

Honors Distinction Course Information

Any student enrolled in this course may select the **Honors Distinction**. In order to qualify for Honors Distinction, you **MUST** complete all the supplementary requirements in addition to all the regular course assignments. To achieve the Honors Distinction you must demonstrate advanced outcomes beyond that of the “regular” course. Students selecting the Honors Distinction must demonstrate the following **performance standards**:

- Analyzes information, data, ideas or concepts – Student interprets information accurately in new contexts
- Applies procedure, formulas, principles, or themes – Student applies procedures, formulas, principles, or themes creatively
- Presents multiple solutions, positions, or perspectives – Student presents and explains multiple solutions, positions or perspectives in new ways
- Draws well-supported conclusions – Student creates a detailed, complex, and innovative solutions that are well-supported, logically consistent, and complex
- Synthesizes ideas into a coherent whole – Student integrates ideas or develops solutions that are exceptionally clear, cohesive, coherent and innovative
- Self-Directs Learning – Student seeks challenging options to go deeper into the content and demonstrate advanced outcomes beyond that of the “regular” course
- Applies Technology Effectively – Student creatively uses technology as a tool and chooses the best tool to research, organize, evaluate and communicate information to a variety of audiences

Supplementary requirements are denoted with the **Honors Distinction ICON** and are designed to be:

- Differentiated for advanced learners to support college readiness or complexity above the standard level assignments and are developed as an integral component of the program of study for advanced learners.
- More challenging and rigorous than standard level assignments in order to foster growth for advanced learners distinguished by a difference in the depth and scope of work required.

Final Honors Distinction Learning Portfolio

The goal of the portfolio is for you to reflect on your best work after you have experienced supplementary Honors Distinction requirements. It is an opportunity: you have total control over what is evaluated, and to some extent how it is evaluated. The portfolio is not simply a compilation of your work. Your collected evidence of learning from semester’s work will include a thoughtful and specific critical reflection that demonstrates genuine ownership and mature understanding of the learning process related to the **Honors Distinction performance standards**.

Honors Distinction Assessment Rubric: Critical Thinking Skills, Analytical Skills and 21st Century Skills			
PERFORMANCE AREA	HONORS STANDARD	Regular AT STANDARD	DOES NOT MEET STANDARD
<i>Analyzes information, data, ideas or concepts</i>	Student interprets information accurately and appropriately in new contexts	Student presents information accurately and appropriately with only minor inconsistencies, irrelevancies, or omissions	Student copies information often inaccurately incompletely, or with major omissions.
<i>Applies procedure, formulas, principles, or themes accurately</i>	Student applies procedures, formulas, principles, or themes creatively	Student applies procedures, formulas, principles, or themes with minor inaccuracies	Student inaccurately and inappropriately applies procedures, formulas, principles, or themes
<i>Presents multiple solutions, positions, or perspectives</i>	Student accurately presents and explains multiple solutions, positions or perspectives in new ways	Student accurately presents two or more solutions, positions, or perspectives	Student presents a single solution, position or perspective often with inaccuracies or omissions
<i>Draws well-supported conclusions</i>	Student creates a detailed, complex solution that is well-supported, logically consistent, and complex	Student organizes a solution that is logical and consistent with the evidence	Student presents a conclusion that is illogical or inconsistent with the evidence presented
<i>Synthesizes ideas into a coherent whole</i>	Student integrates ideas or develops solutions that are exceptionally clear, cohesive, coherent and innovative	Student connects ideas or develops solutions in a clear and coherent order	The student presents ideas and solutions in a fragmentary manner, without clear, coherent order
<i>Self-Directs Learning</i>	Student seeks challenging options to go deeper into the content and demonstrate advanced outcomes beyond that of the “regular” course	Student goes beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise	Student achieves basic mastery of skills with little attempt to expand on learning opportunities.
<i>Applies Technology Effectively</i>	Student creatively uses technology as a tool and chooses the best tool to research, organize, evaluate and communicate information to a variety of audiences	Student uses technology as a tool to research, organize, evaluate and communicate information	Student does not consistently use technology as a tool to support learning.