

Telstar Assessment Guide



Class of 2008 Must Meet Standards and Indicators

Beginning with the Class of 2008, high school students in Maine must meet (or exceed) the standards in five of the eight content areas in Maine's *Learning Results* (<http://www.state.me.us/education/lres/homepage.htm>) to receive a high school diploma. As a result, MSAD #44 has selected the standards and indicators from the *Learning Results* that students in this district must meet to earn a Telstar diploma.

To facilitate students meeting all of the required standards, the district has divided the standards and indicators and assigned them to different years in high school. Students will have to meet some standards and indicators in their ninth grade year, some in their tenth grade year, some in their eleventh grade year, and some in their twelfth grade year.

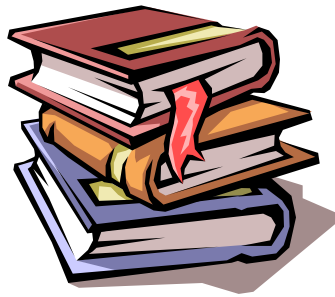
Since these new requirements only affect ninth graders this year, teachers have spent much time and energy on clearly defining what standards and indicators these students need to meet. To help parents see what is expected of their children, the required standards and indicators have been outlined on pages 2 and 3 of this issue of the Telstar

Please review this outline. Note associated with certain courses that a ninth grader is not enrolled in of assessing and documenting the standards and indicators will have to

Teachers will assess whether students through the local assessment system. common assessments: all students in a assessment and this assessment will

will provide a valid and reliable means of assessing student progress.

The school will notify parents of their child's progress in a standards-based report. This report is currently in draft form. The report will be described in the April issue of this newsletter. The report for each child will be sent to parents in April along with the traditional report cards.



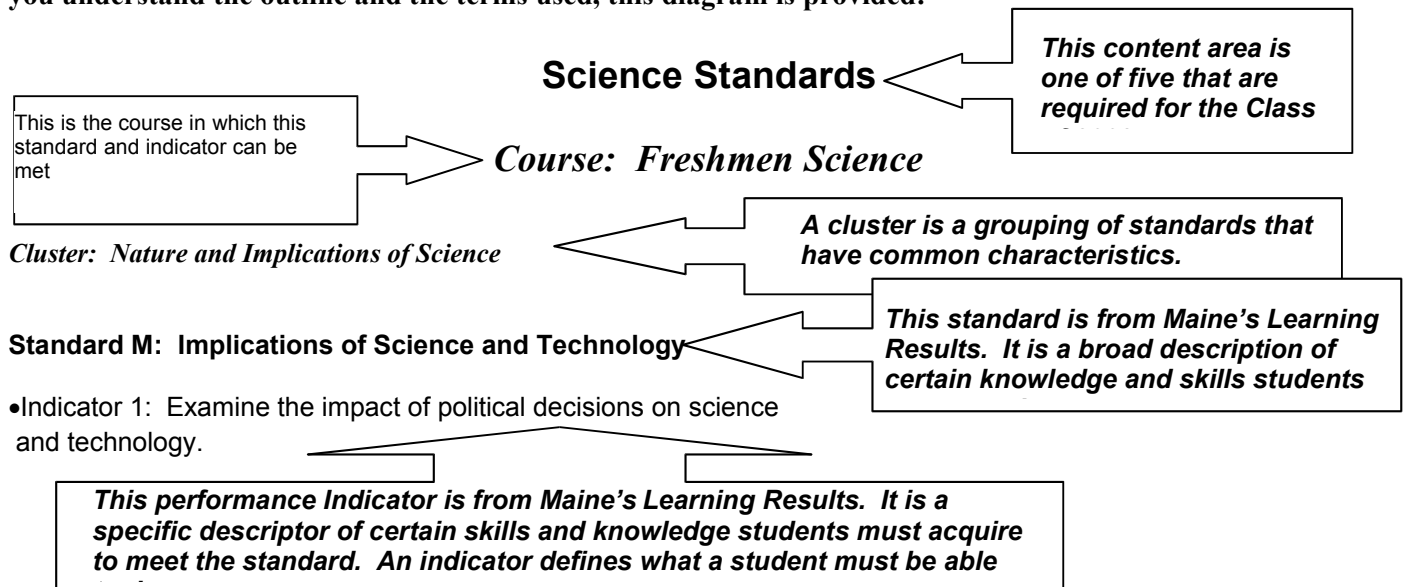
Assessment Guide.

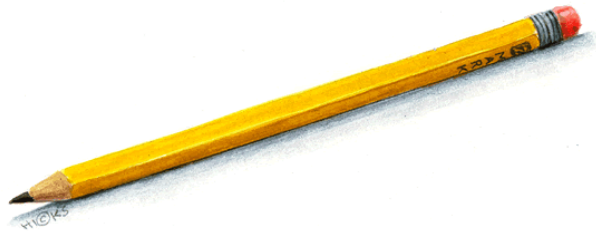
that the standards and indicators are most ninth graders take. In the event one of these courses, another method extent to which that student has met the be developed.

have met these standards and indicators In most cases, this will be through particular course will take the same then be scored by several teachers. This

Recap of Maine's Learning Results

The standards and indicators students in the class of 2008 must meet are outlined on pages 2 and 3. To help you understand the outline and the terms used, this diagram is provided:





Grade Nine Standards

These are the standards and indicators from Maine's *Learning Results* that Telstar High School students in the Class of 2008 need to meet during their ninth grade year.

Science Standards Course: Freshman Science

Cluster: Earth and Space Sciences

Standard D: Continuity and Change

- Indicator 2: Describe why the offspring of sexually reproducing species have different survival rates than those of asexually reproducing species under a variety of conditions. Describe the advantages and disadvantages of each.
- Indicator 6: Analyze a theory scientists use to explain the origin of life.

Standard F: The Earth

- Indicator 2: Analyze potential effects of changes in the earth's oceans and atmosphere.

Standard G: The Universe

- Indicator 1: Describe how scientists gather data about the universe.
- Indicator 3: Describe the impact of plate movement and erosion on the rock cycle.

Cluster: Nature and Implications of Science

Standard M: Implications of Science and Technology

- Indicator 1: Examine the impact of political decisions on science and technology.

Social Studies Standards

Course: Global Perspectives

Cluster: Civics and Government

Standard A: Rights, Responsibilities, and Participation

- Indicator 1: Develop and defend a position on a public policy issue within our democracy.

Cluster: History

Standard A: Chronology

- Indicator 1: Identify and analyze major events and people that characterize each of the significant eras in the United States and world history.

Standard B: Historical Knowledge, Concepts, and Patterns

- Indicator 5: Explain how different ways of knowing and believing have influenced human history and culture.

Cluster: Geography

Standard A: Skills and Tools

- Indicator 1: Use mapping to answer complex geographic and environmental problems.

Standard B: Human Interaction with Environments

- Indicator 4: Explain how conflict and cooperation among peoples contribute to the division of the earth's surface into distinctive cultural and political regions.

Cluster: Economics

Standard A: Personal and Consumer Economics

- Indicator 1: Conduct a cost benefit analysis of a personal or business decision.

Standard D: International Trade and Global Interdependence

- Indicator 1: Demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner.

English Language Arts Standards

Course: English 9

Cluster: Reading and Viewing

Standard A: Process of Reading

- Indicator 1: Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings
- Indicator 2: Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.
- Indicator 10: Analyze how the cultural context of a literary work is evident in the text.
- Indicator 11: Represent key ideas and supporting details in various written forms.

Standard B: Literature and Culture

- Indicator 6: Identify and analyze how complex elements of plot affect the overall quality of a work.
- Indicator 11: Examine, evaluate, and elaborate on universal themes in literature, using reading and viewing to explain how themes are developed and achieved.

Standard D: Informational Texts

- Indicator 5: Analyze and synthesize the concepts and details in informational texts.
- Indicator 6: Explain how new information from a text changes personal knowledge.

Cluster: Writing and Speaking

Standard F: Standard English Conventions

- Indicator 1: Edit written work for standard English spelling and usage.
- Indicator 3: Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.

Standard G: Stylistic and Rhetorical Aspects of Writing

- Indicator 2: Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.
- Indicator 4: Write pieces and deliver oral presentations that are targeted for various audiences.

Mathematics Standards

Course: Algebra 1

Cluster: Numbers and Operations

Standard A: Numbers and Sense

- Indicator 1: Describe the structure of the real number system and identify its appropriate applications and limitations.

Standard B: Computation

- Indicator 1: Use various techniques to approximate solutions, determine the reasonableness of answers, and justify the results.

Standard C: Data Analysis and Statistics

- Indicator 1: Determine and evaluate the effect of variables on the results of data collection.

Cluster: Mathematical Decision Making

Standard D: Probability

- Indicator 2: Create and interpret probability distributions.

Standard J: Mathematical Reasoning

- Indicator 1: Analyze situations where more than one logical conclusion can be drawn from data presented.

Cluster: Patterns

Standard G: Patterns, Relations, and Functions

- Indicator 2: Translate and solve a real-life problem using symbolic language.

Standard H: Algebra Concepts

- Indicator 3: Formulate and solve equations and inequalities.

Health and Physical Education Standards

Courses: Health and Physical Education*

Cluster: Health Knowledge

Standard A: Health Concepts

- Indicator 3: Evaluate the short- and long-term effects of risky behavior.

Standard B: Health Information, Services, and Products

- Indicator 4: Analyze various health problems and identify those that require professional health care services.

Standard D: Influence on Health

- Indicator 1: Analyze how different cultures affect health beliefs and practices.
- Indicator 2: Evaluate the effect of media and other factors on personal, family, and community health.
- Indicator 3: Evaluate the impact of technology on personal, family, and community health.

Cluster: Health Skills

Standard C: Health Promotion and Risk Reduction

- Indicator 3: Design, implement, and evaluate a plan of stress management.

Standard E: Communication Skills

- Indicator 1: Demonstrate healthy ways to listen and communicate effectively with family, peers, and others.

Standard F: Decision-Making and Goal Setting

- Indicator 4: Implement a plan and evaluate progress in attaining personal health goals.
- Indicator 5: Formulate an effective long-range personal health plan.

Cluster: Physical Education Knowledge and Skills

Standard A: Physical Fitness

- Indicator 1: Design and implement a personal fitness program based on an accurately assessed fitness profile applying the principles of training.
- Indicator 4: Demonstrate the knowledge, skills, and behaviors needed to maintain or modify levels of fitness.

Standard B: Motor Skills

- Indicator 1: Demonstrate competency (basic skills, strategies, and rules) in more complex versions of different types of movement forms.

Standard C: Personal and Social Interactions

- Indicator 2: Accommodate for the differences in skill and performance levels of participants by adapting activities to encourage individual success.
- Indicator 6: Demonstrate appropriate etiquette, ways of interacting, care of equipment, and safety in the setting of an activity.

**** Students will have the opportunity to meet the Health and Physical Education standards and indicators as they complete one health course and two physical education courses.***