a team of servant-leaders recognized for their dedication to youth leadership, service-learning, diversity, and educational achievement for all. The YAC advises NYLC on its programming and brings valuable youth perspectives to the organization's work. They work across the United States, demonstrating how young people can contribute *today*.

YAC Mission: Exemplify servant-leadership while advising NYLC programs through shared decision-making to transform communities and create positive social change in the world.

Serve Indiana- Indiana DWD

Our mission is to advance service and volunteerism by informing, connecting, and promoting opportunities and resources that enrich the lives of Hoosiers.

Serve Indiana grew out of a long history of service and volunteerism in the state. A major part of that history was the Indiana Commission for Service and Volunteerism. After the Office of Faith Based and Community Initiatives (OFBCI) was dissolved, the Commission worked to find a new home. This then created Serve Indiana and made the agency a division of the Department of Workforce Development (DWD). This change also meant a comprehensive review of the agencies mission and goals. This resulted in an approach for Serve Indiana that focused on service and volunteerism versus a broader community, nonprofit and faith based capacity building approach. Serve Indiana is considered a "State Commission" according to the Corporation for National and Community Service (CNCS), the federal funder for AmeriCorps. In the National and Community Service Act of 1990, in order for states to receive AmeriCorps*State dollars, there must be a commission in place.

Where's the Sweet Spot for Service Learning?

Service projects that deliver lasting benefits share certain characteristics. They connect to the curriculum, engage students in the design of projects, involve structured reflection, and engage students in extended learning experiences.

Well-designed service-learning experiences offer students a range of benefits. According to the Corporation for National and Community Service, youth stand to gain from service in three broad areas: academic engagement and achievement, civic attitudes and behavior, and social and personal skills.

What's the difference? In a nutshell, high-quality experiences put an equal emphasis on service and learning. The Corporation for National and Community Services defines service learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Service-learning projects that engage students as problem-solvers can unlock a world of benefits, for students and communities alike.

Sample SBL Rubrics
GREENFIELD-CENTRAL HIGH SCHOOL GRADUATION PATHWAYS
Service-Based Learning (SBL)

The SBL pathway can be classified by three core indicators: (1) integrating academic study with service experience; (2) reflecting larger social, economic, and societal issues; and (3) collaborating efforts between students, school, and community partners.

The following required elements must all be present in the SBL pathway.

Design Principles	Criteria
☐ **SBL 1 – Meaningful Service** _____ Completed (student initials) _____ Verified (school official initials)	• Service is age-appropriate • Service is personally relevant • Student understands societal issues being addressed • Service leads to attainable and visible outcomes
☐ **SBL 2 – Link to Curriculum** _____ Completed (student initials) _____ Verified (school official initials)	• Service has clearly articulated learning goals • Service is aligned with academic and/or programmatic curriculum • Student is able to transfer knowledge and skills beyond classroom to real-work setting • Service is formally recognized in student records
☐ **SBL 3 – Reflection** _____ Completed (student initials) _____ Verified (school official initials)	• Reflection includes verbal, written, artistic, or nonverbal activities to demonstrate understanding, knowledge, skills, and attitudes • Reflection occurs before, during, and after experience • Service prompts deep thinking in complex problems and alternative solutions • Reflection examines the role of the citizen in society • Reflection explores social and civic issues related to public policy and civic life
☐ **SBL 4 – Diversity** _____ Completed (student initials) _____ Verified (school official initials)	• Student identifies and analyzes different points of view • Student develops interpersonal skills in conflict resolution and decision-making • Student values diverse backgrounds and perspectives
☐ **SBL 5 – Youth Voice** _____ Completed (student initials) _____ Verified (school official initials)	• Student is involved in planning, implementing, and evaluating processes • Student engages in decision-making process • Student contributes to an environment of trust and open expression of ideas
☐ **SBL 6 – Partnerships** _____ Completed (student initials) _____ Verified (school official initials)	• Partnership involves a variety of partners including youth, educators, and families • Partnership is characterized by frequent and regular communication to keep all partners well-informed about activities and progress • Partners collaborate to establish a shared vision and set common goals to address community needs • Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources
☐ **SBL 7 – Progress Monitoring** _____ Completed (student initials) _____ Verified (school official initials)	• Student collects evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the SBL experience • Student collects evidence of the quality of implementation from multiple sources throughout the SBL experience • Student uses evidence to improve service-learning experiences • Student has verification form completed by community partner
☐ **SBL 8 – Duration and Intensity** _____ Completed (student initials) _____ Verified (school official initials)	• Service includes processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration • Service is performed during blocks of time across a period of several weeks or months • Service provides enough time to address identified community needs and achieve learning outcomes • Service should represent 75-100 hours of work

Greenfield-Central High School Courses that Qualify as SBL Experiences

➢ **Community Service** (ADD201)
➢ **Peer Tutoring** (ADH100/ADH101)

In order for the course to count as an SBL experience, the following requirements must be met:
- Student must receive a grade of C- or better in the course
- Teacher of record must complete and sign a form verifying that the student's coursework fulfills the required elements of the SBL rubric

Appropriate Types of Service-Based Learning Experiences

DIRECT SBL (e.g., mentor younger students, tutor peers, serve meals in a homeless shelter)
INDIRECT SBL (e.g., organize a food or toy drive, plan a fundraiser for a nonprofit organization, implement a community landscape project)
ADVOCACY (e.g., lobby at the state legislature, initiate a voter registration drive, lead a VOICE anti-smoking campaign)

Potential Topics for Service-Based Learning Projects

- ✓ Bullying prevention
- ✓ Civic engagement
- ✓ Community gardens
- ✓ Days of service (overseeing the development and execution)
- ✓ Disaster services
- ✓ Diversity and cultural awareness
- ✓ Dropout prevention

- ✓ Health and wellness
- ✓ Homelessness
- ✓ Hunger
- ✓ Mentoring
- ✓ Substance abuse prevention
- ✓ Tutoring
- ✓ Veterans' issues
- ✓ Violence prevention

Service-Based Learning is <u>NOT</u> the following:

- ✖ A single volunteer experience
- ✖ A stand-alone unit or activity within a curriculum
- ✖ Compensatory service assigned as a form of punishment
- ✖ A proselytizing experience
- ✖ A teacher- or school-mandated experience
- ✖ A paid experience
- ✖ A one-sided experience benefitting only students or only the community

GREENFIELD-CENTRAL HIGH SCHOOL GRADUATION PATHWAYS
Service-Based Learning Verification of Completion

◆ I have chosen the following as my Service-Based Learning experience:

_____

_____

_____

_____

_____

_____

_____

_____

_____

If you elected to take a G-CHS course to fulfill the SBL pathway, please complete the following:

I have completed and earned a grade of C- or better in one or both of the following courses:

□ **Community Service**   School year: _____   Letter grade: _____   Counselor initials: _____

□ **Peer Tutoring**   School year: _____   Letter grade: _____   Counselor initials: _____

◆ By signing below, I verify that this Service-Based Learning experience portfolio is complete.

_____

_____

Student Signature   Date

_____

_____

Parent/Guardian Signature   Date

_____

_____

School Official Signature   Date

APPENDIX 4. WORK-BASED LEARNING RESOURCES

Additional information for WBL

Center of Excellence in Leadership of Learning

The Education Workforce Partnership awardees, with technical assistance from CELL, will use promising models of education-workforce alignment to design implementation plans for regional or local sector-based career pathways. Implementation plans might include promising practices such as Early College Polytechnic, apprenticeships, academy models, or more organically developed customized approaches. This funding (up to $15,000) may be used for the research of promising practices and the creation of a career pathways implementation plan. Three new grantees will join the current Education Workforce Partnership network of eleven past grantees across the state.

EWIN: CELL's Education Workforce Innovation Network (EWIN) strategically supports all Indiana regions to reach the goal of 60 percent postsecondary attainment and meet the state's workforce needs. EWIN facilitates the development of education, community and business partnerships, which then collaboratively design local career pathways systems. These pathways help students become college and career ready and also drive design of curricular programs grounded in the real world. EWIN helps engage businesses in K-16 learning experiences and provide the local workforce with highly skilled employees. EWIN has built important relationships with key educational, economic development, workforce and government agencies across the state and nation. These networks enable EWIN to connect communities to important models and resources. A neutral partner, EWIN teams with regions to customize strategies to strengthen their workforce, educate future workers and close existing skills gaps.

Indiana Early College High School Network: CELL created the Indiana Early College High School Network in 2006 to unite schools and communities around this innovative approach to education. The network offers professional development opportunities and technical assistance to promote Early College. Using strong connections, strategic alliances and cooperative leadership, the network develops the motivation and momentum to support the Early College High School model so all Indiana students have the opportunity to recognize and reach their potential as college-bound students.
Early College in Indiana puts the pathways in place so that all students make higher education both a goal and a reality. Designed specifically for those students who often don't know their full potential, Early College High School breaks down the barriers that prevent students from attending college and replaces them with bridges to postsecondary success. Students from across Indiana who have traditionally fallen through the cracks are now opening the door to new opportunities.

Central Indiana Exploring

Exploring exists to teach important life and career skills to young people from all backgrounds through immersive career experiences and mentorship provided by community and business leaders. Together, we equip young people with character, leadership and life skills that can be used both today and in their future careers.
Exploring is based on a unique and dynamic relationship between youth and the organizations in their communities. Businesses and community organizations initiate a career-specific Explorer post by matching their people and organizational resources to the career interests of youth in the community. The result is a program of interactive activities that helps youth pursue their special interests, grow, and develop.
Most Career Exploring program align with the high school calendar and begin in the fall, while some also offer summer activities, conferences, internships and other events. Most meet once or twice a month throughout the school year.

IDEAA Partnership

The IDEAA Partnership is a Health & Science Innovations workforce development initiative, and a cross-sector partnership dedicated to the implementation of a comprehensive pipeline that attracts and prepares new talent to meet the needs of employers with engineering, prototyping, and manufacturing operations; through hands-on workshops, courses, certification curriculum, credentialing, project based learning and practice opportunities. Partners include Design Bank, First Maker Space, Maker Youth Foundation, Direct Employers Institute, and CAE-net.com. This initiative is supported by the Indiana Department of Workforce Development (DWD) through their Skill Up Indiana! Grant.

Indiana DOE Work Based Learning

Career and Technical Education recognizes that classroom learning provides only part of the content knowledge and skills development students need for succeed in college, career, and life. By creating opportunities to learn in the workplace, schools can help students develop and refine the workplace competencies needed to enter and succeed in a chosen career, adjust to the employment environment, and advance along the career pathway of their choice.

Work Based Learning (WBL), both as separate stand-alone courses and as an integral component of courses in our CTE Pathways, is being reviewed and revised through a collaborative and deliberative process.

Indiana DWD CTE Funding Report

Pursuant to Indiana Code (IC) 20-43-8-7.5, the Indiana Department of Workforce Development (DWD) submits the following report, providing recommendations to the Indiana State Board of Education (SBOE) on Career and Technical Education (CTE) program designations. The report outlines the methodology and the labor market information used to make such designations in determining tuition support funding that school corporations will receive for students enrolled in CTE courses during the 2018-2019 school year.

In 2017, the Indiana General Assembly tasked DWD with assigning CTE program designations and utilizing an updated methodology for advanced, CTE courses. P.L. 230-2017 consolidated the current nine wage and demand categories currently being used into three distinct categories: high value, moderate value, and less than moderate value; while maintaining current funding levels for introductory and foundational programs. Apprenticeships, cooperative education courses, work-based learning courses were changed from $300 per pupil to $150 per pupil. Funding is also maintained for students participating in a CTE program in which students from multiple schools are served at a common location (area participation), however the criteria for eligibility has been revised. Eligibility is now restricted to only those students who travel from the school in which they are currently enrolled to the conducting school for the instruction.

CTE Pathways Group – Reclassifying the CTE CIP-SOC Crosswalk. In October of this year, the DOE initiated a review of CTE pathways by establishing "pathway committees," which were led by a designated pathway specialist from DOE. The first agenda item for each committee was to review the CIP-SOC crosswalk for each of the courses in their respective pathway. Identifying the appropriate SOC code that aligned with the corresponding CIP (CTE) program was critical in determining the occupational pathway each CTE program was teaching towards to assign demand and wage ranking outcomes. Each pathway committee then submitted their recommendations to the DWD. It is important to note that representatives from the private sector, DOE, DWD, and secondary/postsecondary education participated in the committee work.

Indiana Intern Net

Indiana INTERN net is a FREE internship-matching program managed by the Indiana Chamber of Commerce linking employers, students, high schools, colleges and universities. It is a dynamic, searchable database, matching and reporting system coupled with personal assistance—including a hotline to answer questions and provide internship guidance and resource materials. The goal is to help create or expand high-quality experiential opportunities within Indiana.

An internship is a structured and supervised experiential learning opportunity that provides students with practical experience in their chosen fields. Internships illustrate classroom relevance in the professional world. Beneficial for both students and employers, internships offer career exploration and skills application for students and provide employers with workers who are creative, enthusiastic, and able to assist with projects and open for mentorship. Transitioning interns into full-time hires is also a proven time and cost-saving recruiting method.

Indiana Sector Partnerships

Organizing through Indiana Sector Partnerships addresses the employers' challenge to find skilled workers to meet their current and future needs by aligning and leveraging resources. A sector strategy is a partnership of multiple employers within a critical industry that brings together education, economic development, workforce systems and community organizations to identify and collaboratively meet workforce needs of the industry within a regional labor market.

The Indiana Sector Partnerships team in collaboration with the State Workforce Innovation Council (SWIC) and various stakeholders have adopted the above definition for sector partnerships, a common framework and stage development for sector partnership conversations and implementation.

JAG – Jobs for America's Graduates

Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities, or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. Indiana's program consistently graduates approximately 95 percent of participants and many students choose to continue their education after high school. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

Jobs for the Future

The Center for Apprenticeship and Work-Based Learning provides expert guidance on how to identify and share effective approaches that work for companies, students, and workers.

The Center also plays an important role in highlighting innovations that expand opportunities for people of color, women, opportunity youth, people with disabilities, and others who have traditionally been underrepresented in career advancement opportunities and well-paying jobs.

With an unprecedented influx of federal funds and a renewed energy around expanding apprenticeship to new industries, occupations, and communities, now is the time—and here is the place—to come together to strengthen and expand the modern American apprenticeship infrastructure.

We believe in the power of apprenticeship and work-based learning, and we believe that with better access to the right information and support, this emerging community can drive this movement forward, improve people's lives, strengthen the American workforce, and provide American businesses with the skilled workers they need to grow and prosper.

NAF Academy of Finance

NAF is a national network of education, business, and community leaders who work together to ensure high school students are college, career, and future ready.

NAF academies are structured as small, focused learning communities that fit within and enhance high school systems, allowing NAF to become an integral part of a plan for higher achievement at low cost. NAF promotes open enrollment for its academies in order to maximize every student's chance at a successful future. The flexible structure encourages teacher collaboration across subject areas and fosters personalization to meet student, school, district, and state needs and goals.

NAF provides a rigorous, industry-validated career-themed curriculum that incorporates current industry standards and practices, literacy strategies, and STEM integration. NAF's instructional practices foster cross-curriculum collaboration so students can make connections across subject areas. The NAF curricula is created in partnership with industry professionals and designed around projects that help students acquire valuable workplace skills and see their education as a step toward long-term career options. NAF empowers

teachers to expand the boundaries of the classroom in non-traditional ways that ensure lessons have real-world application to growing industries. Click "LOGIN" at the top of NAF's website to log into your NAF account and access the Academy Support Hub, where NAF curriculum is located.

Work-based learning brings the classroom to the workplace and the workplace to the classroom. This instructional strategy provides students with a well-rounded skill set that goes beyond academics and includes the soft skills needed to succeed in college and the working world. NAF's approach to work-based learning is centered on a continuum of work-based learning experiences beginning with career awareness activities, progressing to career exploration activities, and culminating in career preparation activities, including internships. Businesspeople guest speak in classrooms, host college and career skills workshops, and take part in mock interviews. Students have the opportunity to tour worksites, network with, and shadow business professionals. Work-based learning culminates in an internship that allows students to apply their classroom skills and learn more about what it takes to succeed.

National Governors Association

Industries in every state are struggling to find qualified applicants for jobs, while job seekers too often find they lack the skills needed to enter or move along a career pathway to a good job. Preparing a workforce that is poised to meet the needs of businesses and ultimately to make the state more economically competitive is a top priority for many governors. Therefore, many of them are exploring ways to scale—increase opportunities for—high-quality, demand-driven work-based learning as a proven way to prepare their citizens for the modern workforce.

State Strategies to Scale Quality Work-Based Learning: The information presented in this paper is drawn from an experts roundtable convened by the National Governors Association Center for Best Practices (NGA Center) in September 2015 with a group of researchers and other experts in the field of work-based learning. It also draws on the experiences of the six states participating in an NGA Center policy academy focused on scaling work-based learning programs in high-demand, middle-skills science, technology, engineering and math (STEM) careers, as well as on the lessons learned from the NGA Center's technical assistance to grantees under the U.S. Department of Labor's American Apprenticeship Initiative. The initiative aims to expand participation in registered apprenticeship.

High-quality, demand-driven work-based learning bridges the worlds of education and work through a blend of work experience and applied learning. It develops participants' employability and technical skills while helping businesses to access and develop the talent they need to stay competitive. Work-based learning refers to a variety of activities that take place in the workplace; participants gain industry-relevant knowledge, skills and experience that enable them to advance along a career pathway to a good job.

Research has shown that high-quality work-based learning is an effective strategy for equipping the workforce with industry-relevant skills that help individuals advance their careers and strengthening the competitiveness of the state. Governors, working with their industry, education and workforce partners, are uniquely positioned to scale and sustain participation in high-quality work-based learning. They can take steps to elevate the vision for high-quality work-based learning, implement state-led pilots and build an infrastructure to scale and sustain efforts, and provide incentives to host and support work-based learning opportunities. Those steps can be best sustained when supported by good data and aligned with relevant activities. Gubernatorial leadership to scale high-quality work-based learning can ensure that those opportunities are available statewide, benefit employers across industries and participants from varied backgrounds and further the state goals for a skilled workforce.

Making Work-Based Learning Work

Americans seeking employment often face a conundrum: relevant work experience is a prerequisite for many jobs, but it is difficult to gain the required experience without being in the workplace. Work-based learning—activities that occur in workplaces through which youth and adults gain the knowledge, skills, and experience needed for entry or advancement in a particular career field—offers a solution to this problem. But although the benefits of work-based learning are clear, they have accrued primarily to the most highly educated and socially connected segments of the U.S. population. In recent years, educators and leaders in the workforce development field have returned again and again to the problem of providing work-based learning opportunities to the marginalized populations for whom this experience can mean the most: low-income students, jobseekers (including the long-term unemployed), low-skilled incumbent

workers, and opportunity youth—young people between the ages of 16 and 24 who are out of school and out of work.

This paper addresses these challenges by presenting seven principles for effective work-based learning models. Jobs for the Future (JFF) identified these principles based on more than three decades of experience in promoting and implementing education and workforce strategies that support youth and adults seeking to launch and advance in careers. Together, these principles encourage the design of work-based learning models that increase access to work-based learning for all, provide participants with key training and work experience, and help employers meet their needs for a skilled workforce.

Project Indy

Project Indy is comprised of a network of community organizations, employers, and corporate partners who are providing job opportunities, soft-skill development and job-readiness training to in-school and out-of-school youth in Marion County. Many participants are looking for summer jobs, while others are seeking full-time employment, and anything in between.

Teen Works – Indy and Muncie

Teen Works provides a year-round employment and college readiness program with supportive services for teens throughout the school year.

While our paid employment program gives teens the chance to earn a paycheck, the Teen Works experience is so much more than a job. Participating teens build professional resumes, gain job skills for the future, participate in volunteer projects to give back to the community, and receive hands-on instruction to build key college and career readiness skills in one of our five career pathway areas: Health & Life Science, STEAM, Logistics Distribution & Transportation, Hospitality, and Entrepreneurship. During the summer training program, Teen Works provides transportation, daily meals, and direct support to help teens discover passions and career aptitudes through exposure, experience, and assessments including MBTI & Strong. During the school year, Teen Works continues to provide support to our students through employability skills training, mentoring, SAT and ACT prep, and community service outings. Upon successful completion of our program, all Teen Works teens are also eligible for one of six annual college Scholarships provided by the Eugene and Marilyn Glick Family Foundation.

As they begin their post-secondary plans, Teen Works Pro students who have completed 2 or more years of the program are encouraged to apply for a Teen Works Scholarship through CICF.

What, Exactly, Should the Purpose of Career and Technical Education Be?

For those of us who spend a lot of time comparing education in the United States to education in other countries, career and technical education (CTE)—usually called vocational education and training (VET) in other countries—is an interesting case. One might say that the differences between our conception of what CTE is or ought to be and the dominant conception in other top industrial countries are profound.

In the United States, the phrase "career and technical education" at the secondary school level connotes an endless variety of options for students that range from what might be called themed high schools (e.g., a performing arts high school), to a three-course sequence taken over four years of high school in a particular career cluster, to a program in auto mechanics that might get the graduate a job in a garage (although less often in a dealership), to a program leading to the ability to wire a house that meets code. In the minds of most Americans, this cornucopia of possibilities is a good thing, a way for students, many of whom have struggled in or have disliked their academic courses, to make their way into a future they might not otherwise have had.

But much of the rest of the industrialized world takes a very different view. This view was summed up when, in 2010, the OECD concluded that the United States had **virtually no students** in vocational education and training. The Americans were astonished, and not very happy. When they reminded the OECD officials that 20 percent of American students take a three-course sequence in career and technical education, and 75 percent take at least one course, the OECD was not impressed. In **Switzerland**, to take one example of the countries the OECD included in their list, the typical student spends three full eight-hour days, 40 weeks a year for three years in a highly-structured apprenticeship at a work site, with at least one more day each week in a school learning the theory

behind the work (this based on a draft chapter by Robert Schwartz and Nancy Hoffman in a book I am editing).

The key point here is the difference in objectives. In countries with what the OECD regards as **serious vocational education and training programs**, the aim is to enable the student to acquire a credential with real value in the labor market. Put another way, it is to enable the student to start work with a credential of enough value to future employers that those employers are willing to pay the student a good deal more than to a student who doesn't have the credential. If we use that definition of career and technical education, there is good reason to believe that no more than three or four percent of American junior and senior year high school students are in career and technical education. That's why the OECD didn't think we had a serious CTE system.

Fortunately, there are good examples in the United States and abroad of what such schools and programs can look like. You can find individual CTE programs in individual high schools in the United States that are among the most impressive in the world.

Work Based Learning- Indiana DOE

Career and Technical Education recognizes that classroom learning provides only part of the content knowledge and skills development students need for succeed in college, career, and life. By creating opportunities to learn in the workplace, schools can help students develop and refine the workplace competencies needed to enter and succeed in a chosen career, adjust to the employment environment, and advance along the career pathway of their choice.

Work Based Learning (WBL), both as separate stand-alone courses and as an integral component of courses in our CTE Pathways, is being reviewed and revised through a collaborative and deliberative process.

Sample Internship Agreement Letter

Perry Central Community Schools
Student Internship Training Agreement

Student Name_____ Job Title: _____

Address_____

Phone (   )_____ Cell Phone(   )_____

E-mail address_____

Company Name_____

Supervisor Name and Title_____

Address_____

Phone (   ) _____ Cell (   ) _____Fax (   ) _____

E-mail address_____

Agreement Begins: _____Agreement Ends: _____

The Student-Learner agrees to:
1. Perform the necessary tasks and follow instructions as given by the internship coordinator and/or business supervisor/mentor.
2. Abide by the regulations and policies of the business and the school.
3. Notify the internship coordinator and the site supervisor/mentor on days absent or late prior to starting time (when possible).
4. Provide transportation to and from the assigned internship site.
5. Perform satisfactorily both at school and at the intern site to receive credit in the program.
6. Report to the Mr. Bishop as soon as possible when problems arise affecting his/her internship placement.
7. Develop a portfolio of the internship experiences.
8. Dress appropriately for the internship site.
9. Keep accurate records of intern attendance and performance.
10. Keep all matters confidential.

The Mentor and Sponsoring Organization agree to:
1. Provide the student with a variety of experiences and training that is related to his/her career area of interest.
2. Assist the student with the development of a learning plan to include the internship description, assigned tasks and activities related to desired skills and competencies.
3. Notify the coordinator (Mr. Bishop) in advance if plans are made to terminate or alter the position of the intern.
4. Evaluate the intern's performance at nine week intervals.
5. Provide safety instruction for all tasks and duties to be performed that present a possible safety hazard to the intern.

The Parent/guardian Agrees to:
1. Communicate questions or concerns directly to the school coordinator not the job-site mentor/supervisor.
2. Assist the student with transportation and in complying with the rules of the program.
3. Provide proof of health and liability insurance coverage. Also, understand that because the student is not an employee of the internship site, no worker's compensation or other insurance would apply. The intern and parent/guardian assume all responsibility, accountability, and liability for any and all acts arising out of the student's participation in the internship program, including but not limited to the operation of a motor vehicle to and from the internship site.

4. Allow the school site coordinator to share relevant cumulative school record information that would be helpful in assisting the student at the internship site in compliance with the Family Rights and Privacy Act.

The School Coordinator Agrees to:

1. Make at least one visit to the job site to discuss and observe the intern's progress.
2. Serve as a liaison between the intern mentor, parents, student and school personnel in regard to concerns.

Student/intern Signature_____   Date _____

Parent/Guardian Signature_____   Date_____

Site Supervisor Signature _____   Date_____

School Coordinator Signature_____   Date_____

Sample Employment Verification Letter

Greater Clark County Schools
BRIDGING EXCELLENCE & OPPORTUNITIES

2112 Utica Sellersburg Road | Jeffersonville, IN 47130
812.288-4802

To Whom It May Concern:

Please accept this letter as confirmation that the student listed below has been hired by our company.

Student's Name: _____

Date Hired: _____

Company: _____

Company Contact: _____

Phone Number: _____

Email: _____

In the event you should have any questions or need additional information please contact us.

Signature: _____

Title: _____

Date: _____

GREENFIELD-CENTRAL HIGH SCHOOL
STUDENT EMPLOYMENT VERIFICATION

Please provide the following information as confirmation that the student listed below is currently employed by your company, or was continuously employed for a period of at least two months.

Student Name:
_____

Date Hired: _____   Date Left (if applicable):
_____

Company Name:
_____

Company Representative's Name:
_____

Phone Number: _____   Email:
_____

Is/Was this student in good standing as an employee? ☐ Yes   ☐ No

Do you believe this student has employability skills?   ☐ Yes   ☐ No

If you were hiring, would you hire this student again?   ☐ Yes   ☐ No

Use this space to add any additional comments or information about this student:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Company Representative's Signature:
_____

Title: _____   Date:
_____

Sample WBL Rubric

Internship/Co-Op & Mentorship Programs
Batesville High School
1 Bulldog Boulevard Batesville, IN 47006
Internship/Co-Op & Mentorship
Program Coordinator:
Phone:
Email:

Student Evaluation Form

Student / Intern Name:
Sponsoring Business / Agency: Address:
Contact Person: Title: Phone:

Directions: In the space provided, please rate the student / intern identified above for each of the following categories using the best numerical descriptor that corresponds.

Rating Scale: 1-Strongly Disagree   2-Disagree   3-Slightly Disagree   4-Slightly Agree   5-Agree   N/A

1. Attendance & Punctuality:
        a) The intern has maintained a schedule acceptable to the mentor.
        b) The intern has arrived on time for each assigned day.
        c) The intern has contacted you or your office in a timely fashion if any situations have arisen that prevented his/her internship participation on a given day.
        d) The intern has departed at the agreed upon times from the internship.

2. Attitude and Willingness to Learn:
        a) Attitude toward participation in mentorship has been appropriate.
        b) Demonstrates a constant willingness to learn and actively participates in activities.
        c) Frequently asks questions and takes a personal interest in activities and the career field.
        d) Applies knowledge previously learned to new situations.
        e) Performs assignments in an appropriate fashion.

3. Appearance and Overall Presence:
        a) Displays good conduct, discipline and behavior.
        b) Demonstrates appropriate attire, grooming, neatness, etc.

4. Demonstration of skills relating to the following:
    a) Human Relations Skills:
        • Works cooperatively with others.
        • Accepts constructive feedback.
        • Shows respect for company tools, materials, equipment and property.
        • Demonstrates leadership and/or appropriate levels of assertiveness.
    b) Problem Solving / Decision Making Skills:
        • Demonstrates good time management skills.
        • Ability to listen and follow instructions and work through problems.
        • Demonstrates the application of knowledge previously learned to new situations.
        • Adaptable to changing workplace situations.
    c) Career Related Skills:
        • Demonstrates an understanding of career related safety procedures.
        • Demonstrates an understanding of the importance of quality & accurate work.

- Demonstrates initiative and completes the required tasks with a minimum of supervision and direction.
    d) Communication:
- Demonstrates good listening and responding skills.
- Demonstrates effective oral and/or written communication skills.
- Demonstrates the ability to follow oral and/or written directions.

5. Maturity and Professionalism:
    a) Accepts responsibility and exercises good judgment.
    b) Demonstrates a professional and mature demeanor and attitude.

6. Overall/General Evaluation of the Intern:

Comments:

GREENFIELD-CENTRAL HIGH SCHOOL GRADUATION PATHWAYS
Work-Based Learning (WBL)

The WBL pathway can be classified by four baseline indicators:

(1) Clear Work-Based Learning Partnership Agreement and Plan
- ❖ Detailed description of terms and expectations of work experience, including duration, compensation, and participant expectation
- ❖ Detailed description of partner expectations and roles, including financial investments, supports provided, and staffing requirements
- ❖ Clear articulation of projected learning outcomes, assessments, and how/where this learning will occur
- ❖ Identification of career pathway aligned with work experience, interests, and demand

(2) Authentic Work Experience Component
- ❖ Participant performs job at relevant worksite with performance expectations based on employer's workforce needs
- ❖ Employer/partner organization provides support and supervision of participant, including on-the-job mentoring and real-time feedback on performance

(3) Structured Learning Component
- ❖ Participant engages in regular, structured learning aimed at enhancing knowledge, skills, and abilities
- ❖ Learning activities are tied to work experience skills and employability skills
- ❖ Learning component has clearly articulated outcomes (skills/credentials) associated with successful completion
- ❖ Learning outcomes are aligned with career pathway opportunities

(4) Culminating Assessment and Recognition of Skills
- ❖ Employer/partner organization completes assessment of student experience in the WBL program
- ❖ Participant's skills, learning outcomes, and subjective experiences in the WBL are assessed
- ❖ Participant's success, as demonstrated through assessments and any credential attainment, is officially recognized and documented

Student must select <u>one</u> of the following WBL models. <u>All</u> required documentation elements must be present.

WBL Model	Description	Required Documentation
☐ **WBL 1 – Registered Apprenticeship** _____ Completed (student initials) _____ Verified (school official initials)	● Intensive work-based learning experience that generally lasts from 1 to 6 years and provides combination of on-the-job training and formal classroom instruction ● Supports progressive skill acquisition and leads to postsecondary credentials and, in some cases, degrees ● Involves 2,000-10,000 on-the-job hours ● Qualifies for both WBL and postsecondary-ready competency due to both demonstration of employability skills and acquisition of postsecondary credentials ● Per Indiana General Assembly, apprenticeship program must be registered under federal National Apprenticeship Act or other federal apprenticeship program administered by U.S. Department of Labor	☐ Letter of acceptance into apprenticeship or verification of current placement demonstrating adequate progress toward completion ☐ Current résumé in correct format – all training received and related classes taken must be listed ☐ 3 letters of recommendation highlighting student's employability skills; one must be from the apprenticeship ☐ 5-year goal plan including educational, professional, and personal goals ☐ Written reflection of apprenticeship experience including life lessons learned and how the experience allows the student to demonstrate employability skills ☐ If applicable, documentation of certifications or dual credits earned
☐ **WBL 2 – Pre-Apprenticeship or Youth Apprenticeship** _____ Completed (student initials) _____ Verified (school official initials)	● An apprenticeship program that has waived some of the entry requirements or prerequisites for a student who, when he or she turns 18, enters a registered apprenticeship program ● Registered apprenticeships may progress through 6 months or a year of the required apprenticeship training if student completes a pre-apprenticeship program	☐ Letter of acceptance into pre-apprenticeship or verification of current placement demonstrating adequate progress toward completion ☐ Current résumé in correct format – all training received and related classes taken must be listed ☐ 3 letters of recommendation highlighting student's employability skills ☐ 5-year goal plan including educational, professional, and personal goals ☐ Written reflection of pre-apprenticeship experience including life lessons learned and how the experience allows the student to demonstrate employability skills

WBL Model	Description	Required Documentation
		☐ If applicable, documentation of certifications or dual credits earned
☐ **WBL 3 – Cooperative** _____ Completed (student initials) _____ Verified (school official initials)	● Links academic programs with structured work experiences through which participants acquire professional and technical skills ● Participant earns academic credit for work carried out over a period of time under the supervision of a professional mentor ● Federal and state student employment and cooperative education laws must be followed.	☐ Letter of employment verification ☐ Current résumé in correct format – all training received and related classes taken must be listed ☐ 3 letters of recommendation highlighting student's employability skills; one must be from a supervisor at the cooperative site ☐ 5-year goal plan including educational, professional, and personal goals ☐ Written reflection of cooperative experience including life lessons learned and how the experience allows the student to demonstrate employability skills ☐ If applicable, documentation of certifications or dual credits earned
☐ **WBL 4 – Internship** _____ Completed (student initials) _____ Verified (school official initials)	● Provides participant with an opportunity to learn about career or industry by working for an employer in the field of interest for a period of time ● A form of experiential learning, often tied to a program of study, which enables participant to gain applied experience, build professional and technical skills, and make connections in a field of interest ● The amount of time the student spends in the internship should be equivalent to 75-100 hours of work	☐ Letter of employment verification ☐ Current résumé in correct format – all training received and related classes taken must be listed ☐ 3 letters of recommendation highlighting student's employability skills; one must be from a supervisor at the internship site ☐ 5-year goal plan including educational, professional, and personal goals ☐ Written reflection of internship experience including life lessons learned and how the experience allows the student to demonstrate employability skills ☐ If applicable, documentation of certifications or dual credits earned
☐ **WBL 5 – On-the-Job Training** _____ Completed (student initials) _____ Verified (school official initials)	● Workplace-based opportunity for participant to develop career-track skills needed for entry to a particular industry or advancement along a career track ● May be incorporated in cooperative models ● The amount of time the student spends in the on-the-job training experience should be equivalent to 75-100 hours of work	☐ Letter of employment verification ☐ Current résumé in correct format – all training received and related classes taken must be listed ☐ 3 letters of recommendation highlighting student's employability skills; one must be from the on-the-job training site ☐ 5-year goal plan including educational, professional, and personal goals ☐ Written reflection of on-the-job training experience including life lessons learned and how the experience allows the student to demonstrate employability skills ☐ If applicable, documentation of certifications or dual credits earned
☐ **WBL 6 – School-Based Enterprise**	● Entrepreneurial operation in a school setting that provides goods/services to meet the needs of the market ● Managed and operated by students as work-based learning experiences ● The amount of time the student spends in the school-based enterprise should be	☐ Verification of course registration or letter of verification indicating placement into a school-based enterprise program ☐ Current résumé in correct format – all training received and related classes taken must be listed ☐ 3 letters of recommendation highlighting

WBL Model	Description	Required Documentation
_____ Completed (student initials) _____ Verified (school official initials)	equivalent to 75-100 hours of work	student's employability skills; one must be from a supervisor at the school-based enterprise ☐ 5-year goal plan including educational, professional, and personal goals ☐ Written reflection of school-based enterprise experience including life lessons learned and how the experience allows the student to demonstrate employability skills ☐ If applicable, documentation of certifications or dual credits earned
☐ **WBL 7 – Employment** _____ Completed (student initials) _____ Verified (school official initials)	● Paid workplace-based opportunity or occupation	☐ Letter of employment verification showing continued employment at the same location for at least two months (student should average at least 10 hours of work per week) ☐ Current résumé in correct format – all training received and related classes taken must be listed ☐ 3 letters of recommendation highlighting student's employability skills; one must be from a supervisor at the student's place of employment ☐ 5-year goal plan including educational, professional, and personal goals ☐ Written reflection of apprenticeship experience including life lessons learned and how the experience allows the student to demonstrate employability skills ☐ If applicable, documentation of certifications or dual credits earned

☐ **WBL 8 – Additional Programs**
 	
_____ Completed (student initials)
_____ Verified (school official initials)
	● Governor's Work Ethic Certificate (student must be able to demonstrate either good standing or completion)
	● Jobs for America's Graduates (JAG)
	● JROTC
	● Extended Labs or Field Experiences
		☐ Governor's Work Ethic Certificate
		  ○ Letter from supervisor or lead teacher verifying good standing OR
		  ○ Copy of Governor's Work Ethic Certificate
		☐ Jobs for America's Graduates (JAG)
		  ○ Documentation verifying completion of the JAG program
		☐ JROTC
		  ○ Documentation verifying completion of the JROTC program
		☐ Extended Labs or Field Experiences
		  ○ Verification of completion by lead teacher or research supervisor

☐ **WBL 9 – Greenfield-Central High School Course*** _____ Completed (student initials) _____ Verified (school official initials)	● Student must complete *at least one* semester of the course (equivalent of 75-100 hours of work) ● Student must earn a grade of C- or better in the course to count as a WBL experience	☐ Official transcript or other official school documentation verifying completion of course and credit earned

*Greenfield-Central High School Courses that Qualify as WBL Experiences

➢ **Career Exploration Internship** (ADH450, ADH451)

- **Education Professions I** (FCH350/351)
- **Education Professions II** (FCH352/353)
- **Supervised Agricultural Experience** (AGH250)
- **Work-Based Learning Capstone** in Multiple Pathways, Advanced Manufacturing and Engineering, Business and Marketing, Family and Consumer Sciences, Health Services, and/or Trade and Industry
- **Paid CTE Course** on the 30a Form with verification of it being entered into InTERS that also includes all of the following components:
  - ☑ Employment Relationship
  - ☑ Paid Work Experience
  - ☑ Corresponding Classroom Instruction

GREENFIELD-CENTRAL HIGH SCHOOL GRADUATION PATHWAYS
Work-Based Learning Verification of Completion

◆ I have chosen the following as my Work-Based Learning experience:
☐ WBL 1 – Registered Apprenticeship
☐ WBL 2 – Pre-Apprenticeship or Youth Apprenticeship
☐ WBL 3 – Cooperative
☐ WBL 4 – Internship
☐ WBL 5 – On-the-Job Training
☐ WBL 6 – School-Based Enterprise
☐ WBL 7 – Employment
☐ WBL 8 – Additional Program
☐ WBL 9 – Greenfield-Central High School Course**

**If WBL 9 is selected, please complete the following:

I have completed and successfully earned credit in one or more of the following courses:

☐ **Career Exploration Internship**   School year: _____   Letter grade: _____   Counselor initials: _____

☐ **Education Professions I**   School year: _____   Letter grade: _____   Counselor initials: _____

☐ **Education Professions II**   School year: _____   Letter grade: _____   Counselor initials: _____

☐ **Supervised Ag Experience**   School year: _____   Letter grade: _____   Counselor initials: _____

☐ **Work-Based Learning Capstone** Field:

_____
   School year: _____   Letter grade: _____   Counselor initials: _____

☐ **CTE (Walker Career Center) Coursework** Course:

_____
   School year: _____   Letter grade: _____   Counselor initials: _____

◆ I have all the required documentation included in my Work-Based Learning portfolio:
☐ Letter of verification of employment/apprenticeship/internship/cooperative learning/school-based enterprise
☐ Current résumé in correct format listing all training and education received, and applicable skills gained
☐ 3 letters of recommendation; at least one must be from current or last employment experience
☐ 5-year goal plan including educational, professional, and personal goals
☐ Written reflection of work-based learning experience including life lessons learned and how the experience allows
   the student to demonstrate employability skills
☐ Official transcript or other official school documentation verifying completion of G-CHS course and credit earned
☐ If applicable, documentation of certifications or dual credits earned

◆ By signing below, I verify that this Work-Based Learning experience portfolio is complete.

_____

_____

Student Signature   Date

_____

_____

Parent/Guardian Signature   Date

_____

_____

School Official Signature   Date

EXAMPLE WORK READINESS TOOL FOR THE WIOA YOUTH PROGRAM

EMPLOYER NAME:	EMPLOYEE EVALUATION		
Participant Name:	Worksite:		
Participant Job Title:	Worksite Supervisor/Reviewer:		
Start Date:	Review Date #1:	Review Date #2:	

FOUNDATION SKILL	PERFORMANCE EXPECTATIONS	Performance Improvement Plan Needed (1)	Needs Development (2)	Proficient (3)	Exemplary (4)
		See page 3 for more detailed grading descriptions			
ATTENDANCE	Understanding work expectations for attendance and adhering to them. Notifying supervisor in advance in case of absence.	☐	☐	☐	☐
PUNCTUALITY	Understanding work expectations for punctuality. Arriving on time for work, taking and returning from breaks on time, and calling supervisor prior to being late.	☐	☐	☐	☐
WORKPLACE APPEARANCE	Dressing appropriately for position and duties. Practicing personal hygiene appropriate for position and duties.	☐	☐	☐	☐
TAKING INITIATIVE	Participating fully in task or project from initiation to completion. Initiating interaction with supervisor for next task upon completion of previous one.	☐	☐	☐	☐
QUALITY OF WORK	Giving best effort, evaluating own work, and utilizing feedback to improve work performance. Striving to meet quality standards.	☐	☐	☐	☐
COMMUNICATION SKILLS	Speaking clearly and communicating effectively – verbally and non-verbally. Listening attentively. Using language appropriate for work environment.	☐	☐	☐	☐
RESPONSE TO SUPERVISION	Accepting direction, feedback, and constructive criticism with positive attitude and using information to improve work performance.	☐	☐	☐	☐
TEAMWORK	Relating positively with co-workers. Working productively with individuals and teams. Respecting diversity in race, gender, and culture.	☐	☐	☐	☐
PROBLEM-SOLVING/ CRITICAL-THINKING	Exercising sound reasoning and analytical thinking. Using knowledge and information from job to solve workplace problems.	☐	☐	☐	☐
WORKPLACE CULTURE POLICY AND SAFETY	Demonstrating understanding of workplace culture and policy. Complying with health and safety rules. Exhibiting integrity and honesty.	☐	☐	☐	☐
SPECIFIC WORKPLACE AND CAREER SKILL	**PERFORMANCE EXECTATIONS**	**(1)**	**(2)**	**(3)**	**(4)**
LIST SKILL HERE (see sample skills on page 2)	Insert performance expectations here. Grading scale for skill can be added by using adaptable "general key" at end of page 3.	☐	☐	☐	☐
LIST SKILL HERE (see sample skills on page 2)	Insert performance expectations here. Grading scale for skill can be added by using adaptable "general key" at end of page 3.	☐	☐	☐	☐
LIST SKILL HERE (see sample skills on page 2)	Insert performance expectations here. Grading scale for skill can be added by using adaptable "general key" at end of page 3.	☐	☐	☐	☐
LIST SKILL HERE (see sample skills on page 2)	Insert performance expectations here. Grading scale for skill can be added by using adaptable "general key" at end of page 3.	☐	☐	☐	☐
LIST SKILL HERE (see sample skills on page 2)	Insert performance expectations here. Grading scale for skill can be added by using adaptable "general key" at end of page 3.	☐	☐	☐	☐
Employers may add as many or few additional skills as they see fit based on the position.	**TOTAL SCORE _____** *(add 4-box total; average score = total/# of skills)*	*# checked X 1* *Total: _____*	*# checked X 2* *Total: _____*	*# checked X 3* *Total: _____*	*# checked X 4* *Total: _____*

To meet work readiness skill attainment:	**Employee had satisfactory work performance and has met minimum total score:**
(1)* employee must have an overall average score that is "proficient" (3.0) or employee must meet "proficient" standard in 80% of the total categories listed. **(2)** supervisor MUST verify that performance on job was satisfactory. **(3)** employee must not have been fired from this work experience. **Examples: If there are 10 skill categories, participant must have a minimum score of 30 (3 x 10) out of a possible 40 or be proficient in at least 8 of the 10 categories. If an employer chose 15 skills to measure, participants would need minimum score of 45 (3 X15) out of a possible 60 or be proficient in at least 12 of the 15 categories.*	*Employer Signature:* _____ *Employee Signature* _____ *Date:* _____ *(see page 2 for comments)*

APPENDIX 5. POSTSECONDARY-READY COMPETENCY RESOURCES

Additional information for PRC

ACT

ACT is a mission-driven, non-profit organization dedicated to helping people achieve education and workplace success. We are trusted as a national leader in college and career readiness, providing high-quality assessments grounded in nearly 60 years of research. While millions of individuals take the ACT test each year, that's just one aspect of our work. From elementary school through career, ACT offers individuals a uniquely integrated set of solutions designed to provide personalized insights throughout their life.

Our programs are designed to boost lifelong learning and potential for success in schools and workplaces around the world. We're passionate about making a difference in all we do, whether it's guiding students along their learning paths; enabling companies to develop their workforce; fostering parent, teacher, and counselor understanding of student progress; guiding job seekers toward career success; or informing policymakers about education and workforce issues.

Armed Services Vocational Aptitude Battery (ASVAB)

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. It is often offered to American high school students when they are in the 10th, 11th and 12th grade, though anyone eligible for enlistment may take it. The ASVAB test measures strengths and potential for future success. You don't "pass" or "fail". The results represent how well you have developed your skills in addition to your potential for training.

ASVAB Fact Sheet: The purpose of this Fact Sheet is to provide you with information about the military enlistment test, the Armed Services Vocational Aptitude Battery (ASVAB). ASVAB scores are used to determine if you are qualified to enlist in the military and to assign you to an appropriate job in the military. The information provided here will help you prepare to take the ASVAB. Most ASVAB testing is conducted at a Military Entrance Processing Station (MEPS). If you do not live near a MEPS, you may take the ASVAB at a satellite location called a Military Entrance Test (MET) site. The ASVAB is administered by computer at all MEPS, and by paper and pencil at most MET sites. Regardless of whether you take the ASVAB by computer or paper and pencil, your scores should be very similar.

Art of Problem Solving

Since 2003, the AoPS online school has provided a unique learning experience carefully designed for outstanding students studying online. We offer a full math curriculum for middle and high school, introductory programming courses, and specialty courses to prepare students for particular math and science competitions. Most of our courses meet weekly for live sessions, and have a variety of types of weekly homework. Read more below about what makes our school so special. The Art of Problem Solving Online School is accredited by the Western Association of Schools and Colleges.

Our curriculum is specifically designed for high-performing math students in grades 6-12. We present a much broader and deeper exploration of challenging mathematics than a typical math curriculum and show students how to apply their knowledge and problem-solving skills to difficult problems. We help students learn the critical problem-solving skills necessary for success at mathematics competitions (such as MATHCOUNTS and the AMC), top universities, and competitive careers.

Cambridge International

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognized by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organization, we devote our resources to delivering high-quality educational programs that can unlock learners' potential.

Our programs and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigor and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programs and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge learners from 10,000 schools in 160 countries prepare for their future with an international education from Cambridge.

College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity.

Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education.

Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

EdReady

EdReady is a personalized college math and English readiness platform designed to help learners test their college readiness, see study options, and gain a personalized learning path to fill in knowledge gaps. EdReady is designed and maintained by The NROC Project, a community-guided non-profit. EdReady is available at no cost for personal use at EdReady.org. EdReady is also available to many students through any a number of institutional versions that have been customized for specific educational needs and outcomes. Institutions that are sustaining members of The NROC Project are entitled to a custom version of EdReady (e.g. YourInstitution.EdReady.org).

As a user of EdReady, you can select among one or more areas of study in math or English and test yourself on your readiness for that material. After you launch a study path, you will take an initial diagnostic to generate a rough map of your projected strengths and weaknesses as well as information to help you understand your readiness for the curriculum, school, or other program of interest. If needed and desired, EdReady will then provide a custom course of study, including a selection of recommended resources, specifically personalized to your needs. By pursuing the course of study, you can improve your math or English knowledge and get better prepared to achieve your educational aspirations as efficiently and effectively as possible.

English Learner Guidebook- Indiana DOE

This living document is designed as a reference for district and school personnel working with English learners (ELs). The content of the guide represents a compilation of information, examples and resources for your use. We will be continuously updating this document to provide further clarity and information to district and school personnel working with ELs.

English Learner Tool Kit

OELA's EL Tool Kit was published in 2015 as a companion to support the 2015 Dear Colleague Letter (DCL) produced by the Department of Education, Office for Civil Rights, and the Department of Justice, outlining legal obligations for ELs. Some chapters of the tool kit have been updated related to the Every Student Succeeds Act of 2015 (ESSA).

The English Learner Tool Kit helps state and local education agencies help English Learners (ELs) by fulfilling these obligations.

The Toolkit has 10 chapters (one for each section of the DCL), and contains an overview, sample tools, and resources.

Georgetown University Center on Education and the Workforce

The Georgetown University Center on Education and the Workforce is an independent, nonprofit research and policy institute affiliated with the Georgetown McCourt School of Public Policy that studies the link between education, career qualifications, and workforce demands.

America's Divided Recovery: College Haves and Have-Nots: The jobs recovery deepens the economic and political divide between workers with and without a college education. *America's Divided America: College Haves and Have-Nots* finds that over 95% of the jobs created in the recovery have gone to those with education beyond a high school education. The report also finds:

- For the first time, college graduates make up a larger share of the workforce than workers with a high school diploma or less.
- Out of the jobs created in the recovery, 8.4 million have gone to those with a bachelor's degree or higher, while high school jobs only grew by 80,000.
- Occupational and industry shifts have been major drivers of change in the labor market.
- The recovery added primarily managerial and professional jobs.

Six Million Missing Jobs: The Lingering Pain of the Great Recession: Despite steady job growth, *Six Million Missing Jobs: The Lingering Pain of the Great Recession* shows that the effects of the Great Recession are still with us in the form of 6.4 million jobs that were not created. The report examines the labor market in the recovery and shows:

- Three million of the missing jobs include college jobs.
- The economy needs to add 205,000 jobs a month to recover the missing jobs by 2020.
- There are still 2 million more part-time workers today than before the recession.
- Nearly a third of all workers have jobs that are temporary, freelance or part-time.

The Good Jobs Project: The reported death of the middle economy is greatly exaggerated. There are 30 million good jobs in the United States today that pay without a BA (bachelor's degree). These good jobs have median earnings of $55,000 annually (Figure 1). Traditionally, many people with good jobs that pay without a BA have worked in manufacturing. Those jobs are declining while the number of good jobs in skilled-services industries, such as health services and financial services, is increasing.

These trends vary across states. Twenty-three states gained good blue-collar jobs from 1991 to 2015. For instance, Utah had a 105 percent increase in good blue-collar jobs, and Nevada had a 50 percent increase. However, many Northeast and Midwest states saw steep declines: Rhode Island lost 39 percent of its good blue-collar jobs for workers without BAs during this period. New York saw a 31 percent decline in these jobs, and Pennsylvania saw a 27 percent decline. Good jobs in skilled-services industries increased in most states, growing by almost 200 percent in Arizona and 124 percent in Texas.

Education matters. More and more, good jobs are going to workers with bachelor's degrees, who now hold 55 percent of all good jobs. For workers without BAs, associate's degrees have become increasingly important for finding a good job. More associate's degree holders are getting good jobs, while the number of these jobs held by workers with a high school diploma or less is in decline. This is especially true in Midwest states like Minnesota and Iowa.

iCAP- Indiana Course Access Portal

The Indiana Course Access Portal (iCAP) serves as a catalog of courses that provides options to help schools meet students' individual needs, expand learning opportunities, and diversify their curricula. The Indiana Department of Education (IDOE) approved pilot offering of courses in areas of high interest or need for student participation in 2018. Indiana Code 20-30-16 requires that course providers be authorized by the IDOE.

Indiana DOE Dual Credit

In Indiana, 'dual credit' is the term given to courses in which high school students have the opportunity to earn both high school and college credits in the same course. Dual credit courses are taught by high school faculty, college faculty, or adjunct college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent (private, regionally accredited) colleges and universities.

Indiana DWD's Office of Apprenticeship and WBL

With an expanding community of stakeholders aimed at creating a sustainable talent pipeline, apprenticeships and work-based learning are an important step in merging resources and technical expertise in one place. Here you will find a community where employers, local practitioners, intermediaries, and others can easily access current resources, share successes, solicit support and take new approaches.

For students, an apprenticeship is an options multiplier. Apprenticeship can be a powerful enhancement to their education or a fast-track to a middle-class career, or both. Apprenticeship is not a diversion from higher education—it's a rigorous education option that combines theoretical learning with practical learning that focuses career and education objectives. It can also be a direct path to high-paying, in-demand jobs in Business Operations, Financial Services, Advanced Manufacturing, Information Technology and Healthcare. Any student—regardless of future plans—can benefit from an apprenticeship. It's a model of education that reveals multiple options to career and higher education.

Indiana Career Explorer

Indiana Career Explorer, powered by Kuder® Navigator, features interactive and reliable tools to make career planning fun, engaging, and relevant for today's middle school and high school students.

Guided by a Career Planning Timeline, Navigator helps students learn about themselves with research-based assessments, build an education plan, and explore and prepare for various options after high school. These career exploration and education planning resources are designed specifically for students in grades 6-12 and tailored to the unique planning needs of each grade level. Navigator also provides resources for parents and educators in order to support career guidance.

International Baccalaureate

The IB offers an education for students from age 3 to 19, comprising of four programs that focus on teaching students to think critically and independently, and how to inquire with care and logic. The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they've left our programs. We are supported by IB teachers and coordinators who develop and promote the IB's curriculums in almost 5,000 schools globally every day, in over 150 countries around the world.

Khan Academy

Khan Academy is a non-profit education site that was founded in 2006. The site offers thousands of free videos on a wide variety of topics. It's free to join, and anyone can create an account. In 2015, Khan Academy and the College Board (the organization that designs and administers the SAT, PSAT, and AP exams) announced that they had created a set of free SAT study tools. These resources include quizzes, tests, video tutorials, and personalized practice recommendations. Because these tools were developed in collaboration with the College Board, they are official prep resources.

Khan Academy's SAT resources are official resources, which means they were developed by the same people who write the real SAT questions. This means that Khan Academy's practice questions give an accurate look at how official test questions are written and which topics they cover. While these questions won't be exactly the same as those found on the ACT, they can often be much closer to real ACT questions than many unofficial prep resources which can differ greatly from the real ACT.

Knowledge Works

We explore the future of learning to help education leaders and innovators better prepare for what's ahead. Through strategic foresight, Knowledge Works dives deeply into critical education issues to translate insights about the future into action today.

Our team works alongside policymakers, educators, business leaders and community stakeholders to create policies that promote transformation in their education system. Knowledge Works staff works collaboratively to create policy briefs, engage with legislators and help decision makers develop policy solutions that are more equitable and flexible, paving the way for personalized learning in the classroom. KnowledgeWorks partners with school districts and communities to deliver innovative, collaborative personalized learning opportunities for students through competency-based education. Our team helps administrators and educators create a community-wide plan to achieve their vision, understand opportunities for professional development and system alignment and build capacity to sustain personalized learning practices.

Learn More Indiana - Indiana CHE

Led by the Indiana Commission for Higher Education, Learn More Indiana is a partnership of state and local organizations working to help Hoosiers of all ages complete education and training beyond high school.

Our team offers a variety of helpful resources to help all Hoosiers — from kindergarteners to adults — turn their college and career dreams into reality.

Modern States

Modern States Education Alliance is a non-profit dedicated to making a high quality college education free of cost and accessible to any person who seeks one. Its founding principle is that access to affordable education is fundamental to any philosophy that respects all individuals, and fundamental to the American dream.

Modern States' initial program, Freshman Year for Free™, is intended to let students earn up to one year of college credit without tuition or textbook expense.

Modern States is partnering with edX, the leading online learning platform founded by Harvard and MIT. Modern States has given edX the money to complete the development of more than 30 high quality freshman college courses, taught by some of the world's leading universities and professors. Each course includes online lectures, quizzes, tests, and other features. Textbooks and materials will also be provided online, free of charge.

The courses are designed to prepare students for the major "Advanced Placement" (AP)* or "College Level Examination Program" (CLEP)* tests offered by the College Board, including subjects such as History, Computer Science, Math, English and Economics.

According to the College Board, more than 2,000 traditional colleges and universities already offer credit to students who pass AP and CLEP tests. Students can take one course or many courses from Modern States, and then – by passing the AP or CLEP exams – can begin with up to a full year's worth of credit after they enroll in traditional college, making Modern States an "on-ramp" to college. Modern States hopes to provide links for students to tutoring, mentoring and college advising groups as well.

Naviance

Naviance improves student outcomes by helping students connect their strengths and interests to long-term goals today.

The career planning and assessment tools in Naviance allow students to realize their strengths, goals, knowledge, values, and interests in future careers, to help them work toward a path that is inspiring to them.

Partnership for 21st Century Learning

For over a decade P21, The Partnership for 21st Century Learning, has advocated for 21st century readiness for everyone. Through the P21 Exemplar Program, P21 seeks to identify, document, promote and celebrate examples of 21st century learning initiatives that successfully prepare students for college, career and life.

The schools, districts and beyond school entities that earn the P21 Exemplar designation enter an elite professional learning community focused on 21st century learning, and their stories provide educators, policymakers, and communities a variety of models to draw from and be inspired by.

[Purdue Dual Credit Program](#)

Purdue University offers a dual credit program for superior high school students who desire and are prepared for more advanced work. Through the program students begin college work in high school, which allows them to fulfill high school requirements while preparing for college admission and success as well as earning college credit. One of the benefits of taking dual credit courses in the high school is the tuition assistance program.

[Rethinking Dual Enrollment to Reach More Students](#)

A substantial and growing body of research indicates that, all other factors being equal, students who dually enroll are more likely than their non-dually enrolling peers to finish high school, matriculate in a postsecondary institution and experience greater postsecondary success.1 Spurred by this, states are increasingly viewing dual enrollment as a strategy to promote postsecondary attainment and workforce readiness, and taking steps to broaden student access to dual enrollment coursework.

There may be ways to provide dual enrollment and other experiences that put students on the road to college, without running afoul of state and local eligibility requirements. This may include ensuring access to options with lower eligibility expectations or requesting exemptions from current requirements in order to try out alternative eligibility criteria.

This brief proposes state approaches to systematically:

- Broaden dual enrollment access to middle-achieving students, including students who are college-ready but uncertain about their post-high school plans, and students who are not college-ready but would succeed in a dual enrollment course with some support.
- Provide pre-collegiate experiences to middle- and lower-achieving high school students that will either prepare them for dual enrollment by the final semester of their senior year or help them set their sights on enrolling in college after high school graduation.

[Road Trip Nation](#)

The road trip has become an organization dedicated to helping people find career and life fulfillment. In our fleet of RVs, we crisscross the globe, journeying from rugged back roads to sleek superhighways, subsisting off unnaturally colored gas station snacks, sleeping in any empty parking lot we can find—just so we can talk to the people who figured out how to build a career around their own unique combination of interests.

Our project-based programs use a blended learning format to foster authentic career exploration through interactive lessons and engaging multimedia content.

[Rounding Practices for Student-Learners Earning Subminimum Wages](#)

Section 14(a) of the Fair Labor Standards Act (FLSA) authorizes the payment of subminimum wages to a student-learner after the employer has applied for an authorizing certificate from the U. S. Department of Labor (DOL). Under regulations issued by the Wage and Hour Division, a student-learner is a student who is at least sixteen years of age (or at least eighteen years of age if employed in an occupation that the Secretary of Labor has declared to be particularly hazardous); who is receiving instruction in any accredited school, college, or university; and who is employed by an establishment on a part-time basis, pursuant to a bona fide vocational training program. Employers wishing to employ student-learners at subminimum wages under section 14(a) – at rates not less than 75 percent of the applicable minimum wage under section 6(a) of the FLSA – must first complete and submit Form WH-205.

Forwarding of the application to DOL constitutes temporary authority to pay a subminimum wage to the student-learner. Thirty days after forwarding, the application shall become the permanent special student-learner certificate unless the DOL denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review.

Problems may arise when employers fail to round correctly. For example, when employers "round down" and pay student-learners less than the 75 percent of the federal minimum wage, they are in violation of the certificate.

For additional information, visit our Wage and Hour Division Website: https://www.dol.gov/whd/

Slate.org

Slate.org is a free tool for school counselors, independent counselors, and community-based organizations to ease the burden of scheduling visits with college representatives, maintain awareness of where students reside in the admissions process, and conveniently and securely submit materials directly to institutions. Slate.org is designed to provide a stronger relationship between school counselors and admissions offices by keeping everyone on the same page with your students' best interests at heart. We're here to provide a conduit for sharing data, not to sell it. Student data will never be bought or sold, and Slate.org is free, and will remain free, for everyone including students, schools, counselors, and colleges.

STEM Bites

STEM Bites is a YouTube channel dedicated to bite-size math and science lessons from everyday life. These engaging educational videos are filmed from a first-person perspective through Google Glass.

What Works Clearinghouse

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. Our goal is to provide educators with the information they need to make evidence-based decisions. We focus on the results from high-quality research to answer the question "What works in education?"
The What Works Clearinghouse is an investment of the Institute of Education Sciences (IES) within the U.S. Department of Education that was established in 2002. The work of the WWC is managed by a team of staff at IES and conducted under a set of contracts held by several leading firms with expertise in education, research methodology, and the dissemination of education research. Follow the links to find more information about the key staff from Mathematica Policy Research, Abt Associates, Development Services Group, Inc. and Sanametrix, Inc. who contribute to the WWC investment. For details about the staff who conduct study reviews under specific topic areas, see the WWC review teams.
For more than a decade, the WWC has been a central and trusted source of scientific evidence on education programs, products, practices, and policies. We review the research, determine which studies meet rigorous standards, and summarize the findings. We focus on high-quality research to answer the question "what works in education?"

Why U?

Why U animated videos are designed for mathematics courses on the K-12 and college levels, and as a resource for informal independent study. Rather than focusing on problem solving, the objective is to give insight into the concepts on which the rules of mathematics are based.
Why U creators are currently working on the series of animated lectures entitled "Algebra". This series examines the concepts on which Algebra, as well as higher mathematics, is based. The goal of these lectures is to explore these fundamental concepts in greater depth than possible in most high-school and college-level algebra courses.
Why U videos are conceived and written by Steve Goldman and animated by Mark Rodriguez. Why U is a 501(c)3 non-profit organization funded by the Goldman Charitable Foundation.

Sample Graduation Pathways Checklist
GREENFIELD-CENTRAL HIGH SCHOOL GRADUATION PATHWAYS
Graduation Checklist
Students must satisfy **all three** of the following Graduation Pathway Requirements
by completing **at least one** of the associated Graduation Pathway Options.

Graduation Pathway Requirements	Graduation Pathway Options
❶ ☐ **High School Diploma**	☐ **Meet the statutorily defined diploma credit and curricular requirements** General _____ Core 40 _____ Core 40 with AHD _____ Core 40 with THD _____
❷ ☐ **Learn and Demonstrate Employability Skills** Students must complete *at least one* of the Graduation Pathway Options	☐ **Project-Based Learning Experience**: Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make work public by explaining, displaying, and/or presenting it to people beyond the classroom. *This can include completion of a research project, completion of a course capstone, an AP Capstone Assessment, or another experience as approved by the State Board of Education.* Description: _____ Verification: _____ ☐ **Service-Based Learning Experience**: Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities. *This can include participation in a meaningful volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year, or another experience as approved by the State Board of Education.* Description: _____ Verification: _____ ☐ **Work-Based Learning Experience**: Reinforces academic, technical, and social skills learned in the classroom through collaborative activities with employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals. *This can include completion of a course capstone, completion of an internship, obtaining the Governor's Work Ethic Certificate, employment outside of the school day, or another experience as approved by the State Board of Education.* Description: _____ Verification: _____
❸ ☐ **Postsecondary-Ready Competencies** Students must complete *at least one* of the Graduation Pathway Options	☐ **Honors Diploma** AHD _____ THD _____ GPA _____ Credits _____ ☐ **ACT College Ready Benchmarks** (18 in English **or** 22 in Reading **and** 22 in Math **or** 23 in Science) English _____ **or** Reading _____ **and** Math _____ **or** Science _____ ☐ **SAT College Ready Benchmarks** (480 in EBRW, 530 in Math) EBRW _____ Math _____ ☐ **ASVAB** (minimum score of 31) AFQT score _____ ☐ **State and Industry Recognized Credential or Certification** _____ ☐ **State, Federal, or Industry Recognized Apprenticeship or Co-Op** _____ ☐ **CTE Concentrator** (earn C average in at least 6 high school credits in career sequence) _____ _____ _____ _____ _____ _____ Total Average Grade _____ ☐ **AP/Dual Credit**** (earn C average in at least 3 courses) _____ _____ _____ Total Average Grade _____ AP Exam scores _____ ☐ **CLEP Exams** (minimum score of 50 on at least 3 subject area exams with at least one being in core content) ☐ **Locally Created Pathway** that earns approval of State Board of Education _____

**At least one AP/Dual Credit course must be in a core content area (e.g. English, math, science, or social studies). Students must take any corresponding AP exams for their courses. A score of 3 or higher on an AP exam may satisfy the C requirement for a particular course.

Graduation Pathways Checklist

Student Name_____ Pathways Completed_____ Graduation Date _____

1) Indiana Diploma Designation

☐ General   ☐ Core 40

☐ Academic Honors   ☐ Technical Honors

☐ IB

Indicate which diploma credit & curricular requirements, including additional local requirements, student met. Note that students with an IEP are not required to meet locally required credits beyond state requirements.

2) Employability Skills
☐   Project-Based Learning Experience
☐   Service-Based Learning Experience
☐   Work-Based Learning Experience
Summary:

Validation:
☐   Student Work Product
☐   School validation

3) Postsecondary-Ready Competencies
☐   Academic or Technical Honors Diploma Designation
☐   ACT Eng: _____ (18*) Rdg: _____ (22*)
        Math: _____ (22*) Science: _____ (23*)
☐   SAT ERW: _____ (480*) Math: _____ (530*)
☐   ASVAB AFQT Score: _____
☐ State- and Industry-recognized Credential or Certification:

_____
☐ Federally-recognized Apprenticeship

_____
☐ Career-Technical Education Concentrator
    Pathway: _____
        Course _____   Grade_____
        Course _____   Grade_____
        Course_____   Grade_____
        Course _____   Grade_____
        Course_____   Grade_____
        Course _____   Grade_____
            Avg. Grade_____ (*must be C avg. or above*)
☐ **AP/IB/Dual Credit/Cambridge International courses or CLEP
Exams:
Course/Exam: _____   Grade_____
Course/Exam: _____   Grade_____
Course/Exam: _____   Grade _____
        Avg. Grade _____ (*must be C avg. or above*)
☐ Locally Created Pathway _____
    ☐ Waiver (criteria/checklist p. 2)
College-ready benchmarks set by the ACT and College Board for the 2017-18 school year. These scores are fluid and subject to change.
**If using AP/IB/dual Credit, either: 1 of the 3 courses must be in core content area OR all 3 must be part of a defined curricular sequence.*

Quick Reference

Diploma Requirements met:	Yes	No	
Employability Skills Demonstrated:	Yes	No	
Postsecondary-Readiness Met:	Yes	No	
Postsecondary-Readiness Waiver Criteria Met:	Yes	No	NA
Graduation Pathways Completed:	**Yes**	**No**	

Graduation Pathways

Postsecondary-Readiness Competency WAIVER Criteria

Postsecondary Readiness Competency Waiver, IF:
- ❐ Student was unsuccessful in completing a postsecondary readiness competency by the end of the senior year& attempted to achieve at least 3 separate postsecondary readiness competencies; **or**
- ❐ Student transfers to a school during the senior year from a nonaccredited nonpublic school or an out-of-state school and attempted to achieve at least 1 postsecondary readiness competency but was unsuccessful.

Postsecondary-Readiness Competency Waiver Checklist
- ❐ Criteria 1: At least 3 postsecondary readiness competencies attempted by end of senior year.
- ❐ Criteria 2: GPA Requirement met
- ❐ Criteria 3: Attendance requirement met at 95%
- ❐ Criteria 4: Met all state & local requirements
  (Students with an IEP aren't required to complete local requirements beyond state requirements).
- ❐ Criteria 5: Demonstrates postsecondary planning.

Criteria 1: At least 3 Postsecondary-Readiness Competencies attempted   YES   NO

Competency attempted; date or supporting data:
1) _____
2) _____
3) _____

Criteria 3: Attendance Requirement Met

	YES	NO
UA=Unexcused Absence(s)	DE=Days Enrolled	

Gr 9 UA_____DE_____   Total UA_____

Gr 10 UA_____ DE_____   Total UA_____

Gr 11 UA_____ DE_____   Total DE_____

Gr 12 UA_____DE_____   Rate: _____

Must be 95% Rate = 100 – (UA/DE x 100)

Criteria 4: State & Local Graduation Requirements Met

          YES   NO

Students with an IEP are not required to complete locally required credits beyond state credit

Criteria 2: Avg. of "C" in 34 Required Credits

	YES Sem 1:Grade-Pts	NO Sem 2:Grade-Pts
Eng 9	_____-_____	_____-_____
Eng 10	_____-_____	_____-_____
Eng 11	_____-_____	_____-_____
Eng 12	_____-_____	_____-_____
Algebra I	_____-_____	_____-_____
2nd Math	_____-_____	_____-_____
Biology I	_____-_____	_____-_____
2nd Science	_____-_____	_____-_____
US Hist.	_____-_____	_____-_____
Govt/SocSt	_____-_____	_____-_____
PE I and II	_____-_____	_____-_____
Health	_____-_____	

College & Career Pathway Courses: **6 credits**.

_____-_____   _____-_____   _____-_____

_____-_____   _____-_____   _____-_____

Flex Credits: **5 credits**

_____-_____   _____-_____   _____-_____

_____-_____   _____-_____

Waiver GPA = Total Points _____ / 34 = _____

Note that students must earn a minimum of 40 credits to earn a diploma.

Criteria 5: Postsecondary Planning:

          YES   NO
- ❐   College Acceptance;
- ❐   Occupational Training Program Acceptance;
- ❐   Workforce Entry; OR
- ❐   Military Enlistment

_____

- ❐   Principal Approval

Contacts for Indiana Institutions of Higher Education

INDIANA GRADUATION PATHWAYS CONTACTS AT BALL STATE UNIVERSITY

DUAL CREDIT
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Dual Credit Program
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BUSINESS/INDUSTRY
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LOCALLY-CREATED PATHWAYS
Dr. Marilyn Buck
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Dr. Susana Rivera-Mills
Provost and Executive Vice President for Academic Affairs (Beginning July 1, 2018)
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765-285-1333

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