

North Carolina Honors Level Course Rubric

I. Curriculum Content

How is the honors level course adapted and differentiated for advanced learners?

There is evidence that the honors level course represents extension, acceleration and enrichment of the *North Carolina Standard Course of Study (Common Core State Standards for Mathematics and English/Language Arts and Literacy and North Carolina Essential Standards)* for the standard level course. Curriculum should indicate depth, rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.*

How does the honors level curriculum support vertical alignment for college and career readiness?

There is evidence that extensions, acceleration and enrichment are aligned with the *North Carolina Standard Course of Study* and/or other appropriate advanced courses of study.

Honors Level Course Portfolio Evidence:

- Teacher Rationale for Curriculum Content (intentional reflection & philosophy)
- Standards and Objectives
- Curriculum Plan (pacing guides, course syllabus, scope & sequence, curriculum maps, etc.)

Met

Not Met

Comment(s):

II. Instructional Materials and Methods

How is the honors level course taught?

- There is evidence of appropriate differentiation in instructional practices for advanced learners. Among instructional strategies that may help teachers manage differentiation and help students find a good learning “fit” include, but are not limited to:

- Use of multiple texts and supplementary materials
- Use of computer programs
- Interest centers
- Learning contracts
- Compacting
- Tiered sense-making activities and tiered products
- Tasks and products designed with a multiple intelligence orientation
- Independent learning contracts
- Complex instruction
- Group investigation
- Product criteria negotiated jointly by student and teacher
- Graduated task-and product-rubrics

(Referenced from: “ED Differentiating Instruction for Advanced Learners in the Mixed Ability Classroom” <http://www.nagc.org/index.aspx?id=151>)

- There is evidence of instructional diversity of teaching strategies indicating complexity above the standard level course, which may include, but not be limited to:
 - Teacher as a facilitator, coach and model,
 - Student led learning and research,
 - Student exchange of ideas,
 - Project-based learning, problem-solving learning, and seminar style learning with a concentration of writing across all modalities
 - Integration of other content areas with connections to real-world skills and context, and
 - Use of higher level critical thinking skills and creativity for advanced learners.

3

Honors Level Course Portfolio Evidence:

- Teacher Rationale for Instructional Materials and Methods · Instructional Materials and Methods (instructional resources, methods, strategies, equipment, and technology)
- Sample Units, Lesson(s), and Assignments
- Student Work Samples

Met

Not Met

Comment(s):

III. Assessment

How is the Honors Level Course Assessed?

- There is evidence that assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative and summative assessment.
- There is evidence of authentic assessments and ongoing student self- and peer- assessment to adjust and improve learning.

Honors Level Course Portfolio Evidence:

- Teacher Rationale for Assessment Practices
 - Assessment Practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)
 - Assessment Samples (pre-assessment, description of formative assessment, and summative assessment)
- Student Work Assessment Samples

Met

Not Met

Comment(s):

North Carolina Honors Level Course Portfolio Review Checklist

This document serves as a checklist to assure that all of the criteria in the Honors Level Course Rubric have been addressed.

Course Title and LEA Name and Number

Course Description

Documentation of Local Approval with signature from LEA representative(s)

Curriculum Content Portfolio Evidence

- Teacher Rationale for Curriculum Content
- Standards and Objectives
- Curriculum Plan

Instructional Materials and Methods Portfolio Evidence

- Teacher Rationale for Instructional Materials and Methods
- Instructional Materials and Methods (instructional resources, methods, strategies, equipment, and technology)
- Sample Units, Lesson(s), and Assignments
- Student Work Samples

Assessment Portfolio Evidence

- Teacher Rationale for Assessment Practices
- Assessment Practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)
- Assessment Samples (pre-assessment, description of formative assessment, and summative assessment)
- Student Work Assessment Samples

Other
