State of New Jersey
DEPARTMENT OF EDUCATION
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TRENTON, NJ 08625-0500

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October 6, 2015

TO: Chief School Administrators
Charter School and Renaissance School Project Lead Persons

FROM: Kimberley Harrington, Chief Academic Officer
Office of Teaching and Learning

SUBJECT: Appeals Process for Students That Have Not Met Their Assessment Graduation Requirement

This memo describes the 2016 portfolio appeals process for students who have not met their assessment graduation requirement. Please review this memo and share with all applicable district staff.

Districts that have students who are on track to meet all their graduation requirements except their assessment requirement by the Spring of 2016, can file a portfolio appeal that consists of: an Education Proficiency Plan (EPP) that includes student transcripts; performance on Partnership for Assessment of Readiness for College and Careers (PARCC) and/or substitute competency assessments; and interventions provided to the student to ensure he/she met the graduation requirement. The appeal must also include constructed response tasks (CRTs) in the subject areas in which the student is deficient: mathematics and/or English language arts (ELA). The CRTs need to ensure the student can demonstrate core mathematical and English language arts competencies that are equivalent to the expectations of the substitute competency assessments. Below are the requirements for the CRTs in mathematics and English language arts:

Mathematics

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in mathematics. A student may do this by demonstrating alternative classroom work evidencing the mathematical practices aligned to the content categories as described below. Each of the categories encompasses knowledge and skills articulated in *New Jersey's Core Curriculum Content Standards.*

A student appeal must include one (1) *graded, open-ended response* student work sample for four out of the five mathematical content categories. **Each** work sample must use one of the two mathematical practice categories described below to evidence the mathematical practices. Therefore, each student portfolio must contain four CRTs: one CRT aligned to four out of five content areas. Each CRT needs to have at least three (3) points and a student needs to get two (2) out of three (3) to be considered "proficient." At least two (2) points of the CRT has to be based on reasoning or modeling and the other point on computation. A CRT that is scored based purely on computation will not be accepted. Students cannot be considered "proficient" based on computation alone. In order to get a two or higher, students need to demonstrate their ability to reason and model mathematically.

Evidence the Mathematical Practices

I. **Expressing Mathematical Reasoning**: Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

- Base explanations and reasoning on knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability content areas.

II. **Modeling:** Apply knowledge and skills to solve real-world problems, engaging particularly in the Modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, and making use of structure.

- Solve multi-step contextual problems requiring application of knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability content areas.

For further guidance, please review the *Informational Guide for Mathematics Portfolio Appeals Process* document which is attached.

English Language Arts

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in English language arts. A student may do this by demonstrating alternative classroom work aligned to the content categories as described below:

- Two grade-level passages (one literature and one informational) and associated items that demonstrate a student's comprehension (i.e., multiple choice items and short constructed responses to open-ended questions)
- Writing that includes at least two of the three types required by New Jersey Standards (informational/explanatory, argument, narrative)
- Writing should be scored using the PARCC rubric, available at http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Districts should use PARCC practice and released items as examples of the kinds of questions that must be included, but **may not** use the actual items for their appeals. Questions should require students to demonstrate their understanding by identifying evidence from the texts passages.

For further guidance, please review the *Informational Guide for English Language Arts Portfolio Appeals Process* document which is attached.

New Jersey Department of Education (NJDOE) Portfolio Appeal

Unlike prior years, the portfolio submission process will occur on a rolling basis beginning Monday, January 11, 2016, and the department will continue to accept appeals post-marked Friday, May 13, 2016. In order to prevent students who may have passed the appeals process to miss their graduation ceremonies, all appeals must be post-marked by May 13, 2016. Appeals post-marked after May 13, 2016, will be reviewed and scored, but we cannot ensure the results will be returned to the district or student before their graduation ceremony.

In the next couple of months, districts should take time to review the portfolio appeal process and begin creating CRTs and completing the EPP. We will post an electronic version of the EPP and the *Mathematics Portfolio Appeals Expectations* document on our website and it is also included as an attachment with this memo.

For districts/schools with a large number of appeals (100 or more), the NJDOE would like to conduct on-site evaluations at different times throughout the appeals window and work with the district/school to ensure the portfolios include all the information necessary in order for it to be reviewed.

If your school district would prefer an onsite evaluation of your NJDOE Portfolio Appeals, please email that preference with your best estimate regarding quantity to Dr. Faye Ball at faye.ball@doe.state.nj.us.

For district/schools that have smaller volumes of portfolio appeals, you may begin sending them on Monday, January 11, 2016, to the Office of Assessments. Please be sure to send them and label them as: *NJDOE Portfolio Appeals* to Dr. Faye Ball, portfolio appeals coordinator, Office of Assessments, New Jersey Department of Education, P.O. Box 500, Trenton, New Jersey 08625-0500. Districts may also hand-deliver their *NJDOE Portfolio Appeals* to New Jersey Department of Education, Building 100, Riverview Plaza, Route 29, Trenton, New Jersey 08625. Districts will be notified of their *NJDOE Portfolio Appeals* decisions by email on a rolling basis.

If you have questions regarding the English language arts CRTs or portfolio process, please contact Mrs. Mary Jane Kurabinski, deputy chief academic officer, Office of Teaching and Learning, at 609-633-1726 or mary jane.kurabinski@doe.state.nj.us.

If you have any questions regarding the mathematics CRTs or portfolio process, please contact Mr. Timothy Giordano, mathematics coordinator, Office of Assessments, at 609-633-8015 or timothy.giordano@doe.state.nj.us.

To ensure your district's NJDOE Portfolio Appeals decisions are emailed in a timely manner, each student's Portfolio Appeal must include the:

1. completed ***Cover Sheet***
2. ***Educational Proficiency Plan (EPP) (***N.J.A.C. 6A:8-4(c-d)**)**
3. ***Specified quantity and quality of s*tudent graded work samples for each content area**.

If you hav**e any questions regarding the *NJDOE Portfolio App**eal*** process, please contact Dr. Faye Ball, portfolio appeals coordinator, at 609-984-1970 or faye.ball@doe.state.nj.us.

Thank you.

KH/JBH/memo:appealsprocess
Attachments

c: Members, State Board of Education
Commissioner David C. Hespe
Senior Staff
Diane Shoener
Jeffrey B. Hauger
Mary Jane Kurabinski
Harry Lee
Peggy McDonald
Lori Ramella
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Executive County Business Officials
County Test Coordinators
District Test Coordinators
Bilingual/ESL Coordinators
High School Principals and Supervisors
Directors of Approved Private Schools for the Disabled
Directors of College-Operated Programs
Directors of a State Facility
NJ LEE Group
Garden State Coalition of Schools

INFORMATIONAL GUIDE FOR THE MATHEMATICS PORTFOLIO APPEALS PROCESS

The most important part of the PARCC Portfolio Appeal process is the evidence gathered to show the student's ability to demonstrate the mathematical practices of **reasoning** and **modeling** within the five high school content areas. The five high school mathematics content areas, which can be found in the Common Core State Standards (CCSS) starting on page 57, are:

- Number & Quantity (N)
- Functions (F)
- Algebra (A)
- Geometry (G)
- Statistics & Probability (S)

More importantly, the appeals process must provide evidence of the two mathematical practices as follows: (see pages 6-8 in CCSS)

I. **Expressing Mathematical Reasoning**: Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.

- Base explanations and reasoning on knowledge and skills articulated in the Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability content areas.

II. **Modeling:** Apply knowledge and skills to solve real-world problems, engaging particularly in the Modeling practice and, where appropriate, making sense and persevering to solve them, reasoning abstractly and quantitatively, using appropriate tools strategically, and making use of structure.

- Solve multi-step contextual problems requiring application of knowledge and skills articulated in the Number & Quantity, Functions, Geometry, and Statistics & Probability content areas.

The following FAQs will help guide you in creating the evidence needed for the student appeal process.

What does the phrase "showing evidence of reasoning and modeling within the five high school content areas: mean?

Within the student appeal, there must be two constructed response tasks (CRTs) that will demonstrate the student's ability to **reason** and two constructed response tasks that will demonstrate the student's ability to **model**.

Do I have to develop two reasoning and two modeling tasks for each of the five high school content areas?

No. You are to submit **one reasoning** task for **two** of the high school content areas, and **one modeling** task for **the remaining two out of three** high school content areas. If one reasoning task is developed from Algebra and one from Geometry, the two modeling tasks must be developed from two of the remaining three content areas (F & N, F & S, or N & F)

How many constructed response tasks should be submitted per student?

A total of four CRTs: two reasoning tasks and two modeling tasks. Each task is from a different content area.

Is this similar to what we submitted when we had AHSA appeals and submitted PATs?

Yes; however, these "PATs" or constructed response tasks will be developed based upon the CCSS and Evidence Statement (ES) Tables.

What do you mean by Evidence Statement Tables?

With the PARCC assessment, the constructed response items are developed from what are called the Evidence Statement Tables. These tables actually show clarifications and specifications to help develop items.

Where do I find these Evidence Statement Tables?

You can find the Evidence Statement Tables in the Informational Guides posted on the New Jersey Department of Education website. Here are direct links to the Informational Guides for Algebra I, Geometry, and Algebra II. These are the only Evidence Statement Tables to be used.
http://www.state.nj.us/education/assessment/parcc/guides/math/AlgebraI.pdf
http://www.state.nj.us/education/assessment/parcc/guides/math/Geometry.pdf
http://www.state.nj.us/education/assessment/parcc/guides/math/AlgebraII.pdf

How do I read the Evidence Statement Tables?

The Evidence Statement Tables are broken down by Type I, Type II, and Type III items. You are to focus on the **Type II**, which are the ES that are used to develop **reasoning** items, and the **Type III**, which are ES used to develop **modeling** items. The Type II tables are in purple and marked with the letter C. The Type III tables are in blue and are marked with the letter D.

Example:

Here is a Type II ES taken from the Algebra II Informational Guide

HS.C.5.4	Given an equation or system of equations, reason about the number or nature of the solutions. Content Scope: A-REI.2.	i) Simple rational equations are limited to numerators and denominators that have degree at most 2.

The HS.C.5.4 is the coding that is used for the ES. This is important as you will be referencing that coding in the CRT that you develop.

The actual ES is "Given an equation or system of equations, reason about the numbers or nature of the solutions." The most important part here is where the content must come from; that is, "Content Scope: **A-REI.2**". This refers to the CCSS (page 65). The 'A' is for Algebra, the 'REI' is the domain ('Reasoning with Equations and Inequalities') and the 'two' is the standard. "Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise."

The other statement as part of the ES, is a clarification, which states that the 'simple rational equations are limited to numerators and denominators that have degree at most two. Not all ES will have a clarification.

What do the different notations in other ES mean? Such as:

HS.D.1-1	Solve multi-step contextual problems with degree of difficulty appropriate to the course, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, and/or 8.EE.

This is a modeling ES from Algebra I. It is a modeling ES as it is in blue and also has a letter D in the coding. This ES assesses previous knowledge from seventh and eighth grade as denoted by the statement:

> "Solve multi-step contextual problems with degree of difficulty appropriate to the course, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, and/or 8.EE."

What is meant by 7.RP.A and 7.EE as noted in the above ES?

7.RP.A is the seventh-grade list of CCSS, the RP is the domain of 'Ratios and Proportions' and the 'A' refers to the first cluster (the statement in bold under the domain); that is anything under "Analyze proportional relationships and use them to solve real-world and mathematical problems." (page 48 of the CCSS)

7.EE is the seventh-grade list of CCSS, the EE is the domain of 'Expressions and Equations.' You will notice on page 49 of the CCSS, there are two clusters (those statements in bold). The clusters are: "Use properties of operations to generate equivalent expressions" (this would be known as 7.EE.A) and the other "Solve real-life and mathematical problems using numerical and algebraic expressions and equations" (this would be known as 7.EE.B). HOWEVER, since this ES just lists 7.EE, that means an item can assess **any** of those standards listed under the domain of 'Expressions and Equations.' If it were 7.EE.A, it would be limited to those standards in the first cluster.

8.EE would be the same as but for eighth grade. Any of the standards listed under the Domain of 'Expressions and Equations' (page 54-55 of the CCSS)

Since these earlier grades have different domains than high school, under which content area would these ES fall?

In grades 6-8 the domains are:

- RP (ratios/proportions in ONLY grades 6&7) would fall under Algebra (A)
- F (Functions, ONLY grade 8) would fall under Functions (F)
- NS (Number system) would fall under Number & Quantity (N)
- EE (Expressions and Equations) would fall under Functions (F)
- G (Geometry) would fall under Geometry (G)
- SP (Statistics & Probability) would fall under Statistics & Probability (S)

Can I create a constructed response item that assesses knowledge from seventh or eighth grade?

Yes. If you come across any reasoning or modeling ES among the Algebra I, Geometry, or Algebra II ES tables that have a content scope that starts with a number such as 6, 7, or 8, that is the grade (sixth, seventh, or eighth) from which the standards are taken in order to create a constructed response task.

I see that the ES noted above in blue for HS.D.1-1 has four different areas of concentration. Do I need to write a constructed response item for each one?

No. In HS.D.1-1, there is 7.RP.A, 7.NS.3, 7.EE, and/or 8.EE. You need to write a modeling constructed response task for only one of those content areas. However, since there are different content areas listed, you could write a modeling task focusing on 7.RP.A which would fall under Algebra and you could write another modeling task focusing on 7.NS.3 which would fall under Number & Quantity. You would then have your two modeling tasks to administer to your students.

So now that I understand the ES tables, what do I need to do for my students?

Besides filling out the forms for the appeal, you must create and administer four constructed response tasks for each of your students. Remember that each task comes from a different content area, and two tasks will assess reasoning, and two tasks will assess modeling.

What should each task consist of?

Each task should have the following:

1. A cover sheet that lists the following: (a blank cover sheet is in this document for your use)
    - the student's name
    - the Evidence statement to which the task aligns (use the coding found in the ES tables)
    - the actual evidence statement
    - the content scope in the ES that is being assessed
    - the content area being assessed (N, F, A, G, or S)
    - the type of item: Reasoning or Modeling
    - the student's score
2. The constructed response task
3. The student's response and score
4. The constructed response rubric

How many points should the task consist of?

The task must have three points. However, no more than 50 percent of the points may come from strict computation. That is, at least 50 percent or more of the points must come from either reasoning or modeling.

Can you explain that further?

In a three-point task, two of those points **must** come from reasoning/modeling and **only** one point can come from computation, **or** you could have **all** three points be for reasoning/modeling. If a student is asked to explain his/her answer in a task, that can be only counted as one reasoning point. There can be **only** one point assigned for each reasoning/modeling response.

What is the 'passing' score on the constructed response task?

For a student to 'pass' the constructed response task, he/she must earn at least two points.

Can students use a calculator and formula sheet on the constructed response tasks?

Yes. You can find the formula sheets at the end of each of the Informational Guides.

Can I use the same constructed response tasks for different students?

Yes, definitely.

Can you please provide an example of a constructed response task?

SAMPLE COVER SHEET

Student Name: _____

Evidence Statement Code: HS.C.6.1

Evidence Statement: Base explanations/reasoning on the principle that the graph of an equation and inequalities in two variables is the set of all its solutions plotted in the coordinate plane.
Content scope: A-REI.D, excluding exponential and logarithmic functions.

Content Scope: A-REI.D

Content Area Assessed: Algebra (A)

Type of Item: Reasoning

Student Score: 3

Sample Constructed Response Task

Let $|x| + |y| = c$, where c is a real number.

Determine the number of points that would be on the graph of the equation for **each** given case:

Case 1: $c < 0$
Case 2: $c = 0$
Case 3: $c > 0$

Justify your answers.

Student Response:

The student's response may be on separate pages from the task. Please make sure the student's name is on each page of his/her response.

Sample Scoring Rubric

Score	Description
3	Student response includes each of the following three elements: One reasoning point: Correct justification of the number of points on the graph for c < 0 One reasoning point: Correct justification of the number of points on the graph for c = 0 One reasoning point: Correct justification of the number of points on the graph for c > 0 Sample Student Response: $\|x\|$ and $\|y\|$ are each nonnegative for all real numbers x and y. So, the sum must be nonnegative for all real numbers. Therefore, the sum cannot equal a negative number. There are no solutions and no points on the graph when c < 0. If c = 0, there is only one solution, (0, 0). The graph consists of only one point. If c > 0, there are infinitely many solutions, which means that there are infinitely many points on the graph.
2	Student response includes two of the three elements.
1	Student response includes one of the three elements.
0	Student response is incorrect or irrelevant.

Note how this rubric shows where the points are coming from. In this case, there are no computation points, but all reasoning points. When putting a rubric together, it's important to show which points are for reasoning/modeling and which points are strictly for computation.

Where can I find more examples of constructed response items?

You can find more sample items at www.parcconline.org and look under the Practice Tests for Algebra I, Geometry, and Algebra II. There will also be a released item guide coming out in November 2015 that will show more sample constructed response items from those subject areas. Please use these items as a guide and not as actual questions for your students.

Where do I send the student appeal and constructed response items?

The appeals and constructed response items should be sent to the following address:

NJDOE Portfolio Appeals
Dr. Faye Ball
100 Riverview Plaza
PO Box 500
Trenton, NJ 08625

What do I do if I have further questions?

If you have questions about math content, please contact Mr. Timothy Giordano via email at timothy.giordano@doe.state.nj.us or by phone at 609-633-8015.

If you have questions regarding the appeal process, please contact Dr. Faye Ball via email at faye.ball@doe.state.nj.us or by phone at 609-984-1970.

PARCC PORTFOLIO APPEAL

CONSTRUCTED RESPONSE ITEM COVER SHEET

Student Name: _____

Evidence Statement Code: _____

Evidence Statement:

_____
_____
_____
_____
_____

Content Scope (found in ES): _____

Content Area Assessed (N, F, A, G, or S): _____

Type of Item (Reasoning or Modeling): _____

Student Score: _____

INFORMATIONAL GUIDE FOR THE ENGLISH LANGUAGE ARTS LITERACY PORTFOLIO APPEALS PROCESS

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in ELA. A student may do this by demonstrating alternative classroom work aligned to the content categories as described below:

- Two high school level passages (one literature and one informational) and associated items that demonstrate a student's comprehension (i.e., multiple choice items and short constructed responses to open-ended questions)
- Writing that includes at least two of the three types required by New Jersey Standards (informational/explanatory, argument, narrative)
- Writing should be scored using the PARCC rubric, available at http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents

Districts should use PARCC practice and released items as examples of the kinds of questions that must be included, but may not use the actual items for their appeals. Questions should require students to demonstrate their understanding by identifying evidence from the texts passages.

What type of evidence will the DOE look for in the Constructed Response Tasks?

Although it depends on the type of passage and writing type, below are some general guidelines on what we will be looking for in terms of a Constructed Response Task:

- ***Writing about texts:*** which generally requires students to compare and contrast two pieces of literature that deal with a common theme.
- ***Close reading of texts:*** focuses on using evidence from texts with an emphasis on analyzing and evaluating texts. Students must use *close reading* to not only determine the main idea but to select the textual evidence that will justify the chosen main idea.
- ***Research:*** based on two pieces of nonfiction and a video, often involving either historical or scientific content.
- ***Narrative writing:*** based on a literary text, typically along the lines of "continue this story".

Where are the PARCC practice tests located so I can use them to model the CRTs I create?

Grade 11, English Language Arts/Literacy, Performance-Based Assessment Practice Test

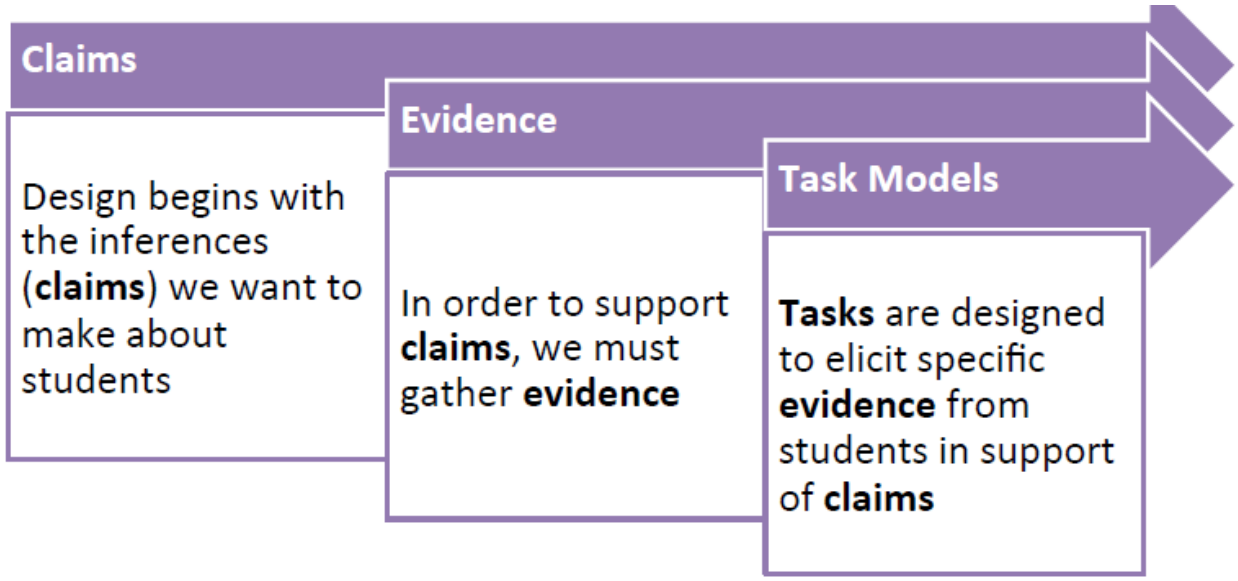
http://parcc.pearson.com/resources/practice-tests/english/grade-11/pba/PC194889-001_11ELATB_PT.pdf

Grade 11, English Language Arts/Literacy, End-of-Year Practice Test

http://parcc.pearson.com/resources/practice-tests/english/grade-11/eoy/PC194887-001_G11ELAOPTB_PT.pdf

What is Evidence Centered Design?

Evidence Centered Design, (ECD) is a deliberate and systematic approach to assessment development that will help to establish the validity of the assessments, increase the comparability of year-to-year results, and increase efficiencies.



What are ELA Evidence tables?

- The tables contain Reading, Writing and Vocabulary major claims and the evidences to be measured on the PARCC Summative Assessment.
- Evidences are attached to the Reading, Writing and Vocabulary claims presented by PARCC.
- Evidences describe what students might say or do to demonstrate mastery of the standards.
- An item on the PARCC assessment may measure multiple standards and multiple evidences.

How can I use the evidence statements/tables to create evidence for the student appeal process?

Using the evidence statements/tables for the appeals process will be very helpful for you to understand how to infuse and combine standards when designing the CRTs. That is, they will help you determine alignment of a complex task with standards which will make it easier to develop questions/tasks that are aligned to the standards.

Below are some helpful links:

Eleventh-grade Reading & Vocabulary Evidence Table
http://www.theproecenter.info/uploads/2/2/5/5/22551316/updated_grade_11_reading_evidence_tables.pdf

Eleventh-grade Writing Evidence Table
http://www.theproecenter.info/uploads/2/2/5/5/22551316/grades_9-11_writing_evidence_tables.pdf

What are the primary components of the ELA rubric?

The three primary components are:

- A reading assessment component
- A written expression component (which has several sub-components)
- A knowledge-of-language and conventions component.

To be successful in creating CRTs, what are some key points to remember?

- In all Evidence Tables for grades 3-11 Standard One is always combined with the teaching of any other standards.
- More than one evidence may be combined with Standard One.
- Texts need to be complex literary or informational text(s) that students will use as a basis for their answers.
- Effective text-dependent questions require students to draw evidence from a text to support their answers.
- Careful and close reading is required in order to determine meaning and answer questions.
- Written tasks should require writing to sources rather than to a de-contextualized or generalized prompt and should require students to apply the knowledge of language and conventions.

Below are some helpful links:

http://www.doe.mass.edu/parcc/testdesign/ELA-PBA.html

www.parcconline.org

NEW JERSEY DEPARTMENT OF EDUCATION
PORTFOLIO APPEAL

Student:_____

School:_____ District:_____ CDS Code:_____

In order to earn a New Jersey high school diploma a student must demonstrate proficiency in both mathematics and English Language Arts. A student may do this in the following ways:

English Language Arts	**Mathematics**
SAT Reading = 400 or	SAT = 400 or
ACT Reading or ACT PLAN Reading = 16 or	ACT or ACT PLAN = 16 or
Accuplacer Write Placer = 6 or	Accuplacer Elementary Algebra = 76 or
PSAT10 Reading or PSAT/NMSQT Reading = 40 or	PSAT10 or PSAT/NMSQT = 40 or
ACT Aspire Reading = 422 or	ACT Aspire = 422 or
ASVAB-AFQT Composite = 31 or	ASVAB-AFQT Composite = 31 or
Meet the Criteria of the NJDOE Portfolio Appeal*	Meet the Criteria of the NJDOE Portfolio Appeal *

*Demonstrating alternative classroom work aligned to the Common Core State Standards

Part I. Student Courses and Assessment Information

This Educational Proficiency Plan is for this/these content area(s) – check those that apply:

☐ English Language Arts ☐ Mathematics ☐ Both

Student Name:_____

Please fill out the following table and list any scores the student achieved on the assessments listed. If the student did not take a specific assessment, write NA in the appropriate student score box.

ELA Assessment Passing Scores	Student Score	Pass? Y/N
SAT Reading = **400**		
ACT Reading or ACT PLAN Reading = **16**		
Accuplacer Write Placer = **6**		
PSAT10 Reading or PSAT/NMSQT Reading = **40**		
ACT Aspire Reading = **422**		
ASVAB-AFQT Composite = **31**		

Mathematics Assessment Passing Scores	Student Score	Pass? Y/N
SAT = **400**		
ACT or ACT PLAN = **16**		
Accuplacer Elementary Algebra = **76**		
PSAT10 or PSAT/NMSQT = **40**		
ACT Aspire = **422**		
ASVAB-AFQT Composite =**31**		

Student Name: _____

English Language Art Information (ELA)*

ELA Courses Taken	Grade Obtained	Areas of Strength	Areas which Need Improvement

Mathematics Information*

Mathematics Courses Taken	Grade Obtained	Areas of Strength	Areas which Need Improvement

*Please include a copy of the student's transcript with the appeal.

Student Name:_____

English Language Arts Proficiency Plan

ELA Topic	Describe Interventions	Describe Evidence to be Collected to Determine Proficiency in the Topic	Targeted Date for Completion

Mathematics Proficiency Plan

Mathematics Topic	Describe Interventions	Describe Evidence to be Collected to Determine Proficiency in the Topic	Targeted Date for Completion

Plan Agreement

Guidance or School Advisor Signature:_____

Teacher Signature:_____

Advisor Contact Name: _____

Advisor Phone:_____ Advisor e-mail:_____

Education Proficiency Plan Completion Verification Section (required):

This student has completed all requirements of his/her plan Yes ☐ No ☐

Principal or designee name (printed): _____

Principal or designee signature: _____Date_____