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| **Maine Learning Results Guiding Principles**  **Graduation Standards and Performance Indicators** |
| **Guiding Principle Graduation Standard 1** |
| **Communicate clearly and effectively**  Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes. |
| High School Performance Indicators for Standard 1 |
| 1. Demonstrate organized, purposeful, and precise communication in English and at least one other language. 2. Use evidence and logic appropriately in communication. 3. Construct viable explanations and arguments and critique the reasoning of others. 4. Listen, comprehend and adjust communication based on the audience, task, purpose and discipline. 5. Use a variety of modes of expression (spoken, written, visual and performing arts including the use of technology and digital media) to create and share expressions |
| **Guiding Principle Graduation Standard 2** |
| **Demonstrate the habits of being a self-directed life-long learner**  Understands the importance of embracing and nurturing a growth mindset. |
| High School Performance Indicators for Standard 2 |
| 1. Locate and evaluate resources to conduct valid and reliable research, investigations, and inquiry, build strong content knowledge and apply across disciplines. 2. Apply knowledge to make sense of the world, set goals and make informed decisions in familiar and new contexts. 3. Demonstrate initiative and independence, work collaboratively 4. Demonstrate flexibility and persistence, including the ability to learn, unlearn, and relearn and take responsible risks 5. Demonstrate reliability and concern for quality and precision 6. Use interpersonal skills and demonstrate meta-cognition and empathy to learn and work with individuals from diverse backgrounds. |
| **Guiding Principle Graduation Standard 3** |
| **Apply creative and practical approaches to solving problems**  Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one. |
| High School Performance Indicators for Standard 3 |
| 1. Observe and evaluate situations to define problems, using data from a variety of sources. 2. Frame questions, make predictions, and design data/information collection and analysis strategies. 3. Identify patterns, trends, and relationships, and use models, structures, creativity and mathematical reasoning to solve problems. 4. Apply past knowledge to new situations to generate a variety of solutions, build a case for a best response, and critically evaluate the effectiveness of the response. 5. See opportunities, find resources, work collaboratively and interdependently; seek and communicate results 6. Use information, technology and appropriate tools strategically to innovate and solve problems 7. Persevere in challenging situations |
| **Guiding Principle Graduation Standard 4** |
| **Engage in responsible and involved citizenship**  Understands the interdependence within and across systems and brings to each situation the appropriate actions. |
| **High School Performance Indicators for Standard 4** |
| 1. Participate positively in the community, and design creative solutions to meet human needs and wants. 2. Accept responsibility for personal decisions and actions. 3. Demonstrate ethical behavior and the moral courage to sustain it. 4. Understand and respect diversity. 5. Display global awareness and economic and civic literacy. 6. Demonstrate awareness of personal and community health and wellness. |
| **Guiding Principle Graduation Standard 5** |
| **Demonstrate integrative and informed thinking**  Is skilled at using complex reasoning processes to make meaning |
| **High School Performance Indicators for Standard 5** |
| 1. Gain and apply knowledge across disciplines and learning contexts and to real life situations with and without technology 2. Evaluate and synthesize information from multiple sources 3. Reason abstractly and quantitatively 4. Apply systems thinking to understand the interactions of related parts on each other and their influence on outcomes. |