

# Fleming County Schools

**BRIDGE Performance Indicators Framework**

2021-2022



**The vision of Fleming County Schools is to become a district of distinction.**

### **District Core Beliefs and Values**

Fleming County Schools is focused on a set of values and beliefs that all stakeholders of the school district (parents, students, teachers, and staff) will follow in order to create and sustain a learning environment that supports the positive academic and behavioral growth of all students.

### **District Mission Statement**

The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful through life.

### **District Vision**

Our Vision is to be a District of Distinction

### **Equity Statement**

All Fleming County Schools' students deserve the right to a free, safe, personalized, and equitable education without barriers and prejudice. All staff are responsible for creating the best learning environment, experiences, and opportunities that will lead to all students becoming college, career, and life ready.

### **District Beliefs**

We Believe....

- Continuous improvement is essential to stakeholder empowerment.
- A world-class education is essential to college and career readiness.
- Connected & efficient systems are essential for 21st century teaching & learning.
- Parent & community engagement is essential for student success.

### **Strategic Framework Principles**

As Fleming County Schools moves toward becoming a premier 21<sup>st</sup> Century organization of learning, the main area of focus will always be student achievement. We must strengthen our commitment to continuous improvement in order to sustain what we have already accomplished as we push the boundaries to provide a world-class education for ALL students. Furthermore, through regular monitoring and evaluation, as a district we will address these framework principles:

- Engagement of all students

- Development of a common curriculum with common assessments
- Analysis of data and student work through professional learning communities and collaboration
- Empowerment of all stakeholders through collaborative leadership structures
- Connecting all of the district's systems

These principles lay a foundation for schools, and more importantly, students. Additionally, all of the focus areas are critical to becoming a District of Distinction and an AdvancED accredited school district. For Fleming County Schools to achieve this, the district must not only implement new student-focused programs and processes, but also monitor existing ones while building capacity to lead.

## **Growth Statement**

Fleming County Schools has been moving to a focus on actual student growth. Like other districts in Kentucky and across the nation, we have placed a heavy emphasis on student achievement levels for decades. We wholeheartedly support accountability, however, we feel that student growth is a true metric of accountability and not an achievement level. As we have focused on achievement levels, we have, like many other districts across the nation, have overlooked critical opportunities that have led to more and more students becoming disengaged, along with their parents/guardians. Not to mention, a burnout of teachers and staff along the way.

Fleming County Schools remains committed to becoming a District of Distinction - the standard for education in Kentucky, the southeast, and the nation. We are not afraid to push the limits in an effort to help all students experience success and to help all students to achieve their goals and aspirations. At the end of the day, it does a student no good if the student reaches an achievement level and does not demonstrate growth or understand the importance of developing a growth mindset.

## **Introduction**

*Education has drastically changed over the past few decades, yet, our educational systems are not running quite parallel with the pace of the change. With knowledge sitting at the cusp of every student's smart device, educators move from rote learning to equip students to locate, evaluate and efficiently use resources. This paradigm shift has replaced remember and repeat with taking action-using knowledge in unique ways to think critically and create authentic, outside-the-box solutions for a world that is in a cycle of innovative change never before experienced (Dolezalek & Freed, 2014).*

Fleming County Schools is a leading district in the work to prepare each and every student for college, career, and life. We have actively worked with the Economic Development Committee in this process. The development of our BRIDGE Performance Indicators supports KY House Bill 3, Section 1. This bill focuses on developing an essential workplace ethics program. Per House Bill 3, each school district is to implement an essential workplace ethics program that promotes characteristics critical to success in the workplace, such as:

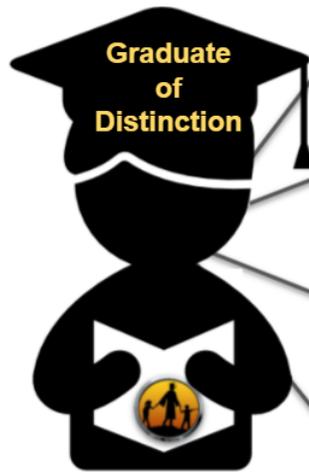
- a) Problem-solving;
- b) Critical thinking;
- c) Completing tasks;
- d) Knowledge of work-related information;
- e) Reliability;
- f) Drug free behavior;
- g) Communication;
- h) Respect for diversity; and
- i) Leadership

**Did you know that HB3 requires the Kentucky Department of Education to ensure that each school district completes the following?**

*Create a new section of KRS Chapter 158 to require, beginning with the 2019-2020 school year, each school to provide an essential skills curriculum to students; amend KRS 158.645 to conform; create a new section of KRS Chapter 158 to create the Council on Essential Skills; amend KRS 158.6453 to require the Council on Essential Skills to serve as a review committee for career studies; require the department to include the essential skills program on the school profile report; amend KRS 158.6457 to include work ethics certification in the definition of nonacademic factors; create a new section of KRS Chapter 158 requiring the Kentucky Department of Education to develop an age-appropriate drug awareness and prevention program; require local school boards to ensure that students receive annual instruction in drug awareness and prevention.*

<https://legiscan.com/KY/bill/HB3/2018>

## A Profile of a Graduate of Distinction



### Collaborator and Communicator

A *Student of Distinction* is a team player, seeks to engage in diverse opportunities, and effectively reads, writes, speaks, and listens, while having the ability to adapt to any situation and audience.

### Contributing Citizen

A *Student of Distinction* is organized, has exemplar soft skills, is active in the local community, respects diverse points of views, is goal-oriented and committed to a life of learning.

### Critical and Creative Thinker

A *Student of Distinction* has original and innovative ideas, possesses the ability to translate ideas into solutions, can reflect critically, and is not afraid to take risks throughout the learning process.

### College, Career, and Life Ready

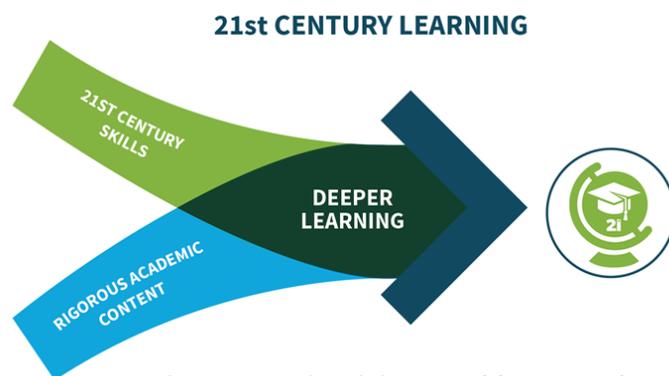
A *Student of Distinction* is committed to success, has determination to overcome barriers, and leverages 21st century tools to consume, create, communicate, connect, and learn.

BRIDGE Performance Milestones	
Grade/ Grade Band	Requirements
Pre K-2 <sup>nd</sup>	Focus on communication and teamwork; present passion projects and answer reflective questions to class and parents. All other indicators should be explored throughout the year. At least three examples in all indicators need to be uploaded into TOTE. One for approaching, one for meets, and one for exceeding.
3 <sup>rd</sup>	Capstone (Passion Project) must be presented publicly. Learner Profile, uploaded to TOTE, cannot show any unsatisfactory (below approaching) scores for promotion. Exit interview/demonstration of learning must be completed with the teacher.
4 <sup>th</sup> -5 <sup>th</sup>	Fourth grade science focus, fifth grade social studies focus; Authentic assessments (PBL) must be presented. Artifacts/reflections must be uploaded to TOTE for all indicators and scoring (zero unsatisfactory).

6 <sup>th</sup>	Presentation of Learning (Choice Board ) must be presented to an authentic audience. Learner Profile (uploaded to TOTE) must meet three of the six indicators with zero unsatisfactory for promotion. Artifacts/reflections must be uploaded to TOTE for all indicators and scoring.
7 <sup>th</sup>	Intense focus on service, problem-solving, growth and achievement, and teamwork; explore all other indicators. Authentic assessment must be presented and is scored in the social studies classroom. All Bridge Performance Indicators must be addressed (evidence documented) and feedback provided by mentor teacher(s).
8 <sup>th</sup>	Student exit interview, resume, and letter to reviewer must be completed prior to the end of the year. Learner Profile in TOTE includes student evidence. Feedback is provided from multiple teachers and members of the school leadership team.
9 <sup>th</sup> -11 <sup>th</sup>	<p>Presentation of Learning : Student exit interview, TSF, resume, and letter to reviewer must be completed in February. 20% final in English</p> <p>Breakdown = 30% is TSF, resume and letter to reviewer  70% is presentation of learning (Exit Interview)</p> <p>*Mastery as follows:</p> <ul style="list-style-type: none"> <li>-9th grade 3 at mastery with no unsatisfactory</li> <li>-10th grade 4 at mastery with no unsatisfactory</li> <li>-11th grade 5 at mastery with no unsatisfactory</li> </ul>
12 <sup>th</sup>	<p>(1) TED Talk by December summative assessment in English.</p> <p>(2) Presentation of Learning : Student exit interview, TSF, resume, and letter to reviewer must be completed in February. 20% final in English</p> <p>Breakdown = 30% is TSF, resume and letter to reviewer  70% is presentation of learning (Exit Interview)</p> <p>*Mastery on all 6 indicators plus purpose</p>

**Goals of the BRIDGE Performance Indicators:**

- Make learning relevant to students based on their needs, goals and aspirations
- Increase student competitiveness for college admission, scholarships and jobs
- Increase expectations for students, as global demands continue to increase
- Continue pushing the district ahead of others so that our students are at an advantage
- Commit to 21<sup>st</sup> century learning experiences, opportunities, and outcomes for ALL students



Deeper learning occurs through the **purposeful** integration of rigorous academic content with experiences that **intentionally** cultivate skills, mindsets, and literacies essential for students to become *lifelong learners and contributors* in the 21st century.

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The BRIDGE Performance Indicators must be integrated in day-to-day instruction, using the content curriculum. Separating the BPIs or making them stand-alone activities works against the Framework goals. Instead, creating performance-based activities that are relevant, rigorous and personalized for each student is ideal. The BPIs, when implemented effectively, can help extend and help the content become more engaging and empowering for students.

The Indicators **MUST** be personalized for each student by utilizing the district-wide curriculum.

There **MUST** be a BPI connection in the lesson each day. Use the following questions as a guide to making connections to BPIs in your classroom:

**Examples:**

**PURPOSE:** Overall encompassing indicator, includes all other indicators. Participate in learning experiences, interests, and opportunities that will help me become college, career, and life ready. Students demonstrate purpose through their presentation of learning.

- **SERVICE:** Actively engage in meaningful service learning that leads to an appreciation of civic responsibility
  - How can community service or service learning be incorporated into the curriculum?
  - What opportunities are available within the community for students to participate in service learning?
- **PROBLEM-SOLVING:** Formulate and evaluate solutions to real-world problems
  - How are real-world problems integrated into the course?
  - How do students demonstrate the ability to solve real-world problems?
  - What does real-word problem-solving look like?

- How are problem solving experiences, related to real-world and content, personalized?
- **COMMUNICATION:** Demonstrate effective and authentic communication skills
  - How are students demonstrating effective communication skills through the curriculum?
  - How are the communication skills documented?
  - Do students have multiple avenues to communicate with others in various forms?
- **GROWTH AND ACHIEVEMENT:** Demonstrate continuous improvement toward College, Career, and Life Ready (CCLR)
  - How are students tracking and recording their progress?
  - How is health and well-being communicated to students in terms of college/career and life readiness?
  - What physical activities can I provide students that will meet the daily minimum of 60 minutes.
  - How is daily health, fitness, and nutrition encouraged, tracked, and discussed?
  - How are students demonstrating self-discipline as they measure their progress in goal setting?
  - How are classroom assessments authentic, performance-based and aligned to content standards (and level of rigor)?
  - How are classroom assessments aligned to College, Career and Life Readiness?
    - How are students demonstrating technology proficiency – based on the KY Technology Standards – through the course?
- **TEAMWORK:** Demonstrate the ability to cohesively work in diverse groups both academically and extracurricular activities.
  - How is teamwork incorporated into the content?
  - How are students encouraged to collaborate?
  - How is teamwork/collaboration documented?
  - How is teamwork/collaboration relevant, real-world, and personalized?
- **INNOVATION AND CREATIVITY:** Explore, explain and evaluate my original ideas.
  - How is innovation and creativity encouraged in the content?
  - How is innovation and creativity documented?
  - What opportunities are provided to students to create original works/products?
  - Is student agency evident within the classroom, school and district's culture?

**Purposeful Learning:**

Before a student can begin to develop 21<sup>st</sup> century skills, the student must first understand his or her guiding purpose. Too often, students find learning irrelevant to their interests; therefore, they become disengaged and unresponsive to the need for a life of learning. Today's students must have a purpose for learning – that is relevant to their individualized goals for college, career and life. Purpose as a skill is

more about helping students to self-actualize – understanding themselves, their goals, and then developing a plan to accomplish their goals, while overcoming identified barriers and obstacles.

Students must be able to demonstrate the ability to clearly communicate their purpose, capitalize on their strengths and determine growth areas. Students will be provided experiences and opportunities to engage in all six indicators, while learning more about themselves through the process. It is important that students explore learning experiences and opportunities so that they do not limit themselves. Time and time again, students continue to indicate the need to explore themselves before they make life-changing decisions in college, in a career, and in life. It is important that students search and find their true purpose, so that they can improve their condition to be relevant and globally competitive. When students develop an understanding of their purpose they are better positioned to be active and productive citizens in a society that is constantly changing.

To help students to understand their purpose, the following are guiding questions:

1. What kinds of places make you happy? Where are some places throughout your life that you've been and loved?
2. What type of activities make you feel good about yourself?
3. What skills or abilities seem to come naturally to you? What types of things do you think you would be good at teaching others? What types of activities seem to be a good fit for your personality?
4. What kinds of people make you smile?
5. What qualities in people (friends, family, celebrities, historical figures, etc.) do you admire the most?
6. What are some things that if taken out of your life, you may regret not having?
7. What places, activities, and people do you value the most in your life?
8. What am I passionate about?
9. What are my strengths and how do I use them?
10. How do I determine my areas of growth and development?

Students will be asked to do several of the following each year as a means to ensure that they stay on the correct course that is aligned to their purpose.

<ul style="list-style-type: none"> <li>● Technology skills inventory aligned to career/college goal(s)</li> <li>● Participating in career relevant co-curricular/extracurricular activities</li> <li>● Participating in a variety of academic programs</li> <li>● Career exploration opportunities</li> <li>● ILP</li> </ul>	<ul style="list-style-type: none"> <li>● Identification of skills and developing a plan to acquire relevant skills</li> <li>● Participating in relevant community events</li> <li>● Participating in transitional activities</li> <li>● Interest Inventories</li> <li>● Presentation of Learning (Know Thyself)</li> </ul>
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**SERVICE** – Actively engage in meaningful service learning that leads to an appreciation of civic responsibility

Below are some benefits of service in our local community:

- Gives students an opportunity to help others
- Helps to improve our community (or others)
- Can help to strengthen students' resume and college/scholarship applications
- Can be a way for students to meet new friends and business/community leaders
- Activates personal Growth
- Gives students a way to gain work experience and learn about certain jobs and sectors in the community.

FCS is assisting students to develop the skills necessary to be servant leaders in their community. College applications and scholarship applications often ask students to "To describe their extracurricular participation as it pertains to service or leadership roles in service organizations." To help our students to be good citizens and competitive for college, a career and in life, the following examples are provided to help guide students to success:

<ul style="list-style-type: none"><li>● Food Drives</li><li>● Anti-Bullying Campaign</li><li>● Blood Drives</li><li>● Church Community Services</li><li>● Meals on Wheels</li><li>● National Youth Service Day</li><li>● Day of Service – FFA</li><li>● Toys for Tots</li><li>● Helping with Youth Sports Teams</li><li>● Participating in Sources of Strength</li><li>● Volunteering for Vacation Bible School</li><li>● Shoveling Snow for the Elderly</li><li>● Recycling Program</li><li>● Soup Kitchen</li><li>● Buddy Program</li></ul>	<ul style="list-style-type: none"><li>● School Mentoring/Tutoring Program</li><li>● Adopt-A-Highway</li><li>● Charity Work</li><li>● Habitat for Humanity</li><li>● Nursing Home Visits – Adopt a Grandparent/Caroling</li><li>● Clothes Drive for the Needy</li><li>● Volunteering to help with Community Christmas</li><li>● Serving as School Ambassadors</li><li>● Reading Weekly at the Public Library</li><li>● Transition Programs/Back-to-Gala</li><li>● Missionary Work</li><li>● Service Opportunities with Community Civic Organizations</li></ul>
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The ultimate goal is to create and implement a service project that is not currently in the community – to again, strengthen the overall dynamics of the community. Service is about personal, professional or community improvement. Here are some questions students should consider:

- Who would you like to help?
- Do you want a community service project to be a one-time event or recurring?
- What kind of impact do you want to have in the community?

- What skills would you like to acquire through the service project?

Service can occur during the school day if the student lacks transportation. Service can also be the whole classroom, in teams, or individuals – this is determined by each student’s opportunity to engage in service, based on circumstances and interest. Service can be integrated into any curriculum – as service is a 21<sup>st</sup> century skill that ALL students need.

Students can and are encouraged to participate in service learning during the summer, fall break, Christmas break, spring break, and on the weekends as some service opportunities exist only during those times.

- Service MUST be on a volunteer basis, not a paid opportunity.

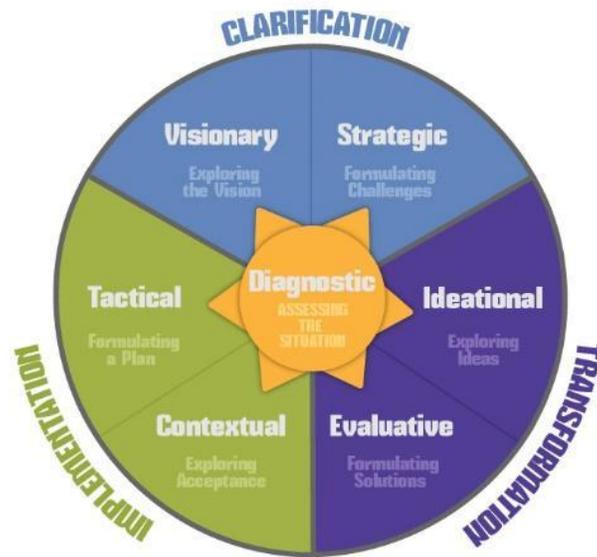
<b>PROBLEM-SOLVING – Formulate and evaluate solutions to real-world problems</b>
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Today’s students are preparing for tomorrow’s jobs, in many cases jobs that have yet to be created. Karl Fisch, the creator of the viral video “Shift Happens” says, “We are preparing students for jobs that don’t yet exist using technologies that haven’t been invented in order to solve problems we don’t even know are problems yet.” With this in mind, the question becomes, “How do we prepare students to be problem-solvers of tomorrow?”

Problem-solving is one of the most important 21<sup>st</sup> century skills that ALL students must possess in order to be prepared for college, career, and life. Students must have the ability to solve complex, real-world problems in real time. To do this, P21 Partnership for 21<sup>st</sup> Century Learning provides specific problem-solving skills:

- Reason Effectively
  - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use Systems Thinking
  - Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make Judgments and Decisions
  - Effectively analyze and evaluate evidence, arguments, claims and beliefs
  - Analyze and evaluate major alternative points of view
  - Synthesize and make connections between information and arguments
  - Interpret information and draw conclusions based on the best analysis
  - Reflect critically on learning experiences and processes
- Solve Problems
  - Solve different kinds of non-familiar problems in both conventional and innovative ways
  - Identify and ask significant questions that clarify various points of view and lead to better solutions

Using the Problem-Solving Method mentioned above, students will be asked to complete real-world problems using creative methods.



So what must students do to show mastery? First, the student must be able to apply the Problem-Solving Method:

1. Defining the Problem:
  - a. Is there a problem?
  - b. What is it?
  - c. How significant?
2. Analyzing the Problem:
  - a. Why is it happening?
3. Determining What to Do:
  - a. What shall we do about it?
4. Implementing the Plan with Fidelity:
  - a. Are you doing what you said you would do?
  - b. How do you know?
5. Evaluating Progress:
  - a. Did the plan work?
  - b. Why or Why Not?
  - c. What needs to happen next time?

Using problem-solving activities like those mentioned, students will develop the skills necessary to be successful on the local and global stage. Students will be tasked with the following:

- Identify a grade level-appropriate problem that exists in content, school, community or at home;
- Develop a plan to address the problem;
- Demonstrate strategic and effective teamwork in addressing the problem;
- Demonstrate adaptability when confronted with obstacles or setbacks; and

- Be able to communicate the solutions to the problem.

**COMMUNICATION** – Demonstrate effective and authentic communication skills

Communication as a 21<sup>st</sup> century skill must not be underestimated. Students must be provided regular opportunities to acquire or develop the necessary strategies to communicate on a global level. Students must be able to communicate digitally, interpersonally, and in written and oral form. To be effective communicators, students will need to develop skills that are flexible, transparent, and global.

Effectively communicating information is essential in today's society. As students now have access to an abundance of information, communication must be strategic and clearly aligned to the purpose of the message.

We **MUST** ensure students are engaged in learning as a social endeavor. Students **MUST** have social interactions that are naturally ingrained in the learning environment. In order to practice and hone in on these essential skills, students have to be provided opportunities to continually practice through various modes of communication.

Students demonstrate effective communication by:

- Articulating thoughts and ideas using oral, written and nonverbal communication in a variety of forms and contexts;
- Students must include evidence of oral communication (video) to demonstrate the indicators "Meets" the rubric
- Listening actively to decipher meaning, including knowledge, values, attitudes and intentions
- Using communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Utilizing multiple media and technologies, and judging their value as a priority as well as assessing their impact
- Communicating effectively in diverse environments (including multi-lingual)

**Growth and Achievement-** Demonstrate continued improvement toward College, Career, and Life Readiness

As we continue to press forward with our BRIDGE Performance Indicators, we readily know that it is a true paradigm shift from traditional schedules, teaching, and a "one size fits all" model to meet each individual student exactly where they are and provide them what they need to be successful.

*Meeting students where they are requires a true, fundamental shift of the learning environment to become learner-centered and to be organized around mastery-based learning progressions across a continuum over time with opportunities for in-depth teaching and learning based on each student's goals and needs and providing extended learning opportunities and support with flexibility. And, most importantly, competency-based systems require knowing where every student is academically and holistically and then making sure each student receives the instruction and support they*

*need to build confidence, lifelong learning habits, knowledge, skills and competencies to be successful.* -[Threshold Concept: Meeting Kids Where They Are, Competency Works](#)

It is our job as educators to ensure that the curriculum is aligned to foster 21<sup>st</sup> century skills, mindsets and literacies. All grade levels, content teachers, special teachers, district and school administrators have joined the task of developing Fleming Curriculum 2.0. The curriculum has been reviewed and necessary adjustments made to create natural alignment with the system's vision of 21<sup>st</sup> century learning.

Students must be able to demonstrate growth using multiple metrics, some examples are:

- KPREP data
- Benchmark data
- MAP data
- ACT
- Advanced Placement scores
- Industry Certifications
- Summative assessment points
- Measures of student growth points
- Supplemental programs
- Personal growth goals
- Project Based Learning
- Individualized Education Plan (IEP) goals

Some questions to help guide student growth and future plans:

1. What are my goals for the next level (college, a career, and life)?
2. How do my learning goals align to my college, career and life goals?
3. How motivated am I to reach my next level goals and learning goals?
4. How can I increase my motivation to succeed?
5. What is the best way to go about learning to be prepared for the next level?
6. How do I track my goal progress?
7. How well are my current learning strategies working? What changes should I make, if any?
8. What am I still having trouble understanding?
9. How can I improve my learning? What services, resources, opportunities are available to me?
10. How can I create the best, most distraction-free environment to accomplish my next level goals and learning goals?

<b>Teamwork-</b> Demonstrate the ability to cohesively work in diverse groups
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Teamwork is a cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause. Students participate on many different teams, in many different settings. For example, a given student may work on a team to complete a lab assignment, give an oral presentation, or complete a community service project.

Furthermore, the people the student works with are likely to be different in each of these situations.

Some characteristics that students MUST possess (\*Will vary by grade level):

- Active member of the team (sharing ideas/opinions).
- Respectful to other team members and their ideas.
- Independently works with a group and stays on task.
- Work effectively in a climate of ambiguity and changing priorities.
- Demonstrate agility in thought and action.
- Respond productively to feedback, praise, setbacks, and criticism.
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions.
- Demonstrate flexibility when acclimating to various roles and situations.
- Eagerly explore the world around them.
- Inquisitively seek answers and understanding.
- Demonstrate desire for new learning and insights, including those different from currently held ideas, beliefs, and values.
- Demonstrate awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and cultures.
- Imagine what others are thinking, feeling, and experiencing.
- Appreciate the feelings, thoughts and experiences of others.

**Innovation and Creativity-** Explore, explain and evaluate my original ideas

Students gain an understanding of how to deliberately apply information, imagination, creative thinking, and initiative to generate new ideas for the purpose of addressing needs. This process helps students become accustomed to the discomfort of questioning the status quo and the excitement of idea generation and exploration at the leading edge of thought.

Students MUST be able to (Will vary by grade level):

- Translate original and inventive thinking into viable solutions.
- Take risks and know how to develop, organize, and manage new initiatives and/or ventures.
- Eagerly explore the world around them.
- Inquisitively seek answers and understanding.
- Be energized by new learning and insights, including those different from currently held ideas, beliefs, and values.

**Promotion Requirements**

Promotion requirements will be at the following grade levels: 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup> as these grade levels are a natural transition for exit years. The grade bands in between the above listed grades will be responsible for preparing students to fulfill requirements for promotion. A common district-wide rubric will be utilized for determining readiness.

- All 3<sup>rd</sup> grade students will present a presentation of learning. Students in third grade MAY NOT have any unsatisfactory indicator ratings to be promoted to the intermediate grades.
- All 6<sup>th</sup> grade students will complete a Presentation of Learning based on a choice board approved by the T & I Team before a panel. Students in 6<sup>th</sup> grade MUST “meet” three of the six indicators to be promoted to the middle school.
- All 8<sup>th</sup> grade students will complete a student exit interview, resume, and letter to the reviewer. Students in 8<sup>th</sup> grade MUST “meet” four of six indicators to be promoted to ninth grade. No indicator can receive a rating less than “Approaching” to promote.
- All 12<sup>th</sup> grade students must reach “Meets” in all six indicators plus purpose, complete a TED talk, resume, letter to the reviewer and exit interview to become a Fleming County Schools Graduate.

\*Feedback will be provided to each student from the panel and each student who has not met requirements will have an additional opportunity to improve to meet promotion criteria.

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Authentic Assessment engages students in performing real-world tasks to demonstrate knowledge of each BRIDGE Performance Indicator.

"...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." -- Grant Wiggins -- (**Wiggins, 1993, p. 229**).

"Performance assessments call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered." -- Richard J. Stiggins -- (**Stiggins, 1987, p. 34**).

<b>Grade Level Specific Authentic Assessment Areas</b>			
<b>Grade</b>	<b>Assessment</b>	<b>Scoring</b>	<b>Completion Date</b>
<b>PreK-2</b>	Passion Project	Non-Gradable	Prior to Spring Break
<b>3rd Grade</b>	Passion Project	English	Prior to Christmas Break
<b>4th Grade</b>	Science Fair Project	Science	Prior to Spring Break
<b>5th Grade</b>	Social Studies PBL	Social Studies	Prior to Spring Break
<b>6th Grade</b>	Presentation of Learning	No grade	Prior to Spring Break
<b>7th Grade</b>	Service Learning Proposal	Social Studies	Prior to Spring Break
<b>8th Grade</b>	Letter to the Reviewer	English Language Arts	Prior to Spring Break
<b>9th - 11th Grades</b>	Presentation of Learning	20% of English grade (final) Breakdown: *30% is TSF, resume and letter to reviewer *70% is presentation of learning (Exit Interview)	March/April
<b>12th Grade</b>	TED Talk	Summative Grade in English (double a test score)	December
	Presentation of Learning	Student exit interview, TSF, resume, and letter to reviewer must be completed.  20% of English grade (final) Breakdown: *30% is TSF, resume and letter to reviewer *70% is presentation of learning (Exit Interview)	February

*Student learning demonstrated through authentic assessment is REQUIRED to have a public presentation component. It is highly recommended that all public presentations are video recorded. All authentic assessments (grades 3-12) must be uploaded to Tote for scoring, and to ensure grade-level rigor and to ensure our students are prepared for the next grade level.*

## Grade Band Rubrics

[K-3 Student Rubric](#)

[4-6 Student Rubric](#)

[7-8 Student Rubric](#)

[9-12 Student Rubric](#)

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