GREAT SCHOOLS PARTNERSHIP

The proficiency-based learning system coached by GSP staff identifies a smaller set of five to eight "graduation standards" in each content area that must be achieved in order for a student to graduate. Each graduation standards has a corresponding set of 5 – 10 "performance indicators" that break down the graduation standard into pieces that can be assessed and measured. In most cases, performance indicators are measured multiple times. Student demonstration of the graduation standard is figured by aggregating the scores on the performance indicators.

A student received the following scores:

Graduation Standard: Read and comprehend appropriately complex literary and informational texts independently and proficiently. (CCRA 10)

Performance Indicators

	September	October	November	December	January	February	March	April	May	June	Indicator Score
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.2)	1		1	2			3	4			
Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)		3			3	3			4	4	
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)	4			4		2	2			1	
Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL+RI.4; L.4,5,6)	2		3		4		3		2		
								GRADUATION STANDARD SCORE			

What aggregate score would you give for each performance indicator?

What aggregate score would you give for the graduation standard?