

Proficiency-Based Graduation Requirements (PBGR) – Access Plan



In Vermont, each high school is required to have one diploma for graduation that is issued to all students. Per Vermont’s Education Quality Standards (EQS), adopted in 2014, all students graduating in 2020 must meet requirements for graduation by demonstrating evidence of proficiency, aligned to state standards, in the curriculum. It is critical, when developing and refining Proficiency-Based Graduation Requirements (PBGRs) that all students have access to, make progress, and demonstrate proficiency in the curriculum in an equitable manner. The PBGRs should be overarching, representative of the school, and accessible to all students. It is essential that PBGRs and expectations for proficiency are transparent and readily available to students, families, and community members.

The shift to a proficiency-based system for meeting graduation requirements means that changes need to be made to the Multi Year Plan (MYP), a plan that was historically used to support students with intensive needs in meeting their graduation requirements. The MYP allowed students who could not access courses -- even with modifications -- to take alternate courses to meet the graduation requirements. The PBGR Access Plan is intended to carry on this same spirit of accessibility.

The PBGR Access Plan template has been developed to assist schools, districts and supervisory unions in ensuring that their locally-developed PBGRs can be met by each and every student and replaces the Multi Year Plan template. The Education Quality Standards (see EQS 2120.7) allow high schools to individually modify or make accommodations to how a student accesses the PBGR performance indicators as long as it does not result in creating a separate standard for proficiency. In other words, while most students will meet the PBGRs without accommodations or modifications, a small percentage of students will need this support in order to demonstrate proficiency of the graduation requirements.

The PBGRs should be overarching, representative of the knowledge and skills necessary to be college and career ready, and accessible to all students.

What follows is the VT AOE recommended PBGR Access Plan sample and template. This template will be housed in the same place the Multi Year Plan template was within the VT Special Education Forms.

For additional resources or more information about Kevin’s case study please see the [VT AOE Case Study Project](#) and the Companion Professional Learning Series on Schoology. If you have questions or feedback, please email AOE.SpecialEd@vermont.gov.

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Proficiency-Based Graduation Requirements (PBGR) Access Plan (SAMPLE)

Student Name: Kevin

IEP Meeting Date: 08/27/2019

Please describe below how the student will access the PBGR Performance Indicator.

Speaking and Listening PBGR:	<i>Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively</i>
PBGR Performance Indicator that requires modifications	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Essential Elements	<p><u>EE</u>: Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion.</p> <p><u>Skills</u>: Prepare for discussion; set goals; follow rules; carry out assigned roles; ask and respond to questions about reasoning and evidence; determine and remain on topic when participating in discussion; provide a logical link when changing topics, answering questions, or making a connection; determine when the topic shifts; adjust comments and questions to new topic; determine whether information presented in a variety of media is credible and accurate; determine whether a speaker's claims are reasonable and enhance the argument.</p>
Describe any modifications to the performance indicator	Kevin will prepare for discussions by locating topic-based vocabulary and discussion words on his communication device. During collaborative discussions with peers, Kevin will use his high-tech augmentative communication system to share his ideas, ask questions, and express opinions. Kevin will be prompted provide input or clarify his contribution with a direct request from peer if needed.
How will you know if the student met the performance indicator?	Performance will be measured by the quantity, diversity, and relevance of Kevin's contribution to the group discussion.

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Language PBGR:	<i>Demonstrate command of the conventions of standard English grammar and usage when writing or Speaking</i>
PBGR Performance Indicator that requires modifications	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Essential Elements	<p><u>EE:</u> Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. Identify and use root words and the words that result when affixes are added or removed. d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p> <p><u>Skills:</u> Use the context of a sentence to determine unknown meaning of a word; identify and use root words that result when affixes are added or removed; seek clarification when a word is not understood; use reference materials to clarify the meaning of unknown words; use words across contexts; interpret simple figures of speech.</p>
Describe any modifications to the performance indicator	The quantity of target words will be reduced to allow for additional instructional time and application. New words will be embedded in Kevin’s reading materials, and Kevin will use his communication device to indicate when he sees/hears a word he does not know. He will be offered options for ways to identify the meaning (e.g. use book context, look up online, find it on device) and select one to use. He will be provided support to use these resources but will be expected to direct the partner in the key steps. He will then be offered a closed set of choices for defining the word and will select the correct one.
How will you know if the student met the performance indicator?	Kevin’s performance will be measured by the accuracy of: his identification of the unknown words; his use of the identified key steps for each resource, and his selection of the correct definition.

Writing PBGR:	<i>Produce clear and coherent writing for a range of tasks, purposes, and audiences</i>
PBGR Performance Indicator that requires modifications	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Essential Elements	<p><u>EE:</u> Produce writing that is appropriate to a particular task, purpose, and audience.</p> <p><u>Skills:</u> Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; edit and rewrite as needed; use technology to produce and publish writing.</p>
Describe any modifications to the performance indicator	Kevin will use a graphic organizer/checklist to reflect his writing plan and record his progress. He will be provided with a closed set of options for these steps. To prepare for each writing task he will: indicate the topic and the audience; choose the appropriate format (e.g. email, text, letter, report); and use his communication device to identify and list relevant vocabulary. He will compose his writing using the symbols + text on his communication device. The writing will be stored in an electronic format so that it can be reviewed and edited. During the rewriting, the instructor will use the individual words from Kevin’s writing to generate a set of grammatical sentences. Kevin will select the version of sentence that best conveys his message. Kevin will use technology (communication device program) to publish his writing in the identified format.
How will you know if the student met the performance indicator?	Kevin’s performance will be measured by the accuracy of his responses to the checklist items and the accuracy of his written product based on the topic/purpose.

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How will you know if the student met the performance indicator?	Kevin’s performance will be measured by the accuracy of his responses to the checklist items and the accuracy of his written product based on the topic/purpose.

When performance indicators are being modified, this page must be signed by the LEA Representative.

LEA Representative

Date