

MRUUSD PROFICIENCY-BASED GRADUATION REQUIREMENTS



All students attending Mill River Union Unified School District beginning with the class of 2020 will demonstrate achievement of specified proficiency-based graduation requirements before receiving a high school diploma. These graduation requirements ensure that all students will provide evidence that they have achieved the established content proficiencies, and acquired the knowledge, skills and work habits that will prepare them for postsecondary education and modern careers.

Graduation and Grading Policies

A. Core Values

All members of Mill River Union High School demonstrate commitment to our school and community through our core values:

1. Respect self
2. Respect others
3. Respect tradition

B. Communicating Graduation Requirements

Accurate, up-to-date information concerning all graduation proficiency standards and high school diploma requirements will be made available to students and parents in a proactive and regular manner.

C. Academic Requirements for Graduation

B1. Students enrolled in the Class of 2016-2019 must earn twenty six (26) credits allocated as follows:

- A. English: Four (4) credits (Grades 9, 10, 11, 12)
 - B. Arts: One (1) credit
 - C. Health: One half (.5) credit
 - D. Mathematics: Three (3) credits
 - E. Physical Education: One and one half (1.5) credit
 - F. Social Studies: Three and a half (3.5) credits
 - G. Science: Three credits (3) credits
 - H. Technology: Half (.5) credit
 - I. Electives: Nine (9) credits
- TOTAL REQUIRED CREDITS: 26

B2. Commencing with the Class of 2020 students will be required to complete the following as outlined below:

1. Demonstrate that they have achieved proficiency through aggregate performance on summative assessments in the following content areas [listed in 2120.5 of the Vermont Education Quality Standards]:
 - a) English Language Arts/ Literacy
 - b) Mathematical content and practices

- c) Scientific inquiry and content knowledge
 - d) Global citizenship
 - e) Physical education and health education
 - f) Artistic expression (including visual, media and performing arts); and
 - g) Transferable Learning Skills
2. Complete a capstone research project, through which students will address a need in our local, national, or international communities and demonstrate application of the transferable skills in conducting in-depth research, creating a multi-faceted project, and presenting their work to a panel.
 3. Complete and submit an application to a post-secondary educational institution, training program, the military, or demonstrate career goals through the completion of a final personalized learning plan reflection to provide an opportunity for continued growth.

D. Transfer Students

Like traditionally matriculated students, transfer students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal and MRUUSD graduation requirements. For students who transfer to Mill River Union High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with MRUHS's cross-curricular and content-area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. When this evaluation is completed, MRUHS school counseling staff will create a transcript and academic record within the school data-systems and use this translation to identify the courses and proficiencies the student must have to meet the proficiency-based graduation requirements. The Superintendent will ultimately determine whether these students are eligible to receive a diploma.

E. Home-Schooled Students

For home-schooled students wishing to receive a diploma from Mill River Union High School, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Mill River Union High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal.

F. Students Receiving Special-Education Services

Students who successfully meet Mill River Union High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Graduation Proficiencies

Proficiencies Required for Graduation 2020 and beyond

Content Proficiencies Required for Graduation:

English Language Arts (<i>Proficiency Required at the 11/12 Level</i>)
Reading: Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
Writing: Produce clear and coherent writing for a range of tasks, purposes, and audiences.
Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations (1:1, in groups and teacher/student led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Language: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Math (*Proficiency Required at the Integrated II Level*)

Number & Quantity: Reason, describe, and analyze quantitatively using units and number systems to solve problems.

Algebra: Create, interpret, use and analyze expressions, equations and inequalities.

Functions: Use functions including linear quadratic, trigonometric, and exponential, to interpret and analyse a variety of contexts

Geometry: Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.

Statistics & Probability: Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.

Science (*Proficiency as demonstrated through Life, Physical, Space and/or Earth Science*)

Engage in argument from evidence: Use evidence from planning and carrying out investigations and obtaining scientific information to communicate and argue cause and effect of systems and mechanisms in the Life, Physical, or Earth and Space Sciences

Use mathematical thinking to interpret data: Analyze and Interpret data, use mathematics and computational thinking and concepts of scale, proportion and quantity within the Life, Physical, and Earth and Space sciences to find patterns in the natural world

Develop and use models to answer questions: Ask questions and define problems and then develop and use models to show systems, structures and functions, or flows of energy and matter in the Life, Physical, or the Earth and Space Sciences

Use the engineering/design process: Solve a problem, build and create a individual design, use technology as a resource, and show how engineering, technology and science impacts society.

Global Citizenship

History: Use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.

Geography: Propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

Civics, Government and Society: Act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).

Economics: Make economic decisions through their understanding of the interaction between humans, the environment, and the economy.

World Language *(Proficiency at Level I is required for Class of 2022 and beyond)*

Culture: Understand and appreciate cultural similarities and differences.

Compare: Understand the nature of language through comparison.

Communities: Understand how knowing a non-native language can influence their lives.

Physical Education *(1.5 years of PE must be taken in accordance with the Education Quality Standards)*

Motor Skills: Demonstrate proficiency in a variety of motor skills and movement patterns

Knowledge: Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Physical Fitness: Demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

Affective Qualities and Social Interactions: Exhibit responsible personal and social behavior that respects and promotes success of self and others.

Health

Analyze Influences: Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **OR Access Information:** Demonstrate the ability to access valid information and products and services to enhance health.

Decision-making & Goal Setting: Demonstrate the ability to use decision-making skills and goal setting to enhance health.

Visual and Performing Arts

Create Visual Art: Conceive and create well-crafted, expressive visual art that communicates ideas and experiences.**OR**

Creating (Drama): Conceive and develop new artistic ideas and work.**OR**

Creation, Performance, Expression (Music): Create, perform, and express ideas and experiences through the music discipline.

Transferable Skills Required for Graduation

(Proficiency at the 11/12 Grade Level)

Clear and Effective Communication

Self-Direction

Creative and Practical Problem Solving

Responsible and Informed Citizenship

Informed and Integrative Thinking

Flexible Pathways and Personalized Learning:

A. Program Length

Most students will satisfy graduation requirements during a four-year experience; however, students may fulfill the requirements for a diploma in a time period that is accelerated or lengthened, based on their individual needs. Beginning with the class of 2018 all students will have Personal Learning Plans with input from counselors, teachers and parent(s)/guardian(s).

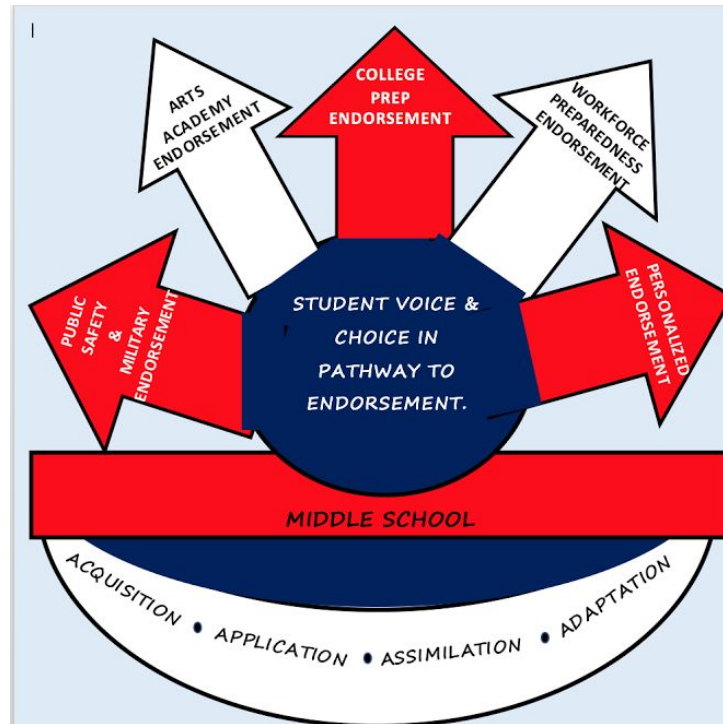
B. Flexible Pathways

All students will have access to multiple pathways to graduation. Beginning with the class of 2018 the student's Personal Learning Plan will detail how the student will demonstrate proficiency when their pathway is in lieu of core academic experiences. Flexible pathway experiences will be approved, assessed, and documented through the school.

Pathway options include the following:

- Early College/Dual Enrollment Courses
- Career and Technical Education programming

- Online/Virtual Learning
- Alternative/At-risk programming
- Internships & additional Field work and/or Exchange Experiences
- Independent Study or Long-term Projects
- Traditional Classes



C. Personal Learning Plans

In addition to the learning options offered by the school, students can work with advisors, school counselors, and teachers to identify alternative courses, programs, or student-designed learning experiences, including independent studies and long-term projects, that engage their personal interests and ambitions, align with one or more learning standards, and meet MRUHS's graduation requirements.

To pursue a personalized learning pathway, including outside-of-school learning options, students must describe their learning experiences in a Personal Learning Plan, including how the experience satisfies both graduation requirements and expected cross-curricular and content-area standards.

Outside-of-school learning options may or may not be entirely aligned with specific classroom-based courses, but they must enable students to achieve at Mill River Union some of the performance indicators taught in a comparable classroom-based course. Some interdisciplinary pathway experiences may enable students to achieve performance indicators addressed in multiple content areas or classroom-based courses. The student's Personal Learning Plan will detail how the personalized pathway options will enable the student to achieve expected performance indicators, graduation standards, and graduation requirements.

D. Approval, Certification, and Documentation

All learning options must be approved, reviewed, certified, and documented by administrators, teachers, and staff at Mill River Union High School. Administrators, counselors, and teachers will collaborate to certify that classroom-based learning experiences culminate in the demonstration of proficiency on the graduation standards and performance indicators detailed in a student's approved Personal Learning Plan. Learning opportunities outlined in the flexible pathways or in addition to these routes must be evaluated and endorsed by a school-based committee comprised of the director of personalized learning, teachers, administrators, and counselors.

To satisfy Mill River Union High School graduation requirements, all learning options must (1) be approved in advance by the school and (2) be of an equal or higher rigor and quality as the school's academic courses. If questions arise about the rigor, quality, or standards of a learning option, the Principal or a designee will make the ultimate determination.

Students who successfully complete an approved learning option will have the experience, and the resulting grade or performance level, reported on the student's progress reports, report cards, and official Mill River Union High School transcript.

E. Endorsements

MRUHS provides students with an opportunity to demonstrate advanced proficiency in an area of interest through focused study and flexible pathways in order to earn designated endorsements.

F. Advisory and Exploration

On 8 period block days, advisory will allow for small group initiatives and check-ins. On the 4 period block days, advisory is combined with exploration to create a mid-day, themed period that will allow students to gain access to the “hidden curriculum”, meet with clubs and organizations, receive targeted assistance in a proficiency, participate in recreational activity, and develop their Personalized Learning Plans.

Sample of a Typical Four Year Progression: Standard Course of Study

<p>9th Grade</p> <ol style="list-style-type: none"> 1. 9th grade ELA 2. Math 3. World History (or can be taken in 10th grade) 4. Physical Science 5. World Language Level 1 6. PE/Health 7. Art 8. Technology 	<p>10th Grade:</p> <ol style="list-style-type: none"> 1. 10th grade ELA 2. Math 3. World History (if not taken in 9th) or US History 4. Chemistry 5. World Language Level 2 6. PE 7. Art 8. Elective
<p>11th Grade:</p> <ol style="list-style-type: none"> 1. 11th grade ELA 2. Math 3. US History or Global Studies electives 4. Biology 5. Health 6. PE 7. Elective 8. Elective 	<p>12th Grade:</p> <ol style="list-style-type: none"> 1. 12th grade ELA 2. Math 3. Civics and Economics 4. Science 5. Elective 6. Elective

Endorsements:

STEM Endorsement:

Graduation requirements as described for the class of 2020 and beyond the following additions:

- 1) 4 year-long courses of science
- 2) 4 year-long courses of math with at least one course in an advanced-level math.
- 3) 1.5 credits of technology/engineering (at least .5 credit must be in a programming language or upper level technology course)
- 4) One extracurricular activity related to STEM (robotics club, bridge competition, UVM math contest, etc)
- 5) Senior year capstone project has a focus on STEM related content or questions

Sample of a Typical Four Year Progression: STEM Endorsement

<p>9th Grade</p> <ol style="list-style-type: none"> 1. 9th grade ELA 2. Math 3. World History 4. Physical Science 5. PE/Health 6. Art 7. Technology 8. World Language Level 1 	<p>10th Grade:</p> <ol style="list-style-type: none"> 1. 10th grade ELA 2. Math 3. US History or Global Studies Elective 4. Chemistry 5. PE 6. Technology 7. Art 8. World Language Level 2
<p>11th Grade:</p> <ol style="list-style-type: none"> 1. 11th grade ELA 2. Math 3. US History or Global Studies Elective 4. Biology, Human Anatomy and Physiology, or AP Environmental Science 5. PE 6. Upper level technology course 7. Elective 	<p>12th Grade:</p> <ol style="list-style-type: none"> 1. 12th grade ELA 2. CP Advanced Math, Hr Pre-Calculus, AP Calculus, or AP Statistics 3. Civics and Economics 4. AP Biology, AP Physics, or AP Environmental Science 5. Elective 6. Elective

Visual Arts Endorsement:

Graduation requirements as described for the class of 2020 and the following additions:

- 1) 2 credits (minimum) of Visual Art courses:
 - a. 2D Drawing (.5 credit)
 - b. 3D Design (.5 credit)

- c. Pottery I, II and III (.5 credit)
- d. Painting I, II and III (.5 credit)
- e. Zombies/Apocalypse (1 credit)
- f. Digital Photography I and II – LightRoom (.5 credit)
- g. Dark Room (.5 credit)

2) Completion of at least 1 of the following:

- A significant contribution to build/paint a set for a theatrical production.
- Becoming an active member of the Art Army for at least 1 year.
- Complete a Mill River Union High School Creative Writing course
- Complete a Mill River Union High School Web Design/Computer course

3) Entering at least 2 different art competitions outside of Mill River Union High School.

4) Attendance as a non-performing audience member at 2 Mill River Union High School Fine Arts Performances each year

5) Attendance at 2 outside art exhibits (high school, college, or community/professional) each year.

6) Display a collection of your work at the Senior Showcase of the year. (Senior year only)

7) Maintain a B average in all Fine Arts Courses and remain in overall “Good” Academic Standing.

8) Senior year capstone project has a focus on the visual arts

Sample of a Typical Four Year Progression: Visual Arts Endorsement

<p>9th Grade</p> <ol style="list-style-type: none"> 1. 9th grade ELA 2. Math 3. World History 4. Physical Science 5. PE/Health 6. Art 7. Technology 8. World Language Level 1 	<p>10th Grade:</p> <ol style="list-style-type: none"> 1. 10th grade ELA 2. Math 3. US History or Global Studies Elective 4. Chemistry 5. PE 6. Art 7. Elective 8. World Language Level 2
<p>11th Grade:</p> <ol style="list-style-type: none"> 1. 11th grade ELA 2. Math 3. History electives 4. Biology 	<p>12th Grade:</p> <ol style="list-style-type: none"> 1. 12th grade ELA 2. Pre-Calc/Advanced Personal Finance/Other math 3. Civics and Economics 4. Science

5. Health 6. PE 7. Art 8. Elective	5. Art 6. Elective
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Performing Arts Endorsement:

- 1) 4 credits of Band, Chorus or Band/Chorus
- 2) 1.5 Honors credit in one or more of the following classes:
- 3) Chamber Singers, Clef Hangers, Tempo Tantrums, Jazz Band
- 4) 1 credit of Music Theory (Castleton University 4 credit Music Theory and Aural Skills 1 - requires textbook and workbook)
- 5) 0.5 credit Music Electives (Example: Rock 2 Rap, Digital Recording, Independent Study)
- 6) Tri-M Music Honor Society (one year participation and community service hours)
- Capstone Project
- 7) Music classes used as alternative credit for other requirements: 1 credit Music Theory = 1 credit Math .5 credit
- 8) Digital Recording = .5 credit Technology
- 9) 0.5 credit Rock 2 Rap = .5 credit History
- 10) Senior year capstone project has a focus on the performing arts

**Recognition for students participating in Band/Chorus for four years at graduation.*

**We encourage students to carry a full load of classes (7 credit hours) at Mill River to maximize and diversify their learning.*

Sample of a Typical Four Year Progression: Performing Arts Endorsement

9th Grade	10th Grade:
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<ol style="list-style-type: none"> 1. 9th grade ELA 2. Math 3. World History 4. Physical Science 5. PE/Health 6. World Language Level 1 7. Band/Chorus 8. Technology 	<ol style="list-style-type: none"> 1. 10th grade ELA 2. Math 3. US History or Global Studies Elective 4. Chemistry 5. PE 6. World Language Level 2 7. Band/Chorus 8. Elective
<p>11th Grade:</p> <ol style="list-style-type: none"> 1. 11th grade ELA 2. Math 3. US History Global Studies electives 4. Biology 5. PE 6. Band/Chorus 7. Performing Art Elective 8. Elective 	<p>12th Grade:</p> <ol style="list-style-type: none"> 1. 12th grade ELA 2. Math 3. Civics and Economics 4. Science 5. Band/Chorus 6. Performing Art Elective 7. Elective 8. Elective

Lyceum Endorsement:

- 1) 4 year-long courses of math, two of which must be honors level, one of which must be Advanced Placement
- 2) 4 year-long courses of science, two of which must be honors level, one of which must be Advanced Placement
- 3) 4 year-long courses of English, two of which must be honors level, one of which must be Advanced Placement

- 4) 6 year-long courses of global studies including 3 years of honors level social studies courses and 2-3 years of global language. World History and US History are required in this pathway. Advanced Placement courses in this content area is strongly recommended.
- 5) Senior year capstone project includes field-based community service that scores in the exceeds proficiency column of one or more transferable skills

Sample of a Typical Four Year Progression: Lyceum Endorsement

<p>9th Grade</p> <ol style="list-style-type: none"> 1. 9th grade ELA CP or Honors Level 2. Math CP or Honors Level 3. World History CP or Honors 4. Physical Science 5. PE/Health 6. Art 7. Technology 8. World Language Level 1 	<p>10th Grade:</p> <ol style="list-style-type: none"> 1. 10th grade ELA CP or Honors Level 2. Math CP or Honors Level 3. US History or Global Studies Studies CP or Honors Level 4. Chemistry 5. PE 6. Art 7. CP World Language Level 2 8. Elective
<p>11th Grade:</p> <ol style="list-style-type: none"> 1. 11th grade ELA Honors or AP Level 2. Math CP, Honors, or AP Level 3. US History or Global Studies CP or Honors Level Electives 4. Biology 5. PE 6. World Language Level 3 CP or Honors Level 7. Elective 8. Elective 	<p>12th Grade:</p> <ol style="list-style-type: none"> 1. 12th grade ELA Honors or AP Level 2. CP Advanced Math, HR Pre-Calculus, AP Statistics, AP Calculus 3. Civics and Economics 4. Science Honors or AP Level 5. World Language Level 4 Honors or AP Level 6. Elective 7. Elective 8. Elective

Conversion Chart:

The minimum grade required to pass a course is increasing with our switch over to proficiency-based grading. MRUUSD believes that this will not disrupt our students' progress towards graduation because proficiency-based grading includes multiple opportunities to demonstrate learning and is focused more on where students end up than where they began (i.e. earlier attempts count less in determining proficiency levels). These practices will naturally increase students' ability to achieve at a higher level.

	No evidence		Beginning		Approaching	Basic Proficiency *Minimal passing score	Proficient		Exceeding
Proficiency Scale	NE	0	1	1.5	2	2.5	3	3.5	4
For transfer/the classes of 2018/2019	I	F	F	D-	D	C	B	A-	A
For transfer of credit	Inc, etc	0-54	55-59	60-64	65-69	70-79	80-89	90-95	96-100

Academic Recognition: Latin Honors and Grade Point Averages

To recognize high academic achievement as determined by students demonstrating proficiency in the school's cross-curricular and content-area graduation standards, Mill River Unified Union School District uses a system of Latin honors and proficiency-based Grade Point Averages to award academic recognition and distinction. Using a system familiar to prospective colleges and universities, Mill River does not rank order students based on relative performance, but awards Latin honors based on individual achievement as measured against consistently applied learning standards. Mill River will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official Mill River transcript and will be used to determine Latin honors in accordance with the following categories:

A. Latin Honors

The categories of academic distinction are as follows:

Summa Cum Laude (with highest honors): a minimum GPA of 3.75

Magna Cum Laude (with great honors): a minimum GPA of 3.5

Cum Laude (with honors): a minimum GPA of 3.25

Scholarships

In order to provide scholarship organizations and post-secondary institutions with relative ranking when necessary, student grade point average will be used to group students into 4 quartiles.

In situations that call for a more specific determination (i.e. distinguishing the top academic student a given class, National Honor Society academic eligibility), criteria will be defined by the scholarship committee using quartile rankings in addition to scholarship/club-specific qualifiers, to include but not be limited to the following:

- Number of AP/Honors Courses taken
- Student's specific GPA