MUHS
Teaching & Learning
Guide

Middlebury Union High School
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I. What is Proficiency-based Grading?

“‘Proficiency-based learning’ and ‘proficiency-based graduation’ refer to systems of instruction, assessment, grading and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn” (Vermont Agency of Education).

In a proficiency-based system, students’ progress in -- and ultimate passing of -- a class is determined by what they know, understand, and can do in relation to the school’s proficiencies. Factors that are not considered indicators of success in this system include student behaviors, habits or practices such as earning “extra credit”; these factors are not true indicators of what a student knows.

In a proficiency-based system, clear descriptions of proficiency for content areas as well as Approaches to Learning (ATL) skills are essential so that students can determine what they need to do to demonstrate their level of understanding. The focus is on the learning, and the grading system provides feedback regarding where a student is along a continuum of learning. “Proficiency-based systems are characterized by a relentless focus on student learning, application of learning to new contexts, and the goal of achieving proficiencies for both skills and knowledge. Enabling each and every student to meet proficiencies is a significant change and requires new strategies for communicating this information to students and their families” (“Research Brief: Proficiency”).

ACSD is using the IB Middle Years Program (MYP) framework to implement the principles of proficiency-based learning and grading. All courses at MUHS are aligned to State and/or National standards, which provide the foundation for teaching and learning. These include the Common Core State Standards (CCSS) in language and literature and mathematics; the Next Generation Science Standards (NGSS) in the sciences; the College, Career and Civic Life (C3) Standards in Individuals and Societies; the American Council on Teaching of Languages (ACTFL) standards in Language Acquisition and the National Health Education Standards/SHAPE America standards in Physical Education and Health courses.

In ACSD’s IB Middle Years Program (MYP), proficiencies in grades 7-10 are defined by the four objectives and corresponding assessment criteria in each subject area. While teachers continue to address State standards, they report out students’ progress in relation to the broader MYP objectives and criteria. Criterion rubrics are used throughout the MYP, and students will have a clear understanding of how they will be assessed. As our implementation of the program continues, students will become very familiar with the rubrics used in each subject area. MUHS teachers use the Year 5 MYP criterion rubrics in both grades 9 and 10.

II. Middle Years Program (MYP): Grade 9 & 10
The MYP provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement—essential qualities for young people who are becoming global leaders.
Grade 9 and 10 students will be expected to complete courses in the six core areas, MYP Year 4 courses in grade 9 and MYP Year 5 courses in grade 10. The six core areas are Language & Literature, Language Acquisition, Individuals & Societies, Science, Math, and Physical Education/Health. Additionally, 9th and 10th graders may choose among the MYP courses offered in both the arts and design.

The Middle Years Program:

- addresses holistically students’ intellectual, social, emotional and physical well-being;
- provides opportunities to develop the knowledge, attitudes and skills students need to manage complexity and take responsible action for the future;
- ensures breadth and depth of understanding through study in eight subject groups;
- requires the study of at least two languages (language of instruction and additional language of choice) to support students’ understanding of their own cultures and those of others;
- empowers students to participate in service within the community; and
- helps to prepare students for further education, the workplace, and a lifetime of learning.

(paraphrased from Shaker Heights School District’s Academic Planning Guide)
MYP Academic Proficiencies/Criteria (Grade 9 & 10)

Each MYP subject group assesses four specific proficiencies, referred to as criteria. In the table below, on the far left are each of the subject groups for all 9th and 10th grade students. The columns (A,B,C,D) below list the IB MYP proficiencies for each subject. Within each criterion, there are multiple strands. Each criterion (proficiency) and criterion strand must be assessed at least once by the end of the first semester, and at least twice in a course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Criterion A</th>
<th>Criterion B</th>
<th>Criterion C</th>
<th>Criterion D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language &amp; Literature</td>
<td>Analyzing</td>
<td>Organizing</td>
<td>Producing Text</td>
<td>Using Language</td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>Comprehending Spoken &amp; Visual Text</td>
<td>Comprehending Written &amp; Visual Text</td>
<td>Communicating</td>
<td>Using Language</td>
</tr>
<tr>
<td>Individuals &amp; Societies</td>
<td>Knowing &amp; Understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking Critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing &amp; Understanding</td>
<td>Inquiring &amp; Designing</td>
<td>Processing &amp; Evaluating</td>
<td>Reflecting on the Impacts of Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing &amp; Understanding</td>
<td>Investigating Patterns</td>
<td>Communicating</td>
<td>Applying Mathematics in Real-World Contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing &amp; Understanding</td>
<td>Developing Skills</td>
<td>Thinking Creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical &amp; Health Education</td>
<td>Knowing &amp; Understanding</td>
<td>Planning for Performance</td>
<td>Applying &amp; Performing</td>
<td>Reflecting &amp; Improving Performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring &amp; Analyzing</td>
<td>Developing Ideas</td>
<td>Creating Solutions</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Disciplinary Grounding</td>
<td>Synthesizing</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
<tr>
<td>MYP Projects - Personal Project (PP)</td>
<td>Investigating</td>
<td>Planning</td>
<td>Taking Action</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>

(MYP: From Principles into Practice, 80)

Grading & Reporting

MYP (grade 9 and 10) assessments can be either formative or summative, as outlined in ACSD’s IB Assessment Policy. The Assessment Policy is located on the MUHS website. (Select the International Baccalaureate tab from the top bar, then select IB Policies from the left side bar.)

Formative assessments are tools used to identify understandings and misconceptions, struggles, and learning gaps. Teachers and students use formative assessments to gauge how students are doing in their learning and what they still need to accomplish. Formative assessment might also include practice of the skills students will need to perform on summative assessments (ACSD IB Assessment Policy).
Formative assessments fall into three different categories:

1) assessed using an MYP rubric -- these scores are reported
2) assessed using formative points -- these scores can be viewed on ManageBac, but they are not used when determining criterion levels of achievement at the end of the term
3) assessed for completion -- these tasks may be reported with a comment only (e.g. “complete,” “incomplete,” “missing,” etc.)

Summative assessments are the primary indicators used to determine proficiency. In the MYP, all summative assessments are assessed with MYP criterion rubrics and recorded accordingly in the gradebook. Within each reporting term, teachers should offer multiple summative assessments. For more information on formative and summative assessments, see the ACSD IB Assessment Policy.

At the end of the marking term, teachers will review student progress to determine a student’s overall score for each of the four criteria (A, B, C, D -- see chart on previous page); these scores are reported on a 0 - 8 scale and are based on data collected through unit assessments. If a single criterion was assessed more than once during a reporting period, teachers analyze the multiple data points to determine a current achievement level for that criterion. **This is not an average of all the scores for this criterion, but a professional judgment** based on

- patterns in the data,
- the development of the individual student, and
- the context in which the work was completed.

When a student has multiple zeroes due to missing assessments, the teacher may not have enough evidence and should assign a zero for that criterion. However, it is also possible that, even with multiple zeros on individual assessments, a student has submitted enough evidence for the teacher to assign a criterion achievement level.

**For example,** at the end of a term, Student A has demonstrated proficiency toward the different criteria multiple times. Below is an example of the teacher’s best professional judgement of the student’s current proficiency in each of the criteria, based on all accumulated evidence.

Student A in MYP Year 4 Science achieves:

- Criterion A - Knowing & Understanding = 6
- Criterion B - Inquiring & Designing = 6
- Criterion C - Processing & Evaluating = 6
- Criterion D - Reflects on the Impacts of Science = 5

The sum of these four scores is 23; this is called a Criterion Levels Total (CLT). It is important to note that the four criterion scores are **not averaged** to arrive at a CLT; the CLT is the sum of all four criterion scores. Using the IB boundary guidelines (see page 6), a 23 is equal to an Overall Level of Achievement (OLA) of a 5 (out of a maximum of 7) and a letter grade of a B+.

Since all MYP classes have four criteria, which each allow a maximum score of 8, the maximum possible CLT is a 32. The CLT determines not only the OLA, but also the MUHS letter grade and corresponding GPA value for the course.
MYP Report Cards

Report cards will be sent home quarterly, and they will include OLAs, letter grades and Habits of Work scores for each course. Additionally, Habits of Work scores will be reported out at the halfway point of each quarter. If, by the end of the first quarter, one of the criteria has not yet been assessed in a course, then there will not be an OLA score, and a grade of NA, for “Not Assessed,” will be reported. However, teachers should strive to assess each criterion by the end of the first quarter. All strands of each criterion in each MYP course should be assessed by the end of the second quarter, and at least twice by the end of the year. The more opportunities teachers provide for students to demonstrate proficiency toward the criterion strands, the more opportunities for growth there will be.

Teachers use the IB boundary guidelines (below) to determine an OLA. The guidelines provide a means of converting the criterion levels total into a grade based on a scale of 1–7, with 7 being the highest possible score. At MUHS, these scores will appear on the report card with a corresponding letter grade of A, B, C, or Not Yet (NY).

### Overall Level of Achievement (OLA) 1-7 Conversion Chart

<table>
<thead>
<tr>
<th>CLT Grade boundary</th>
<th>Letter Grade</th>
<th>GPA</th>
<th>Descriptor</th>
<th>OLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-32</td>
<td>A+</td>
<td>4.0</td>
<td>Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</td>
<td>7</td>
</tr>
<tr>
<td>26-27</td>
<td>A</td>
<td>4.0</td>
<td>Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophisticated. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.</td>
<td>6</td>
</tr>
<tr>
<td>24-25</td>
<td>A-</td>
<td>3.7</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>21-23</td>
<td>B+</td>
<td>3.3</td>
<td>Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.</td>
<td>5</td>
</tr>
<tr>
<td>19-20</td>
<td>B</td>
<td>3.0</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>17-18</td>
<td>B-</td>
<td>2.7</td>
<td>Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.</td>
<td>4</td>
</tr>
<tr>
<td>15-16</td>
<td>C+</td>
<td>2.3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>12-14</td>
<td>C</td>
<td>2.0</td>
<td>Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</td>
<td>3</td>
</tr>
<tr>
<td>10-11</td>
<td>C-</td>
<td>1.7</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>6-9</td>
<td>NY(^1)</td>
<td>1.3</td>
<td>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</td>
<td>2</td>
</tr>
<tr>
<td>1-5</td>
<td>NY(^2)</td>
<td>1.0</td>
<td>Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>NY(^3)</td>
<td>0</td>
<td>Produces incomplete work of very limited quality and/or produces no work.</td>
<td>1</td>
</tr>
</tbody>
</table>
When an OLA is below a 3 on the above scale, the student has not yet demonstrated proficiency.

Students who earn scores below a 3 will have a letter grade of NY on their report card, standing for “not yet.”

**Late Work**

The purpose of grading is to reflect a student's academic achievement, not to be a system of rewards and punishments. The scores on assessments should not be distorted by the deduction of points for poor learning dispositions (e.g. handing in work late). Teachers will set and clearly communicate due dates for all assessments. Failure to meet due dates is problematic and will be communicated through a student's Habits of Work (HOW) score. However, students have the opportunity to earn full academic credit for late work turned in before the close of the Late Work Window (see below).

**Due Date** → When formative or summative work is due. Handing in work on time will allow for prompt feedback and aid in academic success. Work handed in after the due date (but before the end of the Late Work Window) should be accepted, without penalty, for full credit.

**Late Work Window (LWW)** → The time between the due date and a non-negotiable end date or an essential deadline. The length of the Late Work Window (LWW) for all assessments is determined by the individual teacher. This LWW can be as short as one day, but no longer than two weeks, unless extenuating circumstances necessitate otherwise. Extenuating circumstances are determined by the teacher in consultation with the administration/guidance team.

**Missing Work**

Missing work is problematic. A teacher cannot assume that a student is proficient if there is not adequate student work to support that judgement.

**Formative work** is an opportunity for students to practice new skills and concepts. It is up to the teacher to determine if, and for how long, late formative work will be accepted for feedback.

Missing **summative work** will receive a comment of M for “missing” and a score of zero in the gradebook. Work that is submitted within the LWW receives an L for “late.” After the LWW has expired, if the work has not been completed, the M and the zero remain. The student should now focus on the current learning and demonstrating the current proficiencies.

**Reassessment**

Students who score a 3 or below on one or more criteria on an assessment will have the opportunity to reassess, but it must happen within a two-week window from the time the original work is returned to students. Teachers must allow a two-week window for reassessment. In consultation with the administration/guidance team, teachers may extend the two-week window for students who have extenuating circumstances.

Students will be given the opportunity to reassess a specific assessment just once. If students would like to reassess, they must do the following:

a) complete all missing work from the unit;

b) identify and correct mistakes and/or missing concepts on the original assessment;

c) complete any related practice per the teacher’s request; and
Students who miss the original opportunity for an on-demand summative assessment need to take the assessment as soon as possible. These students will also be allowed a reassessment opportunity if they score a 3 or below on one or more criteria on the original assessment.

**Extra Credit**

Teachers **will not offer extra credit or bonus point opportunities**, as these systems do not measure learning as related to the proficiencies. However, teachers may choose to offer additional opportunities for students to demonstrate proficiency as measured against specific subject area criteria.

**III. Grades 11 & 12 (Middlebury Core Courses and DP Courses)**

All courses in grades 11 and 12 will use a 100 point grading scale. The courses offered fall into one of two categories, either Middlebury Core classes (these are non-DP classes) or Diploma Program (DP) classes. Students can take a mixture of Middlebury Core classes and DP classes to meet distribution requirements for graduation. They can elect to take DP courses for MUHS credit only, for an IB certificate, and/or as part of the full IB DP diploma. When students are taking DP courses for MUHS credit only, they may elect to complete only the first year of the course. They may stay in the course for two years, but it is not required. For more information on this, please view the Course Description Catalog or the [MUHS DP Handbook](#) (on the MUHS Website).

**Grading & Reporting**

As in the MYP, DP and Middlebury Core courses are aligned to State standards; summative assessments are opportunities to demonstrate proficiency measured against subject and/or course-specific criteria. Teachers may elect to identify or develop and adopt specific rubrics or may use alternative scoring tools. However, they are required to communicate clear criteria for success. Contributors to the overall grade may carry different weights. This will be clearly communicated to students at the beginning of the year. The majority of assessments that contribute to the overall grade will be summative (approximately 80%); formative assessments may contribute up to a maximum of 20% toward the overall grade. Teachers of the same course must have the same system for arriving at an overall grade.

Summative assessments may have different weights or point values, but together they account for approximately 80% of the overall grade. For example, in science, unit tests may be 50% of a student’s final grade and lab write ups are 30%. Both of these tasks are summative assessments and, together, account for 80% of the overall grade. It is important that teachers provide multiple opportunities on all types of summative assessments each marking term. **As in grades 9 and 10, students demonstrate what they know, understand, and can do. They are not assessed against each other but in relation to the standards in each course.** For more information about formative and summative assessments, please see the [ACSD IB Assessment Policy](#).

Additionally, DP courses will have embedded internal assessments (IAs). These are summative assessments that are required by IB. Students will be assessed using DP rubrics written specifically for each IA. The DP grade boundaries will be used to convert overall scores to letter grades. For the students in a DP class who are simply earning MUHS credit, the teacher may choose to slightly modify the IA.

**Reassessment**
We believe that it is not in the best interest of students in upper grade level courses to offer reassessments (as a matter of practice). In the interest of preparing students for post-secondary academic work and the world of work, we do not offer reassessments as a rule. With this said, teachers know their students. It is acceptable for a teacher to offer a reassessment opportunity, but it should not become a pattern for a student.

**Late Work**
Grades 11 and 12 will use the same late work policy as grades 9 and 10. The scores on assignments should not be distorted by the deduction of points for poor learning dispositions (e.g. handing in work late). Students have the opportunity to earn full academic credit for late work turned in before the end of the Late Work Window. Failure to meet due dates is problematic and will be communicated through a student's Habits of Work score. Teachers will set and clearly communicate all due dates for assessments. Once a summative is returned to students, teachers can indicate the end of the LWW on the calendar in ManageBac. For individual circumstances, teachers could communicate the LWW in the comment area for the given task in ManageBac. See page 7 for explanations of Due Dates and the Late Work Window (LWW).

**Missing Work**
For on-demand summative tasks such as unit tests and performances, students have a maximum of two weeks from the original date to complete the assessment (assuming no extreme circumstances). Students should complete on-demand summative tasks as soon as possible and by a date determined by the teacher. The student will originally receive a comment of M for “missing” and a zero. After two weeks, if the work has not been completed, the score will remain a zero, and the student should now focus on the current learning and demonstrating the current standards.

For ongoing summative tasks such as a summative poster, paper, lab write-up, etc., the teacher may set an LWW that is shorter than two weeks; this is because students will have been working on the assessment in class over a period of time. Again, if the work is not handed in on the original due date, then the student will receive an M for “missing” and a zero in the gradebook. Once the LWW has expired, if the work has not been completed, the comment of M will remain in the gradebook. The score of zero may be assigned to the work; however, since this is an ongoing summative task, a teacher may assign a different score based on evidence of a student’s understanding and a demonstration of knowledge while working in class.

Formative assessments are small pieces of work that show the degree to which the student understands the concepts/skills covered, at various points in time. If a student does not hand in a formative assessment, it will be reported as M for “missing” and given a score of 50%. The logic for giving a 50% is that formative assessments should not be a large contributor to a student’s overall grade; a zero would have an exaggerated impact on the student’s overall grade. In the case of extenuating circumstances, a teacher can always excuse a student from a formative assessment, this is a teacher decision.

**Extra Credit**
Teachers will not offer extra credit or bonus point opportunities, as these systems do not measure learning as related to the standards and/or proficiencies.

**Report Cards**
Report cards will be sent home each quarter. Grade 11 and 12 classes will report out overall percentage grades, corresponding letter grades, and Habits of Work (HOW) scores at the end of each quarter. Additionally, Habits of Work scores will be reported out at the halfway point of each quarter.
IV: Grade 9 - 12 Systems

MUHS Grade Point Average (GPA) Determination
GPA is a numerical calculation determined by a student’s grades and credits earned. At Middlebury Union High School, GPA is weighted to give merit to those students who challenge themselves in Advanced Placement (AP), DP Higher Level (HL) courses, and college courses. All other courses offered at MUHS are unweighted. Grades of “P” (Pass), Audit, and classes in progress are not used in calculating GPA. In the event that a class is retaken, the higher grade for the course will be used in computing GPA; however, the lower grade will be noted on the transcript. Credit for the course will be awarded only once.

In MYP courses, Criterion Level Totals (CLTs) will be used to convert to letter grades.

<table>
<thead>
<tr>
<th>CLT Grade Boundary</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 - 32</td>
<td>A+</td>
</tr>
<tr>
<td>26 - 27</td>
<td>A</td>
</tr>
<tr>
<td>24 - 25</td>
<td>A-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLT Grade Boundary</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 - 23</td>
<td>B+</td>
</tr>
<tr>
<td>19 - 20</td>
<td>B</td>
</tr>
<tr>
<td>17 - 18</td>
<td>B-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLT Grade Boundary</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 16</td>
<td>C+</td>
</tr>
<tr>
<td>12 - 14</td>
<td>C</td>
</tr>
<tr>
<td>10 - 11</td>
<td>C-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLT Grade Boundary</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - 9</td>
<td>NY⁰</td>
</tr>
<tr>
<td>1 - 5</td>
<td>NY¹</td>
</tr>
<tr>
<td>0</td>
<td>NY²</td>
</tr>
</tbody>
</table>

*Note: For the purposes of calculating a GPA in MYP classes, an NY will be assigned a corresponding GPA, as outlined on page 6 and below.

In all classes, grades 9 -12, GPA is computed on a 4.0 point scale for unweighted classes at the end of each semester. Numerical value for letter grades is awarded as follows:

\[
\begin{align*}
A+ & = 4.0 \\
A   & = 4.0 \\
A-  & = 3.7 \\
B+  & = 3.3 \\
B   & = 3.0 \\
B-  & = 2.7 \\
C+  & = 2.3 \\
C   & = 2.0 \\
C-  & = 1.7 \\
NY^1 & = 1.3 \\
NY^2 & = 1.0 \\
NY^3 & = 0.7
\end{align*}
\]

The numerical value for weighted classes (completed AP, DP Higher Level, college courses) is as follows:

\[
\begin{align*}
A+ & = 4.3 \\
A   & = 4.3 \\
A-  & = 4.0 \\
B+  & = 3.6 \\
B   & = 3.3 \\
B-  & = 3.0 \\
C+  & = 2.6 \\
C   & = 2.3 \\
C-  & = 2.0 \\
D+  & = 1.6 \\
D   & = 1.3 \\
D-  & = 1.0 \\
F   & = 0
\end{align*}
\]

Honor Roll
The MUHS honor roll system is made up of High Honors, Honors, and Honorable Mention. High Honors will be designated for students earning letter grades ranging only from A+ to A-, Honors will be designated for students earning a combination of letter grades ranging from A+ to B-, and Honorable Mention will be designated for students earning any combination of letter grades ranging from A+ to B- and no more than one grade of C+ or C. Grades of Pass/Fail and Audit are not used to calculate honor roll.

In order to give time for students to demonstrate proficiency in their classes, honor roll achievements will be acknowledged at the end of the second quarter and each following quarter. Only quarterly letter grades will be used for honor roll calculations. In MYP courses, an NY will be converted to the corresponding GPA point value (see the Overall Level of Achievement Chart on page 6).
Class Rank
For the graduating class of 2020, Middlebury Union High School will report exact rank for each student in the graduating class. This is the last graduating class for which exact rank will be reported (see Latin System of Student Recognition below).

The Latin System of Student Recognition at Graduation
Beginning with the Class of 2021, MUHS will use the Latin System of Student Recognition at graduation. Under this system, students who achieve a cumulative GPA equal to or above a 4.00 receive the designation Summa Cum Laude. Students with a GPA from 3.75 to 3.99 qualify for Magna Cum Laude. Students with a GPA from 3.50 to 3.74 will be designated Cum Laude.

Incompletes at the End of the Reporting Term
Incompletes (INC) are for clearly identified cases in which a student has missed numerous days due to illness, family emergency, or other extenuating circumstances pending administrative approval. Students with incomplete grades have two weeks from the end of the term to make up the missing work. It is the responsibility of the teacher to fill out the required Grade Change form and submit it to the Student Information Manager two weeks after the end of the term.

An incomplete should NOT be given when a student has simply fallen behind in meeting class deadlines. The teacher should assign a grade to the incomplete work based on its current quality and report the end-of-term grade. In such a case, it is between the teacher and the student, to decide on a deadline for the work to be completed (see missing deadlines on page 7 and page 9). If and when, the student finishes the work, teachers will update the previously reported end-of-term grade. (To change an end-of-term grade, teachers must fill out a Grade Change form and submit it to the Student Information Manager.)

Habits of Work
The MUHS Habits of Work are aligned with the Approaches to Learning (ATL) categories called Social Skills and Self-Management Skills, as well as with the IB Learner Profile attributes.

At the end of each quarter, teachers will report out on the six habits of work. This is a subjective score, based on weeks of interaction with the student and observations made by the teacher.
MUHS Habits of Work

<table>
<thead>
<tr>
<th>Category</th>
<th>Insufficient Evidence (1)</th>
<th>Seldom (2)</th>
<th>Generally (3)</th>
<th>Consistently (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present and Prepared</td>
<td>Due to a lack of attendance, there is insufficient evidence to assess.</td>
<td>Seldom comes to class prepared and on time with all materials needed.</td>
<td>Generally comes to class prepared and on time with all materials needed.</td>
<td>Consistently comes to class prepared and on time with all materials needed.</td>
</tr>
<tr>
<td>Respect</td>
<td>Due to a lack of attendance, there is insufficient evidence to assess.</td>
<td>Seldom demonstrates respect for classroom teacher and learning environment.</td>
<td>Generally demonstrates respect for classroom teacher and learning environment.</td>
<td>Consistently demonstrates respect for classroom teacher and learning environment.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Due to a lack of attendance, there is insufficient evidence to assess.</td>
<td>Seldom shares the workload and responsibility for decision-making in a fair and equitable way.</td>
<td>Generally shares the workload and responsibility for decision-making in a fair and equitable way.</td>
<td>Consistently shares the workload and responsibility for decision-making in a fair and equitable way.</td>
</tr>
<tr>
<td>Responsibility for Missed Class Time</td>
<td>Due to a lack of attendance, there is insufficient evidence to assess.</td>
<td>Seldom takes responsibility for missed classes and missed work despite reminders from the teacher.</td>
<td>Generally takes responsibility for missed classes and catches up with few reminders from the teacher.</td>
<td>Consistently takes responsibility for missed classes and catches up without being reminded.</td>
</tr>
<tr>
<td>Meets Deadlines</td>
<td>Due to a lack of attendance, there is insufficient evidence to assess.</td>
<td>Seldom meets deadlines for class work. Frequently completes work during the Late Work Window time period, or not at all.</td>
<td>Generally meets deadlines for class work. Occasionally hands in work during the Late Work Window time period.</td>
<td>Consistently meets original deadlines for class work.</td>
</tr>
<tr>
<td>Perseverance</td>
<td>Due to a lack of attendance, there is insufficient evidence to assess.</td>
<td>Seldom able to push through challenges, requires support and suggestions on how to make a plan to persevere.</td>
<td>Generally perseveres and pushes through challenge areas by using a variety of strategies and resources.</td>
<td>Consistently perseveres and pushes through challenge areas by using a variety of strategies and resources.</td>
</tr>
</tbody>
</table>

At the halfway point and at the end of each quarter, teachers will report out on students’ work habits using the above rubric.
Appendix A: MYP Year 5 (Grade 10) Criteria/Proficiencies by Subject Area

By the end of 10th grade students must demonstrate proficiency in the following:

Language & Literature

A. Analyzing
   1. Analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts.
   2. Analyze the effects of the creator’s choices on an audience.
   3. Justify opinions and ideas, using examples, explanations and terminology.
   4. Evaluate similarities and differences by connecting features across and within genres and texts.

B. Organizing
   1. Employ organizational structures that serve the context and intention.
   2. Organize opinions and ideas in a sustained, coherent and logical manner.
   3. Use referencing and formatting tools to create a presentation style suitable to the context and intention.

C. Producing Text
   1. Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.
   2. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
   3. Select relevant details and examples to develop ideas.

D. Using Language
   1. Use appropriate and varied vocabulary, sentence structure and forms of expression.
   2. Write and speak in an appropriate register and style that serve the context and intention.
   3. Use correct grammar, syntax and punctuation.
   4. Spell (alphabetic languages), write (character languages) and pronounce with accuracy.
   5. Use appropriate non-verbal communication techniques.

(Language & Literature Guide).

Language Acquisition (These correlate to the Phase 4 rubrics in language acquisition, and they will vary slightly depending on which phase a student is taking.)

A. Comprehending Spoken & Visual Text
   1. Construct meaning and draw conclusions from information, main ideas and supporting details
   2. Interpret conventions.
   3. Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

B. Comprehending Written & Visual Text
   1. Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions ii. interpret basic conventions including aspects of format and style, and author’s purpose for writing iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
   2. Interpret basic conventions including aspects of format and style, and author’s purpose for writing.
3. Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
4. ii. interpret basic conventions including aspects of format and style, and author’s purpose for writing iii.

C. Communicating in Response to Spoken, Written & Visual Text
   1. Respond appropriately to spoken and/or written and/or visual text.
   2. Engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance.
   3. Express ideas and feelings, and communicate information in simple and complex texts iv.
      communicate with a sense of audience and purpose.
   4. Communicate with a sense of audience and purpose.

D. Using Language in Spoken & Written Form
   1. Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation.
   2. Organize information and ideas; use a wide range of cohesive devices.
   3. Use language to suit the context.

(Language Acquisition Guide).

Individuals & Societies
A. Knowing and understanding
   1. use a wide range of terminology in context
   2. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

B. Investigating
   1. formulate a clear and focused research question and justify its relevance
   2. formulate and follow an action plan to investigate a research question
   3. use research methods to collect and record appropriate, varied and relevant information
   4. evaluate the process and results of the investigation.

C. Communicating
   1. communicate information and ideas effectively using an appropriate style for the audience and purpose
   2. structure information and ideas in a way that is appropriate to the specified format
   3. document sources of information using a recognized convention.

D. Thinking critically
   1. discuss concepts, issues, models, visual representation and theories
   2. synthesize information to make valid, well-supported arguments
   3. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
   4. interpret different perspectives and their implications.

(Individuals and Societies Guide).
Science
A. Knowing and understanding
   1. Explain scientific knowledge.
   2. Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations.
   3. Analyze and evaluate information to make scientifically supported judgments.
B. Inquiring and Designing
   1. Explain a problem or question to be tested by a scientific investigation.
   2. Formulate a testable hypothesis and explain it using scientific reasoning.
   3. Explain how to manipulate the variables, and explain how data will be collected.
   4. Design scientific investigations.
C. Processing and Evaluating
   1. Present collected and transformed data.
   2. Interpret data and explain results using scientific reasoning.
   3. Evaluate the validity of a hypothesis based on the outcome of the scientific investigation.
   4. Evaluate the validity of the method.
   5. Explain improvements or extensions to the method.
D. Reflecting on the Impacts of Science
   1. Explain the ways in which science is applied and used to address a specific problem or issue.
   2. Discuss and evaluate the various implications of using science and its application in solving a specific problem or issue.
   3. Apply scientific language effectively.
   4. Document the work of others and sources of information used.

(Mathematics)

A. Knowing and Understanding
   1. Select appropriate mathematics when solving problems in both familiar and unfamiliar situations.
   2. Apply the selected mathematics successfully when solving problems.
   3. Solve problems correctly in a variety of contexts.
B. Investigating Patterns
   1. Select and apply mathematical problem-solving techniques to discover complex patterns.
   2. Describe patterns as general rules consistent with findings.
   3. Prove, or verify and justify general rules.
C. Communicating
   1. Use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements.
   2. Use appropriate forms of mathematical representation to present information.
   3. Move between different forms of mathematical representation.
   4. Communicate complete, coherent and concise mathematical lines of reasoning.
   5. Organize information using a logical structure.
D. Applying Mathematics in Real-Life Contexts
   1. Identify relevant elements of authentic real-life situations.
   2. Select appropriate mathematical strategies when solving authentic real-life situations.
   3. Apply the selected mathematical strategies successfully to reach a solution.
   4. Justify the degree of accuracy of a solution.
   5. Justify whether a solution makes sense in the context of the authentic real-life situation.
The Arts
A. Knowing and Understanding
   1. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of some subject-specific terminology.
   2. Demonstrate understanding of the role of the art form in original or displaced contexts.
   3. Use acquired knowledge to purposefully inform artistic decisions.
B. Developing Skills
   1. Demonstrate the acquisition and development of the skills and techniques of the art form studied.
   2. Demonstrate the application of skills and techniques to create, perform and/or present art.
C. Thinking Creatively
   1. Outline and develop a feasible, clear, imaginative and artistic intention.
   2. Demonstrate a range and some depth of creative-thinking behaviors.
   3. Demonstrate the exploration of ideas to shape artistic intention through to a point of realization.
D. Responding
   1. Construct meaning and transfer learning to new settings.
   2. Create an artistic response that intends to reflect or impact on the world around them.
   3. Critique the artwork of self and others.

Health/Physical Education
A. Knowing and Understanding:
   1. Explain physical and health education factual, procedural and conceptual knowledge
   2. Apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations iii.
   3. Apply physical and health terminology effectively to communicate understanding.
B. Planning for Performance:
   1. Develop goals to enhance performance
   2. Design, explain and justify a plan for improve physical performance and health.
C. Applying and Performing:
   1. Demonstrate and apply a range of skills and techniques effectively
   2. Demonstrate and apply a range of strategies and movement concepts effectively
   3. Analyze and apply information to perform effectively
D. Reflecting and Improving Performance:
   1. Explain and demonstrate strategies to enhance interpersonal skills
   2. Analyze and evaluate the effectiveness of a plan based on the outcome
   3. Analyse and evaluate performance

(Arts Guide).

(Physical and Health Education Guide).
Design

A. Inquiring and Analyzing
1. Explain and justify the need for a solution to a problem for a specified client/target audience.
2. Identify and prioritize primary and secondary research needed to develop a solution to the problem.
3. Analyze a range of existing products that inspire a solution to the problem.
4. Develop a detailed design brief, which summarizes the analysis of relevant research.

B. Developing Ideas
1. Develop design specifications, which clearly state the success criteria for the design of a solution.
2. Develop a range of feasible design ideas, which can be correctly interpreted by others.
3. Present the chosen design and justify its selection.
4. Develop accurate and details planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

C. Creating the Solution
1. Construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution.
2. Demonstrate excellent technical skills when making the solution.
3. Follow the plan to create the solution, which functions as intended.
4. Fully justify changes made to the chosen design and plan when making the solution.

D. Evaluating
1. Design detailed and relevant testing methods, which generate data, to measure the success of the solution.
2. Critically evaluate the success of the solution against the design specification.
3. Explain how the solution could be improved.
4. Explain the impact of the solution on the client/target audience.

(Design Guide)
Appendix B: Inclusion

For more complete information regarding inclusionary practices in ACSD, please see our IB Inclusion Policy.

ACSD Inclusion Principles
We believe that all people have strengths; thus, we utilize a strengths-based approach. Disability is a form of human diversity. We believe that diversity benefits everyone in our schools and in society.

ACSD Inclusion Practices
In ACSD, we believe that inclusive education rests on the following six practices. These practices should be evident daily in our schools and guide our decisions and thinking.

1) All students are welcomed in general education. The first placement options considered are the general education classes in the school a student would attend if not disabled.

2) Disability is recognized as a form of human diversity. As such, students with disabilities are accepted as individuals and not denied access based on disability.

3) Appropriate supports are available, regardless of disability level or severity. Given their portability, supports are provided in typical environments, rather than sending students to specialized settings to receive needed supports.

4) Students are educated in classes reflecting the naturally occurring proportion of students with and without disabilities (e.g. substantially more students without than with disabilities).

5) Students, irrespective of their developmental and performance levels, are educated with peers in the same age groupings available to those without disability labels, rather than with younger students. Students with disabilities need not function at or near the same academic level as their classmates to benefit from an age-appropriate placement.

6) Students with and without disabilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary supports. Educational experiences are designed to enhance valued life outcomes that seek an individualized balance between both the academic-functioning and the social-personal aspects of schooling. Too often, fragmented approaches or those inaccurately labeled as inclusive (e.g. reverse mainstream; placement only in art, music, and physical education; providing inadequate supports; sink-or-swim approaches with considering changes in how classrooms function) delay the advance of thoughtfully designed, appropriately supported, inclusive education (Davern et al, 1997).

(Giangreco, et al, 2012)
Modifications vs. Accommodations

Some students with disabilities receiving special education services need accommodations or modifications to their educational program in order to participate in the general curriculum and to be successful. Students on IEP, 504 and other individualized learning plans may have identified accommodations in their plans. While the Individuals with Disabilities Education Act (IDEA) does not define accommodations or modifications, there is some agreement as to what it means.

An accommodation as used in this document allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. An accommodation does not alter in any significant way the test or assignment measures. For example, a student who is blind must take a Braille version of a test. Another student might take a test alone in a quiet room.

A modification as used in this document is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. Examples of modifications include a student completing work on part of a standard, or completing an alternate assignment that is more easily achievable than the original assignment. Modifications and accommodations should be discussed by the Individualized Education Program (IEP) team, 504 team, or EST team and written into a student’s plan. These changes should be chosen to fit the student’s individual needs. It’s important to include the student, if appropriate, when discussing accommodations and modifications. (Adapted from Pacer Center Champions for Children with Disabilities, ACTion Sheet: PHP-c49a 2015.)

Universal Design

Universal Design for Learning (UDL) is an educational framework for how to develop lesson plans and assessments. UDL focuses on student choice and access to the curriculum and is based on three main principles:

- **Representation:** UDL recommends offering information in more than one format. For example, textbooks are primarily visual. But providing text, audio, video and hands-on learning gives all kids a chance to access the material in whichever way is best suited to their learning strengths.

- **Action and expression:** UDL suggests giving kids more than one way to interact with the material and to show what they’ve learned. For example, students might get to choose between taking a pencil-and-paper test, giving an oral presentation or doing a group project.

- **Engagement:** UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students’ interest. Other common strategies include making skillbuilding feel like a game and creating opportunities for students to get up and move around the classroom.  

  (Morin)
Sources:


Giangreco, Michael F., Doyle, Mary Beth, and Suter, Jesse C. - Constructively Responding to Requests for Paraprofessionals -We Keep Asking the Wrong Questions. Remedial and Special Education, 2012.


