Student Articulation Matrix 6-12

Martin Luther King Jr. Early College

DRAFT

As a 6-12 School ALL Teachers and Staff will support student development of the skills listed in the matrix by:

Utilizing a Standards Based Classroom model

Providing students with a grading system that delineates the demonstration of content knowledge (product) from the work habits (process)

Utilize common writing rubrics (CSAP for 6-8 and AP for 9-12)

Maintaining a grade level resource notebook for students and parents which contains the grade level information for each area of the matrix,

Hold parent meetings for each grade level to explain the expectations for each grade level and provide resources to parent to help support their students in meeting those expectations

6th Grade

Demonstration of Learning: Portfolio collection of work samples from each core subject area and two reflection papers summarizing what the student learned and what a real world application could be (one per semester)

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
Student Learning Goal	Students	Written/Oral Communication ▪ Revise and edit work ▪ Understand audience and purpose ▪ Oral language geared to audience ▪ Give structured presentation in response to a set of questions ▪ Complete a framed summary Problem-Solving ▪ Ask a testable question ▪ Can identify a real world application of core content ▪ Paraphrase questions/problem Study Skills ▪ Are familiar with at least three types of note taking ▪ Use planner regularly ▪ Use AVID binder and follows rubric	Communicator: ▪ Articulates needs when appropriate ▪ Can articulate behavioral expectations for each teacher ▪ Understands differences between casual and academic situations Contributor ▪ Follows the directions to complete an assigned cooperative group role to create a product ▪ Participates in at least one extra-curricular activity, including clubs outside of school ▪ Participates in at least one structured school community service activity Leader ▪ Identify strengths	▪ Complete "College Expectation Interview" with parent/guardian ▪ List of personal interests ▪ Complete advisory curriculum	▪ Use multiple applications simultaneously (drag and drop) ▪ Begin to evaluate the value of online resources ▪ Begin independent subject search via databases and search engines* ▪ Begin to cite sources using templates ▪ Create more polished documents from a template using basic operations ie copy paste formatting formulas in spreadsheets etc ▪ Create basic spreadsheet ▪ Communicate with teacher using email	▪ Understand what standards are and how they are measured using rubrics ▪ Understand the concept of proficiency versus turning in work

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
How will we support that learning goal?	Teachers/Staff	▪ Use "content area note taking"; teachers provide various note taking strategies ▪ Use CDE rubric for writing (tailored to each content area) ▪ Use MLK writing guide ▪ Model use of the planner and provide daily opportunities to use planner	▪ Maintain and articulate consistent expectations for all students ▪ Develop specific roles and rubrics for group work ▪ Provide opportunities for redirection and teach students about consequences ▪ Develop a a variety of structured school-based community service activities throughout the year	▪ Provide advisory curriculum ▪ Review "college interviews" for parent and student obstacles to college	▪ Provide multiple opportunities to use technology i.e. web quests, library projects ▪ More advanced keyboarding (in class or in elective)	▪ Introduce students to rubrics and standards based grading ▪ Provide students with standards in student friendly language ▪ Post student friendly rubrics ▪ Delineate between proficiency and production ▪ Require signed progress reports
	Parents	▪ Provide parent training on the use of the planner ▪ Provide training on study habits	▪ Understand and agree to school philosophy ▪ Clearly understand school expectations	▪ Identify college interest ▪ Participate in a 529 college night	▪ Parent computer training night ▪ Ensure IC access ▪ Introduce parents to wiki spaces and email	▪ Help parents to monitor progress using parent portal ▪ Encourage attendance at grade level evenings where standards based grading conversations are occuring
	Community	▪ Bring in community speakers ▪ Utilize tutors from local college programs	▪ Partner with Boys and Girls club and local sports teams	▪ College student visits ▪ Career night	▪ Have members of local business provide training to parents and students	

7th Grade

Demonstration of Learning: Cross curricular project designed by core subject teachers which demonstrates understanding of how various disciplines are interrelated; must also include two reflections of learning (one per semester(

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
Student Learning Goal	Students	Written/Oral Communication ▪ Revise and edit work with audience and purpose in mind ▪ Oral and written language includes more content area vocabulary ▪ Give structured presentation on an assigned topic ▪ Complete a summary Problem-Solving ▪ Generate a hypothesis related to testable question ▪ Demonstrate a real world application of core content knowledge ▪ Identify key information to solve a problem and articulate why it is important Study Skills ▪ Master at least three types of note taking ▪ Use planner regularly ▪ Use AVID binder structure	Communicator: ▪ Can propose a solution and identify various resources to address a need ▪ Can explain the purpose between various expectations in each classroom ▪ Knowing when and how to question authority appropriately ▪ Explain the differences in behavior between casual and academic situations Contributor ▪ Self-select from a list of assigned roles to contribute to a cooperative group to create a product ▪ Take on specific designated responsibility in at least one extra-curricular activity, including clubs outside of school ▪ Participates in at least one structured school community service activity Leader ▪ Identify possible leadership activities that incorporate strengths	▪ Develop list of possible careers that match interests ▪ Complete interview of three people about their college experience ▪ Create a résumé ▪ Understand GPA and impact on college admissions ▪ Complete advisory curriculum	▪ Use multiple applications simultaneously (drag and drop) ▪ Begin to evaluate the value of online resources ▪ Begin independent subject search via databases and search engines ▪ Begin to cite sources using templates ▪ Create more polished documents from a template using basic operations ie copy paste formatting formulas in spreadsheets etc ▪ Create basic spreadsheet ▪ Communicate with teacher using email	

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
How will we support that learning goal?	Teachers/Staff	• Use "content area note taking"; use a variety of note taking strategies • Use CDE rubric for writing (tailored to each content area) • Use MLK writing guide • Model use of the planner and provide daily opportunities to use planner	• Provide variety of academic and social/emotional resources and explicitly introduce students to them • Maintain sensitivity to students emotional and behavioral needs • Explicitly articulate how and when to discuss concerns (i.e. time, sentence stems,) • Develop a a variety of structured school-based community service activities throughout the year	• Complete advisory curriculum • Identify career connections • Provide a career fair for MS students	• Provide multiple opportunities to use technology ie web quests, library projects • More advanced keyboarding (in class or in elective)	
	Parents	• Attend student teacher conferences • Complete a parent interview regarding real world applications of core content • Attend presentation of cross-curricular project	• Develop awareness of school resources • Communicate frequently with school about their child's needs	• Parent night: College Invest early scholarships; GPA; 529s;	• Parent computer training night	
	Community	• Provide guest speakers opportunities to discuss real world application of knowledge within core classes	•	• Provide list of community members for interviews and career presentations	•	

8<u>th</u> Grade

Demonstration of Learning: Students will complete a research paper and presentation on a cross-curricular topic which will be selected form a list of topics provided by the team; students will also present a summary of learning which indicates understanding of personal learning style and reflection of portfolio process

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
Student Learning Goal	Students	Written/Oral Communication ▪ Revise and edit work with more sophisticated style and fluency for the audience and purpose ▪ Oral and written language includes content area vocabulary used with ease ▪ Give prepared and polished presentation with multimedia component ▪ Complete a structured thesis essay Problem-Solving ▪ Design a basic experimental on an assigned question using a structured approach ▪ Identify and present a student generated real-world application of content-area knowledge ▪ Independently identify key information to solve a problem ▪ Generate multiple methods to solve a problem Study Skills ▪ Self-select and consistently utilize a style of note-taking ▪ Binder must have: notepaper; writing utensil; materials; organization; must be able to	Communicator: ▪ Demonstrate understanding and empathy towards other points of view ▪ Understand reasoning behind decisions ▪ Demonstrate ability to transition between casual and academic situations ▪ Propose viable solutions to problems to meet own needs Contributor ▪ Identify personal learning styles, areas for growth, and how to accentuate and accommodate for learning needs ▪ Problem-solve with peers to create cooperative group roles and work together to create a product ▪ Continue to take on specific designated responsibility in at least one extra-curricular activity, including clubs outside of school ▪ Complete a documented self-selected community service activity Leader ▪ Successfully lead a small group to accomplish a	▪ Complete basic financial literacy program ▪ Establish a College in Colorado account ▪ Create a HS Course Plan that matches the entrance requirements for college ▪ Track personal GPA ▪ Shadow someone with career interest ▪ Participate in a campus visit to local college ▪	▪ Use proper terminology for technical components ▪ Be familiar and use effectively ed tech i.e. doc cam, mobi, promethean boards ▪ Independent subject search using available resources ▪ Understand difference in Domains .com, .gov, .org ▪ Independent resource location. ▪ *Refine and practice formal citation ▪ Answer a given question using several sources. ▪ Identify bias on a website. ▪ Select and present presentation using appropriate medium ▪ Create a graph using a spreadsheet	

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
		explain organizational system	directed task			
How will we support that learning goal?	Teachers/Staff	▪ Use district experimental design in all science classes ▪ Provide opportunities for students to present real-world application of knowledge	▪ Provide opportunities to review and identify learning styles ▪ Provide organized community service activities	▪ Ensure that students are signed up for College in Colorado ▪ Perform regular GPA checks ▪ Have students visit with a counselor to outline a HS plan	▪ Require technology portfolio including samples from various courses.	▪
	Parents	▪	▪	▪ Review student performance at conferences and continuation meetings	▪ Computer training night	▪
	Community	▪	▪ Partner with local health educators	▪ Develop list of shadowing opportunities	▪ Be an aspect of the shadowing opportunities (How do you use technology? What do you look for in an employee)	▪

9<u>th</u> Grade

Demonstration of Learning: Students will complete a portfolio which will include a cross-curricular research project, a literary analysis (including the use of literary devices), an experimental design report, and a real-world application math project (with a written component), college profile project

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
Student Learning Goal	Students	<u>Written/Oral Communication</u> ▪ Revise and edit for rhetorical appeals and devices ▪ Oral and written language includes content area vocabulary used with ease ▪ Give polished and professional multimedia presentation with minimum use of notes ▪ Complete basic literary analysis essay ▪ Complete cross-curricular research project <u>Problem-Solving</u> ▪ Design a basic experimental on an self-developed question using a structured approach ▪ Identify and present a student generated real-world application of content-area knowledge ▪ Evaluate multiple methods to solve a problem <u>Study Skills</u> ▪ Can annotate and mark text without teacher support ▪ Develop ability to supplement teacher provided notes with information from lecture, text, or other sources ▪ Binder must have: notepaper; writing utensil; materials;	Understand the expectations and requirements of the MLK Early College <u>Communicator:</u> ▪ Explores other points of view ▪ Controls communicative impulses ▪ Supports reasoning behind the best decision ▪ Take initiative to solve problems on their own ▪ Receive and give constructive criticism appropriately ▪ Prioritize needs <u>Contributor</u> ▪ Actively participate in open-forum discussions in class ▪ Contribute meaningfully to a cooperative group to produce a product ▪ Continue to take on specific designated responsibility in at least one extra-curricular activity, including clubs outside of school ▪ Continue with self-selected community service activity <u>Leader</u> ▪ Participate in at least one leadership activity including conferences, academic mentoring, school activity	▪ Create official HS plan which includes calendar of dates, deadlines ▪ Identify potential colleges of interest and research the admission requirements ▪ Complete college profile project ▪ Start "admissions file" ▪ Attend college fair ▪	▪ Independent use of content specific technology ▪ Use technology in a global capacity ▪ introduce advanced database searches (ie subject specific) ▪ Refine searches based on material type, date etc) ▪ Introduce APA/MLA ▪ Select topic, create questions, research independently ▪ *Question and support sources of information ▪ Create original product as evidence of new learning suitable for audience ▪ Create templates on Microsoft Office Suite ▪ Create rubric for technology piece of portfolio	

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
		organization; must be able to explain organizational system				
How will we support that learning goal	Teachers/Staff	▪ Create study log for students ▪ Implement study groups and organized peer tutoring ▪ Require ISNs for each core class as part of the semester grade	▪ Expose students to multiple world and cultural views. Guide students in team problem solving activities. Present clear expectations on communication practices in the classroom and offer redirection to continual reinforce acceptable practices. ▪ Continually present opportunities for students to participate in a wide range of conversations and activities in the classroom as well as the community.	▪ Put together calendar of college fairs	▪ Multiple opportunities to research, create and present. ▪ Introduce portfolio. ▪ Provide interventions focused on technology ie Video game programming, MESA.	
	Parents	▪ Clear understanding of high school expectations and policies	▪ Clear understanding of classroom expectations. Regular communication with classroom teachers throughout semester. ▪ Understand and agree to MLK expectations for extra-curricular activities participation.	▪	▪ Introduce more "adult" documents resume, cover letter can continue throughout high school can be combined with community	
	Community	▪	▪	▪	▪	

10th Grade

Demonstration of Learning: Students will complete a portfolio which will focus on an in-depth analysis of a problem including a persuasive document and presentation to the community, a historical analysis of how the American dream has changed, and a report on an experimental design in science

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
Student Learning Goal	Students	<u>Written/Oral Communication</u> ▪ Revise and edit for rhetorical appeals and devices ▪ Oral and written language includes more sophisticated content area vocabulary used with ease ▪ Give polished and professional presentation with multimedia component without notes ▪ Complete sophisticated literary analysis essay ▪ Complete and present independently driven research project on a local issue <u>Problem-Solving</u> ▪ Design and present basic experiment on an self-developed question using a structured approach ▪ Identify and present a student generated real-world application of content-area knowledge ▪ Evaluate multiple methods to solve a problem <u>Study Skills</u> ▪ Regularly annotates/ marks text without teacher support ▪ Routinely supplements teacher provided notes with	Students will uphold expectations and requirements of the MLK Early College <u>Communicator:</u> ▪ Explores other points of view ▪ Develops skills which allow them to communicate in professionally ▪ Gains/maintains skills to solve problems independently or with appropriate resources. <u>Contributor</u> ▪ Makes some meaningful contributions in open-forum discussions in class ▪ Makes some meaningful contributions to a variety of cooperative groups ▪ Continues to take on specific designated responsibility in at least one extra-curricular activity, including clubs outside of school, ideally taking on leadership roles in said activities ▪ Continue with self-selected community service activity ▪ Able to take on a role in cooperative groups without teacher direction. <u>Leader</u>	▪ Review course requirements fro schools ▪ Explore AP options/enrollment ▪ Begin any available college prep programs ▪ Take the PSATs ▪ Investigate the SAT ▪ Take subject area tests in June ▪ Understand college application requirements	▪ Continue advanced use of content specific technology, databases, searches ▪ Introduce APA/MLA research paper format ▪ Make informed choices about appropriate technology for given use ie searches, projects, communication. ▪ Improved desktop publishing skills ie layout and design ▪ Create well formatted graph from scratch based on own work ▪ Continue to share information using appropriate multimedia tools podcasts ▪ Communicate with teacher via email w/ attachments	

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
		information from lecture, text, or other sources ▪ Maintains useful class notes in an organized manner as chosen by the students. ▪ Binder must have: notepaper; writing utensil; materials; organization; must be able to explain organizational system	▪ Continued participation in at least one leadership activity including conferences, academic mentoring, school activity			

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
How will we support that learning goal	Teachers/Staff	▪ Maintain classroom expectations that require students to interact/perform in a professional manner. ▪ Continue to assist/instruct students on different note taking strategies. ▪ Encourage autonomy in student study habits. ▪ Require ISNs for each core class as part of the semester grade	▪ Consistently implement lessons which support goals for student growth ▪ Offer opportunities for students to take on leadership roles	▪ Provide AP information ▪ Conduct a review with the counselors of course selections ▪ Provide access to college prep activities	▪ Provide tools for APA/MLA formatting ▪ Provide access to technology outside of the classroom ▪ Communicate with students via email and websites ie wiki spaces	
	Parents	▪ Understand expectations/requirements for successful sophomore year ▪ Understand core class requirements	▪ Support/encourage students to take on leadership roles.	▪ Review course selections with student ▪ Attend AP night ▪ Encourage students to attend college prep programs	▪ Ongoing parent/student training ▪ ACT/SAT prep ▪ Technology/college information for parents and students	
	Community	▪ Contribute and respond to student research projects and presentations.	▪ Provide opportunities for students to adopt leadership roles. ▪ Serve as mentors for students	▪ Visits from college students, especially first generation students ▪ Partner with groups offering college preparatory programs	▪ Colleges involved lecture	

SAM DRAFT

11th Grade

Demonstration of Learning Students will produce a portfolio which demonstrates their mastery of content vocabulary, integrating analysis, synthesis and interpretation into writing. Students will also write a self-directed research paper in which they identify a problem, develop a solution and conduct research to support their solution.

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
Student Learning Goal	Students	Problem-Solving ▪ Design and present basic experiment on an self-developed question using a structured approach ▪ Identify and present a student generated real-world application of content-area knowledge ▪ Evaluate multiple methods to solve a problem GO DEEPER?	Students will uphold and model expectations and requirements of the MLK Early College Communicator: ▪ Explores/seeks other points of view independently ▪ Communicates in a professional manner ▪ Consistently and effectively solves problems independently or with appropriate resources. Contributor ▪ Makes meaningful contributions in open-forum discussions in class ▪ Consistently makes meaningful contributions to a variety of cooperative groups Continues to take on specific designated responsibility in at least one extra-curricular activity, including clubs outside of school, ideally taking on leadership roles in said activities ▪ Continue with self-selected	▪ Students will demonstrate increasing autonomy by monitoring their grades and study habits ▪ Schedule and rigorously prepare for the PSAT, SAT, ACT, and AP tests ▪ Continue to investigate college entrance requirements with increased emphasis on schools of interest ▪ Research financial aid options and scholarship opportunities ▪ Visit admissions offices of local colleges and universities	▪ More advanced keyboarding skills (increased wpm) ▪ Should be aware of large number of databases for research. ▪ Start to finish polished research project ▪ Increased use of Office operations	

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
			community service activity Leader ▪ Continued participation in at least one leadership activity including conferences, academic mentoring, school activity			
How will we support that learning goal	Teachers/Staff	▪ Check in with students periodically in regard to their progress with portfolio. ▪ Content area teachers will encourage students to maintain a portfolio in which they maintain their best work. ▪ Require ISNs for each core class as part of the semester grade	▪ Consistently implement lessons which support goals for student growth ▪ Offer opportunities for students to take on leadership roles	▪ Announce testing schedules and assist student sin registration ▪ Provide study guides or courses for the tests ▪ Encourage autonomy in study habits	▪ Continue making projects an integral aspect of our daily class life in order to provide practice ▪ Access to technology outside of class	
	Parents	▪ Help reinforce the maintenance/development of a portfolio.	▪ Support/encourage students to take on leadership roles.	▪ Help students investigate entrance requirements and financial aid options ▪ Complete taxes early for FAFSA applications	▪ Continued from 10th	
	Community	▪ Serve as mentors and resources for students in selecting colleges, careers and in constructing their portfolio	▪ Provide opportunities for students to adopt leadership roles. ▪ Serve as mentors for students	▪ Provide tax prep assistance for parents ▪ Partner with volunteers who can assist with test preparation	▪	

Demonstration of Knowledge: Presentation of Learning made to small group review committee; students will research a self-selected topic and include a written and performance component which shows how the topic relates to the four core subject areas; students must also present a profile of themselves as learners

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
Student Learning Goal	Students	Students should be able to: Written/Oral Communication ▪ Do comprehensive research ▪ Articulate connections between disciplines ▪ Identify personal learning styles and areas of interest ▪ Write a cohesive personal essay and research paper ▪ Present to large and small groups using multimedia appropriate to audience and purpose Problem Solving ▪ Design and carry out a self-selected experiment ▪ Articulate real world applications of knowledge ▪ Utilize a variety of methodologies to solve problems and articulate preferred methods Study Skills ▪ Demonstrate ability to utilize resources and find credible information ▪ Identify personal study habits ▪ Manage time and demonstrate ability to prioritize	Understand the expectations and requirements of the MLK Early College Communicator: ▪ Uses self reflection to express current outcomes (growth, digression, etc). ▪ Synthesizes self-reflection and effects of future choices in order to justify next steps Contributor ▪ Uses own learning experiences to persuade a group. Leader ▪ Assumes leadership positions in classroom, volunteer, or school activity. ▪ Aids in selecting other members of groups under guidance of staff or sponsor. ▪ Aids in appointing responsibilities to others under guidance of staff or sponsor.	▪ Enrollment in college courses ▪ Completed FAFSA ▪ Submit at least five college applications ▪ Meet with professional in career interest areas ▪ Score a minimum of 19 on ACT (retake if necessary) ▪ Submit a minimum of 5 scholarship applications ▪ Complete a "Graduation Check" form to keeps track of requirements ▪ Identify majors ▪ Understand and discuss academic requirements for college/university into which they are accepted ▪ Complete financial literacy program	▪ Use technology to enhance work quality and presentations ▪ Demonstrate proficiency with the Microsoft Office Suite ▪ Use digital communications appropriately ▪ Evaluate media sources ▪ Appropriately cite digital media ▪ Create a web page ▪ Participate effectively in threaded discussions ▪ Format work according to the style guide for MLA or APA (by discipline) ▪ Utilize a variety of digital and audio media	

		Academics	Social/Emotional	Pathways to College	Technology	Grading/Assessment
How we Will support That Learning Goal	Teachers/Staff	▪ Require ISNs for each core class as part of the semester grade	▪ Provide feedback to students while allowing them make decisions and/or complete a task independently.	▪ Provide one-on-one mentoring for seniors to ensure completion of all college entrance requirements ▪ Provide financial literacy program ▪ Provide variety of collegiate course offerings	▪ Require portfolio for college prep ▪ Access to technology outside of class ▪ Multiple opportunities of practice ▪ Provide resources that mirror our expectation for technology use (writing guide)	▪ Require minimum GPA for graduation
	Parents			▪ Complete income taxes early ▪ Visit colleges/universities with students ▪ Have frank financial discussions with students	▪ Continued	
	Community			▪ Provide non-profit tax assistance ▪ Have admissions counselors visit the school	▪ Continued	