

Student:

ELO: English, Art, Career/ELO

ELO Competencies				
	4	3	2	1
<p><b>Research:</b> Student demonstrates the ability to generate relevant questions and gather information from appropriate, reliable sources to thoroughly and effectively answer those questions.</p> <p><b>Comments:</b></p>	<p><b>In addition to level 3 requirements, student is able to:</b></p> <ul style="list-style-type: none"> <li>Continually generate relevant questions throughout the research process</li> <li>Revise and adapt research questions based on gathered information</li> <li>Evaluate sources for reliability, strength, audience, purpose through the use of an Annotated Bibliography.</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>Gather information from multiple and/or relevant sources to answer self-generated research questions</li> <li>Summarize, paraphrase, and use quotes to avoid plagiarism</li> <li>Integrate information from a variety of sources to form conclusions and develop solutions for questions and problems.</li> <li>Correctly and appropriately cite sources and create a bibliography or works cited page</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>Gather information from multiple and/or relevant sources to answer self-generated research questions</li> <li>Summarize, paraphrase, and use quotes to avoid plagiarism</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>Summarize and paraphrase information to avoid plagiarism</li> <li>Gather information from at least one source to answer a given question.</li> </ul>
<p><b>Reflection:</b> Student demonstrates the ability to reflect upon their actions, outcomes, processes, and learning to develop and</p>	<p><b>In addition to level 3 requirements, student is able to:</b></p> <ul style="list-style-type: none"> <li>Make clearly identified changes to behaviors and practices that impact their ability to be an effective learner</li> <li>Using successes and personal strengths,</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>Ask probing questions about self and seek solutions/strategies as they apply</li> <li>Makes connections between personal actions and outcomes</li> <li>Develop new strategies based upon success</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>Makes connections between personal actions and outcomes</li> <li>Develop, with assistance, new strategies based upon success and struggles throughout learning process</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>Makes connections between personal actions and outcomes</li> <li>Reflect upon likes and dislikes</li> </ul>

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<p>enhance skills in order to grow as an individual and be a more effective learner.</p> <p><b>Comments:</b></p>	<p>research and develop skills directly linked to improve areas of need</p> <ul style="list-style-type: none"> <li>• Make clear connections to how new found information impacts their life and discuss how they will use the information in the future</li> </ul>	<p>and struggles throughout learning process</p> <ul style="list-style-type: none"> <li>• Reflect upon likes and dislikes to develop/revise plans, structures, and organizational tools</li> <li>• Determine strengths and areas of need</li> <li>• Make connections to self and research</li> <li>• Determine next steps based upon current progress</li> <li>• Generate questions for professionals based upon experience</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect upon likes and dislikes</li> <li>• Determine strengths and areas of need</li> <li>• Generate questions for professionals based upon experience</li> </ul>	<ul style="list-style-type: none"> <li>• Determine strengths and areas of need</li> </ul>
<p><b>Project:</b> Student demonstrates the ability to design and create an original artifact/project that synthesizes the newly gained information and knowledge as well as reflects their personal learning style.</p> <p><b>Comments:</b></p>	<p><b>In addition to level 3 requirements, student is able to:</b></p> <ul style="list-style-type: none"> <li>• Design and create a project that has an impact on or link to the community</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Design a project that connects all key ideas/information of their learning</li> <li>• Create a project/artifact that is deemed high quality by general population standards</li> <li>• Design and create a project that is shared with an authentic audience</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Design a project that connects all key ideas/information of their learning</li> <li>• Design and create a project that is shared with an authentic audience</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Design a project that connects all key ideas/information of their learning</li> </ul>

<p><b>Presentation:</b> Student will demonstrate the ability to present their learning through relevant artifacts, clear and concise explanations of key ideas, and connections linking the key ideas.</p> <p><b>Comments:</b></p>	<p><b>In addition to level 3 requirements, student is able to:</b></p> <ul style="list-style-type: none"> <li>• Answer follow up questions easily and with detail</li> <li>• Share resources with the audience on how to learn more information about their topic</li> <li>• Supply evidence to support key ideas/claims/information that is based upon relevant, reliable, cited sources</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Initiate and participate in collaborative discussions</li> <li>• Present information and findings, clearly such that listeners can easily follow along</li> <li>• The organization, substance, and style are appropriate for the purpose</li> <li>• Use smooth transitions between key ideas/information and make connections between all key ideas/information to the audience</li> <li>• Make strategic use of digital media (when appropriate) that is deemed to be high quality by the general population to enhance the presentation</li> <li>• Create a content appropriate visual component that is deemed to be high quality by the general population to enhance the presentation</li> <li>• Supply evidence to support key ideas/claims/information</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Initiate and participate in collaborative discussions</li> <li>• Present information and findings, clearly such that listeners can easily follow along</li> <li>• The organization, substance, and style are appropriate for the purpose</li> <li>• Make strategic use of digital media (when appropriate) to enhance the presentation</li> <li>• Create a content appropriate visual component to enhance the presentation</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Initiate and participate in collaborative discussions</li> <li>• Present information and findings, clearly such that listeners can easily follow along</li> <li>• The organization, substance, and style are appropriate for the purpose</li> <li>• Use technology or a visual aide during the presentation</li> </ul>
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<p><b>Professionalism</b> : Student will understand that workplace behaviors such as punctuality, responsibility, producing quality work, and appropriately responding to feedback are essential for post-secondary success.</p> <p><b>Comments:</b></p>	<p><b>In addition to level 3 requirements, student is able to:</b></p> <ul style="list-style-type: none"> <li>• Identify problems and with minimal assistance revise plans to create solutions</li> <li>• Listen critically and ask probing, follow-up questions to clarify feedback</li> <li>• Seek feedback from a variety of sources</li> <li>• Volunteer to take on and complete complex tasks/problems</li> <li>• Develop and make progress towards educational and professional goals</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Develop a plan and structure for completing tasks</li> <li>• Follow established norms and policies including appropriate, professional dress</li> <li>• Be punctual for all meetings and appointments</li> <li>• Take ownership of their shortcomings or errors, accept full responsibility, and offer resolutions</li> <li>• Use appropriate language and conventions in all forms of communication</li> <li>• Accept and respond favorably and appropriately to feedback given by professionals in the field, including teachers</li> <li>• Advocate for needs in an appropriate manner</li> <li>• Offer and use ideas/solutions for setbacks</li> <li>• Perform/create/present work that is deemed high quality by the general population</li> <li>• Manage time to meet all deadlines</li> <li>• Ask questions to fully understand expectations</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Follow established norms and policies including appropriate, professional dress</li> <li>• Be punctual for all meetings and appointments</li> <li>• Take ownership of their shortcomings or errors, accept full responsibility, and offer resolutions</li> <li>• Use appropriate language and conventions in all forms of communication</li> <li>• Accept and respond favorably and appropriately to feedback given by professionals in the field, including teachers</li> <li>• Advocate for needs in an appropriate manner</li> <li>• Manage time to meet all deadlines</li> <li>• Make use of given digital organizational tools</li> </ul>	<p><b>Student is able to:</b></p> <ul style="list-style-type: none"> <li>• Follow established norms and policies including appropriate, professional dress</li> <li>• Be punctual for all meetings and appointments</li> <li>• Use appropriate language and conventions in all forms of communication</li> </ul>
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		<ul style="list-style-type: none"> <li>• Develop and make use of given digital organizational tools</li> <li>• Use self assessment tools, such as rubrics, to evaluate performance</li> </ul>		
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English Competency	4	3	2	1
<p><b>Competency 2:</b> Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.</p>	<p>In addition to level 3:</p> <p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>	<p>Draw inferences from what the text says as well as from where it leaves matters uncertain.</p> <p>Recognize two or more ideas in the text.</p> <p>Analyze the development of the themes/ideas and how they build on one another.</p> <p>Cite 3 strong sources of evidence to support analysis. Objectively summarize the text.</p> <p>Recognizes figurative, connotative, and technical meanings.</p> <p>Student clearly connects artifacts to competencies</p>	<p>Draw inferences from what the text says as well as from where it leaves matters uncertain.</p> <p>Recognize two or more ideas in the text.</p> <p>Analyze the development of the themes/ideas and how they build on one another.</p> <p>Student can identify artifacts that fall under the competency but cannot give a clear explanation</p>	<p>Draw inferences from what the text says as well as from where it leaves matters uncertain.</p> <p>Recognize two or more ideas in the text.</p> <p>Student can identify artifacts that fall under the competency but cannot give a clear explanation</p>
<p><b>Competency 3:</b> Student will demonstrate the ability to write</p>	<p>In addition to level 3:</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and</p>	<p>Student can identify artifacts that fall under the</p>	<p>Student can identify artifacts that fall under the</p>

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effectively for a variety of purposes and audiences.	<p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>	<p>accurately through the effective selection, organization, and analysis of content.</p> <p>Student clearly connects artifacts to competencies</p>	competency but cannot give a clear explanation	competency but cannot give a clear explanation
<b>Competency 4:</b> Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.	<p>In addition to level 3:</p> <p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>	<p>Demonstrate command of the conventions of standard English when writing and speaking.</p> <p>Use grade-level vocabulary</p> <p>Student clearly connects artifacts to competencies</p>	Student can identify artifacts that fall under the competency but cannot give a clear explanation	Student can identify artifacts that fall under the competency but cannot give a clear explanation
<b>Competency 5:</b> Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.	<p>In addition to level 3:</p> <p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>	<p>Student clearly connects artifacts to competencies</p> <p>initiate and participate collaborative discussions</p> <p>Synthesize comments/claims/evidence to resolve contradictions and determine what additional information or research is required</p>	Student can identify artifacts that fall under the competency but cannot give a clear explanation	Student can identify artifacts that fall under the competency but cannot give a clear explanation
<b>Competency 6:</b> Students will engage in research/inquiry to investigate topics and to	<p>In addition to level 3:</p>	<p>Student clearly connects artifacts to competencies</p>	Student can identify artifacts that fall under the	Student can identify artifacts that fall under the

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<p>analyze, integrate and present information.</p>	<p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>	<p>Generate and answer questions independently</p> <p>Correctly quote from sources</p> <p>Utilize a works cited/bibliography</p> <p>Correctly cite all information (MLA or APA)</p> <p>Have sufficient data, evidence, facts, examples, details, quotes to support ideas</p> <p>Identify and addresses discrepancies of information</p> <p>Draw conclusions based on information, forms new understandings/questions</p> <p>Paraphrase and summarize sources, avoiding plagiarism</p> <p>Correctly cite evidence from text.</p>	<p>competency but cannot give a clear explanation</p>	<p>competency but cannot give a clear explanation</p>
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<p><b>Art Competency</b></p>	<p><b>4</b></p>	<p><b>3</b></p>	<p><b>2</b></p>	<p><b>1</b></p>
<p><b>Competency 1:</b> A student will understand that the creation of art is built upon engaging in self or group expression.</p>	<p>In addition to level 3:</p> <p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>	<p>Student clearly connects artifacts to competencies</p>	<p>Student can identify artifacts that fall under the competency but cannot give a clear explanation</p>	<p>Student can identify artifacts that fall under the competency but cannot give a clear explanation</p>
<p><b>Competency 2:</b> A student will develop the ability to communicate in the language of art forms through the</p>	<p>In addition to level 3:</p>	<p>Student clearly connects artifacts to competencies</p>	<p>Student can identify artifacts that fall under the</p>	<p>Student can identify artifacts that fall under the</p>

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<p>intentional use of materials, tools and techniques.</p>	<p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>		<p>competency but cannot give a clear explanation</p>	<p>competency but cannot give a clear explanation</p>
<p><b>Competency 3:</b> A student will demonstrate the ability to analyze, interpret and evaluate art.</p>	<p>In addition to level 3:</p> <p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>	<p>Student clearly connects artifacts to competencies</p>	<p>Student can identify artifacts that fall under the competency but cannot give a clear explanation</p>	<p>Student can identify artifacts that fall under the competency but cannot give a clear explanation</p>
<p><b>Competency 4:</b> A student will make connections between the visual arts and the other disciplines.</p>	<p>In addition to level 3:</p> <p>Student easily and clearly connects artifacts to competencies AND indicators</p> <p>Students makes connections on how to use in the future</p>	<p>Student clearly connects artifacts to competencies</p>	<p>Student can identify artifacts that fall under the competency but cannot give a clear explanation</p>	<p>Student can identify artifacts that fall under the competency but cannot give a clear explanation</p>