

# LACONIA HIGH SCHOOL

## 2016-2017

### ACADEMIC HANDBOOK



#### *Mission Statement of Laconia High School*

The Laconia High School community provides a safe and supportive learning environment that encourages students to pursue excellence in achievement and to become contributing members of a diverse and changing society. We will accomplish this through promoting Pride, Leadership and Honor in each student.

***Pride:** We will encourage our students to fulfill their potential for lifelong learning.*

***Leadership:** Our community will inspire initiative and cooperation in working together to reach goals.*

***Honor:** We will instill respect and responsibility for oneself and others.*

#### **Academic Expectations**

Students at Laconia High School will be able to effectively

- ✦ demonstrate knowledge from content areas.
- ✦ communicate using reading, writing, speaking, listening and viewing skills.
- ✦ utilize problem-solving and critical-thinking skills.

#### **Social and Civic Expectations**

Students at Laconia High School will be able to

- ✦ understand the principles of a healthy lifestyle.
- ✦ use knowledge and experiences gained to make positive postsecondary decisions.
- ✦ recognize and fulfill their obligations in a democratic society.

# ACADEMIC HANDBOOK

## TABLE OF CONTENTS

Mission Statement	1	<p style="text-align: center;"><b><u>Laconia High School</u></b></p> <p>Laconia, New Hampshire is a small city with a population of about 16,000. Situated between three lakes, the city is located in a region that offers a variety of summer and recreational activities that draw significant numbers of tourists. The economy of the area is also based on a wide range of light industries and services. Laconia is the county seat for Belknap County and several state agencies have regional offices located here.</p> <p>Laconia High School is a public, comprehensive, grades 9-12 high school with a current enrollment of approximately 625 students. Laconia High School's first graduating class consisted of eight members in 1878. The present building was built in the early 1920's with additions in the 1930's and renovation in 1974-1975. Laconia High School offers a wide variety of courses and co-curricular activities to prepare students for college and career and to develop community involvement, leadership skills, and well-rounded citizens.</p> <p>The J. Oliva Huot Technical Center opened in 1983 and had another wing added in 2012-13. The Center provides career and technical education programs for students from Laconia, Belmont, Franklin, Gilford, Inter-Lakes and Winnisquam Regional high schools.</p>
Table of Contents	2	
School Contact Information	3	
Accreditation	4	
The Educational Program at LHS	4	
The Laconia Canon	5	
Suggested Credits	6	
Graduation Requirements	6	
Scholars Programs	7-8	
Explanation of Course Levels	9	
Recommended Course Scope and Sequence by Grade	10-13	
Recommended Courses Scope and Sequence by Department	14-19	
Sachem Support Block (SSB)	19	
Grading System and Academic Recognition	20-23	
School Counseling Services	24	
Student Services Program	24	
Access to Additional Credits	25	
Alternative Programming	26	
College Credit Opportunities	26-27	
Early Graduation	27	
Standardized Testing	28-30	
Notification of Family Rights Under FERPA—Laconia School District	30-31	
Laconia School District Calendar	32	
Course Offerings 2015-16	33	
School-Wide Rubrics and K-12 District Non-Negotiables	34-45	



## Laconia High School

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Laconia, NH 03246

Phone (603) 524-3350 Fax (603) 528-8683

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Huot Technical Center

Phone (603) 528-8693 Fax (603) 524-5711

Website: <http://www2.laconiaschools.org/huot/>

Adult Education Office

Phone (603) 524-5712 Fax (603) 524-0647

### **SAU Administration**

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High School Cafeteria ext. 4017

First Student Bus Company 524-1787

### **Public Notice**

The Laconia School District is required by federal law to notify the public that there is asbestos in all the school buildings. The completed AHERA Management Plans are at the SAU office.

## ACCREDITATION

Laconia High School is accredited by the New England Association of Schools and Colleges (NEASC). NEASC is a non-governmental, nationally recognized organization whose affiliates include public, independent, and technical schools as well as colleges and universities.

Accreditation by NEASC means that an institution meets or exceeds the criteria established by the organization's commission. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs; is substantially doing so; and gives evidence that it will continue to do so in the foreseeable future. The integrity of the institution is also addressed through the accreditation process. Accreditation by the NEASC is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, nor of the competence of individual graduates. Rather, it provides reasonable assurances about the quality of opportunities available to students enrolled in the institution.

Laconia High School is an accredited, member institution of NEASC and, as such, is committed to its system of review. Inquiries regarding the status of an institution's accreditation should be directed to the administrative staff. Individuals may also contact the Association: *New England Association of Schools and Colleges 3 Burlington Woods Drive, Burlington, MA 01803-4515. Phone: (781) 425-7700.*

## THE EDUCATIONAL PROGRAM AT LHS

In 2010, the State of New Hampshire became one of 45 states to adopt the Common Core Standards. These national standards are grounded in literacy, communication, research, and math in an effort to establish greater consistency and higher standards in schools ensure greater equity and rigor in schools across the nation, and to prepare students for "college and career readiness." Laconia High School is in the process of aligning its curriculum with the Common Core Standards.

Academic excellence and career readiness are the focus of the academic program at Laconia High School. The district has developed and adopted K-12 documents with non-negotiable standards based on the Common Core Standards in writing, math, and reading that establish minimum expectations of what students are to be able to do at each grade level grades K-12.

Literacy is an important component of the educational program at Laconia High School. The **Laconia Canon** is a list of 32 required books that every student will read by the time they graduate in English and Social Studies courses. These books are classics in American History and Western Civilization and include informational texts. Students in all classes are expected to actively participate, complete assignments in a timely fashion, solve problems, read rigorous texts, write in a variety of domains, collaborate, communicate clearly, integrate technology, and critically analyze texts and data.

**THE LACONIA CANON (PENDING DEPARTMENT APPROVAL FOR 2016-17)**

<b>Grade</b>	<b>English</b>	<b>Social Studies</b>
<b>Freshman</b>	<b>English 9</b>	<b>World Geography and Cultures</b>
	<ol style="list-style-type: none"> <li><i>The Odyssey</i> (circa 8th century B.C.E.) by Homer</li> <li><i>Macbeth</i> (circa 1603) by Shakespeare</li> <li><i>Animal Farm</i> (1945) by George Orwell</li> <li><i>The Pearl</i> (1947) by John Steinbeck</li> </ol>	<ol style="list-style-type: none"> <li><i>Red Scarf Girl</i> (1998) by Ji-li Jian</li> <li><i>The Orphan Girl and Other Stories: West African Folk Tales</i> (2001) by Buchi Offodile</li> <li><i>Enrique's Journey</i> (2006) by Sonia Nazario</li> <li><i>Santa Claus in Baghdad and Other Stories about Teens in the Arab World</i> (2008) by Elsa Marston</li> </ol>
<b>Sophomore</b>	<b>English 10</b>	<b>Citizenship and Economics (2 credits)</b>
	<ol style="list-style-type: none"> <li><i>Of Mice and Men</i> (1937) by John Steinbeck</li> <li><i>Fahrenheit-451</i> (1953) by Ray Bradbury</li> <li><i>Lord of the Flies</i> (1954) by William Golding</li> <li><i>To Kill A Mockingbird</i> (1960) by Harper Lee</li> </ol>	<ol style="list-style-type: none"> <li><i>The Prince</i> (1532) by Niccolò Machiavelli</li> <li><i>Anthem</i> (1938) by Ayn Rand</li> <li><i>Darkness at Noon</i> (1940) by Arthur Koestler</li> <li><i>Nickel and Dimed</i> (2001) by Barbara Ehrenreich</li> <li><i>Freakonomics</i> (2005) by Steven D. Levitt and Stephen J. Dubner</li> <li><i>Naked Economics</i> (2010) by Charles Wheelan</li> <li>Source reader</li> </ol>
<b>Junior</b>	<b>American Literature</b>	<b>US History</b>
	<ol style="list-style-type: none"> <li><i>The Scarlet Letter</i> (1850) by Nathaniel Hawthorne or <i>The Crucible</i> (1953) by Arthur Miller</li> <li><i>The Adventures of Huckleberry Finn</i> (1884) by Mark Twain</li> <li><i>The Great Gatsby</i> (1925) by F. Scott Fitzgerald</li> <li><i>Death of a Salesman</i> (1949) by Arthur Miller</li> </ol>	<ol style="list-style-type: none"> <li>Source reader</li> <li><i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</li> <li><i>The Jungle</i> (1906) by Upton Sinclair</li> <li><i>The Things They Carried</i> (1990) Tim O'Brien</li> </ol>
<b>Senior</b>	<b>English 12</b>	<p><i>The Common Core Standards prescribe that 70 percent of the reading a student does in his or her 11<sup>th</sup> and 12<sup>th</sup> grade years will be of informational texts, which students will read in other courses.</i></p>
	<ol style="list-style-type: none"> <li><i>Beowulf</i> (circa 8<sup>th</sup> -10<sup>th</sup> centuries), author unknown</li> <li><i>Hamlet</i> (1603) by Shakespeare</li> <li><i>Frankenstein</i> (1818) by Mary Shelly</li> <li><i>1984</i> (1949) by George Orwell</li> </ol>	

## SUGGESTED CREDITS

There are a variety of educational opportunities available to students after high school. In an effort to provide some general guidelines of course requirements, the chart below provides course requirements to help inform students on the credits they should have by content-area:

<u>Type of College</u>	<u>English</u>	<u>Social Studies</u>	<u>Math</u>	<u>Science</u>	<u>World Languages</u>
<b>Selective 4 Year Colleges</b>	5	4-5	5	4-5	4-5
<b>4 Year Colleges</b>	4-5	4	4	4	3-4
<b>2 Year Colleges</b>	4	3	3	3	0-2
<b>Military</b>	4	3	3	3	0

## GRADUATION REQUIREMENTS

The course requirements for graduations allows for students to take a broad spectrum of courses across a variety of content areas with allowance for choices for electives. Though the chart spells out the minimum requirements, students are encouraged to take a full schedule of classes while at Laconia High School to prepare for college and career and to take advantage of the wide variety of educational experience available.

<u>Content Area</u>	<u>Classes</u>	<u>Credit Requirement for Graduation</u>
<b>English</b>	English 9, 10 (2 credits), 11, and 12 *4 credits with only one English 10 credit beginning with the Class of 2018	5 / 4
<b>Math</b>	(4) Math credits	4
<b>Science</b>	Honors: Biology, Chemistry, and Physics  College and Career (CCR) and Foundations: Physical Science, Biology, and (1) Science elective	3
<b>Social Studies</b>	World Geography and Cultures Citizenship US History  *Civics and Economics (2 credits) will replace Citizenship (1 credit) beginning with the Class of 2018 – 4 total credit Social Studies requirement	3 / 4
<b>Fine Arts / Technology</b>	(1) Music, Art, or Technology	1
<b>Physical Education / Health</b>	Health (1) Physical Education / Health elective OR a waiver for participating and lettering in two seasons of varsity athletics	2
<b>Technology</b>	(1) Technology elective	1
<b>General Electives</b>	(7) electives	7
<b>Total Credits</b>		<b>26</b>

## SCHOLARS PROGRAMS: NH AND LACONIA SCHOLARS

**New Hampshire Scholars:** The New Hampshire Scholars Program encourages and motivates all high school students to complete a rigorous course of study throughout their four-year high school career. The program is designed to prepare students for a competitive job market and admission to college or technical training. New Hampshire Scholars agree to the following series of courses:

Content Area	NH Scholars Core Course of Study	Credits
English	English 9 English 10 English 11 - American Literature English elective (several courses can fulfill the Grade 12 requirement)	4
Mathematics	Algebra 1A Algebra 1B Geometry Algebra 2 This can include higher-level Math classes as well.	4
Science	Lab-based Biology Lab-based Chemistry Plus one additional credit in one of the following: Physics, AP Chemistry, Bio-Medical Technology, Health Science and Technology, Forensic Science AP Environmental Science, or Anatomy and Physiology	3
Social Studies	World Geography and Cultures Civics Economics US History  *Class of 2017 students were required to take Citizenship (1 credit) and one Social Studies elective to fulfill to meet the NH Scholars Social Studies requirement	4
World Language	World Language (2 credits of a language other than English)	2

After successful completion of the above listed courses, students will be better prepared to enter college or the workforce. In addition, students who are designated as New Hampshire State Scholars will be candidates for certain types of scholarships and financial aid. State Scholars are recognized during the graduation ceremony with a ceremonial medallion. Students who are interested in the New Hampshire Scholars Program should speak to their school counselor.

For more information on the New Hampshire Scholars program, see <http://www.nhscholars.org/Course.cfm>.

**Laconia Scholars:** Competitive colleges and universities are looking for students to be successful in the most demanding courses a school offers. In an effort to promote academic excellence and prepare a student to be ready to attend a selective institution after graduation, the Laconia Scholars Program was created to recognize students who maximize the academic experience. Laconia Scholars take more core academic classes than the NH Scholars, maintain a 3.35 grade point average (GPA) and maximize their experience at LHS by taking a specific rigorous course load. This program helps support a student in preparing for college and career.

<b>Content Area</b>	<b>Laconia Scholars Core Course of Study and Requirements</b>	<b>Credits</b>
<b>English</b>	English 9 English 10 (2 credits for the Class of 2017, one for the Class of 2018, 19, and 20) English 11 - American Literature AP English Literature and Composition	5 / 4
<b>Mathematics</b>	(3) progressive Math courses (1) Calculus course	4
<b>Science</b>	Lab-based Biology Lab-based Chemistry Lab-based Physics  Plus one additional credit in: Honors Anatomy & Physiology, Bio-Medical Technology, AP Environmental Science, AP Chemistry, Physics 2, Health Science or Forensic Science	4
<b>Social Studies</b>	World Geography and Cultures  Citizenship (1 credit for the Class of 2017) OR Civics (1 credit) and Economics (1 credit) instead of Citizenship beginning with the Class of 2018  US History  *At least one (1) AP course (AP U.S. History, AP World History or AP Government).	4
<b>World Language</b>	World Language (3 credits of a language other than English)	3
<b>Other Requirements</b>	Minimum GPA	3.35 (B+)
	Minimum Credits	30

## EXPLANATION OF COURSE LEVELS

To be successful at Laconia High School, students in all classes are expected to actively participate, complete assignments in a timely fashion, solve problems, read rigorous texts, write in a variety of domains, work in groups, communicate clearly, integrate technology, and critically analyze texts and data. These habits and skills are essential in the effort to prepare students for career readiness after high school. All courses at Laconia High School are designed to help students prepare for post-secondary opportunities after graduation. These opportunities include: college/university study, career/technical school study, apprentice programs, military service, certification programs, as well as entry into the workforce. Courses are taught at three (3) levels to accommodate the instructional needs of students in the four (4) academic content areas. All course levels prepare students to be college and career ready upon graduation. Recommendations for the levels is based on the student's academic habits and skills, performance on previous internal assessments (based on course competencies and standards) in the respective content area, and external assessment scores. Examples of external assessments include the Measure of Academic Progress (MAP) through the Northwest Evaluation Association (NWEA), the New England Common Assessment Program (NECAP), and Smarter Balanced. Flexibility exists for students to assume greater challenge as their skills advance. If a student earns an 85 (or a "B" average) or higher in a course and/or their scores on external assessments reflect they are capable, the high school staff will explore having the student take courses in that content area at a more advanced level with a recommendation from a teacher.

**Advanced – Three (3) Levels: Advanced Placement (AP), Honors (H), and Project Running Start (PRS):** Students who are bound for a four (4) year college or university should access these courses. Project Running Start courses are offered for Honors credit. These students are expected to:

- Read, write, speak, think, and problem-solve above grade level,
- Have a strong command of math skills above grade level,
- Complete many rigorous independent reading and writing assignments outside of class on a regular basis in a timely fashion,
- Be highly-motivated and self-disciplined,
- Study a wider variety of topics and materials at a greater depth than students in other classes,
- For students in AP classes, they must satisfy the requirements on the respective College Board approved course syllabus and are encouraged to take the AP exam at the end of the course.

**College and Career Readiness (CCR):** Students who want to access four (4) year college or university, two (2) year college, or technical training programs without remediation, seek out military options or enter immediately into entry-level career choices should access courses at this level. These students are expected to:

- Read, write, speak, think, and problem-solve at or near grade level,
- Have a command of math skills at or near grade level,
- Complete rigorous independent reading and writing assignments outside class on a regular basis in a timely fashion,
- Be motivated and self-disciplined,
- Study a wide variety of topics and materials at great depth.

**Foundations:** To be admitted into a Foundations class, students must demonstrate, using multiple measures, that their academic skills that are at least three (3) grades below grade-level. Foundations classes are offered in the four (4) core academic areas. These students are expected to:

- Continue to work to build a foundation in literacy and math,
- Take courses in the four (4) core academic content areas at the Foundations level,
- Acquire or improve essential skills such as collaboration, communication, critical thinking, decision-making, and problem solving to promote career readiness,
- Receive greater support to achieve competence.

**RECOMMENDED COURSE SCOPE AND SEQUENCES BY GRADE LEVEL**

The focus of the academic program at Laconia High School is to ensure that students are college and career ready by the time they graduate. Students have the opportunity to earn at least eight (8) credits per year. Students can earn more credits if they take advantage of alternative learning experiences such as Extended Learning Opportunities (ELOs). Students are encouraged to maximize the courses they take in order to prepare them for their post-graduate goals. **Note: Project Running Start courses for dual enrollment are indicated with an asterisk (\*).**

**FRESHMAN**

<b>Level</b>	<b>Recommended Courses</b>	<b>Electives</b>
<b>Honors (H)</b>	English 9  Geometry and Algebra 2 OR Algebra 1B and Geometry (2 credits)  World Geography and Cultures Biology CCR Health  World Language  (1) Elective Credits	Band Engineering Fine Arts electives Mixed Chorus Physical Education / Health Technology World Language Jobs for America’s Graduates (JAG)
<b>College and Career Readiness (CCR)</b>	English 9 Algebra 1A & 1B (2 credits) World Geography and Cultures Physical Science CCR Health World Language  (1) Elective Credits	
<b>Foundations (FDN)</b>	English 9 Math 9 (2 credits) World Geography and Cultures Physical Science CCR Health  (2) Elective Credits	

**SOPHOMORE**

<b><u>Level</u></b>	<b><u>Recommended Courses</u></b>	<b><u>Electives</u></b>
<b>Honors (H)</b>	<p>English 10 A&amp;B (2 credits) for the Class of 2017 OR English 10 (1 credit) beginning with the Class of 2018</p> <p>Citizenship (Class of 2017) OR</p> <p>Economics AND Civics or AP Government beginning with the Class of 2018</p> <p>AP Statistics OR Algebra 2 AND AP Statistics (elective)</p> <p>Chemistry World Language</p> <p>(1-2) Elective Credits</p>	<p>Band Chorus Engineering Fine Arts Physical Education / Health Technology World Language Jobs for America’s Graduates (JAG)</p> <p>Electives in English, Math, Science, and Social Studies</p>
<b>College and Career Readiness (CCR)</b>	<p>English 10 A&amp;B (2 credits) for the Class of 2017 OR English 10 (1 credit) beginning with the Class of 2018</p> <p>Citizenship (Class of 2017) OR Economics AND Civics beginning with the Class of 2018</p> <p>CCR Geometry CCR Biology World Language</p> <p>(2) Elective Credits</p>	
<b>Foundations (FDN)</b>	<p>English 10 A&amp;B (2 credits) for the Class of 2017 OR English 10 (1 credit) beginning with the Class of 2018</p> <p>Citizenship (Class of 2017) OR Economics AND Civics beginning with the Class of 2018</p> <p>Math 10 Biology</p> <p>(3) Elective Credits</p>	

**JUNIOR**

<b><u>Level</u></b>	<b><u>Recommended Courses</u></b>	<b><u>Electives</u></b>
<b>Honors (H)</b>	AP US History / Honors American Literature (2 credits) OR US History and American Literature (2 credits)  Pre-Calculus Physics World Language  (3) Elective Credits	Band Chorus Fine Arts Physical Education / Health Technology World Language Jobs for America's Graduates (JAG) ELO
<b>College and Career Readiness (CCR)</b>	American Literature US History  Algebra 2  Chemistry OR Physics  (3) Elective Credits	Courses in the Huot Technical Center  Electives in English, Math, Science, and Social Studies  <b><u>Running Start Courses</u></b> *AP Psychology *AP World History *AP English Literature and Composition *World Religions *Constitutional Law *College Composition *Creative Writing *Introduction to Exceptionalities *Overview of Developmental Disabilities *Calculus *AP Calculus *Automotive Technology 2 *Business Management *Business/Financial Management *Culinary Arts 2 *Careers in Education 2 *Health Science and Technology 2 *Multimedia Communications 2
<b>Foundations (FDN)</b>	American Literature US History  Integrated Math 11-12 Integrated Science 11 (4) Elective Credits	

**SENIOR**

<b><u>Level</u></b>	<b><u>Recommended Courses</u></b>	<b><u>Electives</u></b>
<b>Honors (H)</b>	*AP English Literature and Composition *AP World History  Honors Calculus AND AP Calculus  AP Chemistry OR AP Environmental Science  World Language  (3) Elective Credits	Band Chorus Fine Arts Physical Education / Health Technology World Language Jobs for America's Graduates (JAG) Senior Seminar ELO
<b>College and Career Readiness (CCR)</b>	English elective(s) Social Studies elective(s) Math elective(s) Physics (4) Elective Credits	Courses in the Huot Technical Center  Electives in English, Math, Science, and Social Studies
<b>Foundations (FDN)</b>	English 12 Integrated Math 11-12  Integrated Science 12  (5) Elective Credits	<b><u>Running Start Courses</u></b> *AP Psychology *AP World History *AP English Literature and Composition *World Religions *Constitutional Law *College Composition *Creative Writing *Introduction to Exceptionalities *Overview of Developmental Disabilities *Calculus *AP Calculus *Automotive Technology 2 *Business Management *Business/Financial Management *Culinary Arts 2 *Careers in Education 2 *Health Science and Technology 2 *Multimedia Communications 2

**RECOMMENDED SCOPE AND SEQUENCES BY DEPARTMENT**

**ENGLISH**

<b>Level</b>	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b><i>Graduation Requirement: 5 or 4 credits</i></b>				
<b>Honors / AP</b>	English 9	English 10 A&B (2 credits, Class 2017)  Honors English 10 (1 credit beginning with the Class of 2017)	Honors American Literature (with AP U.S. History)  OR  American Literature	AP English Literature and Composition  OR  English elective(s)
<b>College and Career Ready (CCR)</b>	English 9	English 10 A&B (2 credits, Class 2017)  Honors English 10 (1 credit beginning with the Class of 2017)	American Literature	English elective(s)
<b>Foundations</b>	English 9	English 10 A&B (2 credits, Class 2017)  Honors English 10 (1 credit beginning with the Class of 2017)	American Literature	English 12
<b><i>Electives</i></b>				
			*Honors College Composition *Honors Creative Writing CCR English 12 CCR Journalism CCR Senior Seminar CCR Speech and Debate	

**MATHEMATICS**

<b><u>Level</u></b>	<b><u>Freshman</u></b>	<b><u>Sophomore</u></b>	<b><u>Junior</u></b>	<b><u>Senior</u></b>
<b><i>Graduation Requirement: 4 credits</i></b>				
<b>Honors / AP Accelerated Path (6 credits to get through AP Calculus)</b>	Geometry AND Algebra 2	AP Statistics (elective)	Honors Pre-Calculus	*Honors Calculus *AP Calculus
<b>Honors / AP Path #2 (7 credits to get through AP Calculus)</b>	Algebra 1B AND Geometry	Algebra 2 AND AP Statistics (elective)	Honors Pre-Calculus	*Honors Calculus *AP Calculus
<b>College and Career Ready (CCR)</b>	Algebra 1A Algebra 1B	Geometry	Algebra 2	Elective
<b>Foundations</b>	Math 9A Math 9B	Math 10	Integrated Math 11-12	
<b><i>Electives</i></b>				
			AP Statistics CCR Statistics and Probability CCR Advanced Math electives CCR Senior Math	

**SCIENCE**

<b><u>Level</u></b>	<b><u>Freshman</u></b>	<b><u>Sophomore</u></b>	<b><u>Junior</u></b>	<b><u>Senior</u></b>
<b><i>Graduation Requirement: 3 credits</i></b>				
<b>Honors / AP</b>  <b>(Note: To fulfill the state and LHS physical science graduation requirement, students in this level must take Chemistry and Physics.)</b>	Biology	Chemistry	Physics	AP Chemistry (Pre-requisite: Honors Chemistry) AP Environmental Science (Pre-requisite: Honors or CCR Chemistry), or Honors Physics 2 Honors Anatomy and Physiology
<b>College and Career Ready (CCR)</b>	Physical Science	Biology	Chemistry	Elective
<b>Foundations</b>	Physical Science	Biology	Integrated Science 11-12	
<b><i>Electives</i></b>				
			AP Chemistry (after Honors Chemistry) AP Environmental Science Honors Anatomy and Physiology Honors Physics 2 Bio-Medical Technology (1 and 2) CCR Anatomy and Physiology CCR Earth and Space Science CCR Forensic Science CCR Physics 1 CCR Physics 2	

**SOCIAL STUDIES**

<b><u>Level</u></b>	<b><u>Freshman</u></b>	<b><u>Sophomore</u></b>	<b><u>Junior</u></b>	<b><u>Senior</u></b>
<b><i>Graduation Requirement: 3 or 4 credits</i></b>				
<b>Honors / AP</b>	World Geography & Cultures	Citizenship and Economics (1 credit for the Class of 2017)  Civics OR AP Government AND Economics (2 credits beginning with the Class of 2018)	AP US History (with Honors American Literature) OR U.S. History	*AP World History
<b>College and Career Ready</b>	World Geography & Cultures	Citizenship and Economics (1 credit for the Class of 2017)  Civics AND Economics (2 credits beginning with the Class of 2018)	U.S. History	Elective
<b>Foundations</b>	World Geography & Cultures	Citizenship and Economics (1 credit for the Class of 2017)  Civics AND Economics (2 credits beginning with the Class of 2018)	U.S. History	
<b><i>Electives</i></b>				
			*AP World History *AP Psychology *Honors Constitutional Law *Honors Introduction to Exceptionalities *Honors Overview of Developmental Disabilities *Honors World Religions AP Government CCR Psychology CCR World War and Genocide	

**FINE ARTS / TECHNOLOGY**

<b><u>Freshman</u></b>	<b><u>Sophomore</u></b>	<b><u>Junior</u></b>	<b><u>Senior</u></b>
<b><i>Graduation Requirement: 2 credits</i></b>			
(1) Fine Arts elective (1) Technology elective			
<b><i>Fine Arts Electives</i></b>		<b><i>Technology Electives</i></b>	
Exploring Art Crafts Intermediate Art (Prerequisite: Exploring Art) Advanced Art (Prerequisite: Exploring and Intermediate Art)  Exploring Digital Art Advanced Digital Art (Prerequisite: Exploring Digital Art) Digital Photography and Imaging (Prerequisite: Exploring Digital Art) Yearbook (Prerequisite: Completion of a digital art course or instructor permission)  Mixed Chorus Concert Choir Symphonic Band Jazz Band Introduction to Guitar Music Theory Music Appreciation		Exploring Digital Art Advanced Digital Art (Prerequisite: Exploring Digital Art)  Digital Photography and Imaging (Prerequisite: Exploring Digital Art) Yearbook  The following classes in the Huot Tech can fulfill the Technology requirement: <ul style="list-style-type: none"> <li>• Pre-Engineering/MET</li> <li>• Multimedia</li> <li>• Business Management</li> </ul>	

***\*Note: Though some classes can be taken for a Fine Arts or Technology credit, a student cannot count one of these classes to fulfill both credit requirements.***

**PHYSICAL EDUCATION AND WELLNESS**

<b><u>Freshman</u></b>	<b><u>Sophomore</u></b>	<b><u>Junior</u></b>	<b><u>Senior</u></b>
<b><i>Graduation Requirement: 2 credits</i></b>			
Health			
One other elective OR (2) completed varsity sport seasons			
<b><i>Electives</i></b>			
Weight Training /Conditioning Physical Education Advanced Health Exercise and Nutrition			

**WORLD LANGUAGES**

<b><u>Levels</u></b>	<b><u>Freshman</u></b>	<b><u>Sophomore</u></b>	<b><u>Junior</u></b>	<b><u>Senior</u></b>
<b><i>Graduation Requirements: none. Many colleges and universities require that students take two (2) credits but recommend they take three (3) or more credits in one World Language.</i></b>				
<b><i>Electives</i></b>				
<b>AP / Honors</b>		French 3 French 4 French 5 Spanish 3 Spanish 4 Spanish 5 (Can be taken for AP credit)		
<b>College and Career Ready (CCR)</b>	French 1 French 2 Spanish 1 Spanish 2			

**INDIVIDUALIZED STUDENT SERVICES**

<b><u>Levels</u></b>	<b><u>Freshman</u></b>	<b><u>Sophomore</u></b>	<b><u>Junior</u></b>	<b><u>Senior</u></b>
<b><i>Electives</i></b>				
<b>College and Career Ready (CCR)</b>	Jobs for America’s Graduates (JAG)			
<b>Foundations</b>	Life Skills and Support			

**SACHEM SUPPORT BLOCK (SSB)**

On Tuesdays and Thursdays, students will have a 45 minute block of time to access academic support. Students will be assigned to a classroom and teacher while having the opportunity to get support with a teacher of courses in which they are in need of assistance and/or to address deficit areas. Students will be required to get permission from the teacher they would like to get support from prior to the beginning of the support block.

## GRADING SYSTEM AND ACADEMIC RECOGNITION

The numerical grades given at Laconia High School correspond with the following letter grades:

**A+ (97-100)    A (93-96)    A- (90-92)**  
**B+ (87-89)    B (83-86)    B- (80-82)**  
**C+ (77-79)    C (73-76)    C- (70-72)**  
**D+ (67-69)    D (65-66)**  
**Below 65 = F**

### GRADE CATEGORIES

**Grades for Semester and Full-Year Classes:** Classes at Laconia High School and the Huot Technical Center are either semester or full year classes. The break-down for grades in classes is as follows:

Semester Classes	Full-Year Classes
Quarter 1 or 3 Grade: 40%	Quarter 1 Grade: 20%
Quarter 2 or 4 Grade: 40%	Quarter 2 Grade: 20%
<u>Final Exam Grade: 20%</u>	Midterm Exam Grade: 10%
	Quarter 3 Grade: 20%
	Quarter 4 Grade: 20%
	<u>Final Exam Grade: 10%</u>
Total: 100%	Total: 100%

**Quarterly Grades:** Students at Laconia High School (not including Huot classes) receive two categories of grades that are weighted accordingly:

- Summative Assessments: 70%. This includes exams, major performance-based assessments
- Formative Assessments: 30%
- LHS College and Career Readiness Grade: 0%

**LHS PRIDE / College and Career Readiness Skills Grade:** Habits of learning or crucial to a student's academic success. Students will be regularly assessed and given a non-weighted, college and career readiness grade each quarter that provides parents and students feedback on effective learning habits they demonstrate in class based on the school's Positive Behavioral Interventions and Supports (PBIS) initiative PRIDE rubric. The traits on this rubric include **Personal Responsibility, Respect, Integrity, Determination and Empathy**. Each trait will be assessed weekly at one of four levels: 1 (Does Not Meet Expectations), 2 (Approaches Expectations), 3 (Meets Expectations), and 4 (Exceeds Expectations) scale. There is a rubric that will be used by the LHS staff on page 49 of this document.

### MARKING PERIODS AND PROGRESS REPORTS\*

<u>Quarter</u>	<u>Quarter Begins</u>	<u>Progress Reports</u>	<u>Quarter Ends</u>	<u>Report Cards Issued</u>
<b>Semester 1</b>				
<b>1</b>	August 30	October 6	November 4	November 14
<b>2</b>	November 7	December 9	January 19	January 27
<b>Semester 2</b>				
<b>3</b>	January 23	February 24	March 31	April 7
<b>4</b>	April 3	May 5	June 14	June 21

### **PARENT-TEACHER CONFERENCES:**

- THURSDAY 10 NOVEMBER
- THURSDAY 9 MARCH

\* Dates may change depending on the number of school cancellations, delays, and early releases

## HONOR ROLL

Students at Laconia High School will be recognized on the honor roll in four (4) ways. Course grades for Honor Roll recognition are non-weighted.

- **HIGH HONOR ROLL WITH DISTINCTION:** Student earns a 95 or above in all classes
- **HIGH HONOR ROLL:** Student earns an 90 or above in all classes (all As)
- **HONOR ROLL:** Student earns an 80 or above in all classes (all As and Bs)
- **“ON A ROLL:”** Student has an 83 or above average in all classes with no D, F, or withdrawal grades

**Minimum Scheduling Requirement:** All students in grades 9-11 are expected to take a full course-load each semester (4 credits). Grade 12 students may reduce their course load as part of senior privilege, but it is recommended they take a full course load so they are college and career ready. **Seniors must carry at least three (3) credits to be eligible for honor roll recognition. Seniors must carry at least two (2) credits per semester to be able to participate in the LHS graduation ceremony and related activities.**

## WEIGHTED GRADE POINT AVERAGE (GPA) FOR REPORTING TO COLLEGES AND UNIVERSITIES

According to the College Board®, “Class ranking is a mathematical summary of a student’s academic record compared to those of other students in the class. It takes into account both the degree of difficulty of the courses a student is taking and the grade the student earns. The compilation of courses and grades is converted to an overall grade point average (GPA), and the higher the GPA, the higher the student’s class ranking.” The GPA system used at Laconia High School to report out to colleges and universities is based on a 4.0 scale recommended by the College Board (see <http://www.collegeboard.com/html/academicTracker-howtoconvert.html>) that is weighted based on course level. Below is a table with weighted GPA values:

<u>Letter Grade</u>	<u>Percent Grade</u>	<u>5.0 Scale - AP</u>	<u>4.5 Scale - Honors</u>	<u>4.0 Scale - CCR</u>	<u>3.5 Scale - FDN</u>
A+	97-100	5	4.5	4	3.5
A	93-96	5	4.5	4	3.5
A-	90-92	4.7	4.2	3.7	3.2
B+	87-89	4.3	3.8	3.3	2.8
B+	83-86	4	3.5	3	2.5
B-	80-82	3.7	3.2	2.7	2.2
C+	77-79	3.3	2.8	2.3	1.8
C	73-76	3	2.5	2	1.5
C-	70-72	2.7	2.2	1.7	1.2
D+	67-69	2.3	1.8	1.3	0.8
D	65-66	2	1.5	1	0.5
F	BELOW 65	0	0	0	0

## CLASS RANK

Class Rank is used to determine academic standing within classes and is based on a more specific GPA that aligns the percentage grade that a student earns in a class with a unique, weighted number that is correlated to the GPA value. ***This is an internal system that is only used to determine class rank. It is not the number that will be reported to colleges and universities.*** To be ranked, a student must carry a full load (four credits per semester) their freshmen, sophomore, and junior years and a minimum of two credits each semester of their senior year. All courses on a student’s transcript count towards class rank unless the credit count exceeds eight (8) per year, in which case priority will be given to traditional courses offered in the Course Catalogue. Home-school students are not counted for class rank. The valedictorian, salutatorian, class essayist, and the rest of the Top 10 for that year’s graduating class will be named at the end of third quarter. The initial class ranking will be completed by October 1 of the students’ senior year.

Below is the Class Rank table:

<b><u>Letter Grade</u></b>	<b><u>Percent Grade</u></b>	<b><u>5.0 Scale AP</u></b>	<b><u>4.5 Scale Honors</u></b>	<b><u>4.0 Scale CCR</u></b>	<b><u>3.5 Scale Foundations</u></b>
A+	100%	5.00	4.50	4.00	3.50
A+	99%	4.93	4.43	3.93	3.43
A+	98%	4.87	4.37	3.87	3.37
A+	97%	4.80	4.30	3.80	3.30
A	96%	4.73	4.23	3.73	3.23
A	95%	4.67	4.17	3.67	3.17
A	94%	4.60	4.10	3.60	3.10
A	93%	4.53	4.03	3.53	3.03
A-	92%	4.47	3.97	3.47	2.97
A-	91%	4.40	3.90	3.40	2.90
A-	90%	4.33	3.83	3.33	2.83
B+	89%	4.27	3.77	3.27	2.77
B+	88%	4.20	3.70	3.20	2.70
B+	87%	4.13	3.63	3.13	2.63
B	86%	4.07	3.57	3.07	2.57
B	85%	4.00	3.50	3.00	2.50
B	84%	3.90	3.40	2.90	2.40
B	83%	3.80	3.30	2.80	2.30
B-	82%	3.70	3.20	2.70	2.20
B-	81%	3.60	3.10	2.60	2.10
B-	80%	3.50	3.00	2.50	2.00
C+	79%	3.40	2.90	2.40	1.90
C+	78%	3.30	2.80	2.30	1.80
C+	77%	3.20	2.70	2.20	1.70
C	76%	3.10	2.60	2.10	1.60
C	75%	3.00	2.50	2.00	1.50
C	74%	2.90	2.40	1.90	1.40
C	73%	2.80	2.30	1.80	1.30
C-	72%	2.70	2.20	1.70	1.20
C-	71%	2.60	2.10	1.60	1.10
C-	70%	2.50	2.00	1.50	1.00
D+	69%	2.40	1.90	1.40	0.90
D+	68%	2.30	1.80	1.30	0.80
D+	67%	2.20	1.70	1.20	0.70
D	66%	2.10	1.60	1.10	0.60
D	65%	2.00	1.50	1.00	0.50
Below 65	0	0.00	0.00	0.00	0.00

## REASSESSMENT

Reassessment is offered and recommended for any student who earns less than a 70 on a summative assessment. Students are required to meet with the teacher and complete a reassessment contract outlining specific corrective actions and re-teaching necessary before reassessment. Students are expected to complete the reassessment within one week of the initial assessment, although an extension is available with teacher permission. Through reassessment, a student could increase their grade to as much as an 83. Students who earn between a 70 and an 82 may do reassessment at the discretion of the teacher with the same criteria listed above. **Since reassessment does not apply to final exams, students are not allowed to reassess any final exams at Laconia High School.**

## REASSESSMENT ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Eligibility for participation in Laconia High School athletics and other extra-curricular activities is determined by passing 3 blocked subjects in the 4 x 4 block schedule. As part of senior privileges, a senior who only attends 2 classes would be fully eligible by passing 2 blocked subjects. Probationary athletic eligibility and participation in extra-curricular activities can be granted by the building Principal with the support of the Coaches and Advisors for a student who passes 2 block subjects with the following conditions:

1. Biweekly progress reports to the Coach/AD/Advisor ensuring 3 passing subjects (due each Friday).
2. No disciplinary issues above an after school detention.

If a student fails to adhere to the above conditions they would become ineligible (no practices/games/no meetings) for that grading period. Student athletes who were academically ineligible due to grades achieved in the quarter previous to the next season try outs may try out if he/she is passing three of four classes at the time of tryouts. Students who were members of other extra-curricular activities who were academically ineligible due to grades may resume participating in the extra-curricular activity once they are passing three of four classes.

## TRANSFER STUDENTS

Students transferring into or out of the district must begin the process with the School Counseling Department. For students transferring into the district, the School Counselor will review the transcript(s) from the other school(s) and discuss the best way to fulfill Laconia's graduation requirements. The School Counseling Office will transfer all courses taken and credits earned onto a Laconia High School transcript. Counselors will continue adding to this transcript as the student completes courses in Laconia. The student's information will also be entered onto the computer so that all transfer students will have a Grade Point Average. In order to ensure equity, transferred credits will be reconciled so that grades receive weights that are consistent with the Laconia High School grading policy.

If a student transfers from a school having a different credit system, the School Counselor will determine the number of appropriate credits for each course passed. The GPA and rank will then be determined. **A student must be enrolled at Laconia for at least two full semesters before they can be eligible for class rank standing.**

## SCHOOL COUNSELING SERVICES

The Laconia High School Counseling program is an essential part of the educational process for students. This program is designed to meet students' needs by helping them define and meet expectations in all facets of their lives – educational, emotional, social, and career. Each student will be assigned to a counselor upon entrance to Laconia High School.

School Counseling activities and reviews are conducted on a regular and planned basis with the goal of providing students with experiences to help them grow and to reach their full potential. Counselors provide direct services to students, as well as working with parents, school staff, and members of the community. Unless otherwise instructed in writing by a parent or guardian, services provided through the School Counseling Office will be provided to all students through self-referral, staff referral, and/or parent referral. Counselors are obligated to share information with parents of minors and others in the following circumstances: as ordered by a court of law; to protect a student from harm, abuse and neglect; and, to warn potential victims of the intent to harm.

## STUDENT SERVICES PROGRAM

Student Services at Laconia High School are designed to meet the New Hampshire Standards for the Education of Handicapped Students to provide a free and appropriate education for all identified educationally disabled students using an inclusion model. The proper referral, evaluation, and placement requirements must be met in order for a student to take part in this program. A referral may be made by any person who bears a responsibility for a child's welfare.

After it has been determined (through the referral, evaluation and placement process) that a student is educationally disabled, a variety of placement options become available. Such placements may include, but are not limited to, the following options: directed study support, consultative assistance, itinerant specialists, and instructional assistants, work-study, special classes, class monitoring, and/or individualized instruction. Students who are identified as educationally disabled will be graded according to their Individual Education Plan which defines specific goals, objectives, and modifications. A cooperative determination will be made by classroom teachers and the Special Education staff. These may include the following areas of concern: test-taking, assignment completion, study techniques, counseling, and/or vocational planning.

### **NOTICE OF RIGHTS PURSUANT TO RSA 186-C: 16-b, *the Statute of Limitations for Special Education Cases***

If you suspect that your child is educationally disabled and qualifies for such services, you may make a written referral requesting that the school district determine your child's eligibility. Such referrals should be addressed to:

Student Services Coordinator  
Laconia High School  
345 Union Ave.  
Laconia, New Hampshire 03246

## ACCESS TO ADDITIONAL CREDITS

There are many alternative educational experiences that students at Laconia High School can earn credit for courses and engage in learning outside the traditional classroom setting. Where credit is not granted, such experiences may, at the discretion of the Principal, be used to fulfill prerequisite requirements for advanced courses. While students are encouraged to engage in these experiences, the Administration may limit the number of alternative credit opportunities. Students or their parent/guardian may be responsible for expenses, including tuition, textbooks and transportation, unless otherwise recommended and approved by the Administration.

**Extended Learning Opportunity (ELO):** This is a learning opportunity initiated by the student for the purpose of acquiring, according to the New Hampshire Department of Education, “knowledge and skills through instruction or study outside the traditional classroom methodology.” Students can design a learning experience and demonstrate proficiency of agreed-upon competencies with the support of a cooperating educator and approval by the ELO Coordinator. ELOs at LHS follow a structure which includes: a thesis paper, structured research, technology integration, work with a community partner, a presentation and a reflection. ELOs are supported by a contract.

**Community Service:** A program designed to strengthen young peoples' senses of civic engagement and community and to help them achieve their educational, developmental and social goals. Community service is approved by the Administration and credits may be awarded. This is available to juniors and seniors. Community service is conducted with non-profit agencies.

**Internship:** This hands-on job experience is done off-campus with a local employer. Internships are completed as part of a course so credit is integrated within the course offered at Laconia High School.

**Online and Computer Learning:** Students can use many online options to earn credit. Examples include:

- Virtual Learning Academy Charter School (VLACS): Offers online courses with an off-site instructor.
- PLATO®: These self-paced computerized courses allow students to recover credit for some courses s/he previously took and failed. These courses are available for upperclassmen on a limited basis for credit recovery only.
- Rosetta Stone®: Software that supports students learning a language.

**Approval for Online and Computer Learning:** Students who are interested in seeking high school credit outside of Laconia High School must consult with the School Counseling Office and be approved by the LHS Administration for approval before beginning alternative credit program. Options are limited to two in any given year and four maximum in a high school career. Students should speak with their counselor when considering alternative credit options.

**Independent Study:** The independent study option is available to seniors who wish to expand their knowledge and experience in a certain academic discipline. This option is not to replace a required/scheduled course. A contract is required to ensure appropriate documentation for both the student and teacher responsibilities for entering into an independent study agreement. Administrator approval is needed for all independent studies.

### ALTERNATIVE PROGRAMMING

**Laconia Academy:** Laconia Academy is an adult evening high school high school diploma program. Students may take courses toward LHS graduation requirements at Laconia Academy with the Principal's permission. Contact the Laconia Academy Office at 603-524-5712 if you have further questions.

**Alternative School:** The Laconia Alternative School is a program for at-risk students at Laconia, Belmont, Franklin, Gilford, Inter-Lakes and Winnisquam high schools. Students and the Alternative School team mutually agree on the acceptance of each student.

**HiSET Options Program:** Formally called the General Education Development (GED) Program, the HiSET Options Program culminates in students taking a test that allows a student to be awarded a Certificate of High School Equivalency. The HiSET Options Program is offered during the school day for students who are 16 years old or older and who pass a Test of Adult Basic Education (TABE) pre-test. There is also a HiSET Program offered at night through the Laconia Adult Education. Contact the Laconia Adult Education Office at 603-524-5712 if you have further questions.

**Laconia High School Summer Studies Program:** The Laconia Summer School program is designed as a remedial program for high school students who were unable to successfully complete a class. Math, English, Science and Social Studies are offered and run if there are enough students who matriculate. The courses run for five weeks and cost \$100 per course. Financial aid is available. **In order to be eligible, a student must have been in class 75% of the days in the class they are trying to recover credit.** Students will take a pre-test at the beginning of the course to inform instruction. Students must pass a final exam at the end of the course to receive credit. The Summer Studies Program is a great opportunity for students to gain credit to keep them on the path to graduation.

### COLLEGE CREDIT OPPORTUNITIES

There are three (3) dual enrollment opportunities by which a student can earn college credit in addition to credits earned at LHS:

**Advanced Placement (AP) Courses:** College Board® courses provide students a chance to earn college credit in many institutions of higher education if they pass a national exam. The exam fee is \$89, but financial assistance may be available for those who qualify. The AP teachers in our school create their own AP approved syllabus based on the College Board course description for each course. The following AP courses are offered at Laconia High School:

- AP Calculus
- AP Chemistry
- AP Environmental Science
- AP English Literature and Composition
- AP Psychology
- AP US History
- AP Government
- AP World History
- AP Statistics

**eStart:** Online, dual enrollment courses offered through the Community College System of New Hampshire.

**Project Running Start Courses:** Project Running Start is a partnership between NH Community Colleges and area high schools. Courses taught by an instructor at LHS with a Master’s Degree who is approved by the Community College System of New Hampshire (CCSNH). Students in these courses must satisfy the requirement of a syllabus approved by the CCSNH and will earn college credit that can be transferred to many institutions of higher education. Students can earn (3) college credits for each Running Start class. The fee is \$150, but financial aid is often available for those who qualify. Running Start courses at LHS are offered at the Honors level. There are also Running Start courses offered at the Huot Technical Center:

LHS Running Start Courses	Huot Technical Center Running Start Courses
<ul style="list-style-type: none"> <li>• AP Psychology</li> <li>• AP World History</li> <li>• AP English Literature and Composition</li> <li>• World Religions</li> <li>• Constitutional Law</li> <li>• College Composition</li> <li>• Creative Writing</li> <li>• Introduction to Exceptionalities</li> <li>• Overview of Developmental Disabilities</li> <li>• Calculus</li> <li>• AP Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive Technology 2</li> <li>• Business (specific courses TBA)</li> <li>• Culinary Arts 2</li> <li>• Digital Media Arts 2</li> <li>• Foundations in Education</li> <li>• Health Science and Technology 2</li> <li>• Multimedia Communications 2</li> <li>• MET &amp; Pre-Engineering 3: Capstone</li> <li>• Plumbing and Heating 2</li> </ul>

**Huot Technical Center Level 2 Courses:** All level two (second year) in the Huot Technical Center offer college credit opportunities at select regional institutions.

**Lakes Region Community College (LRCC) Courses:** In the 2015-16 school year, a partnership between LRCC and LHS allowed for some students to take an English class and others to take a College Algebra class at LRCC. If enough qualified and recommended students are interested in taking these courses in 2016-2017, LRCC will continue to open its doors to LHS students.

### EARLY GRADUATION

Early graduation is a means to earn a high school diploma. If a student wants to graduate early, the student, parent(s) or guardian(s), Principal, the Academic Coordinator, and a school counselor must all be involved in the process. If a student wishes to graduate early, they must follow the following procedure:

#### **Early Graduation Procedures:**

1. **Student request:** The student submits a formal, written request to the Principal explaining that s/he wants to graduate early and the reasons for wanting to do so. The statement must be submitted by July 1 after the student’s sophomore year.
2. **Parent letter:** The parent(s) or guardian(s) submits a letter accompanying the student request at the same time supporting their child’s request to graduate early and articulating their reasons for supporting the request.
3. **School Counselor review:** The student and a parent or guardian sits down with a school counselor to review credits earned and to determine whether early graduation is possible and if it is in the student’s best interest. If it is, the school counselor will make a schedule for the following year to fulfill the rest of the student’s graduation requirements.
4. **Principal meeting:** The Principal, a school counselor, Academic Coordinator, a parent, and the student review the student statement, parent letter of support, and student schedule for the next year. After this meeting, the Principal will approve or deny the request.

## STANDARDIZED TESTING

Students in the Laconia School District are routinely given standardized assessments to assess the efficacy of our program and instruction as well as to determine how our students are learning. Many common assessments are given in common classes. Students are given final assessments at the end of a course. It is important for everyone in our school community to understand that these assessments, beyond assisting students toward accessing further education, serve to assess Laconia High School’s effectiveness as an educational program. Students are expected to give their best effort on all assessments so an accurate picture of their scholastic ability based on our educational program can be garnered.

<u>Test</u>	<u>Grade Administered</u>	<u>Description</u>
<b>Measure of Academic Progress (MAP) through the Northwest Educational Association (NWEA)</b>	9 and 10	Students take a computer adaptive test to assess their knowledge and skills in reading and math. Since MAP tests begin in grade 3 and continue through grade 10, school staff, students, and parents receive longitudinal data that gives information about growth over time. Some 11 <sup>th</sup> and 12 <sup>th</sup> graders may take MAP tests for progress-monitoring purposes.
<b>Colorado Writing Prompt</b>	10	All sophomores respond to a common writing prompt, which is scored by a rubric selected by the school and scored by an outside agency.
<b>New England Common Assessment Program (NECAP) Science Test</b>	11	All juniors will take an assessment based on the New Hampshire Science Grade-Span Expectations (GSE’s). The domains of Life, Earth and Space, and Physical science will be tested, along with an inquiry section.
<b>PSAT</b>	Fall – Grade 11 (suggested)	<p>According to the College Board, “The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It’s a standardized test that provides firsthand practice for the SAT®. It also gives (students) a chance to enter NMSC scholarship programs and gain access to college and career planning tools.</p> <p>The PSAT/NMSQT measures:</p> <ul style="list-style-type: none"> <li>• Critical reading skills</li> <li>• Math problem-solving skills</li> <li>• Writing skills</li> </ul> <p>(Students) have developed these skills over many years, both in and out of school. This test doesn’t require (students) to recall specific facts from (a student’s) classes.</p>

		<p>The most common reasons for taking the PSAT/NMSQT are to:</p> <ul style="list-style-type: none"> <li>• Receive feedback on your strengths and weaknesses on skills necessary for college study. (Students) can then focus (a student's) preparation on those areas that could most benefit from additional study or practice.</li> <li>• See how (student) performance on an admissions test might compare with that of others applying to college. (This allows a student to compare their performance with that of other students nationally.)</li> <li>• Enter the competition for scholarships from NMSC (grade 11).</li> <li>• Help prepare for the SAT. (A student) can become familiar with the kinds of questions and the exact directions you will see on the SAT.</li> <li>• Receive information from colleges when (students) check "yes" to Student Search Service." (see <a href="http://student.collegeboard.org/student-search-service">http://student.collegeboard.org/student-search-service</a>)</li> </ul>
<p><b>SAT (formally known as the Scholastic Aptitude Test)</b></p>	<p>Spring – for all Grade 11 students</p> <p>Fall – Grade 12 (suggested)</p>	<p>According to the College Board, “The SAT® is a highly reliable standardized measure of college readiness used in the admission process at nearly all four-year, not-for-profit undergraduate colleges and universities in the United States. The SAT is recognized as a fair and valid predictor of college success for students of all backgrounds. Studies regularly demonstrate that the best predictor of college success is the combination of SAT scores and high school grades. While grades, grading practices, and curricula can vary widely between teachers and high schools, SAT scores provide a national, standardized measure of college readiness. The SAT and high school grades are both very predictive of college success and, because they are slightly different measures, together they are extremely powerful.” The test measures students’ skill and knowledge in reading, math, and writing.</p> <p>Up until 2015, the NECAP was the state’s high stakes test. In 2015, Smarter Balanced tests replaced the NECAP. Beginning in 2016, the SAT became the state’s high-stakes test.</p>

<b>SAT Subject Tests</b>	11 and 12 (suggested)	<p>According to the College Board, “The SAT Subject Tests offer you an additional opportunity to show colleges what you know and what you know you can do.</p> <p>Many colleges use the SAT Subject Tests for admission, for course placement, and to advise students about course selection. Some colleges specify the SAT Subject Tests that they require for admission or placement; others allow applicants to choose which tests to take.”</p> <p>There are currently 20 SAT Subject Tests available for students to take.</p>
<b>Advanced Placement (AP) Tests</b>	11 and 12 (suggested)	<p>Students are recommended to take the AP test at the end of an AP course. In many colleges, doing well on these tests affords a student to earn college credits in the subject of the test(s) that was/were taken.</p>
<b>American College Testing (ACT)</b>	11 and 12	<p>According to the ACT website, “ACT Test is a curriculum- and standards-based educational and career planning tool that assesses students’ academic readiness for college.” Subject areas include English, mathematics, reading, science and an optional writing section. The ACT is used by some colleges and universities to determine college readiness.</p>
<b>Accuplacer</b>	11-12	<p>The Accuplacer test is taken by students going to Lakes Region Community College to determine whether they are college-ready or need remediation to take college class(es). This assessment may also be used to determine student eligibility for Running Start access at Laconia High School.</p>

**NOTIFICATION OF FAMILY RIGHTS UNDER FERPA - LACONIA SCHOOL DISTRICT**

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligibility students”) certain rights with respect to the student’s education records:

The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the Principal or his designee a written request that identifies the records they wish to inspect. The Principal or his designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request an amendment to the student’s educational records, which the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Laconia School District to amend a record generated by the Laconia School District that they believe is inaccurate or misleading. They should write the Principal or his designee, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the Laconia School District decides not to amend the record as requested by the parent or eligible student, the School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the eligible student when notified of the right to a hearing.

The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Laconia School District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement personnel); a person serving on the Laconia School District School Board; a person or company with whom the Laconia School District has contracted to perform a special task (such as an attorney, auditor, consultant, expert, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks; or the Laconia School District's insurance carrier.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Laconia School District discloses education records without consent to officials of a school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA contact:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independent Avenue SW  
Washington, DC 20202-460

#### **STATEMENT OF NON-DISCRIMINATION**

The Laconia School District does not discriminate in its educational programs, activities, or employment practices on the basis of race, color, national origin, age, gender, handicap, religion, sexual orientation, marital status, pregnancy, or disability in compliance with the provisions of, but not limited to, Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1975, NH Law Against Discrimination, and State Rule: Ed. 303.01 (i), (j), (k).

Any person having inquiries concerning Laconia School District's compliance with regulations implementing these laws may contact: Superintendent of Schools, School Administrative Unit #30, 39 Harvard Street, Laconia, New Hampshire 03246 telephone number (603) 524-5710. The Title IX Coordinators are Paul Robdau and Tina Woodbury at the Huot Technical Center, telephone number (603) 528-8693; Wendy Hamill and Phill Reed at Laconia High School, telephone number (603) 524-3350. The Region I Director (federal law office) is located at: Office of Civil Rights, US Department of Education, J. W. McCormack Building, PO & Courthouse, Room 222, 01-0061, Boston, MA 02109 (617) 223-9662, TDD (617) 223-9695. The Equal Opportunity Commission is located at JFK Federal Building, Room 475, Government Center, Boston, MA 02201 (617) 565-3200. The NH Commission for Human Rights is 2 Chenell Drive, Concord, NH 03301 (603) 271-2767

# Laconia School District

## 2016-2017 School Calendar

August/September						February				
	M	T	W	T	F	M	T	W	T	F
	X	(23)	(24)	(25)	X			1	2	3
	X	30	31	1	X	6	7	8	9	10
22 Days	X	6	7	8	9	18 Days	13	14	15	16
	12	13	14	15	16		20	21	22	23
	19	20	21	22	23		X	X		
	26	27	28	29	30					
October						March				
	M	T	W	T	F	M	T	W	T	F
	3	4	5	6	(7)			X	X	X
19 Days	X	11	12	13	14	20 Days	6	7	8	9
	17	18	19	20	21		13	14	15	16
	24	25	26	27	28		20	21	22	23
	31						27	28	29	30
November						April				
	M	T	W	T	F	M	T	W	T	F
		1	2	3	4		3	4	5	6
18 Days	7	8	9	10	X	15 Days	10	11	12	13
	14	15	16	17	18		17	18	19	20
	21	22	X	X	X		X	X	X	X
	28	29	30							
December						May				
	M	T	W	T	F	M	T	W	T	F
				1	2		1	2	3	4
17 Days	5	6	7	8	9	22 Days	8	9	10	11
	12	13	14	15	16		15	16	17	18
	19	20	21	22	23		22	23	24	25
	X	X	X	X	X		X	30	31	
January						June				
	M	T	W	T	F	M	T	W	T	F
	X	3	4	5	6				1	2
19 Days	9	10	11	12	13	10 Days	5	6	7	8
	X	17	18	19	(20)		12	13	14	(15)
	23	24	25	26	27		19	20	21	22
	30	31					26	27	28	29

  

<p>Aug 30      Students Start School</p> <p>Sept 5      Labor Day</p> <p>Oct 10      Columbus Day</p> <p>Nov 11      Veteran's Day</p> <p>Nov 23, 24, 25      Thanksgiving Break</p> <p>Dec 26- Jan 2      Holiday Vacation Break</p>	<p>Jan 16      Martin Luther King Jr. Civil Rights Day</p> <p>Feb 27 - March 3      Winter Vacation</p> <p>Apr 24 - April 28      Spring Vacation</p> <p>May 29      Memorial Day</p> <p>June 14      Last Day of School for All Students</p> <p>June 15      Teacher Workshop (will immediately follow the last day of school)</p>
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( ) = Teacher Workshops/No School for Students

X = Days Out for Students and Staff

*Note: Additional school days needed due to inclement weather will be completed in June.*

Adopted December 15, 2015

2016-17 Course Listings

Code	Course Title	Code	Course Title	Code	Course Title	Code	Course Title	Code	Course Title
ART100	Exploring Art	HTC310	Building Construction 1	MTH110	Foundations of Math 9B	PEH110	Physical Education	SOC240	CCR Economics
ART110	Crafts	HTC320	Marketing, Promotion, and e-Business	MTH120	CCR Algebra 1A	PEH120	Weight Training and Conditioning	SOC250	Honors Economics
ART200	Intermediate Art	HTC330	Intro to Personal/Business Finance	MTH130	CCR Algebra 1B	PEH300	Advanced Health	SOC300	Foundations of US History
ART300	Advanced Art	HTC335	Accounting, Banking, and Real Estate	MTH140	Honors Algebra 1A	PEH310	Exercise and Nutrition	SOC310	CCR US History
DIG100	Exploring Digital Art	HTC340	Health and Science Technology 1	MTH150	Honors Algebra 1B	SCI100	Foundations of Physical Science	SOC320	Honors US History
DIG200	Advanced Digital Art	HTC350	Foundations in Education	MTH160	Honors Geometry	SCI110	CCR Physical Science	SOC330	Honors World Religions*
DIG210	Digital Photography & Imaging	HTC360	Culinary Arts 1	MTH200	Foundations of Math 10	SCI120	Honors Biology	SOC340	CCR World Wars & Genocide
DIG220	Yearbook	HTC370	Law Enforcement 1	MTH210	CCR Geometry	SCI200	Foundations of Biology	SOC320	CCR Psychology
ENG100	Foundations of English 9	HTC380	Bio-Medical Technology 1	MTH300	Foundations of Integrated Math 11-12	SCI210	CCR Biology	SOC350	Honors Constitutional Law*
ENG110	CCR English 9	HTC385	Intro to Manuf. Engineering Technology 1	MTH310	CCR Algebra 2	SCI220	Honors Chemistry	SOC360	Hon Intro to Exceptionalities*
ENG120	Honors English 9	HTC390	Digital Media Arts 1	MTH320	Honors Algebra 2	SCI300	Foundations of Integrated Science	SOC370	Hon Overview Dev. Disabilities*
ENG130	English & Support	HTC395	Plumbing, Heating, & HVAC 1	MTH330	CCR Statistics & Probability	SCI320	CCR Chemistry	SOC500	AP Psychology*
ENG200	Foundations of English 10	HTC400	Automotive Technology 2	MTH350	CCR Pre-Calculus	SCI330	CCR Anatomy & Physiology	SOC510	AP US History (w/ ENG320)
ENG220	CCR English 10	HTC410	Building Construction 2	MTH350	Honors Pre-Calculus	SCI340	Honors Anatomy & Physiology	SOC520	AP World History
ENG240	Honors English 10	HTC415	Pre-Engineering 2	MTH400	Senior Math	SCI350	CCR Earth & Space Science	SOC530	AP Government
ENG300	Foundations of English 11	HTC415C	MET & Pre-Engineering 3: Capstone	MTH410	Honors Calculus*	SCI360	CCR Forensic Science	WLF100	CCR French 1
ENG310	CCR American Literature	HTC430	Business Capstone	MTH500	AP Calculus*	SCI370	Honors Physics 1	WLF200	CCR French 2
ENG320	Honors American Literature	HTC440	Health and Science Technology 2	MTH510	AP Statistics	SCI380	Honors Physics 2	WLF300	Honors French 3
ENG330	Hon. Amer. Lit. (w/ SOC510)	HTC440A	Health Science 2: Allied Health	MUS100	Mixed Chorus	SCI400	CCR Physics 1	WLF400	Honors French 4
ENG340	Honors College Composition*	HTC450	Careers in Education 2	MUS110	Symphonic Band	SCI410	CCR Physics 2	WLF410	Honors French 5
ENG350	Honors Creative Writing*	HTC460	Culinary Arts 2	MUS120	Jazz Band	SCI500	AP Chemistry	WLS100	CCR Spanish 1
ENG360	CCR Journalism	HTC470	Law Enforcement 2	MUS130	Intro to Guitar	SCI510	AP Environmental Science	WLS200	CCR Spanish 2
ENG370	CCR Speech & Debate	HTC480	Bio-Medical Technology 2	MUS140	Music Appreciation	SOC100	Fdn of World Geo & Cultures	WLS300	Honors Spanish 3
ENG400	Foundations of English 12	HTC485	Manufacturing Engineering Technology 2	MUS200	Concert Choir	SOC110	CCR World Geo & Cultures	WLS400	Honors Spanish 4
ENG410	CCR English 12	HTC490	Digital Arts Media 2	MUS300	Music Theory	SOC120	Honors World Geo & Cultures	WLS410	Honors/AP Spanish 5
ENG420	CCR Senior Seminar	HTC495	Plumbing, Heating, & HVAC 2	MUS310	Honors Concert Choir	SOC200	Foundations of Civics		
ENG430	LRCC College Composition	JAG100	Jobs for NH Graduates	MUS320	Honors Jazz Band	SOC210	CCR Civics		<b>*Indicates a Project Running Start Course</b>
ENG500	AP Literature and Composition	LSS100	Life Skills & Support	MUS340	Honors Symphonic Band	SOC220	Honors Civics		
HTC300	Automotive Technology 1	MTH100	Foundations of Math 9A	PEH100	Health	SOC230	Foundations of Economics		

## **SCHOOL-WIDE RUBRICS AND THE K-12 DISTRICT NON-NEGOTIABLES**

Preparing students for college and career is the major focus of the work at Laconia High School. In classes at Laconia High School (not including Huot classes), students will be regularly assessed with the LHS PRIDE / College and Career Readiness Skills rubric. This un-weighted grade for these habits will appear on MMS and report cards each quarter.

Laconia High School adopted a series of school-wide rubrics in 2009. Since the state of New Hampshire adopted the Common Core in 2010, the staff is in the process of piloting and norming a new set of rubrics based on the Common Core Standards and the school's Academic Expectations in the school mission. The K-12 district "non-negotiables" standards, which are based on the Common Core, are the lenses by which many of these rubrics are being developed. These non-negotiable standards are based on math, writing, and reading skills. The school-wide writing rubrics are based on the 9-12 Writing Non-Negotiables, which are based on the Common Core State Standards.

For more information on the Common Core Standards, see <http://www.corestandards.org/>.

## SACHEM PRIDE Classroom Behavior Rubric

Characteristics of Success	Classroom			
	1 – Needs Significant Improvement	2 – Partially Proficient	3 – Proficient	4 - Excellent
	Student Rarely...	Student Inconsistently...	Student Generally...	Student Always...
<b>P</b> ersonal Responsibility Own Your Choices	<ul style="list-style-type: none"> <li>• Prepared</li> <li>• An active learner</li> </ul>			
<b>R</b> espect Self, Others, The Institution	<ul style="list-style-type: none"> <li>• Values the learning of others</li> <li>• Cares for equipment &amp; property</li> <li>• Follows class &amp; school wide expectations</li> </ul>			
<b>I</b> ntegrity Doing Right at All Times	<ul style="list-style-type: none"> <li>• Demonstrates academic honesty</li> <li>• Uses appropriate language &amp; volume</li> <li>• Puts forth best effort</li> </ul>			
<b>D</b> etermination Persevere Regardless of Circumstances	<ul style="list-style-type: none"> <li>• Bounces back from setbacks</li> <li>• Accepts academic challenges</li> <li>• Aspires to academic excellence</li> </ul>			
<b>E</b> mpathy Understand Others' Feelings	<ul style="list-style-type: none"> <li>• Makes others feel included</li> <li>• Gives others positive feedback</li> <li>• Listens to ideas of others</li> <li>• Patient with others</li> </ul>			

Laconia School District 6-12 Argumentative Writing Rubric (Version 1.0)

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
<b>Organization and Purpose</b>	Overall	<input type="checkbox"/> The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:	<input type="checkbox"/> The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:	<input type="checkbox"/> The response has an inconsistent organizational structure. Some flaws are evident, and some ideas are loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:	<input type="checkbox"/> The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:	<input type="checkbox"/> Insufficient (includes copied text)  <input type="checkbox"/> Off-topic  <input type="checkbox"/> Off-purpose		
	Claim	<input type="checkbox"/> Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience	<input type="checkbox"/> Claim is clear, and the focus is mostly maintained for the purpose and audience	<input type="checkbox"/> Claim is somewhat unclear, or the focus is insufficiently sustained for the purpose and/or audience	<input type="checkbox"/> Claim is confusing or ambiguous; response is too brief or the focus may drift from the purpose and/or audience			
	Transition	<input type="checkbox"/> Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	<input type="checkbox"/> Effective use of transitional strategies with some variety to clarify relationships between and among ideas	<input type="checkbox"/> Inconsistent use of transitional strategies and/or little variety	<input type="checkbox"/> Few or no transitional strategies are evident			
	Intro & Conclusion	<input type="checkbox"/> Compelling introduction and conclusion enhances the reader's understanding	<input type="checkbox"/> Effective introduction and conclusion supports the focus	<input type="checkbox"/> Weak introduction and/or conclusion	<input type="checkbox"/> Weak or missing introduction and/or conclusion			
	Progression	<input type="checkbox"/> Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	<input type="checkbox"/> Effective progression of ideas from beginning to end; adequate connections between and among ideas	<input type="checkbox"/> Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	<input type="checkbox"/> Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression			
	Opposing Arguments	<input type="checkbox"/> Alternate and opposing argument(s) are clearly acknowledged or addressed*	<input type="checkbox"/> Alternate and opposing argument(s) are adequately acknowledged or addressed*	<input type="checkbox"/> Alternate and opposing argument(s) may be confusing or not acknowledged *	<input type="checkbox"/> Alternate and opposing argument(s) may not be acknowledged *			
*Acknowledging and/or addressing the opposing point of view begins at grade 7.								

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
<b>Evidence / Elaboration</b>	Overall	The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:	The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:	The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:	The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Evidence	<input type="checkbox"/> Comprehensive evidence (facts and details) from credible source material is integrated, relevant, and specific	<input type="checkbox"/> Adequate evidence (facts and details) from credible source material is integrated and relevant, yet may be general	<input type="checkbox"/> Some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied	<input type="checkbox"/> Evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied			
	Citation	<input type="checkbox"/> Clear citations or attribution to source material are effectively integrated into the text	<input type="checkbox"/> Appropriate use of citations or attribution to source material are integrated into the text	<input type="checkbox"/> Weak use of citations or attribution to source material	<input type="checkbox"/> Insufficient use of citations or attribution to source material			
	Elaboration	<input type="checkbox"/> Effective use of a variety of elaborative techniques*	<input type="checkbox"/> Effective use of some elaborative techniques*	<input type="checkbox"/> Weak or uneven use of elaborative techniques*	<input type="checkbox"/> Minimal, if any, use of elaborative techniques*			
	Vocabulary	<input type="checkbox"/> Domain-specific vocabulary is precise for the audience and purpose	<input type="checkbox"/> Domain-specific vocabulary is accurate for the audience and purpose	<input type="checkbox"/> Vocabulary use is uneven or somewhat ineffective for the audience and purpose	<input type="checkbox"/> Vocabulary is limited or ineffective for the audience and purpose			
	Style	<input type="checkbox"/> Effective, appropriate style enhances content	<input type="checkbox"/> Appropriate style is evident	<input type="checkbox"/> Inconsistent or weak attempt to create appropriate style	<input type="checkbox"/> Little or no evidence of appropriate style			
	Development	<input type="checkbox"/> Combines elements of several sources with individual ideas to help make a point, demonstrating a deep understanding of the topic	<input type="checkbox"/> Combines elements of several sources with individual ideas to help make a point	<input type="checkbox"/> Development may consist primarily of source summary	<input type="checkbox"/> Is not developed			
<b>Conventions</b>	Overall	The response demonstrates an adequate command of conventions:	The response demonstrates a partial command of conventions:	The response demonstrates little or no command of conventions:	Insufficient (includes copied text)	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic		
	Conventions	<input type="checkbox"/> Exemplary use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Appropriate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Off-purpose		
*Elaborative techniques may include the use of personal experiences that support the controlling idea.								

Laconia School District 6-12 Explanatory Writing Rubric (Version 1.0)

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
<b>Organization and Purpose</b>	<b>Overall</b>	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:	The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:	The response has an inconsistent organizational structure. Some flaws are evident, and some ideas are loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:	The response has little or no discernible organizational structure. The response may be related to the topic but provides little or no focus:	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	<b>Controlling Idea</b>	<input type="checkbox"/> Controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience	<input type="checkbox"/> Controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience	<input type="checkbox"/> Controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience	<input type="checkbox"/> Controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience			
	<b>Transition</b>	<input type="checkbox"/> Consistent use of a variety of effective transitional strategies to clarify the relationships between and among ideas	<input type="checkbox"/> Effective use of transitional strategies with some variety to clarify the relationships between and among ideas	<input type="checkbox"/> Inconsistent use of transitional strategies and/or little variety	<input type="checkbox"/> Few or no transitional strategies and/or evident			
	<b>Introduction &amp; Conclusion</b>	<input type="checkbox"/> Compelling introduction and conclusion enhances the reader's understanding	<input type="checkbox"/> Effective introduction and conclusion supports the focus	<input type="checkbox"/> Weak introduction and /or conclusion	<input type="checkbox"/> Weak or missing introduction and conclusion			
	<b>Progression</b>	<input type="checkbox"/> Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	<input type="checkbox"/> Effective progression of ideas from beginning to end; adequate connections between and among ideas	<input type="checkbox"/> Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	<input type="checkbox"/> Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression			

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
<b>Evidence / Elaboration</b>	Overall	The response provides thorough and convincing elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:	The response provides effective elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:	The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:	The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Evidence	<input type="checkbox"/> Comprehensive evidence (facts and details) from credible source material is integrated, relevant, and specific	<input type="checkbox"/> Adequate evidence (facts and details) from credible source material is integrated and relevant, yet may be general	<input type="checkbox"/> Some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied	<input type="checkbox"/> Evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied			
	Citation	<input type="checkbox"/> Clear citations or attribution to source material are effectively integrated into the text	<input type="checkbox"/> Appropriate use of citations or attribution to source material are integrated into the text	<input type="checkbox"/> Weak use of citations or attribution to source material	<input type="checkbox"/> Insufficient use of citations or attribution to source material			
	Elaboration	<input type="checkbox"/> Effective use of a variety of elaborative techniques*	<input type="checkbox"/> Effective use of some elaborative techniques*	<input type="checkbox"/> Weak or uneven use of elaborative techniques*	<input type="checkbox"/> Minimal, if any, use of elaborative techniques*			
	Vocabulary	<input type="checkbox"/> Domain-specific vocabulary is precise for the audience and purpose	<input type="checkbox"/> Domain-specific vocabulary is accurate for the audience and purpose	<input type="checkbox"/> Vocabulary use is uneven or somewhat ineffective for the audience and purpose	<input type="checkbox"/> Vocabulary is limited or ineffective for the audience and purpose			
	Style	<input type="checkbox"/> Effective, appropriate style enhances content	<input type="checkbox"/> Appropriate style is evident	<input type="checkbox"/> Inconsistent or weak attempt to create appropriate style	<input type="checkbox"/> Little or no evidence of appropriate style			
	Development	<input type="checkbox"/> Combines elements of several sources with individual ideas to help make a point, demonstrating a deep understanding of the topic	<input type="checkbox"/> Combines elements of several sources with individual ideas to help make a point	<input type="checkbox"/> Development may consist primarily of source summary	<input type="checkbox"/> Is not developed			
<b>Conventions</b>	Overall	The response demonstrates an adequate command of conventions:	The response demonstrates a partial command of conventions:	The response demonstrates little or no command of conventions:	Insufficient (includes copied text)	<input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Conventions	<input type="checkbox"/> Exemplary use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Appropriate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling			
*Elaborative techniques may include the use of personal experiences that support the controlling idea.								

Laconia School District 6-12 Narrative Writing Rubric (Version 1.0)

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
<b>Organization and Purpose</b>	Overall	<input type="checkbox"/> The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:	<input type="checkbox"/> The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:	<input type="checkbox"/> The organization of the narrative, real or imagined, may be maintained but provides little or no focus:	<input type="checkbox"/> The organization of the narrative, real or imagined, may be maintained but provides little or no focus:	<input type="checkbox"/> Insufficient (includes copied text)  <input type="checkbox"/> Off-topic  <input type="checkbox"/> Off-purpose		
	Narrative Structure	<input type="checkbox"/> An effective plot creates a sense of unity and completeness	<input type="checkbox"/> An evident plot creates a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected	<input type="checkbox"/> There is an inconsistent plot, and/or flaws are evident	<input type="checkbox"/> There is little or no discernable plot or there is just a series of events			
	Elements	<input type="checkbox"/> Effectively establishes a setting, narrator / characters and/or points of view*	<input type="checkbox"/> Adequately establishes a setting, narrator/characters, and/or point of view*	<input type="checkbox"/> Unevenly or minimally establishes a setting, narrator / characters and/or point of view*	<input type="checkbox"/> Is brief or there is little to no attempt to establish a setting, narrator / characters, and/or point of view*			
	Transition	<input type="checkbox"/> Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas	<input type="checkbox"/> Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas	<input type="checkbox"/> Uneven use of appropriate transitional strategies and/or little variety	<input type="checkbox"/> Few or no appropriate transitional strategies may be evident causes confusion			
	Progression	<input type="checkbox"/> Natural, logical sequences of events from beginning to end	<input type="checkbox"/> Effective sequence of events from beginning to end	<input type="checkbox"/> Weak or uneven sequence of events	<input type="checkbox"/> Little or no organization of an event sequence; frequent extraneous ideas and/or a major drift is evident			
	Introduction & Conclusion	<input type="checkbox"/> Effective opening and closure for audience and purpose	<input type="checkbox"/> Adequate opening and closure for audience and purpose	<input type="checkbox"/> Opening and closure, if present are weak	<input type="checkbox"/> Opening and/or closure is missing or is unsatisfactory			
*Point of view begins at grade 7								

ATTRIBUTE		4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
<b>Evidence / Elaboration</b>	Overall	<input type="checkbox"/> The narrative, real or imagined, provides thorough effective elaboration using relevant details, dialogue, and/or description:	<input type="checkbox"/> The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:	<input type="checkbox"/> The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, and/or description:	<input type="checkbox"/> The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Development	<input type="checkbox"/> Experiences, characters, setting and/or events are clearly and fully developed	<input type="checkbox"/> Experiences, characters, setting and/or events are adequately developed	<input type="checkbox"/> Experiences, characters, setting and/or events are unevenly developed	<input type="checkbox"/> Experiences, characters, setting and/or events are vague, lack clarity, or are confusing			
	Connections	<input type="checkbox"/> Connections to source material and/or experiences enhance the narrative	<input type="checkbox"/> Connections to source material and/or experiences contribute the narrative	<input type="checkbox"/> Connections to source material are ineffective, awkward, or vague but do not interfere with the narrative	<input type="checkbox"/> Connections to source material, if evident, detract from the narrative			
	Narrative Techniques	<input type="checkbox"/> Effective use of a variety of narrative techniques advance the story or illustrate the experience	<input type="checkbox"/> Adequate use of a variety of narrative techniques generally advance the story or illustrate the experience	<input type="checkbox"/> Narrative techniques are uneven and inconsistent	<input type="checkbox"/> Use of narrative techniques are minimal, absent, incorrect, or irrelevant			
	Language	<input type="checkbox"/> Effective use of sensory, concrete, and figurative language that clearly advances the purpose	<input type="checkbox"/> Adequate use of sensory, concrete, and figurative language that generally advances the purpose	<input type="checkbox"/> Partial or weak use of sensory, concrete, and figurative language that does not advance the purpose	<input type="checkbox"/> Little or no use of sensory, concrete, or figurative language; language does not advance or interferes with the purpose			
	Style	<input type="checkbox"/> Effective, appropriate style enhances the narration	<input type="checkbox"/> Generally appropriate style is evident	<input type="checkbox"/> Inconsistent weak attempt to create appropriate style	<input type="checkbox"/> Little or no evidence of appropriate style			
<b>Conventions</b>	Overall	<input type="checkbox"/> The response demonstrates an adequate command of conventions:	<input type="checkbox"/> The response demonstrates a partial command of conventions:	<input type="checkbox"/> The response demonstrates little or no command of conventions:	<input type="checkbox"/> Insufficient (includes copied text)	<input type="checkbox"/> Insufficient (includes copied text) <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose		
	Conventions	<input type="checkbox"/> Exemplary use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<input type="checkbox"/> Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling			

### 9-12 Laconia High School Critical Thinking Rubric

ATTRIBUTE	4 - Exceeds Expectations	3 - Meets Expectations	2 - Partially Meets Expectations	1 - Does Not Meet Expectations	Self-Assessment	Teacher Rating
<b>Identification</b>	Identifies an authentic problem based on careful observation and preliminary research.	Identifies a problem based on careful observation and preliminary research.	Identifies a problem based on what the student's perceptions are.	Identifies a situation without seeing a problem and its significance.		
	Formulates a self-generated, driving question that demonstrates an understanding of the essence of a problem in detail and the resources necessary to answer it.	Formulates a driving question that demonstrates an understanding of a problem in detail and the resources necessary to answer it.	Formulates a driving question that demonstrates a partial understanding of the problem and some of the resources necessary to answer it.	Formulates a question that demonstrates limited understanding of the depth and significance of a problem and the resources to answer it.		
<b>Process and Organization</b>	After considering many options, plans a convincing, appropriate and defensible investigative process and problem-solving strategy that is logical, ethical, and safe. Inspires interest or action.	After considering another option, plans an appropriate and defensible investigative process and problem-solving strategy that is logical, ethical, and safe.	Plans an investigative process and problem-solving strategy that is logical, ethical, and safe. Does not consider other options.	Plans an investigative process and problem-solving strategy with partial consideration of the factors and issues involved in the problem.		
	Chooses effective and appropriate tools. Recognizes their purposes and limitations and their application beyond the scope of this problem.	Chooses appropriate tools and recognizes their purposes and limitations as they relate to the problem.	Chooses tools without fully understanding their purposes and/or limitations. There may be better options for tools.	Chooses tools that are not appropriate and/or does not recognize their purposes and/or limitations.		
	Skillfully monitors and evaluates progress on the way to a solution. Shows deep understanding and changes course when necessary.	Monitors and evaluates progress on the way to a solution. Shows understanding and changes course when necessary.	Creates a path to a solution that is not adapted when necessary or does not address all aspects of the problem.	There are some steps taken to get a solution that are not appropriate or do not yield an adequate solution.		
<b>Evaluation / Justification</b>	Evidence and information that is used to address the driving question demonstrates an advanced understanding of the problem and is relevant. Skillfully uses data if appropriate.	Evidence and information that is used to address the driving question is sufficient and relevant. Uses data if appropriate.	Integrates information that is somewhat relevant and/or partially sufficient to address the driving question. Evidence or data used is incomplete.	Integrates information that lacks relevancy and is insufficient in addressing the driving question. Little or no evidence or data used.		

<b>Evaluation / Justification (cont.)</b>	Thoroughly assesses the quality of information (i.e. usefulness, accuracy, credibility, distinguishes between fact and opinion, recognizes bias, qualitative or quantitative data) and identifies the limitations of the information provided.	Thoroughly assesses the quality of information (i.e. usefulness, accuracy, credibility, distinguishes between fact and opinion, recognizes bias, qualitative or quantitative data)	Assessment of the quality of information is partial (i.e. usefulness, accuracy, credibility, distinguishes between fact and opinion, recognizes bias, qualitative or quantitative data)	Assessment of the quality of information is limited or incomplete (i.e. usefulness, accuracy, credibility, distinguishes between fact and opinion, recognizes bias, qualitative or quantitative data)		
	Considers information from a wide variety of well-selected sources. Identifies the most important and relevant information.	Considers relevant information from a variety of well-selected sources	Considers information from a limited number sources	Information is limited or incomplete.		
	Analyzes the givens, constraints, relevant relationships, and goals in solving the problem and ethical issues associated with them.	Analyzes the givens, constraints, relevant relationships, and goals in solving the problem.	Partially analyzes the givens, constraints, relevant relationships, and goals in solving the problem.	Analysis of the givens, constraints, relevant relationships, and goals is incomplete.		
<b>Communication</b>	Chooses an effective medium and format that is clear, well-organized, and thoroughly engages the audience.	Chooses an effective and medium and format that is clear, organized, and engages the audience.	Chooses somewhat effective and engaging medium and format that is somewhat clear and organized.	Chooses a medium and format that is unclear, ineffective, and disorganized.		
	Clearly communicates the process used to answer a driving question and the steps to answer it. Provides a detailed and complete explanation and answer/conclusion.	Communicates the process used to answer driving question and steps to answer it. Provides a complete explanation and answer/conclusion.	Communicates most of process used to answer driving question and steps to answer it. Leaves audience with questions. Explanation and answer/conclusion is partially developed.	There is little to no communication of the process used to answer driving question. Conclusion lacks substance and is incomplete.		
	Using great detail, clearly and thoroughly explains how the evidence supports the solution. Considers limitations of the answer and alternate solutions/perspectives.	Uses detail to explain how the evidence supports the solution. Considers limitations of the answer or alternate solutions/perspectives.	It is partially clear how the evidence supports the conclusion. Partially considers limitations of the answer and/or alternate solutions or perspectives	The evidence does not support the conclusion or is insufficient. Does not consider limitations of the answer and/or alternate solutions or perspectives.		
	Understands the impact of the solution on all stakeholders. Considers ethical implications.	Understands the impact of the solution on all stakeholders.	Partially understands the impact of the solution on all stakeholders.	Has little to no understanding of the impact of the solution on all stakeholders.		

9-12 Laconia High School Presentation Rubric (Version 1.0)

ATTRIBUTE	4 – EXCEEDS EXPECTATIONS	3 – MEETS EXPECTATIONS	2 – APPROACHES EXPECTATIONS	1 – DOES NOT MEET EXPECTATIONS	0 – NO EVIDENCE SHOWN	Student Self-Assessment	Teacher Assessment
<b>Explanation of Ideas and Information</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Masterfully presents information, findings, arguments and supporting evidence clearly, concisely, and logically. Audience is moved and can easily follow the line of reasoning.</li> <li><input type="checkbox"/> Selects information from credible and authoritative sources, develops ideas, and uses a style appropriate to purpose, task, and audience.</li> <li><input type="checkbox"/> Clearly and completely addresses alternative or opposing perspectives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents information, findings, arguments and supporting evidence clearly, concisely, and logically. Audience can easily follow the line of reasoning.</li> <li><input type="checkbox"/> Selects information from credible sources, develops ideas, and uses a style appropriate to purpose, task, and audience.</li> <li><input type="checkbox"/> Clearly addresses alternative or opposing perspectives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents information, findings, and supporting evidence in a way that is not always clear, concise, and logical. Line of reasoning is sometimes hard to follow.</li> <li><input type="checkbox"/> Attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed</li> <li><input type="checkbox"/> Attempts to address alternative or opposing perspectives, but not clearly or completely</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not present information or findings clearly, concisely, and logically. Argument or main idea lacks supporting evidence. Audience cannot follow the line of reasoning</li> <li><input type="checkbox"/> Selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information or the wrong approach)</li> <li><input type="checkbox"/> Does not address alternative or opposing perspectives</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student did not give a presentation</li> <li><input type="checkbox"/> Insufficient (includes copied information)</li> <li><input type="checkbox"/> Off-topic</li> <li><input type="checkbox"/> Off-purpose</li> </ul>		
<b>Organization</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exceeds requirements for what should be included in the presentation.</li> <li><input type="checkbox"/> Has a clear and compelling introduction and conclusion</li> <li><input type="checkbox"/> Organization is seamless and leaves the audience wanting more information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all requirements for what should be included in the presentation.</li> <li><input type="checkbox"/> Has a clear and interesting introduction and conclusion</li> <li><input type="checkbox"/> Organizes time well. No part of the presentation is too short or too long.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets most requirements for what should be included in the presentation</li> <li><input type="checkbox"/> Has an introduction and conclusion, but they are not clear or interesting</li> <li><input type="checkbox"/> Generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not meet requirements for what should be included in the presentation</li> <li><input type="checkbox"/> Does not have an introduction and/or conclusion</li> <li><input type="checkbox"/> Uses time poorly. The whole presentation or a part of it is too short or too long</li> </ul>			
<b>Eyes and Body</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps eye contact with the audience all of the time except to occasionally glance at notes or slides.</li> <li><input type="checkbox"/> Gestures and movements engage the audience.</li> <li><input type="checkbox"/> Looks poised and confident</li> <li><input type="checkbox"/> Clothing enhances the presentation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keeps eye contact with the audience most of the time. Only glances at notes or slides.</li> <li><input type="checkbox"/> Uses natural gestures and movements</li> <li><input type="checkbox"/> Looks poised and confident</li> <li><input type="checkbox"/> Wears appropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Makes infrequent eye contact. Reads notes or slides most of the time</li> <li><input type="checkbox"/> Uses a few gestures for movements, but they do not look natural</li> <li><input type="checkbox"/> Shows some poise and confidence with some fidgeting or nervous movement</li> <li><input type="checkbox"/> Clothes are somewhat appropriate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not look at the audience. Reads notes or slides</li> <li><input type="checkbox"/> Does not use gestures or movements</li> <li><input type="checkbox"/> Lacks poise and confidence (fidgets, slouches, appears nervous)</li> <li><input type="checkbox"/> Wears inappropriate clothing</li> </ul>			

<b>Voice</b>	<input type="checkbox"/> Clarity and pace of speech engage the audience. <input type="checkbox"/> Speaks loudly enough for everyone to hear. Changes tone and pace to maintain interest <input type="checkbox"/> Filler words are not noticed. <input type="checkbox"/> Adapts speech for context and task, demonstrating command of formal English when appropriate	<input type="checkbox"/> Speaks clearly at an appropriate pace <input type="checkbox"/> Speaks loudly enough for everyone to hear. Changes tone and pace to maintain interest. <input type="checkbox"/> Rarely uses filler words. <input type="checkbox"/> Adapts speech for context and task, demonstrating command of formal English when appropriate	<input type="checkbox"/> Speaks clearly most of the time <input type="checkbox"/> Speaks loudly enough for the audience to hear most of the time and/or speaks in a monotone. <input type="checkbox"/> Attempts to adapt speech for the context and task, but is unsuccessful and inconsistent	<input type="checkbox"/> Mumbles or speaks too quickly or slowly <input type="checkbox"/> Speaks too softly to be understood <input type="checkbox"/> Frequently uses “filler” words or sounds (“uh, um, so, and, like,” etc.) <input type="checkbox"/> Does not adapt speech for the context and task			
<b>Presentation Aids</b>	<input type="checkbox"/> Uses exceptional audio/visual aids or media to enhance understanding of findings, reasoning, and evidence to add interest <input type="checkbox"/> Audio/visual aids or media are masterfully integrated into the presentation	<input type="checkbox"/> Uses well-produced audio/visual aids or media to enhance understanding of findings, reasoning, and evidence to add interest <input type="checkbox"/> Smoothly brings audio/visual aids or media into the presentation	<input type="checkbox"/> Uses audio/visual aids or media, but they may sometimes distract from or not add to the presentation <input type="checkbox"/> Sometimes has trouble bringing audio/visual aids or media smoothly into the presentation	<input type="checkbox"/> Does not use audio/visual or media <input type="checkbox"/> Attempts to use one or a few audio/visual aids or media, but they do not add to or may distract from the presentation			
<b>Response to Audience Questions</b>	<input type="checkbox"/> Answers audience questions clearly and completely <input type="checkbox"/> Seeks clarification if necessary and is able to answer all of the questions asked.	<input type="checkbox"/> Answers audience questions clearly and completely <input type="checkbox"/> Seeks clarification. Admits “I don’t know” or explains how the answer might be found when unable to answer a question	<input type="checkbox"/> Answers audience questions, but not always clearly or completely	<input type="checkbox"/> Does not address audience questions. <input type="checkbox"/> Goes off topic or misunderstands without seeking clarification			
<b>Participation in Team Presentations</b>	<input type="checkbox"/> All team members participate equally and all have deep knowledge of the topic.	<input type="checkbox"/> All team members participate for about the same length of time	<input type="checkbox"/> All team members participate, but not equally	<input type="checkbox"/> Not all team members participate. Only one or two speak	<input type="checkbox"/> Students did not give a presentation		